



High School Drawing 1-2

Deer Valley Unified School District #97

9-12

Outcomes For Concepts	Suggested Activities	Suggested Methods For Assessment	Suggested Areas For Integration
<p><i>AESTHETIC PERCEPTION: VISUAL AND TACTILE</i></p> <p>1. RECOGNIZE DESIGN ELEMENTS AND PRINCIPLES</p> <ul style="list-style-type: none"> Recognize Design Elements and Principles within a work of art and their properties within the environment. <p>2. SEE UNDERLYING DETAILS (STRUCTURAL ANALYSIS)</p> <ul style="list-style-type: none"> Compare and analyze simple basic shapes and how they are combined in complex forms. 	<p>Review Design Elements and Principles.</p> <p>Observe slides/art reproductions of Design Elements and Principles.</p> <p>Examine a variety of artists through slides.</p> <p>Explore prisma pencil techniques.</p> <p>Create a surrealist composition using prisma pencils with an emphasis on unusual detail/composition, color and "balance".</p>	<p>The teacher may observe:</p> <p>Awareness of Design Elements and Principles.</p> <p>Ability to apply and comprehend the importance of the Design Elements and Principles.</p> <p>Analysis of underlying details.</p> <p>Awareness of aesthetic perception.</p>	<p>Woods: Create a French cedar chest using Design Elements and Principles for a unified composition.</p> <p>Computer drafting: Design a building or structure showing both exterior and interior.</p>

<p>3. DISCRIMINATE VISUAL CHARACTERISTICS</p> <ul style="list-style-type: none"> Anticipate the effects of altered point of view, light, size and motion within a composition. <p>4. RECOGNIZE VARIETY IN VISUAL CHARACTERISTICS</p> <ul style="list-style-type: none"> Describe imaginative or alternative ways of perceiving the environment in order to break stereotyped images. <p>5. RESPOND AESTHETICALLY TO VISUAL AND TACTILE CHARACTERISTICS</p> <ul style="list-style-type: none"> Use descriptors, similes, metaphors and visual examples to describe unique visual and tactile characteristics observed in work of art, nature, and objects within the total environment. 	<p>Examine work of Hierononymus Bosch, Salvador Dali and/or Georgio DeChirico.</p> <p>Explore pastel techniques.</p> <p>Create a composition using pastel based on a mood/environment or land/city/seascape with an emphasis on space and rhythm.</p> <p>Examine works of Georgia O'Keeffe and ____ Carrera.</p> <p>Describe and create texture through identification of different media types.</p>	<p>Demonstration of awareness of man-made and natural objects.</p> <p>Evidence of the use of variation in a composition.</p> <p>Appropriate ways to describe/create textures through different media.</p>	<p>Earth Science: Study the effects of light forms on landscape created by seasonal changes.</p>
--	--	---	--

7. ANALYZE AESTHETIC PERCEPTIONS

- Compare differences between general perceptions used in everyday living and aesthetic perceptions.

Examine and compare differences between still life works of Powl Cezanne and/or Henri Matisse.

Explore charcoal techniques.

Create a charcoal drawing based on a still life with an emphasis on "contrast".

Recognition of variety in visual characteristics.

Completion of a composition with emphasis.

Earth Science: Describe the area of land covered by ash

CREATIVE EXPRESSION - ARTISTIC KNOWLEDGE AND SKILLS

1. DEMONSTRATE A DIVERSE NUMBER OF ART TOOLS AND MEDIA

- Demonstrate ability to use drawing and painting techniques (shading, brush drawing, dry and wet brush or mixed media) in order to organize and depict ideas, feelings and moods.

Create a series of multi media drawings from 1 image, based on the idea of "theme and variation".

Examine works of Piet Mondrian.

Discuss and demonstrate qualities of good craftsmanship as it pertains to the use of media.

Utilization of diverse media and tools.

<p>2. APPLY ELEMENTS AND PRINCIPLES</p> <ul style="list-style-type: none"> Identify and demonstrate use of design elements together to illustrate the design principles. <p>3. APPLY DESIGN ELEMENTS AND PRINCIPLES</p> <ul style="list-style-type: none"> Apply design theory in developing functional and/or decorative objects, and demonstrate ability to design objects used in everyday living. <p>4. EXPRESS THREE-DIMENSIONAL QUALITIES</p> <ul style="list-style-type: none"> To demonstrate a working knowledge of basic art terminology, (production/ design skills and historical perspective). 	<p>Recognize the Elements and Principles of Design through the examples of historical artworks.</p> <p>Participate in oral and written discussions and create drawings using the elements.</p> <p>Identify the relief process and complete a relief print/embossing technique using hand made paper.</p> <p>Identify basic drawing terminology through tests, quizzes and a notebook completion.</p>	<p>Attention to the design elements and principles.</p> <p>Application of Design Elements and Principles in creating a multimedia product.</p> <p>Understanding of basic terminology.</p>	
---	--	---	--

5. APPLY THE USE OF MEDIA SKILLS IN A PROBLEM-SOLVING CONTEXT.

- Demonstrate ability to identify, analyze and modify a design problem such as weaving, collage, and line drawings.

Explore ink and ink/wash techniques.

Create and complete an ink exercise to demonstrate the use of various ink techniques.

Identification,
analyzation and modifi-
cation of a design
problem.

6. DEMONSTRATE GRAPHIC ART TECHNIQUES

- Produce graphic symbols, signs, posters, or wall designs to communicate an idea, sell a product, or create a decorative effect.

Create ink drawings for the literary magazine and program cover designs.

Identification,
analyzation and modifi-
cation of a graphic art
technique.

7. EXPLORE TECHNOLOGY

- Explore the use of technology used to generate art forms (e.g., photography or light generated images, computers, video).
- Produce still photographs, film, television, or animation sequences utilizing design elements and such design principles as rhythm, variation on a theme, and balance to communicate ideas of realism, fantasy, illusion of movement, story content, history, contemporary problems and issues.

Produce a computer generated image
using a variety of typography.

Exploration of the use of technology.

8. RECOGNIZE CAREER OPPORTUNITIES

- Identify and investigate the range of visual arts careers.

VISUAL ARTS HERITAGE - HISTORICAL AND CULTURAL

1. RECOGNIZE AND COMPARE VARYING CULTURAL THEMES.

- Compare themes and symbols in the art of different cultures and discuss similarities and differences.

2. ANALYZE THE CREATIVE PROCESS

- Recognize that artists often make art by conceiving an idea, elaborating and refining it, and finally giving form to the idea with art media.

Invite a local artist, parent or guest speaker from an art school to discuss drawing and career opportunities.

Select a multicultural topic to research and present to class.

Identify and define terms in color theory.

Complete multiple prisma color exercises/techniques.

Demonstrate use of prisma pencils and its characteristics.

Exploration and recognition of career opportunities of the visual arts.

Identification and appreciation of varying cultural themes.

Recognition of a variety of styles and techniques.

<p>3. RECOGNIZE THE ARTISTS ROLE</p> <ul style="list-style-type: none"> • Recognize the role of artist in the community. <p>4. RECOGNIZE HISTORICAL, REGIONAL, CULTURAL, AND INDIVIDUAL ARTISTIC STYLES</p> <ul style="list-style-type: none"> • Recognize that works of art have a general cultural style that reflects the people's values, beliefs, particular ways of perceiving the world and levels of technology. <p>5. RECOGNIZE STYLES IN DIVERSE AMERICAN CULTURES.</p> <ul style="list-style-type: none"> • Identify works of art selected from various American ethnic backgrounds which illustrate variation in style. • Discuss contemporary style trends in American art as reflection of diverse developments in our culture. 	<p>Examine the 4 C's used in producing artwork: craftsmanship, creativity, composition and critique.</p> <p>Identify artists Leonardo DaVinci and Kathe Kollwitz and compare their artistic impact on society.</p> <p>Identify local artists and discuss their roles in their community.</p> <p>Prepare a cooperative art history learning activity comparing styles of two artists.</p> <p>Experiment and compare techniques of artists Georgia O'Keeffe and John Anderson, and their diverse style.</p>	<p>Use of the appropriate components used in producing works of art.</p> <p>Response to the role of artists in the community.</p> <p>Exchange of ideas through group discussion.</p> <p>Identification of artwork within various American ethnic cultures.</p>	
--	---	--	--

<p>6. RECOGNIZE THE FUNCTION OF VISUAL ARTS IN A COMMUNITY.</p> <ul style="list-style-type: none"> • Describe ways that people are involved in the visual arts within a community. • Identify the variety of art forms used in business and industry and the vocational and professional fields used to communicate these forms. <p>7. RECOGNIZE VISUAL ARTS FROM WORLD CULTURES</p> <ul style="list-style-type: none"> • Analyze differences in media used by various cultures and relate these findings to visual arts achievements. • Demonstrate awareness of symbolic content. <p><i>AESTHETIC VALUING - ANALYSIS, INTERPRETATION AND JUDGMENT</i></p> <p>1. ANALYZE DESIGN ELEMENTS</p> <ul style="list-style-type: none"> • Make distinctions among design elements when describing works of art, nature, and objects within the total environment. 	<p>Participate in an "art walk" fieldtrip.</p> <p>Participate in a "corporate business" fieldtrip (Design Dept., Part Acquisitions, etc.).</p> <p>Identify and experiment with different ink techniques (i.e., Japanese Brushwork in creating oriental images).</p> <p>Study art reproductions and analyze them through their use of color, line, shape, texture, space, and form.</p>	<p>An awareness of the function of galleries, studios and museums.</p> <p>Identification and justification of art forms used in business.</p> <p>Symbolic content in illustration.</p> <p>Comprehension of design elements through oral presentations.</p>	
---	--	--	--

2. RECOGNIZE USE OF DESIGN ELEMENTS

- Select artworks that are similar or different in the way design elements are organized.

Select two artists who have similar painting styles and concentrating on one design element (such as color), show the differences in a short summary.

Comparison of a design element used in two paintings by different artists.

3. RECOGNIZE ART MEDIA AND PROCESSES

- Discuss a process related to a medium, such as watercolor, clay, or weaving, and how it is used in producing a work of art.

Explore conte crayon techniques.

Create a composition using conte crayon based on a famous person with an emphasis on form, proportion and emphasis.

Examine work of Leonardo DaVinci.

Identification of art media and processes.

4. RECOGNIZE ARTISTIC MOOD AND EXPRESSION

- Describe the meaning of works of art in terms of mood and expression of such ideals as courage, power and wisdom through the organization of Design Elements and Principles.

Study the expressionistic paintings of Kathe Kolliwotz and create a portrait drawing showing expression.

Utilization of expressionism through Design Elements and Principles.

5. DESCRIBE AESTHETIC CHARACTERISTICS

- Use descriptors, similes, and metaphors to describe visual characteristics observed in works of art, nature, and objects in the total environment.

Complete oral/verbal critique evaluations working with a group or individual to build vocabulary words and understanding.

Recognition of aesthetic characteristics.

6. DESCRIBE ARTISTIC STYLES

- Compare two or more artworks of similar styles or by the same artist and identify the qualities which make those similarities apparent.

Complete cooperative learning activities analyzing and critiquing the still lifes of Cezanne and Matisse.

Correct analysis of individual styles.

7. IDENTIFY FORM AND FUNCTION OF ART AND THE ARTIST

- Explore reasons why people create art such as communicating an idea, exploring concepts for understanding, utilizing the formal qualities of art to create aesthetic effects within environments, or performing a utilitarian function.
- Develop an awareness of artists' roles in history.

Utilize examples to compare reasons why people create art.

List student perceptions of reasons, cultural and personal.

Read, research and report about the history of drawing and it's role in society.

Completion of a list.

Completion of study guides, oral or written reports.

<ul style="list-style-type: none"> • To develop the necessary projects that will enable success in pursuing career opportunities. 	Develop a computer generated image for one of the "theme and variation" studies.	Use of technology combined with drawing for possible career opportunities.	
8. PERSONAL AND INTERPERSONAL BEHAVIOR			
<ul style="list-style-type: none"> • Develop decision making techniques and creative problem solving skills. • To listen and respond to the ideas of others. • To respond appropriately to constructive criticism. 	<p>Create a "multimedia drawing" by selecting media, style and size.</p> <p>Brainstorm interactive activities by developing any individual/group project (i.e., murals, t-shirt designs, program covers, etc.)</p> <p>Critique self and others "multimedia drawings" and respond to constructive criticism.</p>		
9. INTERPERSONAL CRITICAL AND APPRECIATIVE SKILLS			
<ul style="list-style-type: none"> • To show respect for classmates and teachers, to listen attentively. • To show respect for others feelings by carefully phrasing evaluative comments. • To continue to develop a lifelong interest in the arts. 	<p>Participate in a memory game of classmates names at beginning of school year.</p> <p>Participate in the critique process by using positive comments.</p> <p>Examine their reaction to an art piece/ style/period both before and after they have experienced it.</p>		