

Drawing II

		Description of Average Weekly Outside Requirements
<p>Main Topics The purpose of Drawing II is to give students an extensive experience in the artistic expression of ideas through two-dimensional art media. This drawing course involves working on various surfaces from paper to large canvas and includes drawing media such as pencil, ink, pastels, painting, and other forms of expression. Drawing concepts and skills taught in this course will include, but not be limited to: light and shade, rendering of form, composition, surface manipulation, illusion of depth and mark making.</p>	<p>Rationale Through this course, students will develop intermediate-level perceptual, observational, and compositional skills necessary to communicate a range of subject matter, symbols, ideas, and concepts using knowledge of drawing media, processes, and techniques. Students will produce sketches, drawings, and studies to communicate ideas through the application of the elements of art and the principles of design.</p>	<ul style="list-style-type: none"> •Every 9wks, each Unit will begin with students creating several mini lessons which reinforce techniques and concepts needed to complete the major projects. Students are to complete at least 2 to 3 major works per 9 wks. All projects created for the course must start with basic sketches and written thoughts about the possible direction of the work. •Each 9wks, students are to expand their visual vocabulary by researching an artist and their technique and style. A test/quiz will be given over the information. (Book chapters, Scholastics Arts magazine & Arts 21 videos) •Students will use their sketchbooks on a regular basis to write down thoughts and illustrate ideas as well as for homework assignments related to the Unit of study. •A scoring rubric will be used to help evaluate student's work periodically. • Student will be encouraged to work on at least 1 major project at a time. Art supplies can be checked out by students to work on projects at home if extra time is needed. •Students will come up with a routine for working in class such as sketching from life for 5 to 10 minutes daily or making journal entries for 5 minutes daily.
<p>Grade Composition 20% Sketchbooks studies/Research ideas/Written journal entries with an art historical reference 50% - 2 to 3 Major projects/ development of a portfolio containing a concentration and breadth 25% - Tests/Quizzes will cover lectures, art vocabulary 5% - Critiques/Rubric/Reflective journal 100 % <u>Total</u></p>	<p>Skill Development</p> <ol style="list-style-type: none"> 1. Demonstrate perceptual abilities and drawing skills in rendering three-dimensional forms on a flat surface. 2. Demonstrate skills needed to communicate meaning in conceptual art forms. 3. Produce works judged to have aesthetic quality. 4. Demonstrate concentration by pursuing in depth a single concept or theme. 5. Demonstrate discipline and commitment to the goal of artistic expression through drawing. 6. Solve a wide variety of drawing problems through making marks on a surface. 7. Demonstrate mastery of techniques for preparation, presentation, and evaluation of portfolio content. 	<p>Textbook/Resources: Several textbooks will be used for this course. In <i>Discovering Drawing</i> book, students explore both realistic and expressive drawing techniques through stimulating hands-on studio opportunities, from basic to advanced levels. Special features include examples of master artworks, portfolio tips, drawing career profiles, and step-by-step instruction. The <i>Exploring Painting</i> book, provides a comprehensive overview of painting techniques, tools, and traditions. It explores historical and cultural influences while taking a close-up look at current topics of interest in the world of art and art education. Each studio opportunity is specifically design to foster hands-on learning and self-expression. The <u>Visual Experience</u> is the leading art appreciation book in the country, with more images of student artwork, art by women artists, and contemporary and multicultural art than any comparable high school art program. Brommer, F. G. <u>Discovering Art History</u>, third edition, Davis Publication Rose & Mahan-Cox, <u>Discovering Drawing</u>, Davis Publication Brommer, F. G and Kinne, K. N. <u>Exploring Painting</u>, Davis Publication Jack Hobbs, Richard Salome, and Ken Vieth , <u>The Visual Experience</u> Scholastic Arts Magazines – varies issues Williams, Arthur, <i>Beginning Sculpture</i> book explores an astonishing array of materials and techniques from basic to advanced. This book explores traditional sculpting methods as well as the latest tools and techniques. It covers a diverse range of media. Studios are designed to enhance student learning and nurture self-discovery. Special features include: an in-depth look at contemporary sculpture samples of student artwork and easy-to-use how-to features on molds from life, wood carving, clay modeling; and more.</p>
<p>Required Skills It is highly recommended that Drawing II student have previous training in art. This training includes a semester of Drawing I (or) a year of Digital Design I (or) even private lessons. Students will need to work on sketchbook lessons outside the classroom, creating self portraits, drawings of loved ones as well as other direct observational drawings. Students must know how the elements of art and the principles of design can be used to solve specific art problems.</p>		