

**COURSE TITLE:**

BASIC DRAWING & DESIGN 2

GRADES 9-12

**LENGTH:**

ONE SEMESTER

**SCHOOLS:**

RUTHERFORD HIGH SCHOOL  
RUTHERFORD, NEW JERSEY

**DATE:**

SPRING 2015

Rutherford High School  
Rutherford, NJ  
Basic Drawing & Design 2  
Spring 2015

**1. INTRODUCTION/OVERVIEW/PHILOSOPHY**

Basic Drawing and Design 2 will provide knowledge of advanced two- and-

three dimensional design, commercial art, and advanced drawing skills.

The student will explore new applications for their developing skills and talents. Student activities will be individualized, dependent upon each student's ability level.

## 2. OBJECTIVES

### A. NEW JERSEY CORE CURRICULUM CONTENT STANDARDS FOR VISUAL AND PERFORMING ARTS

*For a complete copy of the NJ Core Curriculum Content Standards for Visual and Performing Arts, Technology, and 21<sup>st</sup> Century Life and Careers, please visit the following website:*

<http://www.state.nj.us/education/cccs/>

#### STANDARD 1.1

**THE CREATIVE PROCESS:** All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.

#### STANDARD 1.2

**HISTORY OF THE ARTS AND CULTURE:** All students will understand the role, development, and influence of the arts throughout history and across cultures.

#### STANDARD 1.3

**PERFORMING:** All students will synthesize skills, media, methods, and technologies that are appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.

#### STANDARD 1.4

**AESTHETIC RESPONSES & CRITIQUE METHODOLOGIES:** All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.

## TECHNOLOGY

### STANDARD 8.1

**TECHNOLOGY:** All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively to create and communicate knowledge

## 21<sup>st</sup> CENTURY LIFE and CAREERS

### STANDARD 9.2

**CAREER AWARENESS, EXPLORATION, AND PREPARATION:**  
Review career goals and determine steps necessary for attainment

### CAREER READY PRACTICES

**CRP1:** Act as a responsible and contributing student  
**CRP2:** Apply appropriate academic and technical skills  
**CRP3:** Attend to personal health and well-being

## B. COURSE OUTLINE

*All standards cited in course outline are through Grade 12.*

### First Half

- Fashion and soft forms
- Drawing from observation (i.e., figure, landscape, renderings)
- Collage
- Alphabet development and lettering forms
- Illustration and package development
- Introduction of cube project

### Second Half

- Contract an activity(s) based upon projects completed during the first half of this course
- Continued drawing from observation (i.e., landscape, figure, renderings)
- Conclusion of cube project

➤ Areas infused throughout the course

Art Appreciation

**Fine Art**

- Leonardo da Vinci
- Edgar Degas
- Albrecht Durer
- Toulouse Lautrec
- Edvard Munch

**Architecture**

- Parthenon
- Ludwig Mies Van der Rohe
- Buchminister Fuller
- Louis Sullivan

**Commercial**

- Cristol Balenciaga
- Aubrey Beardsley
- Gabrielle Chanel
- Christian Dior
- Norma Kamali
- Leroy Neiman
- Albert Nippon
- Robert Peak
- Yves Saint-Laurent
- Maurice Sendak
- Saul Steinberg
- Dianne Von Furstenberg

➤ Materials and Tools

- Drawing materials (i.e., listed in Basic Drawing & Design 1)
- Mounting and display materials
- Assorted papers (i.e., collage)
- 3-dimensional materials (i.e., straws, balsa woods, wood scraps, styrofoam)
- Mixed combinations

➤ Evaluation

50% Projects, Tests  
50% Class Participation

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100% Final Grades for Each Marking Period

➤ Criteria

- Preliminary sketch
- Check Work in Progress
- Final project
- Due dates
- Student involvement in learning process
- Use of elements and principles of design related to composition
- Mastering of techniques of media and use of tools
- Originality

### **Student Outcomes:**

The student will be able to demonstrate the following:

- Continued application of two-and three-dimensional drawing techniques
- Continued application of elements and principles of design
- Emphasis on drawing as related to the environment
- Application of three-dimensional construction and decorating materials
- Understanding of basic visual communication art concepts
- Awareness of careers in which drawing/design are fundamental
- Appreciation of drawing and design as related to traditional and contemporary periods of art
- Awareness of critique skills related to Drawing and Design Compositions

### **3. PROFICIENCY LEVELS**

Basic Drawing and Design 2 is an elective course open to all students in grades 9-12. There is a prerequisite of Basic Drawing & Design 1.

#### **4. METHODS OF ASSESSMENT**

##### **➤ Student Assessment**

The teacher will provide a variety of assessments during the course of the year, including:

- Teacher observation
- Individual and group critique
- Completed projects
- Display of students' work
- Tests
- Written and oral reports

##### **➤ Curriculum/Teacher Assessment**

There will be an ongoing self and department assessment to determine the effectiveness of all aspects of the art program.

- Teacher/departmental meetings
- Teacher observations
- Completed projects
- Art displays
- Self evaluations/PDP
- Supervisor evaluations
- Suggestions for changes to supervisor

#### **5. GROUPING**

Basic Drawing 2 course is for students in grades 9-12. There is a prerequisite of Basic Drawing & Design 1.

#### **6. ARTICULATION/SCOPE AND SEQUENCE/TIME FRAME**

Basic Drawing & Design 2 is a one-semester elective course (2.5 credits).

## 7. RESOURCES

### Periodicals:

- American Artist
- Art Now
- Art in America
- Art and Man
- Art News
- Arts Magazine

### Other:

- Resource book
- Resource A.V. materials (e.g., Janson Slide Series)
- Career education packet
- New Jersey Council for Arts
- Museum lists

## 8. METHODOLOGIES

- Discussion and explanation of lesson objectives
- Teacher presentation of art room safety rules and procedures
- Student procedures and due dates for completing projects
- Teacher demonstration/explanation of skills needed for completing projects
- Critique of completed projects
- Self-evaluation of completed projects
- Teacher evaluation of completed projects

## 9. SUGGESTED ACTIVITIES

- Preliminary sketch
- In class practice of skills being learned and mastered
- Teacher critique of student work in progress
- Final projects (emphasis on originality)
- Student involvement in learning process
- Use of elements and principles of design related to composition
- Mastering of techniques of media and use of tools

## 10. DIFFERENTIATING INSTRUCTION FOR STUDENTS WITH SPECIAL NEEDS

Differentiating instruction is a flexible process that includes the planning and design of instruction, how that instruction is delivered, and how student progress is measured. Teachers recognize that students can learn in multiple ways as they celebrate students' prior knowledge. By providing appropriately challenging learning, teachers can maximize success for all students.

Examples of Strategies and Practices that Support:

### Students with Disabilities

- Use of visual and multi-sensory formats
- Use of assisted technology
- Use of prompts
- Modification of content and student products
- Testing accommodations
- Authentic assessments

### Gifted & Talented Students

- Adjusting the pace of lessons
- Curriculum compacting
- Inquiry-based instruction
- Independent study
- Higher-order thinking skills
- Interest-based content
- Student-driven
- Real-world problems and scenarios

### English Language Learners

- Pre-teaching of vocabulary and concepts
- Visual learning, including graphic organizers
- Use of cognates to increase comprehension
- Teacher modeling
- Pairing students with beginning English language skills with students who have more advanced English language skills
- Scaffolding
  - word walls
  - sentence frames
  - think-pair-share
  - cooperative learning groups
  - teacher think-alouds

## **11. INTERDISCIPLINARY CONNECTIONS**

This course reinforces concepts taught in:

- Social Studies
- Humanities Seminar
- Mathematics
- Appropriate and competent use of relevant websites and digital software and equipment 8.1.12
- Recording student performances/projects using appropriate audio, video, and /or photographic means to facilitate classroom critique of student growth and progress 8.1.12
- Presentation and exploration of related career possibilities 9.2.12
- Working in teams to create group based learning activities and projects CRP1
- Application of skills learned in class to project based activities CRP2
- Emphasis on importance of proper nutrition for student learning CRP3

## **12. PROFESSIONAL DEVELOPMENT**

As per the PDP/100 hour statement, the teacher will continue to improve expertise through participation in a variety of professional development opportunities.

**13. CURRICULUM MAP – BASIC DRAWING & DESIGN 2**

Class	September/February	October/March	November/April	December/May	January/June
Basic Drawing & Design 2	<ul style="list-style-type: none"> <li>• Perspective: hallway drawing</li> <li>• One point and two point practice:                             <ul style="list-style-type: none"> <li>○ apply to hallway</li> <li>○ include objects related to horizon line</li> </ul> </li> <li>• Graphite Pencil</li> </ul>	<ul style="list-style-type: none"> <li>• Free choice: colored pencil</li> <li>• Surrealism drawing.</li> <li>• Study styles of Dali, Magritte &amp; Delveaux</li> <li>• Show deep space and emphasis on colored pencil painting</li> </ul>	<ul style="list-style-type: none"> <li>• Start lino-block print relief graphic printing</li> <li>• Pure color mixed color collage and free choice application to the print</li> <li>• Matting and backing</li> <li>• Start action word illustration</li> <li>• Mixed media: wet and dry</li> </ul>	<ul style="list-style-type: none"> <li>• Graphic design project</li> <li>• Illustrate verb and adjective with typographic applications of balance and imagery</li> <li>• Repetition of symbols to reflect balance and ability to be easily read.</li> <li>• Start figure drawing unit with gesture and contour techniques</li> </ul>	<ul style="list-style-type: none"> <li>• Follow up: Line drawing with value black and white from live classroom models</li> <li>• Pure drawing and modified color drawing...choice of dry color media</li> <li>• Prep and study guide</li> <li>• Final exams</li> </ul>