

Curriculum Map

Revised 5/23/11

Subject: 10th grade art

Unit: Drawing

OUTCOME	MS CRITERIA	ES CRITERIA	ACTIVITIES/LESSONS	ASSESSMENTS
<p><i>Student has analyzed visual relationships in 3D space and made the translation to show accurate visual relationships in still life drawing practice on the 2D page. Drawings emphasize line, shape, form, space, and texture-features of visual representation.</i></p>	<p>Student drawings show both the sketch and drawing process. Drawings show line, shape, 3D space, and visual relationships such as higher than, lower than, darker than, lighter than, to the left of, etc.</p>	<p>All MS criteria and student drawings show extreme care in analyzing visual relationships and making adjustments when necessary.</p>	<ul style="list-style-type: none"> • Examples for visual relationships, practice • Still life drawing from observation • Demo and samples, blind contour, contour line drawing, student practice • Gesture drawing 	<ul style="list-style-type: none"> • Sketches • Still life drawings • Line drawings • Gesture drawings
<p><i>Student applied drawing techniques to create the illusion of 3D objects on the 2D page. Student emphasized the elements of shape, form, value, and color. Student brainstormed and tested several original thumbnail designs to plan, choose, and construct the final composition.</i></p>	<p>Design uses letter shapes and creates the illusion of 3d space. Design places letter shapes in a related scene or complimentary abstract background space. Design is colored and fills the page. Student included thumbnails for evidence of the design process: brainstorming.</p>	<p>All MS criteria and design shows extremely thoughtful consideration for the elements described in project specifications.</p>	<ul style="list-style-type: none"> • Demo creating 3d shapes and shading, practice • light source shading and drawing • linear perspective • Examples, name in 3D project, practice 	<ul style="list-style-type: none"> • Shaded drawings • Name 3D letter project • Outdoor LP drawing • Indoor LP drawing
<p><i>Student implemented knowledge of drawing techniques and elements of art to create drawings that emphasized value and texture adding the medium of India ink and bamboo brush to artistic practice.</i></p>	<p>Student drawings show a varied use of line quality, value, lights, darks, grays, & blacks. The values shown create believable form in objects and space. Drawings show different textures of objects in the still life setup.</p>	<p>All MS criteria and student drawings show extreme attention to the ink media and the varied line value and forms possible. Varied textures add interest to the overall composition.</p>	<ul style="list-style-type: none"> • Demo and examples for brush, ink and wash • Practice with still life setup 	<p>Brush, ink and wash drawings</p>
<p><i>Student uses varied drawing materials and</i></p>	<p>Student drawings show a varied use of value,</p>	<p>* All MS criteria and student drawings show</p>	<ul style="list-style-type: none"> • Pencil • Charcoal 	

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<p><i>techniques to make works of art which put together the elements of art and principles of design.</i></p>	<p>lights, darks, grays, & blacks. The values shown create believable form in objects. Drawings show different textures of objects in the still life setup.</p>	<p>extreme attention to the media and the varied line, value and forms possible. Varied textures add interest to the overall composition.</p>	<ul style="list-style-type: none"> • Pastels • Multi-media collage • Brush, Ink and wash • Digital photography • Tempera paint 	
<p><i>Student has produced proportional figure and face drawings.</i></p>			<ul style="list-style-type: none"> • figure drawing • facial proportions 	<ul style="list-style-type: none"> • Figure drawings • Face drawings
<p><i>Student has analyzed their own practice and artworks by pulling apart artistic processes, discovering meaning in imagery, and determining the significance of personal artistic choices made.</i></p>	<p>Student writing shows analysis of their own practice and artworks by pulling apart artistic processes/experience, discovering/ascribing meaning in imagery, and determining/proposing the significance of personal artistic choices made.</p>	<p>All MS criteria and student articulates analysis using extremely detailed and thorough descriptions and appropriate art vocabulary.</p>	<ul style="list-style-type: none"> • Artist statements • Artists journal 	<ul style="list-style-type: none"> • Student writing in journal and online

Va1. **Students will** make works of art that explore different kinds of subject matter, topics, themes, and metaphors.

Va 2. **Students will know** and use a variety of visual arts materials, techniques, and processes.

Va 3. **Students will reflect on works of art using the language of art.**

Students will analyze the visual characteristics of the natural and

built environment and explain the social, cultural, psychological, and/or environmental dimensions of the visual arts. Students will compare the ways in which a variety of ideas, themes, and concepts are expressed through the visual arts