

# Drawing Exploration Overview

Content Area: **Art**  
Course(s): **DRAW-EXPL**  
Time Period:  
Length: **N/A**  
Status: **Published**

## Course Overview

Basic materials, techniques and processes employed in drawing are introduced. The proper use of drawing media and composition is emphasized to develop technical skills. Drawing is a skill and this course introduces students to the basic concepts that develop this skill. Students are taught to see their environment through observational studies and represent it in their own artistic manner. Drawing pencils, pen & ink, charcoal, colored pencils, ink wash and pastels are used. Techniques such as light and shade, perspective rendering, line usage, texture, pattern, crosshatching and stipple are explored.

This course is a pre- requisite for Drawing and Painting course.

## 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	S
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

Updated collection of prints, reproductions – student examples, videos, books, educational literature, (textbooks), internet, computer, computer software, digital camera.

## Standards

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### COURSE SCOPE AND SEQUENCE CHART

Sequential Unit Description	Associated CPI's to be Achieved	Marking Period Guide	Other Pacing Guide References	Proficiency (Summative) Assessments
Unit 1  <b><u>Communicating with Line and Value, Learning to See</u></b>  Basic foundations of mark making techniques are used to describe objects forms and values. Developing techniques of observation to accurately render objects in space.	1.1.8.D.1 (M)  1.1.8.D.2 (M)  1.2.8.A.1 (M)  1.2.8.A.2 (M)  1.2.8.A.3 (M)  1.3.8.D.1 (M)  1.3.8.D.2 (M)  1.3.8.D.3 (M)  1.3.8.D.4 (M)  1.3.8.D.5 (M)  1.3.8.D.6	1	5 weeks	Completed exercises and projects in association with rubric. Students progress, time on task.

	(M)  1.4.8.A.1 (M)  1.4.8.A.3 (M)  1.4.8.A.4 (M)  1.4.8.A.7 (M)  1.4.8.B.1 (M)  1.4.8.B.2 (M)  CRP.K- 12.CRP2 (M)			
Unit 2  <u><b>Basic Shapes and Composition</b></u>  Students explore principles of linear-perspective, apply techniques of line and value to render a completed observational drawing.	1.1.8.D.1 (M)  1.1.8.D.2 (M)  1.2.8.A.1 (M)  1.2.8.A.2 (M)  1.2.8.A.3 (M)  1.3.8.D.1 (M)  1.3.8.D.2 (M)  1.3.8.D.3 (M)  1.3.8.D.4 (M)  1.3.8.D.5 (M)  1.3.8.D.6 (M)  1.4.8.A.1	1	2 weeks	Completed exercises and projects in association with rubric. Students progress, time on task.

	(M)  1.4.8.A.3 (M)  1.4.8.A.4 (M)  1.4.8.A.7 (M)  1.4.8.B.1 (M)  1.4.8.B.2 (M)  CRP.K-12.CRP2 (M)			
Unit 3  <b><u>Functions of Color</u></b>  Review of color wheel and color theory. Development of colored pencil techniques with demonstration of color relationships.	1.1.8.D.1 (M)  1.1.8.D.2 (M)  1.2.8.A.1 (M)  1.2.8.A.2 (M)  1.2.8.A.3 (M)  1.3.8.D.1 (M)  1.3.8.D.2 (M)  1.3.8.D.3 (M)  1.3.8.D.4 (M)  1.3.8.D.5 (M)  1.3.8.D.6 (M)  1.4.8.A.1 (M)  1.4.8.A.3	1-2	3 weeks	Completed exercises and projects in association with rubric. Students progress, time on task.

	(M)  1.4.8.A.4 (M)  1.4.8.A.7 (M)  1.4.8.B.1 (M)  1.4.8.B.2 (M)  CRP.K- 12.CRP2 (M)			
Unit 4  <u><b>Single Object Study in Watercolor</b></u>  Introduction to watercolor techniques, application of color mixing to accurately describe color subject matter.	1.1.8.D.1 (M)  1.1.8.D.2 (M)  1.2.8.A.1 (M)  1.2.8.A.2 (M)  1.2.8.A.3 (M)  1.3.8.D.1 (M)  1.3.8.D.2 (M)  1.3.8.D.3 (M)  1.3.8.D.4 (M)  1.3.8.D.5 (M)  1.3.8.D.6 (M)  1.4.8.A.1 (M)  1.4.8.A.3 (M)  1.4.8.A.4	2	4 weeks	Completed exercises and projects in association with rubric. Students progress, time on task.

	(M)  1.4.8.A.7 (M)  1.4.8.B.1 (M)  1.4.8.B.2 (M)  CRP.K- 12.CRP2 (M)			
Unit 5  <u><b>Exploring Portraiture</b></u>  Concepts of facial structures, feature placement, value techniques, compositional arrangement, historical significance of portraits.	1.1.8.D.1 (M)  1.1.8.D.2 (M)  1.2.8.A.1 (M)  1.2.8.A.2 (M)  1.2.8.A.3 (M)  1.3.8.D.1 (M)  1.3.8.D.2 (M)  1.3.8.D.3 (M)  1.3.8.D.4 (M)  1.3.8.D.5 (M)  1.3.8.D.6 (M)  1.4.8.A.1 (M)  1.4.8.A.3 (M)  1.4.8.A.4 (M)  1.4.8.A.7	2	3 weeks	Completed exercises and projects in association with rubric. Students progress, time on task.

	(M) 1.4.8.B.1 (M) 1.4.8.B.2 (M) CRP.K-12.CRP2 (M)			
Unit 6  <b><u>Arrangement and Composition</u></b>  Application of all observational techniques, drawing skills as well as color concepts in rendering of observable subject matter.	1.1.8.D.1 (M) 1.1.8.D.2 (M) 1.2.8.A.1 (M) 1.2.8.A.2 (M) 1.2.8.A.3 (M) 1.3.8.D.1 (M) 1.3.8.D.2 (M) 1.3.8.D.3 (M) 1.3.8.D.4 (M) 1.3.8.D.5 (M) 1.3.8.D.6 (M) 1.4.8.A.1 (M) 1.4.8.A.2 (M) 1.4.8.A.3 (M) 1.4.8.A.4 (M) 1.4.8.A.5	2	3 weeks	Completed exercises and projects in association with rubric. Students progress, time on task.

	(M)			
	1.4.8.A.6 (M)			
	1.4.8.A.7 (M)			
	1.4.8.B.1 (M)			
	1.4.8.B.2 (M)			
	CRP.K- 12.CRP2 (M)			

CRP.K-12.CRP2	Apply appropriate academic and technical skills.
VPA.1.1.8.D.1	Describe the intellectual and emotional significance conveyed by the application of the elements of art and principles of design in different historical eras and cultures.
VPA.1.1.8.D.2	Compare and contrast various masterworks of art from diverse cultures, and identify elements of the works that relate to specific cultural heritages.
VPA.1.2.8.A.1	Map historical innovations in dance, music, theatre, and visual art that were caused by the creation of new technologies.
VPA.1.2.8.A.2	Differentiate past and contemporary works of dance, music, theatre, and visual art that represent important ideas, issues, and events that are chronicled in the histories of diverse cultures.
VPA.1.2.8.A.3	Analyze the social, historical, and political impact of artists on culture and the impact of culture on the arts.
VPA.1.3.8.D.1	Incorporate various art elements and the principles of balance, harmony, unity, emphasis, proportion, and rhythm/movement in the creation of two- and three- dimensional artworks, using a broad array of art media and art mediums to enhance the expression of creative ideas (e.g., perspective, implied space, illusionary depth, value, and pattern).
VPA.1.3.8.D.2	Apply various art media, art mediums, technologies, and processes in the creation of allegorical, theme-based, two- and three-dimensional works of art, using tools and technologies that are appropriate to the theme and goals.
VPA.1.3.8.D.3	Identify genres of art (including realism, abstract/nonobjective art, and conceptual art) within various contexts using appropriate art vocabulary, and solve hands-on visual problems using a variety of genre styles.
VPA.1.3.8.D.4	Delineate the thematic content of multicultural artworks, and plan, design, and execute multiple solutions to challenging visual arts problems, expressing similar thematic content.
VPA.1.3.8.D.5	Examine the characteristics, thematic content, and symbolism found in works of art from diverse cultural and historical eras, and use these visual statements as inspiration for original artworks.
VPA.1.3.8.D.6	Synthesize the physical properties, processes, and techniques for visual communication in multiple art media (including digital media), and apply this knowledge to the creation of original artworks.
VPA.1.4.8.A.1	Generate observational and emotional responses to diverse culturally and historically specific works of dance, music, theatre, and visual art.
VPA.1.4.8.A.3	Distinguish among artistic styles, trends, and movements in dance, music, theatre, and visual art within diverse cultures and historical eras.
VPA.1.4.8.A.4	Compare and contrast changes in the accepted meanings of known artworks over time,



given shifts in societal norms, beliefs, or values.

VPA.1.4.8.A.7

Analyze the form, function, craftsmanship, and originality of representative works of dance, music, theatre, and visual art.

VPA.1.4.8.B.1

Evaluate the effectiveness of a work of art by differentiating between the artist's technical proficiency and the work's content or form.

VPA.1.4.8.B.2

Differentiate among basic formal structures and technical proficiency of artists in works of dance, music, theatre, and visual art.

## **Grading and Evaluation Guidelines**

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### **GRADING PROCEDURES**

#### Finished Projects:

Students will be graded based on a scoring rubric. The rubric establishes the criteria for grading and allows the student to see what is expected from the beginning of the project.

#### Homework:

Students will receive homework on a weekly basis in the form of a sketchbook assignment. Students are responsible for buying and maintaining a working sketchbook, which reinforces activities and techniques presented in class. This is a mandatory part of the class, which can make the difference in developing your skills or standing still artistically.

#### Exercises:

With each new project or medium, there is an exercise that allows students to explore techniques and design. These exercises give students further reinforcement with familiarizing themselves with themes and mediums.

#### Assessment:

At the completion of each project, there will be some form of assessment used to test the students' understanding of concepts and techniques. These will be in the form of rubrics, class work progress, critique and self-assessment.

#### Behavior:

Doing the right thing in an art class is as important as project outcome. This is a production studio where students should feel free to express themselves through their work while maintaining a positive and productive atmosphere. Students are graded based on time on task as well as their productivity on a weekly and daily basis.

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 Exploration the goal is that a minimum of 95% of all pupils will achieve at least minimum proficiency (D or better) relative to the NJCCCS 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

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### #2263 Visual Art-Drawing Exploration

Projected Number of Students	School #'s	Course Level	Course Length	Grade Level	Credits	Min. Per Week	Elective/Required	Date of Adoption
120	050	A	S	8-9	2.5	200	E	10/17/2002

