

Intro to Drawing and Printmaking Curriculum Maps

Required Student Supplies:

- 1: Spiral-bound Sketchbook (or hard cover)
- 2: 10 #2 pencils
- 3: Vinyl or other non-pink eraser
- 4: USB drive/flash drive

Umbrella Standards: *These standards must be met for every unit in all art courses*

Concept: Idea Development, Problem Solving, and Communicating

- C.12.2: Understand the procedures of developing quality design
- C.12.6: Experiment visually with sketches for complex solution involving concepts and symbols
- C.12.9: Use ongoing reflective strategies to assess & better understand one's work & that of others
- D.12.6: Apply problem solving strategies that promote fluency, flexibility, elaboration, and originality

Craftsmanship: Skills, Processes, and Techniques

- C.12.7: Apply advanced craft and skills to consistently produce quality art
- C.12.8: Use the natural characteristics of materials and their possibilities and limitations to create art

Composition: Knowing, Using, and Judging the Elements of Art and Principles of Design

- C.12.1: Use the elements and principles of design in a sophisticated way
- J.12.7: Understand and apply art criticism and aesthetic knowledge in art and design

1. Black and White Unit: Creative Portraiture with Charcoal

Students will work in pairs to take interesting pictures of themselves using a digital camera. They will manipulate their images on the computer and desaturate them then choose a favorite to draw. Students will graph their portrait in the style of Chuck Close. Students will use a variety of mark-making techniques (stippling, hatching, cross-hatching and scumbling) to create a finished piece with a wide-range of value.

Principles and Elements of Art: line, form, value, texture, space, emphasis, contrast, proportion

Sketchbook Assignment: Draw three images of the same fruit or vegetable. Use only light to mid-range values on the first drawing. Use only dark to mid-range values on the second. Use the entire value range on the third. Make sure to use good drawing techniques and compositions!

Materials: Charcoal pencil in 4B, 2B, B, HB, 2H, 4H, vine charcoal, charcoal stick, drawing paper, digital camera, computer, transparent graph, ruler, tape, drawing board, exacto knife, kneaded eraser

Art History References: Chuck Close, Frida Kahlo

Techniques: Line quality, value scales, stippling, hatching, cross-hatching, scumbling, contrast

Unit Standards:

- 1: Students will be able to effectively use strong line quality and variation in a drawing
- 2: **Students will be able to effectively use value to give the impression of three-dimensional forms in a drawing**
- 3: **Students will be able to effectively use two or more mark-making techniques to build value and texture**
- 4: Students will be able to compose a drawing that has a clear emphasis using contrast and other compositional elements
- 5: Students will be able to use proportion appropriately and correctly in a portrait
- 6: **Students will create a dynamic, interesting and creative self portrait**

2. Color Unit: Collage Drawing with Colored Pencil and Chalk Pastel

Students will create a dynamic and interesting collage using found images from magazines. The finished collage should fill a 8.5 X 11 piece of paper and should include a background, foreground and middleground. The finished piece should include images from at least 15 different sources and use one of the three compositions: symmetrical, asymmetrical or rule of thirds. Students will apply knowledge of drawing techniques using colored drawing media and the layering of color to create a finished drawing (16 X 22) based off of their collage. The finished drawing should have a set color scheme and may be completed using a graphing technique if desired.

Principles and Elements of Art: Color, value, form, space, harmony, balance, variety, contrast

Sketchbook Assignment: Create a *full-spectrum* drawing of something you find beautiful using only red, blue and yellow colored pencil and the white of your page. You must use the idea of layering of colors to create your secondary and tertiary colors and tints, tones and shades.

Materials: magazines, newspapers, printer paper, glue sticks, scissors, colored pencils, chalk pastels, drawing paper, exacto knife, drawing board, masking tape, transparent graph (if needed)

Art History References: Jerry Ueslmann

Techniques: color layering, color theory, drawing techniques from charcoal unit

Unit Standards:

- 1: Students will be able to use a specified color scheme to create a dynamic drawing**
- 2: Students will be able to use layering of color to create value and color variations in a drawing**
- 3: Students will be able to translate charcoal and graphite techniques to colored pencil and pastel
- 4: Students will be able to build a composition using either symmetrical/centered or asymmetrical/rule of thirds compositional style**
- 5: Students will be able to create and effectively use a dynamic collage to use as an inspiration for their drawing

3. Mono-Prints: Landscapes using Trace transfer and mono-prints techniques

Students will study landscape paintings. They will then discuss the importance of middle-ground, fore-ground, back-ground and informal perspective in a landscape. We will create a series of quick gestural drawings of a variety of types of landscapes (sea-scapes, dessert, prairie, forest, mountain, beach, city-scape, etc). Students will then create a series of monoprints of different landscapes. When the monoprints have dried students will super-impose trace-transfers of different images over the landscapes (natural objects, animals or humans, images of technology, etc)

Principles and Elements of Art: space, color, line, shape, proportion, emphasis, variety

Sketchbook Assignment: Draw the place you would most like to be. Incorporate yourself into the drawing in some way. The drawing media is your choice.

Materials: landscape image, detail images, plexiglass, printing ink, acrylic paint, paintbrushes, pencils, palette knives, drawing paper, brayer, masking tape, drying rack

Art History References: Landscape painting

Techniques: trace-transfer, mono-print

Unit Standards:

- 1: Students will be able to produce a finished mono-print/trace transfer using appropriate techniques/processes**
- 2: Students will be able to combine trace-transfer and mono-print into one harmonious composition**
- 3: Students will be able to use informal perspective in the creation of a landscape that gives the impression of space and depth**
- 4: Students will be able to create a landscape that has a foreground, middle ground and background
- 5: Students will be able to layer multiple monoprints and trace transfers to create a finished piece

4. Pen and Ink: High Contrast Drawing

Students will study the work of Japanese Sumi-e artists. They will then create sketches juxtaposing two divergent/opposing visual images. From this sketch students will use sumi-e techniques and pen and ink techniques to create a finished drawing.

Principles and Elements of art: Line, shape, value, form, contrast, balance

Sketchbook Assignment: Get a black ink pen (not marker). Recommended: Bic pen. Use it all up on one drawing, draw until there is no more ink left. Draw whatever you would like. Turn in the dried up pen with your sketch.

Materials: drawing ink, pen and nibs, drawing paper, sumi-brushes, graphite pencil, sketchbook

Art History References: Japanese Sumi-e Paintings

Techniques: Sumi-e techniques, stippling, hatching, cross-hatching, hatching

Unit Standards:

- 1: Students will be able to create an effective drawing using minimal midtones & balanced light and dark areas**
- 2: Students will be able to effectively translate dry drawing techniques to pen and ink
- 3: Students will be able to visually juxtapose two contrasting ideas or subjects in a balanced and unified manner
- 4: Students will be able to create a visually dynamic piece that focuses on contrast both visually and conceptually**

5. Lino-Cut: Single Subject

Students will study the work of Hokusai. They will then choose an object/subject that they want to be the focus of their wood-cut (human, plant, man-made object, animal) and do a series of drawing studies on that object. They will also create a rhythmic or patterned background for their studies. They will create their lino-cut based on these studies.

Principals and Elements of Art: Pattern/rhythm, proportion, emphasis, unity

Sketchbook Assignment: Find an object that has an interesting form and texture(s). Draw that object from observation. Focus on value, texture, and details.

Materials: sketchbook, wood block, wood carving tools, printing ink, brayers, plexiglass plates, printing paper, wooden spoons, other drawing tools

Art History References: Hokusai

Techniques: Wood-cut techniques

Unit Standards:

1: Students will be able to create a composition that highlights a single, detailed subject

2: Students will be able to create an interesting background using pattern and/or rhythm that emphasizes their subject

3: Students will be able to effectively and safely use woodcut and printing technique/processes

4: Students will be able to produce a series of high quality woodcut prints

6. Final Project: Independent Project

Students will plan and produce their own piece of original artwork. The media and topic are their choice and should clearly express an idea, view-point or feeling. The finished piece should show mastery of technique, craftsmanship, concept and composition.

Principles and Elements of art: All

Sketchbook Assignment: None

Materials: Student choice

Art History References: Student choice

Unit Standards:

1: Students will be able to plan and produce a piece of original artwork

2: Students will be able to identify a topic/subject for their work and have a clear visual communication of their impression, view point or feelings regarding this topic/subject

3: Students will be able to research their topic or subject both for visual reference and background information

4: Students will be able to choose and effectively use a media of their choice that they feel will best fit their knowledge/skill and their subject/topic

5: Students will be able to demonstrate their ability to blend and utilize techniques/media from previous units