







Drawing I (Master)

Teacher: Kari HalkerSaathoff

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Content	Skills	Learning Targets	Assessment	Resources & Technology
<p>Changes coming in the 2019-20CEQ: What is Drawing?</p> <p><i>UEQ:</i></p> <ul style="list-style-type: none"> Why draw? How does the critique process work? <p>A. Drawing Purpose A1.Record Information and understanding A2.Story and expression A3.Imagination A4.The critical process</p> <p><i>UEQ:</i></p> <ul style="list-style-type: none"> What are the Elements of Design? What are the Principles of Design? How do the Elements and 	<p>A. Drawing Purpose A1.Show information and understanding in drawing A2.Express intent and story lines in drawing A3.Develop imaginary imagery A4. Show understanding of a critique </p> <p>B. Elements and Principles B1. Develop imagery that contains line, shape and space. B2. Develop imagery that displays the use of form, value and texture B3. Use Color B4.Show the use of Emphasis, Balance, Proportion/Contrast B5. Show the use of Pattern/Rhythm, Movement and Unit B6. Create a successful Design showing Minnesota</p>	<p>Drawing Purpose A1-4 I understand that there are different types of drawing.</p> <p>Elements and Principles B1-I can show an object using contour line B2-I can show how to render an object with value and texture to give an illusion of form. B3-6 I can incorporate various Principles in a drawing.</p> <p>Still Life C1 I can describe various styles and intents in still life C2 C3</p> <p>D. Landscape D1 I can compare and Analyze a landscape drawing/painting from</p>	<p>A. Drawing Purpose A1.Observational Drawing (Classroom) A2.Comic Strip (Sketchbook) A3.Imagination Drawing (Sketchbook) A4.Critique A1-4 Assessment Sheet Davis</p> <p>B.Elements and Principles B1,B6. Contour line drawing emphasizing figure-ground relationship B2,B6.Value drawing using graphite B3,B6. Colored pencil study B4,B6. Drawing using informal balance to create the emphasis B5,B6.Draw a tessellation B1-6. CA- Principle drawings</p>	<p>A. Drawing Purpose A1-4 Davis Drawing Text pg. 2-27 A4. Describe and analyze worksheet</p> <p>B.Elements and Principles B1-5 Davis Drawing Text pg.28-47</p> <p>B5. http://www.tessellations.org</p> <p>C. Still Life C1-5. Davis Drawing Text. pg. 69-87 C2-5. Cezanne/ Flemish/ O'keeffe/ Audry Flack</p> <p>D. Landscape D1-3. Davis Drawing Text. pgs. 91-109 D1-3. Hudson River School/ Impressionist/ Contemporary/ Regionalist</p>

<p>Principles work in drawing?</p> <p>B. Elements and Principles B1. Line, Shape, Space B2. Form, Value, Texture B3. Color B4. Emphasis, Balance, Proportion/Contrast B5. Pattern/Rhythm, Movement, Unity B6. Minnesota Native American</p> <p><i>UEQ:</i></p> <ul style="list-style-type: none"> • What is a Still Life? • Why create Still Lives? <p>C.Still Life C1. History/ Context C2. Line, Stroke, Tone C3. Forms with value C4. Forms in Space C5. Critique</p>	<p>Native American </p> <p>C.Still Life C1. Compare and analyze still life from history C2.Develop studies that contain variations of line, stroke and tone C3 Develop studies that contain forms developed by value C4 Develop studies that contain forms in space i.e. foreshortening objects C1-5 Develop a Final Still Life </p> <p>D. Landscape D1 Compare and Analyze a landscape drawing/painting from history D2 Develop a landscape drawing D3 Create a landscape drawing </p> <p>E. Perspective-Spatial and Linear E1.Compare and Analyze Linear Perspective</p>	<p>history D2 I can develop a landscape drawing D3 I will create a landscape drawing in Pen and Ink</p> <p>E. Perspective-Spatial and Linear E1.I can compare and Analyze Linear Perspective E2.I can compare and Analyze Spatial perspective E1-3.I can create a linear perspective drawing E4. I understand the use of Atmospheric Perspective/ Size/ Spatial Relationships</p> <p>F. Portraits F1.I can develop facial proportion study F2. I can compare and Contrast Two Portraits F3 I can develop an Illustrative Self-Portrait F4. I can develop an expressive self-portrait</p> <p>F.2 Figure F2.1 I can develop</p>	<p>C. Still Life C1.Critique- Baroque Still Life vs Contemporary Still Life C2.Gesture Drawing (classroom/ Sketch) C3 Value Drawing (Classroom/Sketch) C4.Foreshorten objects (classroom/Sketch)] C1-5. CA-Still Life Drawing</p> <p>D. Landscape D1. Written Critique D2. Sketches (Classroom/Sketchbook) D3. Final Drawing- Pen and Ink / Wash D1-3. CA- Landscape Drawing</p> <p>E.Perspective-Spatial and Linear E1-2.Class Discussion E1-3. Drawing (Hallway, Room, Imagination) E4. Drawing (Observation) E1-4. CA-1-Point and 2-point Linear Perspective</p>	<p>E. Perspective-Spatial and Linear E1-4. Davis Drawing Text. pgs. 111-131 E1-4. M.C. Escher/</p> <p>F. Portraits. F1-4. Davis Drawing Text pgs. 133-158 F1-4. Davis Drawing Text pgs. 159-181 F1-4. John Singer Sargeant/ Chuck Close/ Rembrandt/ Van Gogh/ Norman Rockwell</p> <p>E. Abstraction/ Expressive Language E1-4. Davis Drawing Text pgs. 201-219 E1-4. Kandinsky/ Mondrian/ Richard Diebenkorn/ Rothko/ Frank Stella/</p>
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<p><i>UEQ:</i></p> <ul style="list-style-type: none"> • What is a Landscape • Why do artists create landscapes • How are landscapes organized <p>D.Landscape D1.History/ Context D2. Organize landscapes D2. The Landscape</p> <p><i>UEQ:</i></p> <ul style="list-style-type: none"> • How do you create three-dimensional space on a two-dimensional surface? <p>E.Perspective-Spacial and Linear E1. One-Point Perspective E2. Two-Point Perspective E3. Three-Point Perspective E4. Atmospheric Perspective/ Size/ Spacial</p>	<p>E2.Compare and Analyze Spacial perspective E1-3.Create a linear perspective drawing E4. Understand the use of Atmospheric Perspective/ Size/ Spacial Relationships</p> <p></p> <p>F. Portraits F1. Develop facial proportion study F2. Compare and Contrast Two Portraits F3 Develop an Illustrative Self-Portrait F4. Develop an expressive self-portrait </p> <p>F.2 Figure F2.1 Develop Human Anatomy Drawings F2.2 Create Figure Drawings</p> <p>E. Abstraction/ Expressive Language E1. Explore Expressive language with various mediums E1. Discuss the Aesthetic Response. E2. Develop an Abstract</p>	<p>Human Anatomy Drawings F2.2 I can create Figure Drawings</p> <p>E. Abstraction/ Expressive Language E1. I will Explore Expressive language with various mediums E1. I can Discuss the Aesthetic Response. E2. I can Develop an Abstract Drawing E2. I will Develop a Non-objective Drawing E3. I Understand the symbolism of color E4. I will Discuss the use of symbols and signs in drawing.</p>	<p>F. Portraits F1. Sketchbook Drawing F2. Writing in Sketchbook (Van Gogh vs. Rembrandt) F3.Black and white self-portrait from a mirror F4. Color Self-Portrait Drawing from a photograph F1-4. CA-Self-Portrait from a mirror</p> <p>F2. Figure F2.1 Anatomy studies F2.2 Observational figure drawings</p> <p>E. Abstraction/ Expressive Language E1. Sketchbook Drawing E2. Group discussion E2. Abstract Drawing E2. Non-objective Drawing E3. Discussion and quiz E4. Discussion. E1-4. CA-Abstract Drawing (Color)</p>	
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<p>relationships</p> <p><i>UEQ:</i></p> <ul style="list-style-type: none"> • What are the different purposes of Portraits? <p>F. Portraits</p> <p>F1. Anatomy and the Portrait</p> <p>F2. Portraits as Documents</p> <p>F3. Expressions</p> <p>F4. Portraits as Illustration and Exploration</p> <p>F5. The Self-Portrait</p> <p>F. 2 Figure</p> <p>F2.1 Human Anatomy</p> <p>F2.2 Figure Drawing</p> <p><i>UEQ:</i></p> <ul style="list-style-type: none"> • What is the Aesthetic response? • How does abstraction start? • How do the elements and 	<p>Drawing</p> <p>E2. Develop a Non-objective Drawing</p> <p>E3. Understand the symbolism of color</p> <p>E4. Discuss the use of symbols and signs in drawing. </p>			
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<p>principles work in an abstract work?</p> <p>E. Abstraction and The Expressive Language E1. Expressive Language/ The Aesthetic Response E2. Abstract vs. Non-Objective E3. Meaningful color E4. Signs and Symbols</p>				
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