



Hamburg Area School District

Course Guide

Name:	Drawing
Grade(s):	9-12
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:	Digital camera, tripods, scanner, art books, Adobe Suite, Corel, Internet sites, art museums, art galleries, art magazines, studio equipment, digital device: art computer/lpad, printer
Date Approved or Updated:	2020-2021

Description: This course is designed to introduce students to the fundamentals of drawing. Students will learn to apply traditional and digital drawing techniques unique to the drawing process. Possible materials include pencil, charcoal, conte, pastel, colored pencil, or ink. Students may also explore drawing applications for digital art. Example subject matter include still life, portraiture, landscape, and perspective. Student artwork may also be represented on a large scale. This course may be selected for dual enrollment through RACC if elected for a second year. (Satisfies the fine arts requirements).

**Hamburg Area School District
Course Plan
High School Art**

Course Name: Drawing
Unit: The Work Area

Time Line: Year-long, self-paced

Essential Content/Essential Questions	Performance Objectives	Standards/Anchors
The Work Area	<ul style="list-style-type: none"> Identify specific task areas of the art room and their functions for safe work environment Identify equipment in the art room and their proper functions (i.e. projector, camera, scanner, computer, printer options, light box, paper cutters, trimmers, mat cutter, kilns, pottery wheels, glass equipment) Establish proper use and storage of tools, supplies, and materials Establish daily class routines for set up and clean up 	9.1.12 H, J, K
General Course Objectives	<ul style="list-style-type: none"> To recognize and understand the elements and principles of design in works of art Analyze and compare works of art Critique and interpret artwork of self and others Promote the use of original subject matter throughout the course and understand copyright laws (i.e. utilize studio equipment, software, and sketchbook) Works should encourage investigation into formal and conceptual issues Promote awareness of visual traditions (i.e. cultural, historic, and stylistic) To use a variety of drawing styles and techniques (i.e. traditional and contemporary) Participate in art displays 	9.1 A, B, C, D, H, I, J, K 9.2 A, C, D 9.3A, B, C, E 9.4 A, B

**Hamburg Area School District
Course Plan
High School Art**

Course Name: Drawing
Unit: Basic Skills

Time Line: Year-long, self-paced

Essential Content/Essential Questions	Performance Objectives	Standards/Anchors
The Value Scale Drawing	<ul style="list-style-type: none">• To learn how the value scale is used as a tool in the shading process• To identify and place value on objects in the drawing process• To create a value scale drawing with drawing media• Critique self/others	9.1 A, B, C, H 9.2A 9.3A, B
The Color Wheel Drawing	<ul style="list-style-type: none">• To examine color theory• To identify color relationships• To identify color harmony• To examine color context• To create a color wheel with drawing media• Critique self/others	9.1 A, B, C, H 9.2 A 9.3 A, B

**Hamburg Area School District
Course Plan
High School Art**

Course Name: Drawing
Unit: Still Life

Time Line: Year-long, self-paced

Essential Content/Essential Questions	Performance Objectives	Standards/Anchors
Still Life Drawing	<ul style="list-style-type: none"> • To observe still life concepts in works of art • To arrange and compose a still life • To develop skills in observational drawing using line and form • To create an original composition with overlapping objects • To develop skills in observational drawing using a full range of tone from very dark to very light • To develop skills in shading using a variety of tools and materials • Critique self/others 	9.1 A, B, C, D, E, H, K 9.2A 9.3 A, B
Reflective Objects Drawing	<ul style="list-style-type: none"> • To study reflection and translucency on objects in works of art • To create a work of art that shows the use of dramatic light in drawing applications and techniques • Critique self/others 	9.1 A, B, C, D, E, H, K 9.2A 9.3 A, B

**Hamburg Area School District
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High School Art**

Course Name: Drawing
Unit: Landscape

Time Line: Year-long, self-paced

Essential Content/Essential Questions	Performance Objectives	Standards/Anchors
Landscape Drawing	<ul style="list-style-type: none">• To explore landscape art• To identify the components of the landscape• To understand atmospheric perspective• To create a successful composition for landscape with original subject matter• To use drawing media to create an outline• Develop a landscape into a representational work of art using drawing media• Critique self/others	9.1 A, B, C, D, E, H, K 9.2A 9.3 A, B

**Hamburg Area School District
Course Plan
High School Art**

Course Name: Drawing
Unit: Portraits and Figures

Time Line: Year-long, self-paced

Essential Content/Essential Questions	Performance Objectives	Standards/Anchors
Portrait Drawing	<ul style="list-style-type: none">• To explore portrait drawing through works of art• To understand the proportions of the human face• To create an outline of the human face using a grid• To understand perspective in relationship to the grid• To use drawing media to create a portrait drawing using the grid system and the value scale• Critique self/others	9.1 A, B, C, D, E, H, K 9.2A 9.3 A, B
The Human Figure Drawing	<ul style="list-style-type: none">• To observe the human figure in works of art• To learn the proportions of the human form• To understand perspective applied to the human form• To construct the human form from simple geometric shapes into defined forms• To use drawing media to capture the essence of a movement or moment in terms of a visual narrative• Critique self/others	9.1 A, B, C, D, E, H, K 9.2A 9.3 A, B

**Hamburg Area School District
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High School Art**

Course Name: Drawing
Unit: Perspective

Time Line: Year-long, self-paced

Essential Content/Essential Questions	Performance Objectives	Standards/Anchors
Perspective Drawing	<ul style="list-style-type: none">• To observe perspective in works of art• To understand points of view in perspective• To view works of art and examples from life that show perspective• To create a drawing using drawing media to show points in perspective to reinforce the illusion of space• Critique self/others	9.1 A, B, C, D, E, H, K 9.2A 9.3 A, B

**Hamburg Area School District
Course Plan
High School Art**

Course Name: Drawing
Unit: Non Objective and Abstract

Time Line: Year-long, self-paced

Essential Content/Essential Questions	Performance Objectives	Standards/Anchors
Non Objective Drawing	<ul style="list-style-type: none">• To view works of non objective art (i.e. optical illusions, surrealism, fantasy art, cartoon, graphics, etc.)• To explore ways to create an non objective and abstract drawing (i.e. use of imagination, positive and negative space, pattern, tessellations, collage techniques)• To use drawing media and techniques to create a non objective or abstract drawing• Critique self/others	9.1 A, B, C, D, E, H, K 9.2A 9.3 A, B