

## **VISUAL ARTS DEPARTMENT**

## **ADV. DRAWING AND PAINTING: COURSES #824 and #825**

### **Department Contact Information**

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### **The Department's Educational Philosophy**

Art is essential in education. Students engage in art production, art history, art criticism and discussion of aesthetics to broaden their understanding of self and community, to place the arts in an historical and cultural context, and to experience the arts as a universal form of human expression and communication.

### **Guiding Principles**

The art curriculum does the following:

- Emphasizes development of students' skills and understanding of creating and responding.
- Teaches the language inherent in the four disciplines: art production, art history, art criticism, aesthetics.
- Enables students to apply both imagination and rational thinking to the making of art.
- Enables students to invent and explore multiple solutions to a problem.
- Enables students to understand the value of reflection and critical judgment in creative work.
- Promotes knowledge and understanding of the historical and cultural context of the arts – how world cultures have been influenced and shaped by the arts.
- Facilitates positive peer interaction, including receiving and using feedback.
- Encourages self-motivation to create and problem solve.
- Uses artistic literacy as a natural enhancement to learning in other content areas.
- Fosters positive attitudes toward art and opinions of other artists.
- Uses a variety of assessment methods to evaluate what students know and are able to do.
- Introduces career possibilities.

## **ADVANCED DRAWING AND PAINTING: COURSES #824 & #825**

**Course Frequency:** #825: Full-year course, five times per week  
#824: Semester course, five times per week

**Credits Offered:** #825: Five

#824: Two and a half

**Prerequisites:** Drawing and Painting with B- or better

### **Background to the Curriculum**

Advanced Drawing and Painting was developed and included in the Visual Arts curriculum in 1992 to provide an opportunity for students to continue to develop their skills in 2-D art. Over the past ten years the course has evolved under the direction of several art teachers to be a sequential step between Drawing and Painting and Junior - Senior Portfolio. Advanced Drawing and Painting may be taken for the full year or for a semester, either first or second to allow flexibility in student scheduling. The course meets the following Massachusetts Frameworks Visual Arts Standards: 1 (Methods, Materials, and Techniques), 2 (Elements and Principles of Design), 3 (Observation, Abstraction, Invention and Expression), 4 (Drafting, Revising, and Exhibiting), 5 (Critical Response), 6 (Purposes of the Arts), 7 (Roles of Artists in Communities), 8 (Concepts of Style), and 10 (Interdisciplinary Connections).

### **Core Topics/Questions/Concepts/Skills**

Advanced Drawing and Painting expands upon topics, concepts and skills introduced and acquired in the prerequisite course, Drawing and Painting. The curriculum is designed to enhance students' ability in observational skills and rendering, knowledge of color theory and painting in a variety of media, techniques to develop expressive portraiture, and continued development of personal imagination. Students are introduced to new topics and skills in linear perspective, anatomy and figure drawing, during which they are encouraged to explore new media and expressive techniques. The course requires weekly sketchbook assignments related to a variety of aspects of each unit of study.

**Course-End Learning Objectives**

<b><u>Learning objectives</u></b>	<b><u>Corresponding state standards, where applicable</u></b>
<p>1] To demonstrate an understanding of and ability to use the “language of art” in planning, creating and critiquing works of art.</p>	<p>2.15 Create artwork that demonstrates understanding of the elements and principles of design in establishing a point of view, sense of space, or mood.</p> <p>2.16 Create artwork that demonstrates a purposeful use of the elements and principles of design to convey meaning and emotion.</p> <p>2.17 Create artwork that demonstrates facility in selective use of elements and principles of design to establish a personal style.</p>
<p>2] To demonstrate an understanding of observation skills and ability to correctly render what is perceived. (Jan Brett, Hayao Miyazaki, Norman Rockwell)</p>	<p>1.9 Demonstrate the ability to create 2-D works that show knowledge . . . of particular media, materials, tools.</p> <p>1.14 Demonstrate a mastery of tools and techniques in one medium.</p> <p>2.14 Review systems of visualizing information and depicting space and volume.</p> <p>4.9 Demonstrate the ability to conceptualize, organize, and complete long-term projects, alone and in groups.</p>
<p>3] To demonstrate an understanding of color theory and ability in techniques of color mixing in a variety of media. (Rothko, Frankenthaler)</p>	<p>1.9 Demonstrate the ability to create 2-D works that show knowledge . . . of particular media, materials, tools.</p> <p>1.11 Explore a single subject through a series of works, varying the medium.</p> <p>1.14 Demonstrate a mastery of tools and techniques in one medium.</p> <p>2.12 Apply knowledge of color theory to a project focusing on the use of complementary colors.</p>
<p>4] To demonstrate an understanding of and ability to solve problems with a variety of solutions and to develop personal imagination and interpretative illustrations.</p>	<p>1.11 Explore a single subject through a series of works, varying the medium.</p>

<p>5] To demonstrate an understanding of one and two point perspective and the ability to use the techniques in a variety of situations. (DeChirico, Kahlo)</p>	<ul style="list-style-type: none"> <li>1.13 Make reasonable choices of 2-D media, materials, tools and techniques.</li> <li>2.12 Apply knowledge of color theory to a project focusing on the use of complementary colors.</li> <li>2.15 Create artwork that demonstrates understanding of the elements and principles of design in establishing a point of view, sense of space, or mood.</li> <li>3.8 Create representational 2-D artwork from direct observation and memory.</li> <li>4.10 Demonstrate the ability to develop an idea through multiple stages.</li>   <li>1.11 Explore a single subject through a series of works, varying the medium.</li> <li>1.14 Demonstrate a mastery of tools and techniques in one medium.</li> <li>2.12 Apply knowledge of color theory to a project focusing on the use of complementary colors.</li> <li>2.13 Use color, line, texture, shape in 2-D work and identify the use of these in compositions of others.</li> <li>2.15 Create artwork that demonstrates understanding of the elements and principles of design in establishing a point of view, sense of space, or mood.</li> <li>3.8 Create representational 2-D artwork from direct observation and memory.</li> <li>4.9 Demonstrate the ability to conceptualize, organize, and complete long-term projects, alone and in groups.</li> <li>7.8 Analyze how the arts and artists were portrayed in the past by analyzing primary sources from historical periods.</li> <li>8.8 Identify the stylistic features of a given work and explain how they relate to aesthetic tradition and historical or cultural contexts.</li> </ul>
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<p>6] To demonstrate an understanding of anatomy and the ability to draw the human figure. (Michaelangelo, Pearlstein)</p>	<p>1.13 Make reasonable choices of 2-D media, materials, tools and techniques.</p> <p>1.14 Demonstrate a mastery of tools and techniques in one medium.</p> <p>2.13 Use color, line, texture, shape in 2-D work and identify the use of these in compositions of others.</p> <p>2.15 Create artwork that demonstrates understanding of the elements and principles of design in establishing a point of view, sense of space, or mood.</p> <p>3.8 Create representational 2-D artwork from direct observation and memory.</p> <p>3.9 Create 2-D artwork that explores the abstraction of ideas and representations.</p> <p>4.9 Demonstrate the ability to conceptualize, organize, and complete long-term projects, alone and in groups.</p> <p>4.15 Demonstrate the ability to draw from other disciplines in the creation of a body of work.</p> <p>7.8 Analyze how the arts and artists were portrayed in the past by analyzing primary sources from historical periods.</p> <p>10.1 Integrate knowledge of . . . visual arts and apply the arts to learning in other disciplines.</p>
<p>7] To access opportunities for exploration and expressive use of media. (Kokoschka, Raphael)</p>	<p>1.11 Explore a single subject through a series of works, varying the medium.</p> <p>1.13 Make reasonable choices of 2-D media, materials, tools and techniques.</p> <p>2.13 Use color, line, texture, shape in 2-D work and identify the use of these in compositions of others.</p> <p>3.8 Create representational 2-D artwork from direct observation and memory.</p> <p>3.11 Demonstrate the ability to portray emotions and personality through the rendering of physical characteristics in 2D and 3D work.</p>

<p><b>8]</b> To reinforce how to research and compare artists, periods and techniques.</p> <p><b>9]</b> To demonstrate proper care and use of tools, materials and safety equipment.</p> <p><b>10]</b> To continue to critique and evaluate personal works and those of others.</p>	<p>4.9 Demonstrate the ability to conceptualize, organize, and complete long-term projects, alone and in groups.</p> <p>7.8 Analyze how the arts and artists were portrayed in the past by analyzing primary sources from historical periods.</p> <p>8.8 Identify the stylistic features of a given work and explain how they relate to aesthetic tradition and historical or cultural contexts.</p> <p>5.8 Demonstrate the ability to compare and contrast two or more works of art.</p> <p>5.9 Use published sources, either traditional or electronic, to research a body of work or an artist, and present findings in written or oral form.</p> <p>5.12 Demonstrate an understanding of how societal influences and prejudices may affect viewers' ways of perceiving works of art.</p> <p>6.5 Interpret the meaning of artistic works based on evidence from artists' biographies, autobiographies . . .</p> <p>1.12 Describe and apply procedures to ensure safety and proper maintenance.</p> <p>1.14 Demonstrate a mastery of tools and techniques in one medium.</p> <p>1.15 Describe and apply procedures for the safe and proper maintenance of the workspace, materials, tools . . .</p> <p>5.10 Critique their own work, the work of peers, and the work of professional artists, and demonstrate an understanding of the formal, cultural, and historical contexts of the work.</p>
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**Assessment**

Each unit of study is evaluated by the students and their peers through group oral critiques and individual written evaluation forms.

**Technology Learning Objectives Addressed in This Course**

**(This section is for faculty and administrative reference; students and parents may disregard.)**

<b><u>Course activity: skills and/or topics taught</u></b>	<b><u>Standard(s) addressed through this activity</u></b>

**Materials and Resources**

A variety of books, slides, videos, and actual works of art are used as resources to introduce concepts and skills. A wide range of value and color media are explored, such as value pencil, charcoal, conte, aqua pencil, pen and ink, colored pencil, watercolor pencil, aqua crayons, oil pastels, pastel, watercolor, acrylic, and gouache on a variety of surfaces.