

LITCHFIELD PUBLIC SCHOOLS
Core Curriculum Scope and Sequence
Art-Drawing Grade 9-12

	CT Frameworks/ Standards	Content and Skill Objectives Students will be able to:	Assessments	Resources
Name of Unit Review Elements and Principles & Color Theory & Creative Thinking 2 weeks	2. Elements And Principles Students will understand and apply elements and organizational principles of art. 3. Content Students will consider, select and apply a range of subject matter, symbols and ideas.	<ul style="list-style-type: none"> • Identify and understand the elements and principles of art. • Identify and understand the creative approach to content and composition that artists take in their work to evoke response and Communicate ideas. • Understand, explore and use a variety of creative problem solving skills to inspire and direct their creative process. • Produce studies exploring design problems and creative imagery. 	Composition and color theory quizzes. Students will demonstrate application of creative problem solving processes and techniques. Students will compose thumbnail sketches based on their knowledge of visual design and creative visual problem solving. Students will participate in critiques of the content, composition, and color scheme of a range of drawings.	<u>Art Fundamentals Theory and Practice</u> <u>Interaction of Color</u> By: Joseph Albers <u>Art Synectics & Design Synectics</u> by: Nicholas Roukes <u>From Ordinary to Extraordinary</u> by: Ken Vieth Worksheets Art slides, prints and digital images
Name of Unit Weeks	1. Media Students will understand, select and apply media, techniques and processes.	<ul style="list-style-type: none"> • Perceive spatial relationships in a directly observed landscape and use a variety of techniques to convey 3 dimensional perspectives on a 2 dimensional page. 	Students' thumbnail sketches and drawing technique studies will be reviewed.	Worksheets and visual references related to landscape, perspective, graphite and colored pencils.

<p>Graphite & Colored Pencil</p> <p>Landscape</p> <p>3 weeks</p>	<p>2. <u>Elements And Principles</u> Students will understand and apply elements and organizational principles of art.</p> <p>3. <u>Content</u> Students will consider, select and apply a range of subject matter, symbols and ideas.</p> <p>4. <u>History & Culture</u> Students will understand the visual arts in relation to history and culture.</p> <p>5. <u>Analysis, Interpretation</u> Students will reflect upon, describe, analyze, and <u>Evaluation</u> interpret and evaluate their own and others' work.</p>	<ul style="list-style-type: none"> • Explore a variety of compositional approaches to landscape representation (from direct observation) through the use of viewfinders and thumbnail sketches. • Understand how colors interact. • Analyze how color is used visually and expressively by artists. • Plan effective color compositions and mix and distribute colors and values in the landscape drawings to achieve desired effects. • Through a series of studies, explore and understand the visual and physical characteristics of graphite and colored pencil tools, materials and techniques. • Apply graphite and colored pencil to the paper surface using a variety of techniques to create effective representational landscape drawings. • Demonstrate respectful attitude toward their own and other's work. 	<p>Students will be involved with the teacher and peers in ongoing observation and critique of skill development.</p> <p>Students will complete self-assessment/ teacher assessment rubrics of completed landscape drawings.</p> <p>Students will complete a self-assessment/ teacher assessment rubric of their process.</p> <p>Students will participate in oral and/or written critiques of the content and composition of a range of landscape drawings.</p>	<p>Demonstrations of techniques/processes.</p> <p>assignment sheets</p> <p>Art slides, prints and digital images</p>
<p>Name of Unit Weeks</p> <p>Figure Drawing</p>	<p>1. <u>Media</u> Students will understand, select and apply media, techniques and processes.</p> <p>2. <u>Elements And Principles</u> Students will understand and apply elements and organizational principles of art.</p>	<ul style="list-style-type: none"> • Learn the skeletal and anatomical structure of the human figure through a series of drawing studies based on observation of anatomical references. • Draw figure studies from direct observation. • Explore a variety of compositional approaches to representation of 	<p>Students will be involved with the teacher and peers in ongoing observation and critique of skill</p> <p>Students will complete self-assessment/ teacher assessment rubrics of figure drawing studies and</p>	<p>Worksheets and visual references related to anatomy and charcoal and chalk use.</p> <p>Skeleton and wooden figure models</p>

<p>Charcoal & Chalk</p> <p>Mixed Media</p> <p>4 weeks</p>	<p>3. <u>Content</u> Students will consider, select and apply a range of subject matter, symbols and ideas.</p> <p>4. <u>History & Culture</u> Students will understand the visual arts in relation to history and culture.</p> <p>5. <u>Analysis, Interpretation</u> Students will reflect upon, describe, analyze, and <u>Evaluation</u> interpret and evaluate their own and others' work.</p>	<p>figure in environment (from direct observation) through the use of viewfinders and thumbnail sketches.</p> <ul style="list-style-type: none"> • Through a series of studies, explore and understand the visual and physical characteristics of chalk and charcoal tools, materials and techniques. • Complete a charcoal and chalk rendering of a figure in an environment • Explore the use of figure in illustration. • Maintain tools, materials and studio environment in proper working order. • Demonstrate respectful attitude toward their own and other's work. 	<p>completed chalk and charcoal figure drawing and figure illustration.</p> <p>Students will complete a self-assessment/ teacher assessment rubric of their process.</p> <p>Student will participate in oral and/or written critiques of the content and composition of a range of figure drawing compositions.</p>	<p>Demonstrations of techniques/processes.</p> <p>Assignment sheets</p> <p>Art slides, prints and digital images</p>
<p>Name of Unit Weeks</p> <p>Portrait</p> <p>Chalk Pastel & Mixed Media</p> <p>4.5 weeks</p>	<p>1. <u>Media</u> Students will understand, select and apply media, techniques and processes.</p> <p>2. <u>Elements And Principles</u> Students will understand and apply elements and organizational principles of art.</p>	<ul style="list-style-type: none"> • Learn the anatomical structure and proportional relationships of the human face. • Draw a series of portrait studies. • Draw a proportionally correct self-portrait from direct observation • Understand the visual characteristics and application process of chalk pastel 	<p>Students will be involved with the teacher and peers in ongoing observation and critique of skill</p> <p>Students will complete self-assessment/ teacher assessment rubrics of portrait drawing studies and completed portraits.</p>	<p>Worksheets and visual references related to portrait and chalk pastel.</p> <p>Demonstrations of techniques/processes.</p> <p>assignment sheets</p> <p>Art slides prints and digital images.</p>

	<p>3. <u>Content</u> Students will consider, select and apply a range of subject matter, symbols and ideas.</p> <p>4. <u>History & Culture</u> Students will understand the visual arts in relation to history and culture.</p> <p>5. <u>Analysis, Interpretation</u> Students will reflect upon, describe, analyze, <u>and Evaluation</u> interpret and evaluate their own and others' work.</p>	<ul style="list-style-type: none"> • Draw a chalk pastel self-portrait based on direct observation. • Design and draw an expressive self-portrait manipulating the elements of art, media and facial expression to affect the expressive content of the portrait. • Maintain tools, materials and studio environment in proper working order. • Demonstrate respectful attitude toward their own and other's work 	<p>Students will complete a self-assessment/ teacher assessment rubric of their process.</p> <p>Student will participate in oral and/or written critiques of the content and composition of a range of portraits.</p>	
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	CT Frameworks/ Standards	Content and Skill Objectives Students will be able to:	Assessments	Resources
Name of Unit Weeks	1. <u>Media</u> Students will understand, select and apply media, techniques and processes.	<ul style="list-style-type: none"> • Arrange an effective still life composition. • Produce several thumbnail studies from the observed still life. 	Students will be involved with the teacher and peers in ongoing observation and oral critique of the oil painting process.	Demonstrations of techniques/processes. Artist prints, reference books, slides and digital

<p>Still Life & Abstraction</p> <p>4.5 weeks</p>	<p>2. <u>Elements And Principles</u> Students will understand and apply elements and organizational principles of art.</p> <p>3. <u>Content</u> Students will consider, select and apply a range of subject matter, symbols and ideas.</p> <p>4. <u>History & Culture</u> Students will understand the visual arts in relation to history and culture.</p> <p>5. <u>Analysis, Interpretation</u> Students will reflect upon, describe, analyze, and <u>Evaluation</u> interpret and evaluate their own and others' work.</p>	<ul style="list-style-type: none"> • Through a series of studies, explore and understand the visual and physical characteristics of ink and water soluble oil pastel and the uses of related tools, materials and techniques. • Plan an effective still life composition and multiple framework or grid composition. • Apply oil pastel and ink to the paper surface using a variety of techniques to create a well composed representational still life drawing. • Design and draw a mixed media grid or multiple framework drawing composition. • Maintain tools, materials and studio environment in proper working order. • Demonstrate respectful attitude toward their own and other's work during oral critique. 	<p>Still life sketches, stretched canvas and oil technique studies will be assessed.</p> <p>Students will complete self-assessment/ teacher assessment rubrics of completed oil still life painting and presentation of their reference artist.</p> <p>Students will complete a self-assessment/ teacher assessment rubric of their process.</p> <p>Student participation in oral and/or written critiques of the content and composition of still life and grid/multiple framework drawings will be assessed</p>	<p>images and digital resources related to still life and multi-media drawing & design problems.</p> <p>Worksheets</p> <p>Assignment sheets</p>
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