

Drawing Experience Overview

Content Area: **Art**
Course(s): **DRAWING EXPERIENCE**
Time Period:
Length: **N/A**
Status: **Published**

Course Overview

Basic drawing materials are employed to interpret the visual world. Pencils, pastels, charcoal, and other media may be used. Subject matter will be both representational and imaginative with emphasis on spatial relationships, composition, and the rendering of form.

East Brunswick Graduation Requirements (as well as State Graduation Requirements) include the taking and passing of at least five credits of visual or performing arts at the high school level. Drawing Experience is an academic level course that will provide basic instruction and experiences in drawing in order to elevate perceptual, analytical and observational skills.

PRIMARY CONTENT AREA AND SECONDARY AREAS OF FOCUS

NJ Student Learning Standards		NJ Student Learning Standards		NJ Student Learning Standards	
1. Visual and Performing Arts	P	5. Science		9. Career Education and Consumer/ Family/ Life Skills	
2. Health and Physical Education		6. Social Studies			
3. Language Arts Literacy		7. World Languages			
4. Mathematics		8. Technology Literacy			

Textbooks and other resources

COURSE RESOURCES

Drawing paper, drawing pencils, pen and ink, charcoal, graphite sticks, tortillons, fadeless paper, construction

paper, specialty paper, erasers, tempera paints, brushes, oil pastels, soft pastels, rulers, triangles, compasses, white poster board, black poster board

Standards

Students will apply the principles of composition and design related principles in personal artworks.
(1.3.12.D.1) (M)

Students will recognize the external world as a resource for visually stimulating subject matter. (1.4.12.A.2)
(M)

Students will use organized and practical critique methods when working on complex subject matter.
(1.4.12.B.1) (M)

Students will develop perceptual, analytical and observational skills, when drawing from real subject matter.
(1.1.12.B) (D)

Students will be introduced to styles and techniques using various art materials and related media. (1.2.12.D.2)
(M)

COURSE SCOPE AND SEQUENCE CHART

Sequential Unit Description:	Associated CPI's to be Achieved	Marking Period Guide	Other Pacing Guide References	P. (S A
Unit 1 Caricature By creating a caricature of a well-known figure, students will learn to translate a photographic image into a composition using shape as the primary art element.	1.1.12.A.1 (M) 1.1.12.B.1 (D) 1.2.12.D.2 (M) 1.2.12.D.3 (M) 1.3.12.D.1 (M) 1.4.12.A.2 (D) 1.4.12.B.1 (M)	1	8 days	P. P. se di ir
Unit 2 Color By creating a font-based design, students will explore the element	1.1.12.A.1 (M) 1.1.12.B.1 (D)	1	8 days	P. P. se di ir

of color	1.2.12.D.2 (M) 1.2.12.D.3 (M) 1.3.12.D.1 (M) 1.4.12.A.2 (D) 1.4.12.B.1 (M)			
Unit 3 Texture Students explore real and implied texture with black and white media.	1.1.12.A.1 (M) 1.1.12.B.1 (D) 1.2.12.D.2 (M) 1.2.12.D.3 (M) 1.3.12.D.1 (M) 1.4.12.A.2 (D) 1.4.12.B.1 (M)	1	8 days	P. P. se di ir
Unit 4 Illusion of Space Students will learn the various techniques and identify the various ways artist create the illusion of deep space on a two dimensional surface.	1.1.12.A.1 (M) 1.1.12.B.1 (D) 1.2.12.D.2 (M) 1.2.12.D.3 (M) 1.3.12.D.1 (M) 1.4.12.A.2 (D) 1.4.12.B.1 (M)	1	8 days	P. P. se di ir
Unit 5 Value Students will understand that value can suggest mood and meaning in art works and they will learn methods and techniques to control their application of value in graphite drawing.	1.1.12.A.1 (M) 1.1.12.B.1 (D) 1.2.12.D.2 (M) 1.2.12.D.3 (M) 1.3.12.D.1 (M) 1.4.12.A.2 (D) 1.4.12.B.1 (M)	1	8 days	P. P. se di ir

VPA.1.1.12.D.1

Distinguish innovative applications of the elements of art and principles of design in visual artworks from diverse cultural perspectives and identify specific cross-cultural themes.

VPA.1.1.12.D.2

Translate literary, musical, theatrical, and dance compositions by using them as

	stimulus/inspiration for corresponding visual artworks.
VPA.1.2.12.A.1	Determine how dance, music, theatre, and visual art have influenced world cultures throughout history.
VPA.1.2.12.A.2	Justify the impact of innovations in the arts (e.g., the availability of music online) on societal norms and habits of mind in various historical eras.
VPA.1.3.12.D.1	Synthesize the elements of art and principles of design in an original portfolio of two- and three-dimensional artworks that reflects personal style and a high degree of technical proficiency and expressivity.
VPA.1.3.12.D.2	Produce an original body of artwork in one or more art mediums that demonstrates mastery of visual literacy, methods, techniques, and cultural understanding.
VPA.1.3.12.D.3	Organize an exhibit of personal works of visual art that convey a high level of understanding of how the expression of ideas relates to the art media, art mediums, and techniques used.
VPA.1.3.12.D.4	Analyze the syntax and compositional and stylistic principles of two- and three-dimensional artworks in multiple art media (including computer-assisted artwork), and interpret themes and symbols suggested by the artworks.
VPA.1.4.12.A.1	Use contextual clues to differentiate between unique and common properties and to discern the cultural implications of works of dance, music, theatre, and visual art.
VPA.1.4.12.A.2	Speculate on the artist's intent, using discipline-specific arts terminology and citing embedded clues to substantiate the hypothesis.
VPA.1.4.12.A.3	Develop informed personal responses to an assortment of artworks across the four arts disciplines (dance, music, theatre, and visual art), using historical significance, craftsmanship, cultural context, and originality as criteria for assigning value to the works.
VPA.1.4.12.A.4	Evaluate how exposure to various cultures influences individual, emotional, intellectual, and kinesthetic responses to artwork.
VPA.1.4.12.B.1	Formulate criteria for arts evaluation using the principles of positive critique and observation of the elements of art and principles of design, and use the criteria to evaluate works of dance, music, theatre, visual, and multimedia artwork from diverse cultural contexts and historical eras.
VPA.1.4.12.B.2	Evaluate how an artist's technical proficiency may affect the creation or presentation of a work of art, as well as how the context in which a work is performed or shown may impact perceptions of its significance/meaning.
VPA.1.4.12.B.3	Determine the role of art and art-making in a global society by analyzing the influence of technology on the visual, performing, and multimedia arts for consumers, creators, and performers around the world.

Grading and Evaluation Guidelines

GRADING PROCEDURES

Assessment is determined by evaluating three area of student involvement: production, perception/reflection, and approach to work.

Production is evaluated by looking at drafts and final work. Factors to be considered are:

- Craftsmanship- student is in basic control of basic techniques and principles
- Pursuit- student develops work over time, returns to a problem or theme from a variety of angles
- Invention- Student solves problem in a creative manner, experiments and takes risks, sets own problem

to solve.

- Expression/Point of view- Student is engaged in more than technique, but also trying to make a personal statement

Perception/Reflection is determined from student comments in critique sessions, class discussion or other activities. Factors considered are:

- Awareness of physical properties and qualities of materials
- Ability to assess own work and work of others
- Ability to use criticisms and suggestions
- Ability to articulate artistic goals

Approach to work is assessed by observing student in classroom interaction and is based upon:

- Engagement- works hard and shows interest
- Ability to work independently and collaboratively as appropriate
- Ability to use cultural resources- uses books, museums, tools, other people as appropriate.

In terms of proficiency level the East Brunswick grades equate to:

A	Excellent	Advanced Proficient
B	Good	Above Proficient
C	Fair	Proficient
D	Poor	Minimally proficient
F	Failing	Partially Proficient

COURSE EVALUATION

In Drawing Experience, the goal is that a minimum of 95% of all pupils will achieve at least minimum proficiency (D or better) relative to the NJSLs set for this course. The department will review student achievement at all levels of proficiency relative to marking period grades, and if necessary, the individual components and assignments comprising these grades. Student achievement will further be analyzed to compare the achievement of the total enrollment vs. sub-groups to determine course areas requiring greater support or modification. As a result of the analysis, decisions will be made concerning modifications to course content and/or instructional methodology.

Other Details

1296 Drawing Experience (East Brunswick High School)

Projected Number of Students	School #’s	Course Level	Course Length	Grade Level	Credits	Min. Per Week	Elective/ Required	Initial Course Adopted
96	050	A	Q	10-12	1.25	210	E	4/21/1986