

Course Overview Drawing

Content Area: **Performing Arts**
Course(s):
Time Period: **Full Year**
Length: **35 weeks**
Status: **Published**

School Mission Statement

The mission of Chartertech is to provide artists the opportunity to blend principles of artistic expression with cutting-edge technology, so artists will excel in academic, career, and civic pursuits and contribute to the harmony and productivity of the 21st century.

Artistic integration: Performing arts will be accessible to all artists as a skill and content area and will serve as a vehicle for imparting, enlivening, and motivating excellence in all academic topics, as well as providing a platform for learning multicultural appreciation and empathy, not just tolerance.

Technological integration: Technology will serve as the foundation for instructional delivery systems leading to knowledge acquisition, concept understanding, and skill mastery in all academic subjects. Technology will not be studied as a separate entity but infused into the very fabric of educational pursuits, exactly as it occurs in the business world. Artists will be prepared to compete in the modern workplace or post-secondary institution.

"Education has always been torn between vocational and utilitarian purposes on one hand and creative and holistic purposes on the other... We are rapidly entering a world that is hard to imagine. By developing the problem-solving skills, creativity, and discipline required in the arts, artists can prepare for life in the 21st century."

From Understanding How the Arts Contribute to Excellent Education

National Endowment for the Arts, 1991

School Goals

Goals for Arts Education:

Artists will learn the knowledge, skills, and abilities necessary to turn their passions and gifts in the arts into vocations or serious avocations.

Objective 1: Each year, each artist will take two semesters (10 credits) of career-oriented training (80 minutes per day) in their artistic major.

Objective 2: Each marking period, each artist will perform or produce frequently, in diverse settings and for diverse audiences.

Objective 3: Artistic instruction will be integrated into the study of all academic subjects.

Objective 4: Each year, each artist will complete at least twenty after-school “lab” hours in their artistic major. These will constitute career-oriented service to the school and/or community, and demonstrate accomplishment of the NJCCCS crosscutting workplace readiness standards.

Goal for Technology:

Chartertech will model the technology-intense workplace and artists will be able to compete successfully and perform well in a technology-intense workplace.

Objective 5: Each artist will routinely use technology in a workplace-like manner to acquire, analyze, communicate, and present information in every subject.

Objective 6: Each artist will have access to a computer every day, every class so that automated sources will be the main conduit for educational content.

Objective 7: All administrative and instructional functions of the school will be supported by the most modern technology available.

Goals for Academic Achievement:

Artists will apply themselves in the serious pursuit of knowledge and skills, especially skills in critical thinking, problem solving, decision making, and communication.

Objective 8: Each year, and to be promoted to the next grade each artist will pass five credits in English, Health, Social Studies, Science, Mathematics, and PE/Health. Between grades 9-12 artists will also complete 1 year of Spanish.

Objective 9: In each academic subject, each year, each artist will complete a significant project that involves critical thinking, problem solving, decision making, and communication skills, and which demonstrates cross-content workplace readiness skills.

Objective 10: Each year artists will develop a artist resume to guide his/her academic and artistic studies and to document his/her academic and artistic accomplishments. This work will be done under the mentorship of the faculty in the artist’s artistic major.

Objective 11: Academic instruction in all subjects will be highly cross-curricular, in accordance with curricula design and continuously improved by teachers, in compliance with the New Jersey Artist Learning Standards.

Course Description

Course Title:	Drawing
Department:	Fine Art
Prerequisite:	N/A
Number of Credits:	5
Grade Level(s):	9, 10, 11, 12

Standards:	Aligned to New Jersey Student Learning Standards for Visual and Performing Arts
Description of Course	Drawing is a full year elective course in the fine arts with no prerequisites open to all artists grades 9th through 12th. This studio-based course offers an extensive introduction to drawing and drawing concepts. Artists will learn a full and vast array of techniques in traditional drawing while exploring media and art history. Artists will not only complete drawing assignments rooted in observation and personal ideas, but will also investigate core concepts of skill: study and practice. Artists will be responsible for completing bi-weekly assignments in their sketchbook that will reinforce in-class projects. Artists will tackle techniques such as perspective, grids and other drawing aids, and figure and portraiture. Artists will engage with media and materials such as graphite, charcoal, pastels, ink, and colored pencils, all while considering key components of the Elements of Art. This course is designed flexibly to stretch and challenge artists at all stages and skillsets in artmaking. Therefore, artists will be graded on participation, timely completion of assignments, and ability to follow directions—never on talent. Throughout the duration of the course artists will build a strong portfolio of drawings and drawing exercises that demonstrate thoughtful mark-making and practiced skill.

Overview & Pacing

Unit #	Major Content	Expected Time
Unit 1: Drawing Basics	Unit 1, Drawing Basics, introduces artists to the richly expressive and technical world of drawing and presents a visual toolkit for artmaking and art reading. This course will outline the visual building blocks, the Elements of Art, in a series of projects that explore traditional components to drawing. Questions that will examine the artist's understanding of what we see vs. what we think we see will ground observational assignments such as still life and technique studies. These foundational projects and exercises will focus on line, texture, shape, and value. Artists will work in drawing pencil (graphite,) ink, and charcoal during the course of this unit.	Approximately 10 weeks
Unit 2: Color	Unit 2, Color, builds on the artist's growing knowledge of rendering by investigating color theory. This unit gives an in-depth look at the way colors work and the way our	Approximately 12 weeks

	<p>eyes perceive color. Artists will deepen their understanding of color relationships through working with colored pencils, cut paper, and pastels. This unit will explore non-representational art forms and define the term “abstract,” while considering the work of the great fauvist, Henri Matisse.</p>	
Unit 3: Perspective	<p>Unit 3, Perspective, challenges artists to create work using technical drawing skills. Artists will learn one and two-point perspective and their practical applications. Artists will conjure and combine interdisciplinary skills in measuring and simple math in order to complete these projects. This unit will also consider space and its two very different appearances in art: positive/negative and foreground/middle ground/background. Artists will develop proficiency in the use of rulers and other measuring tools and aids. This unit will end with a reflection on optical illusions and tessellations while looking to the work of M.C. Escher.</p>	Approximately 7 week
Unit 4: Figures and Portraits	<p>Unit 4, Figures and Portraits, closely investigates relationships between physical objects, or, proportion. Artists will learn concepts that allow and create standards in the human anatomy and face, such as the 8-Head Standard. Figure drawing will explore expressive poses that capture movement and mass in the human form through gestural drawings. This unit will look closely at portraiture throughout American art history from Charles Wilson Peele all the way to contemporary artist Kehinde Wiley. Artists will complete this unit and course with an in-class self portrait working from life.</p>	Approximately 6 weeks

	<p>This final project will demand artists to call on their understanding and use of all the Elements of Art in a single work.</p>	
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