



Hamburg Area School District

Course Guide

Name:	Advanced Drawing 8110
Grade(s):	10-12
Length:	<i>Place an X next to the correct option</i>
x	Full-Year (180 Sessions)
	Semester (90 Sessions)
	Quarter (45 Sessions)
	Other (Specify):
Text:	None
Approved on:	June 20, 2022

Description:

In this course, students will develop a collection of work through an in-depth exploration of traditional or digital drawing topics, materials, and techniques. Students will further develop their personal voice and skills in a range of approaches to drawing. This course may be elected for dual enrollment through RACC.

Advanced Drawing

Unit: Still Life

Unit Length: Quarter 1

ESSENTIAL QUESTION- ESSENTIAL CONTENT	PERFORMANCE OBJECTIVES	STANDARDS/ ANCHORS	ASSESSMENT/ ACTIVITY
<p>What are some ways to create a drawing with formal elements such as line, shape, color, value, form, texture and space?</p> <p>How can principles of design such as balance, contrast, emphasis, movement, pattern, rhythm, and unity be used successfully in creating still life?</p>	<p>Students will use various elements such as line, shape, color, value, form, texture, and space along with principles such as balance, contrast, emphasis, movement, pattern, rhythm, and unity to create still life drawings on a 2D surface.</p>	9.1.12.E,K	<p><u>Still Life</u></p> <p>Students will utilize traditional or digital techniques to create a still life drawing that uses a combination of art elements and principles that work together to create a successful still life drawing. The work demonstrates an understanding and ability to manipulate these concepts.</p> <p>Sketchbook, Project/Paper Evaluation (directions, craft, concept, use of principles)</p>
<p>How can traditional and digital processes and techniques be used to create a still life drawing?</p>	<p>Students will use traditional or digital processes and techniques to create a still life drawing.</p>		
<p>How do artists care for and maintain materials, tools, and equipment?</p>	<p>Students will know and apply proper ways to care for and maintain materials, tools, and equipment.</p>	9.1.12.H	<p>Students will utilize proper use, care, maintenance, and storage of all materials, tools, and equipment.</p>

Advanced Drawing

Unit: Landscape

Unit Length: Quarter 1

ESSENTIAL QUESTION- ESSENTIAL CONTENT	PERFORMANCE OBJECTIVES	STANDARDS/ ANCHORS	ASSESSMENT/ ACTIVITY
What are some ways to create a landscape drawing with formal elements such as line, shape, color, value, form, texture, and space? How can principles of design including balance, contrast, emphasis, movement, pattern, rhythm, and unity be used successfully in a landscape drawing? How can atmospheric perspective be used in landscape drawing?	Students will use various elements such as line, shape, color, value, form, texture, and space along with principles such as balance, contrast, emphasis, movement, pattern, rhythm, and unity to create a landscape drawing that also demonstrates the use of atmospheric perspective in drawing.	9.1.12.E,K	<u>Landscape</u> Students will utilize traditional or digital techniques to create a landscape drawing that displays evidence of thoughtful use of the elements and principles with an understanding of atmospheric perspective within the drawing. Sketchbook, Project/Paper Evaluation (directions, craft, concept, use of principles)
How can traditional and digital processes and techniques be used to create a landscape drawing?	Students will use traditional or digital processes and techniques to create a landscape drawing.		
How do artists care for and maintain materials, tools, and equipment?	Students will know and apply proper ways to care for and maintain materials, tools, and equipment.	9.1.12.H	Students will utilize proper use, care, maintenance, and storage of all materials, tools, and equipment.

Advanced Drawing

Unit: Portraits

Unit Length: Quarter 2

ESSENTIAL QUESTION- ESSENTIAL CONTENT	PERFORMANCE OBJECTIVES	STANDARDS/ ANCHORS	ASSESSMENT/ ACTIVITY
<p>How can the formal elements of art such as line, shape, color, value, form, texture, and space be used to create a portrait?</p> <p>How can the principles of design such as balance, contrast, emphasis, movement, pattern, rhythm, and unity be used to develop a portrait?</p> <p>What is the difference between representational and non-representational drawing?</p>	<p>Students will use formal elements such as line, shape, color, value, form, texture, and space along with principles such as balance, contrast, emphasis, movement, pattern, rhythm, and unity to create a representational and non-representational portrait drawing of themselves or someone else.</p>	<p>9.1.12.E, K</p>	<p><u>Portrait</u> (Representational & Non Representational)</p> <p>Students will utilize traditional or digital techniques to draw a portrait that shows evidence of good use of the elements and principles of design in crafting a portrait. The work demonstrates an understanding of representational or non representational portraits in traditional or digital drawing media.</p>
<p>How can traditional and digital processes and techniques be used to draw a portrait?</p>	<p>Students will use traditional or digital processes and techniques to draw a portrait.</p>		<p>Sketchbook, Project/Paper Evaluation (directions, craft, concept, use of principles)</p>
<p>How do artists care for and maintain materials, tools, and equipment?</p>	<p>Students will know and apply proper ways to care for and maintain materials, tools, and equipment.</p>	<p>9.1.12.H</p>	<p>Students will utilize proper use, care, maintenance, and storage of all materials, tools, and equipment.</p>

Advanced Drawing

Unit: Artist Studies

Unit Length: Quarter 2

ESSENTIAL QUESTION- ESSENTIAL CONTENT	PERFORMANCE OBJECTIVES	STANDARDS/ ANCHORS	ASSESSMENT/ ACTIVITY
How does studying and/or creating art enrich our lives?	Students will articulate how their life is enriched by studying or creating art.	9.2.12.A, D 9.3.12.A	<u>Artist Project</u> Students will prepare and deliver a presentation or project relative to an exploration of historical and cultural events specific to a selected artist and time period. The paper or project clearly depicts and defines an artist biography, work methods, critiques, and visual examples and includes a reflection on the impacts, response, or point of view. Sketchbook, Project/Paper Evaluation (directions, craft, concept, use of principles)
How are artists viewed by critics?	Students will be able to explain how artists have been portrayed by critics.		
How does knowing the context, histories, and traditions of art forms help us to create works of art and design?	Students will explain how historical events and the culture of the time period influenced and led to the creation of a particular piece of art.		
What can we learn from our responses to art?	Students will construct and compare a point of view.		
How do artists care for and maintain materials, tools, and equipment?	Students will know and apply proper ways to care for and maintain materials, tools, and equipment.	9.1.12.H	Students will utilize proper use, care, maintenance, and storage of all materials, tools, and equipment.

Advanced Drawing

Unit: Collaborative Drawing

Unit Length: Quarter 3

ESSENTIAL QUESTION- ESSENTIAL CONTENT	PERFORMANCE OBJECTIVES	STANDARDS/ ANCHORS	ASSESSMENT/ ACTIVITY
How can perspective be used in creating collaborative drawings? What are some ways to create a collaborative drawing? How can traditional or digital media be used to craft a successful collaborative drawing?	Students will use perspective and demonstrate a variety of ways to create collaborative drawings in traditional or digital media.	9.1.12.E, K 9.3.12.B	<u>Collaborative Drawing</u> Students will utilize traditional or digital techniques and apply various perspectives to collaboratively create a compelling work of art using traditional or digital media methods and include a reflection on the collaborative experience. Sketchbook, Project/Paper Evaluation (directions, craft, concept, use of principles)
How can we experience artwork more completely when it is created through collaboration?	Students will explain how their experience in creating art was impacted through collaborative creation.		
How do artists care for and maintain materials, tools, and equipment?	Students will know and apply proper ways to care for and maintain materials, tools, and equipment.	9.1.12.H	Students will utilize proper use, care, maintenance, and storage of all materials, tools, and equipment.

Advanced Drawing

Unit: Theme Drawing

Unit Length: Quarter 3

ESSENTIAL QUESTION- ESSENTIAL CONTENT	PERFORMANCE OBJECTIVES	STANDARDS/ ANCHORS	ASSESSMENT/ ACTIVITY
What are some ways that artists can use subject matter, formal decision making, and social context to communicate and interpret ideas or themes? How can traditional and digital processes and techniques be used to create a successful thematic drawing?	Students will be able to use subject matter and formal decision making to communicate an idea or theme through traditional or digital media.	9.1.12.E, K 9.3.12.B	<u>Theme Drawing</u> Students will utilize traditional or digital techniques to create a drawing that displays evidence of an intense exploration of subject matter, formal decision making, and social context and media to communicate an idea or theme. Students will include a method to evaluate the effective communication of the idea or theme. Sketchbook, Project/Paper Evaluation (directions, craft, concept, use of principles)
How do artists determine whether an intended direction, idea, or theme in their work is effective?	Students will identify methods for artists to evaluate the effectiveness in communicating an intended direction, idea, or theme.		

Advanced Drawing

Unit: Art Careers

Unit Length: Quarter 4

ESSENTIAL QUESTION- ESSENTIAL CONTENT	PERFORMANCE OBJECTIVES	STANDARDS/ ANCHORS	ASSESSMENT/ ACTIVITY
<p>What are some ways that art is a career path?</p> <p>How do artists gain employment or receive compensation for artwork?</p> <p>How do artists grow and become accomplished in art forms?</p>	<p>Students will identify careers involving artistic creation, recognize various ways to be employed/compensated, and determine ways to grow professionally.</p>		<p><u>Careers in Art</u></p> <p>Students will collect and present information (field of study, compensation, and growth prospects) related to a career field that includes artistic creation. A detailed report of findings is outlined in written or displayed in project form.</p> <p>Sketchbook, Project/Paper Evaluation (directions, craft, concept, use of principles)</p>

Advanced Drawing

Unit: Portfolio Development

Unit Length: Quarter 4

ESSENTIAL QUESTION- ESSENTIAL CONTENT	PERFORMANCE OBJECTIVES	STANDARDS/ ANCHORS	ASSESSMENT/ ACTIVITY
What are some ways to create an art portfolio or exhibit pieces? What are some platforms available for artists to use to create a portfolio?	Students will specify options to create a portfolio/exhibit and identify various platforms.	9.1.12.I 9.1.12.J	<u>Portfolio Development</u> Students may contribute to building a portfolio in a format of choice (physical or digital platform). There is evidence of student exploration of various portfolio platforms. Student work is successfully organized and includes a reflection on the artist's intentions.
What criteria are considered when selecting work for presentation, a portfolio, or a collection?	Students will be able to evaluate pieces to include in a presentation, collection, or portfolio.		Project/Paper Evaluation (directions, craft, concept, use of principles)
How are artist intentions used in a portfolio context?	Students will be able to explain their selection process for including items in a portfolio and describe how/why the pieces were created.		