

# Drawing and Painting

Little Chute

Art

Grades 10 - 12, .5 Credits

## Course Overview

Drawing & Painting students will study composition, design, and fine arts appreciation. Masters of drawing and painting from the 1800's to present day will be studied to obtain an appreciation of different styles of art and the impact artwork has in society. Project media includes pencil, pen/ink, pastels, marker renderings, and watercolor, acrylic and oil paintings, and airbrush techniques studies. Students will problem-solve using the elements and principles of design to visually create impressions for themselves or others in society.

## Scope and Sequence

Timeframe	Unit	Instructional Topics
2 Day(s)	Review - Elements and Principles of Art, Critique and Self Assessment	
10 Day(s)	<a href="#">Unit 1- Graphite</a>	1.1: Review 1.2: Pencil 1.3: Perspective Review 1.4: Pencil Landscape Drawing
10 Day(s)	<a href="#">Unit 2 - Colored Pencil</a>	2.1: History and Composition of Colored Pencils 2.2: Colored Pencil techniques 2.3: Macro Still Life
10 Day(s)	<a href="#">Unit 3- Chalk Pastel/Charcoal</a>	2.1: Charcoal and Techniques 2.2: Proper Proportions and Portraiture 2.3: Charcoal Portrait Project 2.4: History of Paper 2.5: Chalk and Techniques 2.6: Thiebaud, Food Still Life
10 Day(s)	<a href="#">Unit 4- Pen and Ink</a>	4.1: History and Parts of Pens 4.2: History and Parts of Nibs 4.3: History and Composition of Ink 4.4: Pen and Ink Animal
10 Day(s)	<a href="#">Unit 5- Watercolor/ Colored Pencil</a> Unit 5 - Oil Pastel	5.1: History of Composition of Watercolor 5.2: Watercolor Techniques 5.3: Watercolor Flower
10 Day(s)	<a href="#">Unit 5- Oil Pastel</a>	5.1: History and Composition of Oil Pastel

		5.2: Techniques 5.3: Great Masters in Art History 5.4: Oil Pastel (Great Masters) Project 5.5: Analysis, Critique, Self Evaluation
10 Day(s)	<a href="#">Unit 7- Watercolor</a>	7.1: History and Composition of Watercolor 7.2: Watercolor techniques 7.3: Watercolor flower, foliage, nature
10 Day(s)	<a href="#">Unit 8- Acrylic</a>	8.1: Acrylic: History of, composition of, techniques 8.2: History, Composition, Techniques 8.3: Canvas : Stretching and Prepping 8.4: Personal Style 8.5: Analysis, Critique, Self Evaluation
10 Day(s)	Unit 8 - Oil	
1 Day(s)	<a href="#">Unit 9- Final Critique</a>	9.1: Self Evaluation 9.2: Class Critique and Discussion
Ongoing	<a href="#">Unit 10- Strategies to Build One's Own Vocabulary</a>	10.1: Logging with Words and Images 10.2: Chaos to Categories 10.3: Rate and Log 10.4: Pencil to Publish 10.5: Vocabulary Dice
Ongoing	<a href="#">Unit 11- Content Area Reading</a>	11.1: Thinking About Content
Ongoing	<a href="#">Unit 12- Discussion and Presentation</a>	12.1: Listening 12.2: Presenting 12.3: Discussing 12.4: Evaluation
Ongoing	<a href="#">Unit 13- Thinking Maps to Organize and Remember</a>	13.1: Circle Map 13.2: Bubble Map 13.3: Double Bubble Map 13.4: Tree Map 13.5: Flow Map 13.6: Multi-Flow Map 13.7: Brace Map 13.8: Analogy or Bridge Map 13.9: Multiple Features Map

Ongoing	<a href="#">Unit 14- Six Trait Writing Application</a>	14.1: Ideas 14.2: Organization 14.3: Word Choice 14.4: Sentence Fluency 14.5: Conventions
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### Academic Vocabulary

elements  
principles  
shape  
color  
space  
line  
texture  
value  
form  
balance  
variety  
emphasis  
harmony  
rhythm  
movement  
gradation  
proportion

### Prerequisites

Art 2

### Materials and Resources

#### STUDENT RESPONSIBILITIES:

#2 Pencil & Pen  
Notebook or folder

#### SCHOOL PROVIDED:

materials are noted for each individual unit

## UNIT 1: Graphite

**Duration of Unit: 7 Day(s)**

**Description of Unit:** After reviewing the elements and principles of art, students will draw from a still life as a warm-up exercise. When this is completed they will be introduced to pencil. Students will learn about kinds of pencils (8B-4H), techniques used with pencil, contour line, sketching, shading, etc. Their prior knowledge of perspective and the "Rule of Thirds" will be reinforced. They will then engage in drawing a landscape using pencil and the various techniques discussed in class.

**Academic Vocabulary:** Pencil grade, graphite, graphite tip, wood casing, ferrule, eraser, blending stump, tortillon, contour line, perspective, vanishing point, horizon line, rule of thirds, cross hatching

**Essential Questions and/or Enduring Understandings:**

- 1.1: Review
- 1.2: Pencil
- 1.3: Perspective Review
- 1.4: Pencil Landscape Drawing

ESSENTIAL Standards	Topics	Learning Targets
	1.1	Students will apply the elements and principles of art in their own work.
	1.2	Students will apply pencil techniques including contour line, sketching, shading, etc.
		Students will identify various pencil grades, the parts of the pencil, and describe how they are made.
	1.3	Students will review perspective drawing and painting concepts.
	1.4	Students will create a landscape drawing in pencil.

## UNIT 2: Colored Pencil

**Duration of Unit: 10 Day(s)**

<b>Description of Unit:</b>		
<b>Academic Vocabulary:</b> Pencil grade, graphite, graphite tip, wood casing, ferrule, eraser, blending stump, tortillon, contour line, perspective, vanishing point, horizon line, rule of thirds, cross hatching		
<b>Essential Questions and/or Enduring Understandings:</b> 1.1: Review 1.2: Pencil 1.3: Perspective Review 1.4: Pencil Landscape Drawing		
<b>ESSENTIAL Standards</b>	<b>Topics</b>	<b>Learning Targets</b>
	<b>1.1</b>	Students will apply the elements and principles of art in their own work.
	<b>1.2</b>	Students will apply pencil techniques including contour line, sketching, shading, etc.
		Students will identify various pencil grades, the parts of the pencil, and describe how they are made.
	<b>1.3</b>	Students will review perspective drawing and painting concepts.
	<b>1.4</b>	Students will create a landscape drawing in pencil.

## UNIT 3: Charcoal/Chalk Pastel

**Duration of Unit: 10 Day(s)**

**Description of Unit:** Students will be introduced to charcoal and charcoal pencil as a medium. They will learn various techniques associated with charcoal including shading, blending, "lifting out", etc. Students will revisit proportion and portraiture techniques. After class discussion and/or lecture, the students will complete a portrait study of themselves or someone else. One portrait will be drawn in full front view. They will draw at least two others exploring different views, for example, looking up, looking down, profile, etc. Students will pay particular attention to changes in proportion, space and appearance of the face as it is seen from each different angle.

Students will learn about paper, how it is made, and the various types that are available to artists. They will also explore conte crayon and/or chalk

pastel. There will be class discussion and demonstration of techniques used with this medium. They will then draw a food still life.

**Academic Vocabulary:** Charcoal grades, vine, block, square, pencil, kneaded eraser, blending, lifting out, profile, fixative, carbon

**Essential Questions and/or Enduring Understandings:**

2.1: Charcoal and Techniques

2.2: Proper Proportions

2.3: Charcoal Portrait Project

ESSENTIAL Standards	Topics	Learning Targets
	3.1	Students will recall the history and composition of charcoal and identify techniques used with charcoal
	3.2	Students will review and use proper proportion and portraiture techniques in their artwork
	3.3	Students will draw a portrait using charcoal.
	3.4	Students will recall the composition of, history of, and making of paper.
	3.5	Students will explain composition of, history of, and making of soft pastels or chalk.
		Students will demonstrate and apply crayon and chalk techniques.
	3.6	Students will create a food still life.

## UNIT 4: Pen and Ink

**Duration of Unit: 10 Day(s)**

**Description of Unit:** Students will learn about pen and ink, the history, use, and techniques. (Stippling, scribbling, cross hatching, contour lines,

etc.) They will work to create a composition, using ink, showing gradation of value.

**Academic Vocabulary:** pen, nib, India ink, carbon, wash, stipple, cross hatch, contour lines, scribble, lamp black, tip, tine, shoulder, vent hole, body, base, fine, medium, broad, stump, oblique

**Essential Questions and/or Enduring Understandings:**

- 4.1: History and Parts of Pens
- 4.2: History and Parts of Nibs
- 4.3: History and Composition of Ink
- 4.4: Pen and Ink Animal

ESSENTIAL Standards	Topics	Learning Targets
	4.1	Students will recall the history and identify parts of the pen.
	4.2	Students will recall the history and identify the parts of the nib.
	4.3	Students will practice and apply pen and ink techniques. (stippling, scribbling, cross hatching, line, etc.)
		Students will recall the history and composition of ink.
	4.4	Students will create a drawing of an animal using pen and ink and various techniques.

## UNIT 5: Pen and Ink

**Duration of Unit: 5 Day(s)**

**Description of Unit:** Students will learn about watercolor and colored pencil, the history, composition of, uses of, and techniques. They will then demonstrate this knowledge through their own watercolor artworks.

**Academic Vocabulary:** watercolor, pigment, binder, solvent, transparent, dry brush, wash, mask, bruising, wet brush, Georgia O'Keeffe

**Essential Questions and/or Enduring Understandings:**

- 5.1: History of Composition of Watercolor

5.2: History of Composition of Colored Pencils  
 5.3: Using them together, Techniques  
 5.4: Watercolor Flower

ESSENTIAL Standards	Topics	Learning Targets
	5.1	Students will recall the history and composition of watercolor.
		Students will describe the composition of watercolor paints.
	5.2	Students will recall the history and composition of colored pencils.
		Students will describe the composition of colored pencils and how they are made.
	5.3	Students will use watercolors and colored pencils together and review basic techniques. (They will practice with both mediums.)
	5.4	Students will paint a flower(s) using watercolor and/or watercolor pencil.

## UNIT 5: Oil Pastel

**Duration of Unit: 5 Day(s)**

**Description of Unit:** Students will research several great masters and discuss various art movements and styles. They will choose three and combine the styles to create a collage focusing on background, midground, and foreground. They will also learn about pastels, the history of, uses of, and techniques. They will use pastel as they integrate the three different works they have chosen into one new work.

**Academic Vocabulary:** background, midground, foreground, oil pastel, blending, solvent, turpentine, sgraffito

**Essential Questions and/or Enduring Understandings:**

- 6.1: History and Composition of Oil Pastel
- 6.2: Techniques
- 6.3: Great Masters in Art History
- 6.4: Oil Pastel (Great Masters) Project
- 6.5: Analysis, Critique, Self Evaluation



ESSENTIAL Standards	Topics	Learning Targets
	<b>5.1</b>	Students will recall the history and composition of oil pastels.
		Students will describe the composition of pastels.
	<b>5.2</b>	Students will practice oil pastel techniques.
	<b>5.3</b>	Students will research and use Great Masters of the past as resources for their own study of artistic style.
	<b>5.4</b>	Students will create a pastel painting, focusing on background, midground, and foreground
	<b>5.5</b>	Students will analyze the artistic styles of various artists.
		Students will evaluate and critique their paintings in writing.
		Students will compare and contrast these artistic styles to their personal style

## UNIT 7: Watercolor

**Duration of Unit: 5 Day(s)**

**Description of Unit:** Students will revisit basic techniques and extend their exploration of watercolor. They will create compositions using watercolor. (Landscapes)

**Academic Vocabulary:** watercolor, pigment, solvent, binder, wash, dry brush, bruising, mask, salt wash, layer transparent, opaque, color, value, intensity, gradation

**Essential Questions and/or Enduring Understandings:**

7.1: Techniques

7.2: Personal Style

7.3: Analysis, Critique, Self Evaluation

ESSENTIAL	Topics	Learning Targets
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Standards		
	7.1	Students will practice and extend knowledge of watercolor and techniques.
	7.2	Students will produce a watercolor painting reflecting their personal artistic style.
	7.3	Students will analyze, critique, and evaluate their own work in writing.
		Students will focus on elements and principles of art, as well as applicable information introduced in class during the term.

## UNIT 8: Acrylic/Oil

**Duration of Unit: 5 Day(s)**

**Description of Unit:** Students will learn about acrylics and oils, the history of, uses of, and techniques. They will also use this knowledge to create a culminating piece. They will be encouraged during this unit to explore personal style.

**Academic Vocabulary:** oil, acrylic, opaque, transparent, layer, blend, turpentine, linseed oil, pigment, solvent, binder, canvas, stretcher, gesso, fan brush, palette knife

**Essential Questions and/or Enduring Understandings:**

- 8.1: Acrylic: History of, composition of, techniques
- 8.2: History, Composition, Techniques
- 8.3: Canvas : Stretching and Prepping
- 8.4: Personal Style
- 8.5: Analysis, Critique, Self Evaluation

ESSENTIAL Standards	Topics	Learning Targets
	8.1	Students will practice acrylic techniques.

		Students will practice acrylic techniques.
		Students will describe the composition and characteristics of acrylics.
	<b>8.2</b>	Students will practice oil techniques.
		Students will recall the history and composition of oils.
		Students will describe the composition and characteristics of oil paints.
	<b>8.3</b>	Students will stretch and prep their own canvases.
	<b>8.4</b>	Students will produce an oil painting reflecting their personal artistic style.
	<b>8.5</b>	Students will produce an oil painting reflecting their personal artistic style.
		Students will focus on elements and principles of art, as well as applicable information introduced in class during the term.

## UNIT 9: Final Critique

**Duration of Unit: 1 Day(s)**

**Description of Unit:** Prior to class discussion students will use a teacher created checklist to help formulate a complete written self evaluation of an original art piece and present work to the class.

**Essential Questions and/or Enduring Understandings:**

9.1: Self Evaluation

9.2: Class Critique and Discussion

ESSENTIAL Standards	Topics	Learning Targets
	<b>9.1</b>	Students will complete a written (typed) self evaluation.

	<b>9.2</b>	Students will participate in class critique of student work and class discussion.
		Students will prepare and present their finest work to class.

## UNIT 10: Strategies to Build One's Own Vocabulary

**Duration of Unit: Ongoing**

**Description of Unit:** These are strategies for the students. As students gain control of these vocabulary tools they will be able to increase vocabulary proficiency as they gain new knowledge and manipulate content.

**Essential Questions and/or Enduring Understandings:**

- 10.1: Logging with Words and Images
- 10.2: Chaos to Categories
- 10.3: Rate and Log
- 10.4: Pencil to Publish
- 10.5: Vocabulary Dice

ESSENTIAL Standards	Topics	Learning Targets
	<b>10.1</b>	Students will record important concepts and continually evaluate their own understanding of content. Record the words, phrases, and pictures that come to mind as your understanding grows.
	<b>10.2</b>	Students will develop thinking about relationships between concepts and solidify their understanding.
	<b>10.3</b>	Students will explain ever-changing understandings and reshape schema.
	<b>10.4</b>	Students will connect new knowledge to make meaning and think ahead while reading.
	<b>10.5</b>	Students will develop relationships between concepts.

## UNIT 11: Content Area Reading

**Duration of Unit: Ongoing**

**Description of Unit:** When students read in the content areas they interact with the text before, during, and after reading. Reading strategies draw on the different approaches that good readers use to read actual text in their classrooms. These strategies include making connections, questioning, inferring, determining importance, visualizing, synthesizing, and monitoring for meaning.

**Essential Questions and/or Enduring Understandings:**

11.1: Thinking About Content

ESSENTIAL Standards	Topics	Learning Targets
	11.1	Students will continue to apply a variety of reading strategies in an EnCore area. A menu of strategies titles will be added here as identified appropriate for art content.

## UNIT 12: Discussion and Presentation

**Duration of Unit: Ongoing**

**Description of Unit:** Throughout the term students will be expected to present and discuss their works in a classroom setting and in a critique format. They should be able to express their views and ideas using elements and principles of art and correct terminology. They should also be able to express these views and ideas in writing if required.

**Essential Questions and/or Enduring Understandings:**

12.1: Listening  
12.2: Presenting  
12.3: Discussing  
12.4: Evaluation

ESSENTIAL Standards	Topics	Learning Targets
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	<b>12.1</b>	Students will listen to others describe and critique their work as well as the work of others.
	<b>12.2</b>	Students will present their work to the class through verbal critique.
	<b>12.3</b>	Students will discuss the strengths and weaknesses of their own artwork and the artwork of others in small groups and classroom settings.
	<b>12.4</b>	Students will evaluate their own artwork through written critiques and self assessments.

## UNIT 13: Thinking Maps to Organize and Remember

**Duration of Unit: Ongoing**

**Description of Unit:** As students manipulate content in a Thinking Map they gain awareness and increased understanding of the content area concepts.

**Essential Questions and/or Enduring Understandings:**

- 13.1: Circle Map
- 13.2: Bubble Map
- 13.3: Double Bubble Map
- 13.4: Tree Map
- 13.5: Flow Map
- 13.6: Multi-Flow Map
- 13.7: Brace Map
- 13.8: Analogy or Bridge Map
- 13.9: Multiple Features Map

ESSENTIAL Standards	Topics	Learning Targets
	<b>13.1</b>	Students will generate relevant information or seek context using a circle map.
	<b>13.2</b>	Students will organize attributes, traits, properties or descriptions with a bubble map.

	<b>13.3</b>	Students will compare and contrast using a double bubble map.
	<b>13.4</b>	Students will construct a Tree Map to classify or sort main ideas from details.
	<b>13.5</b>	Students will organize sequences, develop timelines and show chronological order.
	<b>13.6</b>	Students will organize cause and effect information and make predictions.
	<b>13.7</b>	Students will organize information for technical writing.
		Students will organize information from whole to part.
		Students will recognize physical relationships of an object.
	<b>13.8</b>	Students will compare and reason analogies.
		Students will solve analogies.
	<b>13.9</b>	Students will classify multiple sources of information.
		Students will organize information by attributes, traits or properties.

## UNIT 14: Six Trait Writing Application

**Duration of Unit: Ongoing**

**Description of Unit:** The LCASD uses the Six Trait Writing Model as a framework for teaching stronger writing skills within actual student writing activities. It is a powerful way to learn and use a common language to refer to characteristics of writing as well as create a common vision of what 'good' writing looks like. EnCore areas use the common language and apply some of the traits as related to their subject area.

**Essential Questions and/or Enduring Understandings:**

- 14.1: Ideas
- 14.2: Organization
- 14.3: Word Choice
- 14.4: Sentence Fluency

14.5: Conventions		
ESSENTIAL Standards	Topics	Learning Targets
	<b>14.1</b>	Students will practice and apply the IDEA trait to writing activities.
	<b>14.2</b>	Students will practice and apply the ORGANIZATION trait to writing activities.
	<b>14.3</b>	Students will practice and apply the WORD CHOICE trait to writing activities.
	<b>14.4</b>	Students will practice and apply the SENTENCE FLUENCY trait to writing activities.
	<b>14.5</b>	Students will practice and apply the CONVENTIONS trait to writing activities.