



Radnor High School Course Syllabus

Created 9/1/2011

Drawing 0704

Credits: .5
Weighted: N/A
Length: Semester
Format: 4 days per week

Grades: 9 - 12
Prerequisite: N/A

Overall Description of Course

All forms of art are based on an ability to first show an idea by drawing. Learning to draw and improving your drawing skills is a very satisfying experience. This course teaches the student how to see as an artist and more accurately record their observations via drawing. Techniques such as observational drawing, figure drawing, shading, design, and perspective are explored. Students will use a variety of materials such as markers, colored pencils, and pastels. Sketchbooks will be used for out-of-class assignments. Students will complete an average of three projects per quarter which are the focus of assessment.

Common Core Standards

- 9.1.12.A:** Know and use the elements and principles of each art form to create works in the arts and humanities.
- 9.1.12.B:** Recognize, know, use and demonstrate a variety of appropriate arts elements and revise original works in the arts.
- 9.1.12.C:** Integrate and apply advanced vocabulary to the arts forms.
- 9.1.12.F:** Analyze works of arts influenced by experiences or historical and cultural events through production, performance or exhibition.
- 9.1.12.H:** Incorporate the effective and safe use of materials, equipment and tools into the production of works in the arts at work and performance spaces.
- 9.1.12.J:** Analyze and evaluate the use of traditional and contemporary technologies for producing, performing and exhibiting works in the arts or the works of others.
- 9.2.12.D:** Analyze a work of art from its historical and cultural perspective.
- 9.3.12.A:** Explain and apply the critical examination processes of works in the arts and humanities

Keystone Connections:

Student Objectives:

- >Application of problem solving skills in drawing.
- >Extensive practice in the comprehension of basic symbols systems and abstract

- concepts.
- >Application of technical skills in practical production and performance situations.
 - >Comprehension and application of design elements and principles.
 - >Development and practice of creative thinking skills in printmaking.
 - >Development of verbal and non-verbal communication skills through drawing.
 - >Develop an awareness of the historical and cultural contributions of artists in through drawing.
 - >Engage in aesthetic criticism of both master and student work.
 - >Exhibition of student work via Radnor High School community and art shows held throughout the school year.
 - >Develop an ongoing appreciation of drawing, both past and present.

Materials & Texts

MATERIALS

Materials to be used include (*but are not limited to*) varied lead pencils, colored pencils, erasers, felt tip markers, drawing boards, torts, t-square, rulers, pastels, and charcoal.

TEXTS

The following are not required student texts. They are teacher resources.

Drawing on the Right side of the Brain, by Betty Edwards
Hooked on Drawing, by Sandy Brooke

Activities, Assignments, & Assessments

ACTIVITIES

- >Studio safety-practicing with studio tools to develop an understanding of them.
- >Contour drawing activities-blind and modified contour drawing
- >Shading activity- practicing smooth graded tones and textural tones.
- >Proportional grid enlargement- practicing how to enlarge an image
- >Color Theory activity-understanding the placement of colors on the color wheel.
Practicing how to mix/blend colors. Understanding color schemes.
- >Linear perspective activity-learning and practicing the concept of linear perspective in a series of drawings.

ASSIGNMENTS

- >Contour Drawing
- >Figure Drawing
- >Color Scheme Drawing using proportional grid enlargement of an original image

- >Drawing using graded tones and textural tones
- >Linear Perspective Drawing
- >Sketchbook Assignment

ASSESSMENTS

All projects will serve as the main focus of assessment. The sketchbook assignment will serve as a final exam and be weighted accordingly. Project specific rubrics will be used to assess specific criteria on each project. The Radnor High School grading scale will be used to compute final grades on all projects.

Terminology

Value, textural tone, proportional grid enlargement, linear perspective, horizon line, vanishing point, (6B, 2B, HB, 2H) pencil, tort, Elements of Art, Principles of Art

Media, Technology, Web Resources

Powerpoint presentations by instructor and use of computers for student research tasks

<http://www.nga.gov/education/teachres.htm>

<http://www.princetonol.com/groups/iad?>

http://www.metmuseum.org/education/er_teacher.asp

<http://www.philamuseum.org/education/33-132-494-377.html>

<http://www.artchive.com/>

Enduring Understandings

1. Production: The skills, techniques, elements and principles of the arts can be learned, studied, refined, and practiced.
2. Aesthetic Response and Historic Cultural Context: The arts provide a medium to understand and exchange ideas.
3. People have expressed experiences and ideas through the arts throughout time and across cultures.
4. People use both aesthetic and critical processes to assess quality, interrupt meaning, and determine value.

Essential Questions

1. How are the elements and principles of design used to convey meaning in the visual arts?
2. Why do people value and engage with visual art?
3. How do the visual arts raise awareness about art versus craftsmanship?
4. What role does the critique play in an artists' development?