

DRAW II 2011 – 2012 Syllabus

Visual Arts Course: 50.2312011/12 (Prerequisite Draw I)

Course Objective and Purpose:

An advanced drawing course designed for students to further develop skills in design and composition through direct observation (drawn from life), intuition (unconscious mind), and imagination (conscious mind) focusing on color, mark making, and composition. Students will investigate drawing through the expressive qualities of traditional and non-traditional methods and approaches in creating art. An exploration of concepts, ideas, thinking outside the box, and risk-taking will be employed to create quality works for independent study and assigned class work. Students may select their own topic for independent projects and will be assessed by the criteria on the AP Studio Art grading rubric. Any works created for art competitions will have to meet the required rubrics and must have prior approval by the teacher. Required topics will include 1) PTA Reflections Contest, 2) Teacher portrait, 3) New Beginnings Art Exhibition, 4) Georgia Junior Duck Stamp Contest, and 5) other teacher created projects.

Artwork produced in this course will focus on enhancing and building the AP Studio Art Drawing portfolio. Students will produce a digital portfolio at the end of the course. Additional class work may be assigned as needed.

Skills to Master:

- New approaches to observational drawing
- Further develop skill with several color drawing media
- Attention to a variety of drawing surfaces
- Study of proportion and anatomy of the human figure
- An awareness of the connection between composition and the content of the work
- Sketchbook used as a means of process for conducting research, self-expression, writing journal entries, and developing a personal style
- Assigned sketches will include thumbnails and compositional studies using the criteria in the *Sketchbook* handout.
- Study and use of significant works of others to infuse content matter, symbolism, imagery, and ideas in own works to develop personal style/artistic voice
- Research historical and cultural contextual characteristics and purposes of works of art to inform own art making processes
- Use of research in visual problem solving with the Internet and print media independently using intellectual skills such as analysis, synthesis, and evaluation

Instructional Materials/Text:

Drawing: Ideas, Materials and Techniques, Gerald Brommer
The Visual Experience, Jack Hobbs & Richard Salome

Art materials are listed on the *Supply List*, but are not limited to the following items. Basic supplies such as paper will be provided.

Evaluation:

Class work:	Drawings, sketchbook assignments, participation, etc.	40%
Assessment:	Projects, written tests, reports, critiques, etc.	60%

Course Requirements/Expectations:

Attendance

Attendance will be taken daily. It is the student's responsibility to make arrangements for missed work. Five days will be granted for make-up work with an excused absence or the student will receive a zero for the assignment.

Late Work Policy

All work turned in late after deadline will receive 10% less of grade earned, and an additional 10% thereafter.

Tutorial

Tutorial is available on Wednesdays from 2:45 – 3:45 p.m. Additional days or conflicting scheduled appointments may occur. Please inquire in advance to make an appointment.

Classroom Rules

- Students are to be seated when the bell rings
- School tardy policy enforced
- Put your full name, period number and project number on the back of all work
- Treat others with kindness and respect
- Clean workspace and return materials
- Keep tables and sinks clean
- No eating or chewing gum in class
- Class begins promptly and students are expected to work on art the entire class period

Artwork

Students are expected to submit artwork to be juried in local, state, and national art competitions, including school sponsored exhibits that are adjudicated by the Savannah College of Art & Design. Students agree to allow Savannah Arts Academy to display and otherwise use their image for publication rights and promotion. All works must be original and from the artist's own creation.

National Standards

CONTENT STANDARD 1:

Understanding and applying media techniques, and processes

CONTENT STANDARD 2:

Using knowledge of structures and functions

CONTENT STANDARD 3:

Choosing and evaluating a range of subject matter, symbols, and ideas

CONTENT STANDARD 4:

Understanding the visual arts in relation to history and culture

CONTENT STANDARD 5:

Reflecting upon and assessing the characteristics and merits of their work and the work of others

CONTENT STANDARD 6:

Making connections between visual arts and other disciplines

Georgia Performance Standards – Drawing 9 – 12 HIGH SCHOOL

MEANING and CREATIVE THINKING

The student engages in the creative process, finds and solves problems, and pursues open-ended inquiry through the production of artworks. The student develops aesthetic understanding through the examination of his or her art and the artwork of others (National Standards 1,2 & 3).

Description: The student develops creativity, critical-thinking, and problem solving skills. The student engages in aesthetic dialogue, making effort toward constructing meaning as he or she encounters and produces works of art based on drawing approaches.

VAHSDRMC.1 Engages in the creative process; imagines new ideas by using mental and visual imagery, conceptualizes these ideas by using artistic language and contextual understandings, and accesses learning. The student develops a personal artistic voice that gives unique form to these concepts.

- a. Identifies artistic voice in a range of contemporary and past artists.
- b. Reflects on emerging personal artistic preferences.
- c. Recognizes personal motivations and interests.
- d. Establishes personal viewpoint.
- e. Selects self-assessment standards, themes, and interests.
- f. Identifies preferred materials and working methods.

VAHSDRMC.2 Finds and solves problems through open-ended inquiry, the consideration of multiple options, weighing consequences, and assessing results.

- a. Uses sketchbook journal to research, explore, and invent artistic conventions to connect and express visual ideas.
- b. Generates multiple solutions to a single artistic problem and assesses merits of each.
- c. Analyzes, in both written and oral form, the implications of artistic decisions.
- d. Solves artistic problems through discussion and interaction with peers.
- e. Supports peers through informal, on-going critique of idea development and work in-progress.
- f. Recognizes and develops art making as a risk-taking process that incorporates existing knowledge, brainstorming, planning, discovery of unexpected connections, and recognition of serendipity.

VAHSDRMC.3 Cultivates critical thinking and logical argumentation in aesthetics.

- a. Interprets historical perceptions of artistic value.

- b. Identifies the ideas and values that inform how past and present cultures define and use art.
- c. Explores ideas and values reflected in the way the student's current culture(s) define and use art.
- d. Formulates and supports a position regarding the aesthetic value of a specific artwork and changes or defends that position after considering the views of others and/or additional research.

VAHSDRMC.4 Analyzes the origins of one's own ideas in relation to community, culture, and the world.

- a. Compares and contrasts the influences on the bodies of works of a wide range of contemporary and past artists.
- b. Identifies values and practices in his or her community culture and world that inform the student's art making.
- c. Reflects on how personal experience in community, culture, and the world informs an artist's works.
- d. Identifies the values and contributions of diverse peers, cultures and communities.

CONTEXTUAL UNDERSTANDING

The student understands the drawings in relation to history and culture (National Standard 4).

Description: The student recognizes the impact of art on history and different cultures and how history and culture have influenced art. The student plans for and participates in a variety of activities that promote personal engagement in the study of art history and culture.

VAHSDRCU.1 Articulates ideas and universal themes from diverse cultures of the past and present.

- a. Identifies how the issues of time, place and culture are reflected in selected art works.
- b. Compares the ways in which the meaning of a specific work of art has been affected over time because of changes in interpretation and context.
- c. Discusses how understanding the original context of an artwork affects a viewer's connection with the interpretation of the artwork.

VAHSDRCU.2 Demonstrates an understanding of how art history impacts the creative process of art making.

- a. Develops a repertoire of contemporary and historical art exemplars.
- b. Demonstrates an understanding of art history and investigates how it shapes contemporary life.
- c. Creates art work that explores ideas, issues, and events from current and past cultures.

PRODUCTION

The student creates artworks by applying media, techniques, and processes to formulate and express his or her ideas and conceptual understandings (National Standard 1 & 3).

Description: Experiencing the role of the artist, the student applies media, techniques, and processes with sufficient skill, confidence, and sensitivity to carry out personal intentions in artworks. Through experience in a range of art processes, use of a variety of materials, and

development of a repertoire of techniques, the student understands the relationship of process, material, and technique to communication of ideas. Media/techniques should include, but are not limited to, drawing, painting, sculpture, ceramics, fiber arts, printmaking, and digital. Students should be engaged in a well-rounded studio art experience.

VAHSDRPR.1 Incorporates elements and principles of design to solve specific visual arts problems and to communicate ideas and emotions, culminating in a finished work of art.

- a. Uses thumbnail sketches and visual/verbal notes to develop concept and composition for drawing.
- b. Uses viewfinders to locate, assess, select, and make compositional choices to achieve a specific intent including different vantage points.
- c. Discusses and applies concepts, such as activating negative space, visual weight, paths of movement, non-centered focal point, dominance and subordination of design elements, and variety within repetition.
- d. Applies compositional principles to create successful representational and non-objective art work.
- e. Reviews and uses color theories and schemes to create intended effect and communicate meaning.

VAHSDRPR.2 Engages in an array of drawing processes and techniques.

- a. Creates contour and cross-contour drawings that demonstrate evidence of careful observation.
- b. Investigates mark-making including, but not limited to, calligraphic line, gestural mark-making, emotive qualities of line, and line direction to build form and movement.
- c. Employs gesture drawing (figure, inanimate objects, and non-objective).
- d. Uses value to create the illusion of 3-D form on a 2-D plane (cast shadow, form shadow, transitional values, reflected value).
- e. Incorporates a variety of approaches to build value including: rendering, hatching, and cross-hatching.
- f. Differentiates and applies high key, low key, full range of value to create specific effect and mood.
- g. Applies perspective approaches including: aerial, one point, two-point, and relative scale, overlapping to creates a variety of spatial effects from flat, shallow to deep perspective.
- h. Uses visual sighting approaches and knowledge of spatial perspective for the purpose of observing and accurately recording the world around them.
- i. Manipulates a variety of observation tools to create accurate proportions (vertical and horizontal sighting with a pencil, placing reference points on the page, vertical and horizontal guides on the picture plane, comparison of parts to the whole and restated lines).

VAHSDRPR.3 Develops complex art work using a variety of media and technology.

- a. Experiments with papers, grounds, and other drawing surfaces.

- b. Develops beginning level mastery of traditional media including, but not limited to, graphite, , soft pastel, oil pastel, pen and brush, and found mark-making tools.
- c. Uses mixed-media including traditional, contemporary, digital and alternative media.
- d. Practices safe and appropriate use and care of drawing media and tools.
- e. Adds artwork developed in this course to portfolio begun in level one art.

VAHSDRPR.4 Keeps a visual/verbal sketchbook journal, consistently throughout the course, to collect, develop, and preserve ideas in order to produce works of art around themes of personal meaning.

- a. Self assesses and writes reflections on work, idea generation, skills progress.
- b. Analyzes and critiques works of art – personal, peers, and professional.
- c. Makes visual/verbal connections.
- d. Practices direct observation and reactions in words, images, and symbols.
- e. Records artistic research.
- f. Collects, develops, and preserves personal ideas and thoughts.
- g. Records inspirational images, words, thoughts, and ideas.
- h. Maintains notes and class information.
- i. Plans artwork.
- j. Practices technique.
- k. Experiments with media and technique - uses as a process journal.
- l. Identifies emerging personal, artistic voice.

VAHSDRPR.5 Plans and presents appropriate exhibit of own art work.

- a. Exhibits artwork with a written supporting statement that communicates purpose and/or intent.
- b. Prepares own artwork to be exhibited in the classroom and in the school community.

ASSESSMENT and REFLECTION

The student critiques works of art, reflecting upon and assessing the characteristics and merits of his or her work and the artwork of others (National Standard 5).

Description: The student describes and assesses the materials, techniques, and processes used to complete a finished artwork. He or she demonstrates the ability to reflect upon and interpret his or her work and the work of others, expressing personal viewpoint, and constructive criticism.

VAHSDRAR.1 Writes and critiques orally his or her own works of art.

- a. Reflects on the artistic process (through journal-keeping and dialogic thought).
- b. Self evaluates specific works from multiple positions – achievement of intent of the work, communication of meaning, technical aspects, personal response to the artistic problem, and personal best in work process.
- c. Reviews portfolio to identify growth, mastery of skills and techniques, strongest works and what makes them strong, areas needing improvement, effective communication of thoughts

and ideas, generation of new ideas from existing body of work, evidence of risk-taking, problem-solving, and emergence of artistic voice.

VAHSDRAR.2 Critiques art work of others individually and in group settings.

- a. Provides respectful and constructive criticism to peers in formal class critiques.
- b. Provides informal feedback to peers on work in process as part of a community of learners.
- c. Analyzes specific strengths and weaknesses of art works based on the ways technique and composition are used to convey meaning.
- d. Revises artwork based on input from the critique process.

VAHSDRAR.3 Develops multiple strategies for responding to and reflecting on artworks.

- a. Employs specific art vocabulary, accurately and routinely, to critique art in discussion and writing.
- b. Identifies and employs diverse criteria for evaluating artistic merit.
- c. Interprets and evaluates artworks through thoughtful discussion and speculation about the mood, theme, processes, and intentions of those who created the works.
- d. Uses a range of art criticism approaches, such as —Visual Thinking Skills|| and Feldman’s Art Criticism process, to understand and make a personal connection to art works.
- e. Uses a variety of approaches, in a visual journal, to explore and find personal connections to artworks.

CONNECTIONS

Students make connections to other disciplines and the world around them through the visual arts (National Standard 6).

Description: The student makes connections from the world of art to other areas of learning and personal endeavor. He or she derives inspiration from varied areas of knowledge and life experiences. Through the study and production of art, the student develops visual and verbal literacy and life and work skills, including appropriate use and development of technology.

VAHSDRC.1 Applies information from other disciplines to enhance the understanding and production of artworks.

- a. Uses inspiration from other disciplines to influence idea development in art.
- b. Identifies specific knowledge and skills from other discipline that informs the planning and execution of drawing (theory of light and value of forms).
- c. Understands how knowledge of art enriches and enhances learning in other core disciplines.
- d. Makes interdisciplinary connections, applying art skills, knowledge, and habits of mind to improve understanding in other disciplines.
- e. Develops the ability to integrate visual and verbal skills to communicate clearly and eloquently.

VAHSDRC.2 Develops 21st century life and work skills and habits of mind for success through the study and production of art.

- a. Manages goals and time.
- b. Directs own learning.
- c. Guides and leads others.
- d. Works in diverse teams.
- e. Adapts to change.
- f. Uses current technology as a tool.

VAHSDRC.3 Utilizes a variety of resources to see how artistic learning extends beyond the walls of the classroom.

- a. Accesses resources, such as museums, Internet, visiting artists, galleries, community arts organizations, and visual culture, to research art in the world around them.
- b. Identifies various art related careers and post-secondary options.
- c. Draws inspiration for artwork from the world and resources outside the traditional classroom.

Pacing Chart:

1 st Quarter	TOPIC
Week 1	Review syllabus, portfolio requirements, and class procedures. Visual thinking strategies (VTS) and Portfolio review. National Standards: 2,3,4,5; GPS: VAHSDRMC.1.a,b,c,d,f; VAHSDRMC.2.d,e,f; VAHSDRCU.1.a; VAHSDRAR.1.c; VAHSDRAR.2.a,b,c;
Week 2	Visual Thinking Strategies (VTS) Critique student artwork. National Standards: 2,3,4,5,6; GPS: VAHSDRMC.1.a,b,,c,d,e,f; VAHSDRMC.2.f; VAHSDRMC.3.d; VAHSDRCU.2.b; VAHSDRAR.2.a,b,c; VAHSDRAR.3.a,b,c,d; VAHSDRC.1.b,c,e; VAHSDRC.3.c
Week 3	Layered Drawing/ Mixed media, 18 x 24", Project #1. National Standards: 1,3; GPS: VAHSDRPR.1.c,d; VAHSDRPR.2.b,c,d,e; VAHSDRPR.3.a,b,c,d,e GPS:
Week 4	See-through Drawing/Graphite, 18 x 24", Project #2. National Standard: 1; GPS: VAHSDRPR.1.c,d; VAHSDRPR.2.g,h,l; VAHSDRPR.3.a,b,e
Week 5	See-through Drawing/Graphite, 18 x 24", Project #2. National Standard: 1; GPS: VAHSDRPR.1.c,d; VAHSDRPR.2.g,h,l; VAHSDRPR.3.a,b,e
Week 6	Sketchbook (10 thumbnail sketches). National Standard: 1; GPS: VAHSDRPR.1.a
Week 7	Nighttime Chronicles/Ink, 8 ½ x 11", Project #3. National Standards: 1,2,3,6; GPS: VAHSDRMC.1.a,b; VAHSDRMC.2.a,b,d,e,f; VAHSDRCU.1.a,b,c; VAHSDRCU.2.c, VAHSDRPR.1. b,c; VAHSDRPR.2.a,b,d,e,f,g; VAHSDRPR.3.a,c
Week 8	Nighttime Chronicles/Ink, 8 ½ x 11", Project #3. National Standards: 1,2,3,6; GPS: VAHSDRMC.1.a,b; VAHSDRMC.2.a,b,d,e,f; VAHSDRCU.1.a,b,c; VAHSDRCU.2.c, VAHSDRPR.1. b,c; VAHSDRPR.2.a,b,d,e,f,g; VAHSDRPR.3.a,c
Week 9	Written Art Review (1-2 pages compare/contrast). National Standard: 4; GPS: VAHSDRMC.4.a,c,d ; VAHSDRCU.1.a,c; VAHSDRCU.2.a,b;

2nd Quarter	TOPIC
Week 1	Artist Statement of Purpose, digital file, 750 words minimum. National Standard: 3; GPS: VAHSDRMC.1.a,b,c,d,e,f
Week 2	Sketchbook (5 sketches) National Standard: 1; GPS: VAHSDRPR.4.a,b,c,d,e,f,g,h,i,j,k,l
Week 3	Utrecht Self-portrait Contest/See contest rules, 20 x 16", Project #4. National Standard: 1; GPS: VAHSDRPR.2.a,b,c,d,e; VAHSDRPR.2.b,d,e,f,g,h,i
Week 4	Utrecht Self-portrait Contest/See contest rules, 20 x 16", Project #4. National Standard: 1; GPS: VAHSDRPR.2.a,b,c,d,e; VAHSDRPR.2.b,d,e,f,g,h,i
Week 5	Utrecht Self-portrait Contest/See contest rules, 20 x 16", Project #4. National Standard: 1; GPS: VAHSDRPR.2.a,b,c,d,e; VAHSDRPR.2.b,d,e,f,g,h,i
Week 6	Sketchbook (5 sketches). National Standard: 1; GPS: VAHSDRPR.4.a,b,c,d,e,f,g,h,i,j,k,l
Week 7	Independent/Any media, 18 x 24", Project #5. National Standard: 1; GPS: VAHSDRPR.2.a,b,c,d,e,f,g,h,i
Week 8	Independent/Any media, 18 x 24", Project #5. National Standard: 1; GPS: VAHSDRPR.2.a,b,c,d,e,f,g,h,i
Week 9	Artist research (2-pages). National Standard: 4,5; GPS: VAHSDRCU.1.a,b,c; VAHSDRAR.3.a,b,c,d
3rd Quarter	TOPIC
Week 1	Resume. National Standard: 2; GPS: VAHSDRMC.1.c,d
Week 2	Homepage, Digital. National Standard: 1; GPS: VAHSDRMC.1.a,b,c,d,e
Week 3	Teacher Portrait or Cultural Art/Any media, 18 x 24", Project #6 National Standard: 1; GPS: VAHSDRPR.1.a,b,c,d,e; VAHSDRPR.3.a,b,c,d,e
Week 4	Cultural Art/Celebrate/Any media, 18 x 24", Project #6 National Standard: 1; GPS: VAHSDRPR.1.a,b,c,d,e; VAHSDRPR.3.a,b,c,d,e
Week 5	Sketchbook (5 sketches). National Standard: 1; GPS: VAHSDRPR.4.a,b,c,d,e,f,g,h,i,j,k,l
Week 6	Independent/Any media, 18 x 24", Project #7. National Standard: 1; GPS: VAHSDRPR.2.a,b,c,d,e,f,g,h,i
Week 7	Independent/Any media, 18 x 24", Project #7. National Standard: 1; GPS: VAHSDRPR.2.a,b,c,d,e,f,g,h,i
Week 8	Independent/Any media, 18 x 24", Project #7. National Standard: 1; GPS: VAHSDRPR.2.a,b,c,d,e,f,g,h,i
Week 9	Written self-evaluation. National Standard: 5; GPS: VAHSDRAR.1.b,c; VAHSDRAR.3.a,b,c,d
4th Quarter	TOPIC
Week 1	Sketchbook (5 sketches). National Standard: 1; GPS: VAHSDRPR.4.a,b,c,d,e,f,g,h,i,j,k,l

Week 2	Independent/Any media, 16 x 20", Project #8. National Standard: 1; GPS: VAHSDRPR.2.a,b,c,d,e,f,g,h,l
Week 3	Independent/Any media, 16 x 20", Project #8. National Standard: 1; GPS: VAHSDRPR.2.a,b,c,d,e,f,g,h,l
Week 4	Introduction Page, Digital. National Standard: 1; GPS: VAHSDRMC.1.a,b,c,d,e
Week 5	Independent/Any media, 18 x 24", Project #9. National Standard: 1; GPS: VAHSDRPR.2.a,b,c,d,e,f,g,h,l
Week 6	Independent/Any media, 18 x 24", Project #9. National Standard: 1; GPS: VAHSDRPR.2.a,b,c,d,e,f,g,h,l
Week 7	Digital Portfolio in PowerPoint, 24 completed artworks. National Standard: 1,2; GPS: VAHSDRMC.1.a,b,c,d,e,f
Week 8	Digital Portfolio in PowerPoint, 24 completed artworks. National Standard: 1,2; GPS: VAHSDRMC.1.a,b,c,d,e,f
Week 9	Portfolio Review (Oral presentation, Portfolio contents, Appearance, Self-evaluation). National Standards: 1,2,3,5; GPS: VAHSDRMC.1.a,b,c,d,e,f; VAHSDRMC.3.d; VAHSDRMC.4.a,b,c,d; VAHSDRMPR.4.a,b,c,d; VAHSDRAR.1.a,b,c; VAHSDRMAR.2.a,b,c,d; VAHSDRMAR.3.a,b,c,d