

Intro to 2D Art

COURSE OUTLINE

Unit One	<i>Upside Down Drawing</i>	<i>20 days</i>
Unit Two	<i>Gridding</i>	<i>20 days</i>
Unit Three	<i>Perspective</i>	<i>20 days</i>
Unit Four	<i>Observational Drawing</i>	<i>20 days</i>

School-wide Academic Expectations Taught In This Course

- Communication
- Collaboration
- Analysis*
- Literacy

School-wide Social and Civic Expectations Taught in This Course

- Demonstrate Honesty
- Demonstrate Responsibility
- Demonstrate Respect
- Demonstrate Safety

Content Standards Taught in This Course

VA:Cr1.1.Ia	Use multiple approaches to begin creative endeavors.
VA:Cr1.2.Ia	Shape an artistic investigation of an aspect of present-day life using a contemporary practice of art or design.
VA:Cr2.1.Ia	Engage in making a work of art or design without having a preconceived plan.
VA:Cr2.2.Ia	Demonstrate awareness of ethical implications of making and distributing creative work.
VA:Cr2.2.Ia	Explain how traditional and non-traditional materials may impact human health and the environment and demonstrate safe handling of materials, tools, and equipment.
VA:Cr2.3.Ia	Collaboratively develop a proposal for an installation, artwork, or space design that transforms the perception and experience of a particular place.
VA:Cr3.1.Ia	Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on, and plan revisions for works of art and design in progress.
VA:Pr4.1.Ia	Analyze, select, and curate artifacts and/or artworks for presentation and preservation.
VA:Pr5.1.Ia	Analyze and evaluate the reasons and ways an exhibition is presented.
VA:Pr6.1.Ia	Analyze and describe the impact that an exhibition or collection has on personal awareness of social, cultural, or political beliefs and understandings.
VA:Re.7.1.Ia	Hypothesize ways in which art influences perception and understanding of human experiences.
VA:Re.7.2.Ia	Analyze how one's understanding of the world is affected by experiencing visual imagery.
VA:Re8.1.Ia	Interpret an artwork or collection of works, supported by relevant and sufficient evidence found in the work and its various contexts.
VA:Re9.1.Ia	Establish relevant criteria in order to evaluate a work of art or collection of works.
VA:Cn10.1.Ia	Document the process of developing ideas from early stages to fully elaborated ideas.
VA:Cn11.1.Ia	Describe how knowledge of culture, traditions, and history may influence personal responses to art.

Unit 1: Introductory Technique/Upside-Down Drawing

Introduction and Established Goals:

Students will learn an introductory technique such as drawing upside-down. They will learn how flipping a complex image over and drawing it section-by-section simplifies a complex image and allows the artist to see simple shapes and lines, negative space, etc.

Students will learn about basic craftsmanship. Students will be drawing from a work of art that is primarily a line drawing (contour/pencil).

Desired Outcome(s):

To culminate this unit, students will create a work of art using, for example, the technique of upside-down drawing. They should create an original background that utilizes craftsmanship and drawing techniques covered in the unit. This will demonstrate mastery of all objectives within the unit.

Common Core Standard(s):

- VA:Cr3.1.Ia
- VA:Cr1.2.Ia
- VA:Cr1.1.Ia
- VA:Re.7.1.Ia
- VA:Cn10.1.Ia

Essential Question(s):

How can looking at an image in a different way help our drawing and observational skills?
How does good craftsmanship affect our artwork?

Key Terms/Concepts:

Craftsmanship
Negative Space
Contour line

LEARNING PLAN

STANDARD	LEARNING OBJECTIVES (Content and Skill)	INSTRUCTIONAL STRATEGIES	ASSESSMENT EVIDENCE
<ul style="list-style-type: none">• VA:Cr1.1.Ia• VA:Re.7.1.Ia• VA:Cn10.1.Ia• VA:Cr3.1.Ia• VA:Cr1.2.Ia	Students should be able to demonstrate their understanding of basic drawing techniques. They should be able to identify negative space and be able to tell in which direction a line travels. They should be able to reproduce an image using basic techniques, adding personal meaning throughout via background imagery,	Examples (from students and professionals) Modeling Peer-to-peer instruction and correction Covering parts of drawing student is not currently focused on	Students will create a work of art using, for example, the technique of upside down drawing Rubric (including self-assessment component)

	color, and shading.	Show students how to recognize negative space	Formative assessment
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Suggested Resources and Texts:

Visual resources via Internet (photos)
Student and professional examples
YouTube tutorials
Internet tutorials
Media center and art room libraries

Suggested Technology:

YouTube tutorials
Pinterest tutorials
Epson board (for helpful visual resources)

Suggested Projects:

Superheroes
Any line-drawing featuring foreshortening

Unit 2: Gridding

Introduction and Established Goals:

Students will learn the technique of gridding.

Desired Outcome(s):

To culminate this unit, students will create a work of art utilizing techniques covered in this unit.

Common Core Standard(s):

- VA:Cr2.3.Ia
- VA:Cr3.1.Ia
- VA:Pr6.1.Ia
- VA:Cn10.1.Ia
- VA:Cn11.1.Ia

Essential Question(s):

How can gridding help to simplify an image?

What makes a successful work of art?

Key Terms/Concepts:

Gridding/graphing

Negative space

Simple shapes

Line

LEARNING PLAN

STANDARD	LEARNING OBJECTIVES (Content and Skill)	INSTRUCTIONAL STRATEGIES	ASSESSMENT EVIDENCE
<ul style="list-style-type: none">• VA:Cr2.3.Ia• VA:Cr3.1.Ia• VA:Pr6.1.Ia• VA:Cn10.1.Ia• VA:Cn11.1.Ia	Students will be able to reproduce an image of their choosing using the gridding technique. They can manipulate the grid, or not. They should be able to use techniques, tips, tools, and tricks used in the previous lesson in order to be successful. Suggestion: they could organize an exhibition so their gridded images seem to interact.	Student and professional examples Modeling Worksheets (gridding practice) Peer-to-peer instruction Critiques Formative assessments	Students will create a work of art using the technique of gridding. Rubric Worksheet Formative assessments

Suggested Resources and Texts:

Student and Professional Examples

Chuck Close

Worksheet/introduction on how to grid

Suggested Technology:

YouTube tutorials

Internet Tutorials

Suggested Projects:

Portraits

Other complex images

Unit 3: Perspective

Introduction and Established Goals:

Students will learn the technique of one-point perspective. Students will be able to create a work of art using the technique of one point perspective.

Desired Outcome(s):

To culminate this unit, students will create a work of art utilizing techniques covered in this unit.

Common Core Standard(s):

- VA:Cr1.1.Ia
- VA:Re.7.2.Ia
- VA:Cr2.2.Ia
- VA:Cn10.1.Ia

Essential Question(s):

What is the purpose of one-point perspective? What can it help artists achieve?
How/why does employing one-point perspective aid in creating more realistic art?

Key Terms/Concepts:

One-point perspective
Horizon line
Vanishing points
Linear
Orthogonal lines
Parallel
Perpendicular

LEARNING PLAN

STANDARD	LEARNING OBJECTIVES (Content and Skill)	INSTRUCTIONAL STRATEGIES	ASSESSMENT EVIDENCE
<ul style="list-style-type: none"> • VA:Cr1.1.Ia • VA:Re.7.2.Ia • VA:Cr2.2.Ia • VA:Cn10.1.Ia 	<p>Students will create a work of art using the technique of one-point perspective.</p> <p>Students will be introduced to the history of perspective and how and why it was so monumental in the history of art. Students will be able embellish their perspective project with anything they'd like. For example, they could make it creepy (haunted house/hospital), relatable (school hallway), magical (futuristic city), etc.</p>	<p>Student and professional examples</p> <p>Examples from history</p> <p>Modeling</p> <p>Worksheets (perspective practice)</p> <p>Class Critiques</p> <p>Peer-to-peer assessment and critiques</p> <p>Small group critiques and help</p>	<p>Students will create a work of art using the technique of gridding.</p> <p>Rubric</p> <p>Class critiques</p>

		Formative assessments	
		Peer-to-peer assessment	

Suggested Resources and Texts:

Student and Professional Examples

Examples from the Renaissance (especially compared to examples from the Middle Ages)

Camera Obscura

Worksheet/introduction on how one-point perspective works

Suggested Technology:

YouTube tutorials

Internet Tutorials

Suggested Projects:

Hallways, imaginary rooms, rooms, dream houses, dream school, mansions, haunted houses, cities, bedrooms, neighborhoods, home exterior

Unit 4: Observational Drawing

Introduction and Established Goals:

Students will learn basic observational drawing techniques, including measuring, checking for negative space, checking the angle of lines, and looking for simple shapes, letters, and numbers. Students will also learn basics about what makes a successful composition.

Desired Outcome(s):

To culminate this unit, students will create a drawing of an object utilizing techniques covered in this unit. The object should be of personal significance to the student.

Common Core Standard(s):

- VA:Cr2.1.IIa
- VA:Cr2.1.Ia
- VA:Pr5.1.Ia
- VA:Re8.1.Ia
- VA:Re9.1.Ia
- VA:Cn10.1.Ia

Essential Question(s):

How can you depict a 3D object on a 2D plane?

What makes a composition successful?

Key Terms/Concepts:

Negative space

Simple shapes

Composition

Observational drawing

LEARNING PLAN

STANDARD	LEARNING OBJECTIVES (Content and Skill)	INSTRUCTIONAL STRATEGIES	ASSESSMENT EVIDENCE
<ul style="list-style-type: none">• VA:Cr2.1.IIa• VA:Cr2.1.Ia• VA:Pr5.1.Ia• VA:Re8.1.Ia• VA:Re9.1.Ia• VA:Cn10.1.Ia	<p>Students will create a drawing of an object from observation.</p> <p>Students will focus on accurately representing the object and employing a successful and interesting composition.</p> <p>The object is suggested to be of personal significance to the student.</p>	<p>Modeling observational drawing</p> <p>Show examples of successful compositions</p> <p>Show examples of student and professional work</p> <p>Teach measuring using pencils</p> <p>Remind students how to recognize negative space</p> <p>Class critiques</p> <p>Peer-to-peer help and critiques</p>	<p>Students will create a work of art using the technique of observational drawing.</p> <p>Rubric (including self-assessment component)</p> <p>Formative assessment</p>

		Small group help centers	
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Suggested Resources and Texts:

Examples from students and professionals

Objects from home

Suggested Technology:

Internet

Suggestion Projects:

Drawing of a shoe/boot, etc.

Drawing of objects that hold personal significance to the student

Extra Time: Unit 5: Still Life

Introduction and Established Goals:

Students will set up and create a work of art from a still life. To accomplish this, students will use observational drawing skills and other techniques acquired throughout this course.

Desired Outcome(s):

To culminate this unit, students will create a work of art utilizing techniques covered in this unit.

Common Core Standard(s):

- VA:Re.7.2.Ia
- VA:Cn10.1.Ia
- VA:Pr4.1.Ia

Essential Question(s):

How can you make a still life meaningful?

What makes a successful still life?

Key Terms/Concepts:

Observational drawing

Negative space

Simple Shapes

Line

Measuring

Contour

Composition

Balance

Symbolism

LEARNING PLAN

STANDARD	LEARNING OBJECTIVES (Content and Skill)	INSTRUCTIONAL STRATEGIES	ASSESSMENT EVIDENCE
<ul style="list-style-type: none">● VA:Re.7.2.Ia● VA:Cn10.1.Ia● VA:Pr4.1.Ia	<p>Students will set up and draw a still life from observation. The items in their still life are up to them and should represent something about themselves, their interests, dreams, hopes, fears, etc. The teacher could provide a theme to help students streamline ideas. Techniques, tips, tricks, and tools learned throughout this course should be applied throughout this project in order for the student to be successful.</p>	<p>Student and professional examples</p> <p>Modeling</p> <p>Peer-to-peer instruction</p> <p>Class critiques</p> <p>Formative assessments</p> <p>Peer-to-peer critiques</p> <p>Progress monitoring</p>	<p>Students will create a still life from observation.</p> <p>Rubric</p> <p>Formative assessment</p>

Suggested Resources and Texts:

Student and Professional Examples

Famous still lives from art history

Worksheet/examples to help students set up successful compositions

Suggested Technology:

YouTube tutorials

Internet Tutorials

Suggested Projects:

Students bring in objects from home and setup a still life

Everyone contributes one object that is important to them

Fill the frame (compositional challenge)