

Planned Course: So You Think You Can't Draw: AKA Art 101	Course Number: AH811	Department: Art	
Unit: 1 Seeing To Draw	Grade Level: 9-12		
Estimated Time: 5-7 weeks	Level/Track: elective	Date Approved: 8/8/2011	
PA Academic Standards	▶Core Concepts (in question format) • Skills/Knowledge	Activities/Strategies/Study Skills (identify some activities as remedial or enrichment activities)	Assessments (include types and topics)

<p>9.1.12 Production, Performance, and Exhibition of Visual Arts. A. Know and use the elements and principles of art to create works in the arts and humanities B. Recognize, know, use and demonstrate a variety of appropriate art elements and principles to produce, review, and revise original works in the arts G. Analyze the effect of rehearsal and practice sessions</p> <p>9.2.12 Historical and Cultural Contexts E Analyze how historical events and cultural impact forms techniques and purposes in the arts and humanities K. Identify, explain and analyze traditions as they relate to works in the arts L. Identify, explain and analyze common themes, forms, and techniques from works in the arts</p>	<p>▶Can the student understand and manipulate drawing on the right or left side of their brain?</p> <p>Does the student recognize the importance of both practice sessions and realistic, positive expectations (ex: sketchbook assignments)?</p>	<p>Students will do several blind contour drawings in silence.</p> <p>Students will copy a linear version of a famous artwork, holding the print upside down.</p> <p>Students will duplicate and mirror image linear “nonsense” designs.</p> <p>Students will participate in above activities both silently, and while verbally identifying parts that they are trying to recreate, noting the ease or difficulty of drawing in both modes, and other left brained, right brained activities.</p> <p>Students will examine an artist’s final piece and the practice sketches created prior to and during the making of the finished work.</p> <p>Students will successfully</p>	<p>Class participation</p> <p>Individual participation and understanding demonstrated in group discussions and critiques</p> <p>Teacher observation during group critiques of student artworks</p> <p>One-on-one in-progress critiques on student artwork</p> <p>Sketchbook assignments</p> <p>Written self-evaluation of individual projects</p> <p>Teacher evaluation of projects through rubrics and/or criteria checklists</p> <p>These various forms of evaluation will be based on:</p> <p>Demonstrated effort</p>
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<p>9.3.12 Critical Response B. Determine and apply criteria to a person's work and works of others in the art C. Apply systems of classification for interpreting works in the arts and forming a critical response.</p> <p>9.4.12 Aesthetic Response C. Compare and contrast the attributes of various audiences' environments as they influence individual aesthetic response</p>	<p>Can the student understand and differentiate between the visual symbol systems we use as children, and those of many cultural folk art styles vs. what is actually seen?</p>	<p>complete regular sketchbook assignments, on technique, rendering, compositional, and/or creativity practice.</p> <p>Students will consider the progression of past students' work and that of fine artists' to help apply a realistic expectation for themselves.</p> <p>Students will examine several different styles of artwork that utilizes symbol systems, for example: Ancient Egyptian, Yoruban, Mayan, Pysanki, Scherenschnitte, and the art of young children.</p> <p>Students will engage in a class discussion regarding the value and validity of symbolic art vs. realistic art</p> <p>Students will practice drawing what is "actually seen" with a</p>	<p>Use of appropriate art vocabulary in discussions</p> <p>Participation in discussions is on task and focused, has clarity and insight</p> <p>Rendering Quality, ("flattening" an image), such as: Fluidity and detail of contour line drawing, Gridding accuracy, Accuracy and detailing level in negative space drawings Accuracy of angles and proportions - Accuracy in duplication and mirroring exercises</p>
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	<p>Can the student interpret the “flattening” of an image from our 3-dimensional world to a 2-dimensional piece of paper?</p>	<p>variety of subject matter and techniques (see below)</p> <p>Teacher demonstrations of all the following techniques students are to practice and apply:</p> <p>Students practice applying viewfinders and gridding techniques to create a drawing from life.</p> <p>Students apply negative space techniques to create sketches and drawings from life.</p> <p>Students practice contour and blind contour drawing techniques, working from life</p>	
	<p>Can the student understand and employ simple sighting techniques in drawing from</p>	<p>Teacher demonstration of following techniques students are expected to apply:</p>	

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	<p>life? (such as lining up angles with your pencil and comparing proportions?)</p> <p>**Not sure of last standard listed** Maybe no 9.4.12 for this unit</p>	<p>Students will practice and create a linear drawing in accurate perspective, using their pencils, (or stick, etc.) To sight angles, and compare and translate proportions for accuracy</p>	
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