

Advanced Drawing and Printmaking Curriculum Maps

Required Student Supplies:

- 1: Spiral-bound Sketchbook (or hard cover)
- 2: 10 #2 pencils
- 3: Vinyl or other non-pink eraser
- 4: USB drive/flash drive

Umbrella Standards: These standards must be met for every unit in all art courses

Concept: Idea Development, Problem Solving, and Communicating

- C.12.2: Understand the procedures of developing quality design
- C.12.6: Experiment visually with sketches for complex solution involving concepts and symbols
- C.12.9: Use ongoing reflective strategies to assess & better understand one's work & that of others
- D.12.6: Apply problem solving strategies that promote fluency, flexibility, elaboration, and originality

Craftsmanship: Skills, Processes, and Techniques

- C.12.7: Apply advanced craft and skills to consistently produce quality art
- C.12.8: Use the natural characteristics of materials and their possibilities and limitations to create art

Composition: Knowing, Using, and Judging the Elements of Art and Principles of Design

- C.12.1: Use the elements and principles of design in a sophisticated way
- J.12.7: Understand and apply art criticism and aesthetic knowledge in art and design

1: Gesture Drawing: Figure Drawing with Charcoal and Pastel

Students will study the proportions of the human body and different techniques involved in figure drawing using a variety of resources (book, online, etc, <http://art.net/~rebecca/LifeDrawing1.html>). We will then do a series of figure drawings using charcoal and pastels. Students will start with holding the drawing implement in their hand and progress to the implement being mounted on a long (18") stick. Students will choose their three best pieces to turn in.

Principles and Elements of Art: Proportion, movement, variety, unity, balance, line, shape, form, value

Sketchbook Assignment: Do a series of figure drawings in your sketchbook. Draw from your life (at school, at home) people that around you. Fill four pages.

Materials: Charcoal, chalk and oil pastels, dowels, large drawing paper, sketchbooks.

Art History References: Drawings by Leonardo Da vinci, contemporary figure drawing artists

Techniques: gesture drawing, layering, movement

Unit Standards:

- 1: Students will be able to demonstrate an understanding of the proportions of the human body
- 2: Students will be able to give a sense of movement to a drawing using gesture drawing techniques
- 3: Students will be able to create an effective gesture drawing including line, shape, form and value
- 4: Students will be able to use charcoal and chalk pastel together in an effective and harmonious manner
- 5: Students will be able to create a series of studies of the human form in a gestural style

2. Dry-Point: Technology vs. Nature

Students will study a series of different pen and ink drawings and prints to discuss how to use line to create value gradients. They will also study a series of pieces that juxtaposes two opposites. They will create a series of sketches to explore the idea of Nature vs. Technology. From these sketches they will begin to create a drypoint plate and explore the printing process. They will eventually modify their plate and create a second series using the modified plate.

Principles and Elements of Art: line, contrast, emphasis, pattern/rhythm, space, texture, value

Sketchbook Assignment: Use pen and ink to drawing a very detailed observational drawing of something natural

Materials: Sketchbook, pen, plexiglass, scribe, brayer, printing ink, printing press, paper,

Art History References: Albrecht Durer, childrens book illustrations, Hudson River School

Techniques: Hatching, cross-hatching, drypoint

Unit Standards:

- 1: Students will be able to create a piece of art explores the dichotomy and/or the inter-relatedness/dependency of nature and technology
- 2: Students will be able to plan a drawing that will translate well into a drypoint in plexiglass
- 3: Students will be able to use drypoint and drawing techniques to create a viable and dynamic drypoint plate

4: Students will be able to print quality drypoint using appropriate techniques

5: Students will create a series(10+) of drypoints

6: Students will create a series of drypoints(10+) with one reduction

3. Mixed-Media Drawing: Identity

Students will investigate contemporary mixed-media drawings on the internet. They will also complete a series of journal entries to help identify different aspects of their identity (spirituality, politically, socially, emotionally, personal history, etc). They will then create a plan for a large-scale drawing that explores one or more aspects of their personal identity. Students will then create a dynamic background using gesso and acrylic paint on masonite board. They will then use a combination of charcoal, pastel, and gouache to “draw” on the surface of the gesso and create a finished piece.

Principals and Elements of Art: color, value, space, harmony, unity, contrast

Sketchbook Assignment: Make a drawing of the type of person you hope to *never* turn into

Materials: Masonite board, gesso, charcoal, pastel, gouache, paint brushes, palettes, water dishes

Art History References: Contemporary Art

Techniques: Gessoing, background, layering, gouache, charcoal and water

Unit Standards:

1: Students will be able to create a piece of art that explores and expresses part of their identity

2: Students will be able to use a variety of media in a harmonious and unified manner

3: Students will be able to use color and/or value to express mood/emotion

4: Students will be able to use a variety of drawing techniques appropriate to their subject, mood and skill

4. Lino-cut Reduction: Growth and/or Decay

Students will discuss what growth and decay can mean (physical, psychological, cultural, etc). They will then study the works that explore these ideas. Students will work on sketches or ideas that would exemplify one or both of these themes and could be used in the process of a linolium reduction.

Principals and Elements of Art: color, line, shape, movement, emphasis

Sketchbook Assignment: Draw the life cycle (birth, growth, decay, death) of something (object, idea, etc)

Materials: Sketchbook, linolium sheet, bench hooks, lino-tools, printing ink, brayers, printing press, paper

Art History References: Albrecht Durer, Surrealists,

Techniques: Gessoing, background, layering, gouache, charcoal and water

Unit Standards:

1: Students will be able to visually communicate the idea of growth

2: Students will be able to successfully plan for a reduction print

3: Students will be able to safely and effectively use lino-cut techniques and processes to create a plate

4: Students will be able to a series of prints based off of three reductions (layered colors)

5. Water-color Pencils: Surrealism

Principles and Elements of art: color, texture, line, harmony, emphasis, variety

Sketchbook Assignment:

Materials:

Art History References:

Techniques:

1: Students will be able to keep a dream journal for two or more weeks and create a series of sketches (3+) based on their journal entries

2: Students will be able to translate their dream journal sketches into a surrealist style drawing that tells a story

3: Students will be able to use both dry and wet techniques in their drawing

4: Students will be able to utilize their understanding of the principles and elements of art to create a dynamic composition

5: Students will be able to effectively activate the fore ground, middle ground and back ground of their piece

Final Project: Independent Project

Principles and Elements of art: All

Unit Standards:

- 1: Students will be able to plan and produce a piece of original artwork
- 2: Students will be able to identify a topic/subject for their work and have clear visual communication of their impression, view point or feelings regarding this topic/subject
- 3: Students will be able to research their topic or subject both for visual reference and background information
- 4: Students will be able to choose and effectively use a media of their choice that they feel will best fit their knowledge/skill and their subject/topic
- 5: Students will be able to demonstrate their ability to blend and utilize techniques/media from previous units