

BCCS
DRAWING I Curriculum Map
 (Revised 5-8-09)

Month	Content <i>What topic(s) is being covered and what is the important vocabulary? What do students need to know?</i>		Skills <i>What do students have to be able to do connected to the Content?</i>	Essential Questions <i>What are fundamental, enduring questions that will guide study and instruction?</i>	Standards/ Benchmarks <i>What benchmarks are met through this topic?</i>	Instruction <i>What activities are used to develop the skills and knowledge?</i>	Resources <i>What materials, texts, videos, internet, software, or human resources support instruction?</i>	Assessment <i>What evidence (products and/or performances) is collected to establish that the Content and Skills have been learned?</i>
September	Topic: Sketching (6 weeks)	Vocabulary: Perception Awareness Model Gesture Contour Proportions Shape Form Line	Create and utilize a variety of sketching styles and techniques through the study of various subjects.	As an art student, what can be gained by sketching?	#1 ~ 15, 14 #12 ~ 19	Observation of a variety of models. Teacher Demonstrations: Demonstration on sketching styles and techniques. Sketching objects, plants, animals reptiles and people	Visual examples Life studies Student examples	Project rubric Student assessment
October	Topic: Defining depth, form and mass through light and shadow	Vocabulary: Value, direct light, indirect light, reflected light, contrast, shadow crosshatching blended tones light source	Develop values, high lights and depth. Creating images with contrast that "stand out" from a distance.	How does an artist create depth, power and strength of image in their drawing?	#1 ~14, 15, 16 #2 ~19, 20, 24 #3 ~ 20, 21, 23, 24	Demonstration on light and shadow. Crosshatching and blending techniques. Studies of still life and natural objects	Visual examples of teacher, students and artists.	Project rubric Student critique

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November	Topic: (4 weeks)	Vocabulary: Hues and tints Critique				Studies of found objects (3 projects) using pencil, charcoal, and pastels.		
December	Topic: Texture and patterns in nature (7 weeks)	Vocabulary: Composition Application Background Foreground Spatial relationship, Developmental studies, Illustration	Demonstrate the use of texture and pattern through a variety of process, media and techniques. Line shading Color blending Pointillism	What techniques and processes can be utilized to create a feeling of texture and/or patterns in a drawing?	#1 ~ 14, 15, 16, #2 ~ 19, 20, 23, 24 #3 ~20, 22, 24	Demonstration on techniques and application of oil pastels, inks, colored pencils, pencils, and colored markers: (5 projects) Utilizing the media above – through nature studies of: animals, birds, insects, and flowers	Visual Examples: Teacher Artists Students	Project Rubric Student Critique
January	Topic: Design elements (3weeks)	Vocabulary: Repetition Variety Symmetry Harmony	Create a drawing which demonstrates proper usage of all four basic design elements: Repetition Variety Symmetry Harmony	What basic elements are used to create an effective design?	#1 ~ 14, 15, 16 #2 ~ 19, 20, 21, 23, 24 #3 ~ 20, 21, 22, 23, 24 #4 ~ 1, 3 #5 ~ 18	Demonstrations. Practice on individual elements	Visual examples Teacher Students Artist Internet	Project rubric Student critique

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February	Topic: Linear perspective (4 weeks)	Vocabulary: Station point Vanishing point Horizon line Linear perspective, 1 pt. Perspective, 2 pt. Perspective	Demonstrate 1pt. and 2 pt. Techniques, utilize fence methods and create a final drawing with proper technique.	How can one utilize line to create the illusion of depth and reality on a 2 dimensional surface?	#1 ~ 14, 15, 16 #2 ~ 19, 20, 23, 24 #3 ~ 23, 24 #4 ~ 2	Demonstrations Placement and size relationships 1pt. Perspective 2 pt. Perspective Fence methods Practice and project	Visual examples Teacher and artists Real life examples	Project rubric Class critique
March	Topic: Portrait drawing (3 weeks)	Vocabulary: ½, 1/3, 1/3 Layout Frontal view profile Semi-profile	Create a self-portrait drawing in pencil that is properly structured, shows depth and highlights any necessary detail.	How is a portrait structured – and what details are essential to create a strong representation?	#1 ~ 14, 15, 16 #2 ~ 19, 20, 22, 23, 24 #3 ~ 20, 23, 24 #4 ~ 1	Demonstrations and practice from models. Self-portrait project using a mirror.	Visual examples: Artists Students	Class critique Project rubric

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April	Topic: Figure drawing (4 weeks)	Vocabulary: Life study Standing figure Reclining figure, Sitting figure Center of gravity, Drapery folds, Foreshortening	Develop a figure drawing (full body), which includes clothing folds, multiple tones, depth and highlights and detail appropriate to pastels.	What are the proper proportions of the human figure, and how does gravity affect the appearance of clothing?	#1 ~ 14, 15, 16 #2 ~ 19, 20, 21, 23, 24 #3 ~ 20, 22, 23, 24 #4 ~ 1, 3 #5 ~ 17	Demonstrations: Drapery folds 2 projects: Pastel drapery Pastel figure	Visual Examples: Teacher Students Artists	Projects Rubric Class Critique
May	Topic: Student exhibit and showing of art (3weeks)	Vocabulary: Matting Matt cutting Window matt, Back matt Display fixative Matt board Vision height, Show card	Prepare drawings for matting size, cut and matt drawings. Register for exhibit Display art works	What does one need to do to prepare for and exhibit their art for public viewing?	#1 ~ 14 –17 #2 ~ 19, 20, 23, 24 #3 ~ 20,23, 24 #5 ~ 17	Demonstrations: Preparing drawing for matting Cutting mattes Mounting drawing Displaying drawings	Visual examples	Project rubric Exhibit