

MARLBORO CENTRAL SCHOOL DISTRICT-CURRICULUM MAP 2015-2016

Subject: ART Course Title: DRAWING & PAINTING

KEY
 - Exercises
 ◆ Major project

Grade Level: 10,11,12

Grade Levels

Title or Topics (Unit organizing idea)	Concepts (understandings)	Skills (What students actually do)	Major Assessments (Tests, projects, etc.)	Time Frame (Number of weeks)
<p>-Blind contour drawing</p> <p>-Artwork of the week</p> <p>-Sketchbooks</p>	<p>- understand that learning to <u>see</u> better helps you draw better.</p> <p>-establish a well-rounded understanding and vocabulary in art</p> <p>-daily discipline to practice drawing</p>	<p>- practice blind contour drawing from direct observation. (a daily 3 min. routine.)</p> <p>- view artwork of week/discuss or write an analysis using art vocabulary</p> <p>- record images and ideas daily in sketchbook</p>	<p>-teacher assessment</p>	<p>All year ongoing 40 wks for all three skills</p>
<p>Figure drawing (Gesture & Proportion)</p>	<p>-what “gesture” means in drawing.</p> <p>-how to see the “movement” in an object or figure.</p> <p>- how to measure proportion using a live model.</p> <p>- use the medium of charcoal</p> <p>- make expressive “marks</p>	<p>- draw 30,60,90-second gesture drawings from live figure with charcoal.</p> <p>-practice measuring proportions while drawing the figure.</p> <p>-view Abstract Expressionist drawings and paintings and discuss “expressive mark-making”.</p> <p>-create an abstract expressive line drawing while listening to various genres of music.</p>	<p>◆ Develop a finished figure drawing (18” x 24”) in charcoal from a costumed model. (use of expressive lines)</p> <p>- teacher assessment w/rubric</p> <p>- class critique</p>	<p>SEPTEMBER 4 weeks</p>
<p>Value</p>	<p>-how value is an integral part of any drawing and painting.</p> <p>-value using line, continuous tone and stippling.</p>	<p>- create a black and white value scale with 6B pencil</p> <p>- view drawings of the masters and contemporary artists. Discuss their use of values and gradations to create good composition.</p> <p>- learn to draw “upside down” in order to really SEE shapes and values (as abstract).</p> <p>-practice value gradations using continuous tone shading with pencil and stippling with sharpie.</p>	<p>◆ Masters’ “Upside Down” portrait project in graphite.</p> <p>◆ “Organic Triptych” project- one organic object from life using contour, continuous tone and stipple.</p> <p>- teacher assessment w/rubric</p> <p>- class critique</p>	<p>OCT./NOV. 8 weeks</p>
<p>Drawing skills, mediums and techniques</p>	<p>- how different drawing mediums and papers are used to create various effects.</p>	<p>-watch teacher demos of various techniques</p> <p>-experiment with drawing mediums such as oil pastel, conte crayon, charcoal pencils, pen & ink, chalk pastel and colored pencils</p> <p>-draw studies of many types of organic and inorganic objects using all drawing mediums.</p> <p>-view “Art 21” segments related to drawing</p>	<p>◆ pen & ink “Micrography” project</p> <p>◆ chalk pastel still life</p> <p>◆ charcoal pencil and conte self-portrait</p>	<p>DEC./JAN. 6 weeks</p>

Landscape	<ul style="list-style-type: none"> - various terms of a landscape work of art. - different styles of landscape painting. - Hudson River School of Art - properties of oil pastels. - meaning and application of “light source” and “focal point” within a composition. 	<ul style="list-style-type: none"> -view a PowerPoint presentation about landscape painters and particularly the Hudson River School of Art. - practice drawing trees and clouds from life. - visit online museums or participate in class field trip to Vassar’s Loeb museum to view the large collection of Hudson River Landscape paintings. - write their own poetic piece of their impressions of the landscape artworks. - create their own “plein air” oil pastel landscape in oil pastel on the Vassar campus that day. - read excerpts from American Romantic novels such as Washington Irving's <i>The Legend of Sleepy Hollow</i> or <i>Leatherstocking Tales</i> of James Fenimore Cooper 	<ul style="list-style-type: none"> ◆ “Plein Air” landscape project in oil pastel using a full range of values and definite light source and focal point. - teacher assessment w/rubric - written self-assessment ◆ pen & ink/watercolor sketches from their impression of the landscape description in the American Romantic novels. - teacher assessment w/rubric 	FEB./MARCH 8 weeks
Painting skills, mediums and techniques	<ul style="list-style-type: none"> - how different painting mediums are used to create various effects. 	<ul style="list-style-type: none"> -watch teacher demos of various techniques -experiment with painting mediums such as watercolor, acrylic and gouache -paint studies of many types of organic and inorganic objects using all painting mediums. -view “Art 21” segments related to painting -write a small essay describing their “place of refuge”. 	<ul style="list-style-type: none"> ◆ “My Place of Refuge” gouache painting 	APRIL 4 weeks
Modern & Contemporary Art	<ul style="list-style-type: none"> -various movements in Modern Art - contemporary artists -the meaning of “abstract” in art -properties of acrylic paint 	<ul style="list-style-type: none"> -visit online museums to view modern and contemporary art -read art reviews in current art magazines (Art News) and the New York Times. -write an art review of a contemporary artist. -visit the Whitney Museum or MOMA in NYC 	<ul style="list-style-type: none"> ◆ Create an abstract painting with acrylic on canvas. -student critique and written analysis 	MAY 4 weeks
Final Project	<ul style="list-style-type: none"> -how to use the knowledge attained in class to complete the final. 	<ul style="list-style-type: none"> - complete a final project based on many of the techniques learned in the course. 	<ul style="list-style-type: none"> - teacher assessment 	JUNE 2 weeks