

# Drawing and Design

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Prerequisite: Art Foundations and Drawing/Design or Crafts

This course is intended for students who are interested in further development of their drawing skills and style. In creating original works of art to cover a variety of topics and themes, students will utilize various drawing mediums such as pencil, charcoal, pen and ink, oil pastel, dry pastel, collage and scratchboard. Students will self-reflect and self-evaluate their work. Artworks are created for display inside the school and community. Artworks will be maintained through the use of a portfolio in both physical and digital format.

## Graduation Standards

**A | Disciplinary Literacy - Visual Arts:** Students show literacy in the art discipline by understanding and demonstrating concepts, skills, terminology, and processes

**B | Creation, Performance, and Expression - Visual Arts:** Students create, express, and communicate through the art discipline.

**C | Creative Problem-Solving:** Students approach artistic problem solving using multiple solutions and the creative process.

**D | Aesthetics and Criticism:** Students describe analyze, interpret, and evaluate art (dance, music, theater, and visual arts).

**E | Visual and Performing Arts Connections:** Students understand the relationship among the arts, history and world culture; and they make connections among the arts and other disciplines, goal-setting, and interpersonal interaction.

Unit 1	Portrait
Summary	Topics: gridding, measurement, proportion, value - graphite Formatives: Practice grid, sketchbook Summative: Inspirational Grid Portrait
Performance Indicators Assessed in Unit	<ul style="list-style-type: none"> <li>Students compare the effects of media and their associated tools, techniques, and processes, using elements, principles, and expressive qualities in art forms and genres. (MLR A3)</li> <li>Students choose multiple suitable media, tools, techniques, and processes to create a variety of original art works. (MLR B1)</li> <li>Communicate a variety of ideas, feelings, and meanings. (MLR B3)</li> <li>Students select, prepare, and help with exhibiting their works in the classroom, school, or other community location, and articulate an artistic justification for their selection. (MLR B4)</li> <li>Students apply and analyze creative problem-solving and creative-thinking skills to improve or vary their own work and/or the work of others. (MLR C1)</li> <li>Students explain how their knowledge of the arts relates to school-to-school and school-to-work transitions and other career and life decisions including the recognition that the arts are a means of renewal and recreation. (MLR E4)</li> </ul>
Unit 2	Pen and Ink
Summary	Topics: value - ink, texture, expressive line Formatives: techniques handout, sketchbook Summative: Peace vs. Chaos pen drawing
Performance	<ul style="list-style-type: none"> <li>Students evaluate all the features of composition. (MLR A2)</li> </ul>

Indicators Assessed in Unit	<ul style="list-style-type: none"> <li>Students compare the effects of media and their associated tools, techniques, and processes, using elements, principles, and expressive qualities in art forms and genres. (MLR A3)</li> <li>Students choose multiple suitable media, tools, techniques, and processes to create a variety of original art works. (MLR B1)</li> <li>Students use Elements of Art and Principles of Design to create original art works that demonstrate development of personal style in a variety of media and visual art forms. (MLR B2)</li> <li>Students create a body of original artwork. (MLR B3) <ul style="list-style-type: none"> <li>Demonstrate sophisticated use of media, tools, techniques, and processes.</li> <li>Demonstrate knowledge of visual art concepts.</li> </ul> </li> <li>Students select, prepare, and help with exhibiting their works in the classroom, school, or other community location, and articulate an artistic justification for their selection. (MLR B4)</li> <li>Students apply and analyze creative problem-solving and creative-thinking skills to improve or vary their own work and/or the work of others. (MLR C1)</li> <li>Students analyze and evaluate art forms. (MLR D1)</li> </ul>
<b>Unit 3</b>	<b>Charcoal</b>
Summary	<p>Topics: cubism, value and texture - charcoal, subtractive vs. additive</p> <p>Formatives: techniques handout, skull/ice cream white charcoal drawings, sketchbook</p> <p>Summative: Cultural media cubist still life</p>
Performance Indicators Assessed in Unit	<ul style="list-style-type: none"> <li>Students evaluate all the features of composition. (MLR A2)</li> <li>Students compare the effects of media and their associated tools, techniques, and processes, using elements, principles, and expressive qualities in art forms and genres. (MLR A3)</li> <li>Students choose multiple suitable media, tools, techniques, and processes to create a variety of original art works. (MLR B1)</li> <li>Students use Elements of Art and Principles of Design to create original art works that demonstrate development of personal style in a variety of media and visual art forms. (MLR B2)</li> <li>Demonstrate sophisticated use of media, tools, techniques, and processes. <ul style="list-style-type: none"> <li>Demonstrate knowledge of visual art concepts. (MLR B3)</li> </ul> </li> <li>Students select, prepare, and help with exhibiting their works in the classroom, school, or other community location, and articulate an artistic justification for their selection. (MLR B4)</li> <li>Students apply and analyze creative problem-solving and creative-thinking skills to improve or vary their own work and/or the work of others. (MLR C1)</li> <li>Students analyze and evaluate art forms. (MLR D1)</li> </ul>
<b>Unit 4</b>	<b>Surreal Perspectives</b>
Summary	<p>Topics: 1 point perspective, 2 point perspective, surrealism</p> <p>Formatives: Practice Perspective Handouts</p> <p>Summative: Surreal Landscape</p>
Performance Indicators Assessed in Unit	<ul style="list-style-type: none"> <li>Students choose multiple suitable media, tools, techniques, and processes to create a variety of original art works. (MLR B1)</li> <li>Students use Elements of Art and Principles of Design to create original art works that demonstrate development of personal style in a variety of media and visual art forms. (MLR B2)</li> <li>Demonstrate sophisticated use of media, tools, techniques, and processes. <ul style="list-style-type: none"> <li>Demonstrate knowledge of visual art concepts. (MLR B3)</li> </ul> </li> <li>Students select, prepare, and help with exhibiting their works in the classroom, school, or other community location, and articulate an artistic justification for their selection. (MLR B4)</li> <li>Students apply and analyze creative problem-solving and creative-thinking skills to improve or vary their own work and/or the work of others. (MLR C1)</li> <li>Students analyze and evaluate art forms. (MLR D1)</li> <li>Students analyze the characteristics and purposes of products of the visual/performing arts to understand history and/or world cultures. (MLR E1)</li> <li>Students analyze skills and concepts that are similar across disciplines. (MLR E2)</li> </ul>
<b>Unit 5</b>	<b>Color Workshop</b>
Summary	<p>Topics: oil pastel, chalk pastel, marker, color pencil techniques, macro composition, color mixing, authentic neutrals</p> <p>Formatives: Color workshop techniques</p> <p>Summative: Realism Macro Drawing</p>
Performance Indicators	<ul style="list-style-type: none"> <li>Students compare the effects of media and their associated tools, techniques, and processes, using elements, principles, and expressive qualities in art forms and genres. (MLR A3)</li> </ul>

Assessed in Unit	<ul style="list-style-type: none"> <li>• Demonstrate sophisticated use of media, tools, techniques, and processes. (MLR B3)</li> <li>• Students apply and analyze creative problem-solving and creative-thinking skills to improve or vary their own work and/or the work of others. (MLR C1)</li> <li>• Students analyze and evaluate art forms. (MLR D1)</li> </ul>
<b>Unit 6</b>	<b>Magazine Collage</b>
Summary	Topics: value scale, gradient, layering to create forms Formatives: Collage gradient practice handout Summative: Magazine Collage
Performance Indicators Assessed in Unit	<ul style="list-style-type: none"> <li>• Students compare the effects of media and their associated tools, techniques, and processes, using elements, principles, and expressive qualities in art forms and genres. (MLR A3)</li> <li>• Demonstrate sophisticated use of media, tools, techniques, and processes. (MLR B3)</li> <li>• Students apply and analyze creative problem-solving and creative-thinking skills to improve or vary their own work and/or the work of others. (MLR C1)</li> <li>• Students analyze and evaluate art forms. (MLR D1)</li> </ul>
<b>Unit 7</b>	<b>Portfolio</b>
Summary	Students curate and finalize a digital portfolio of their body of work. Summative: Digital Portfolio
Performance Indicators Assessed in Unit	<ul style="list-style-type: none"> <li>• Students select, prepare, and help with exhibiting their works in the classroom, school, or other community location, and articulate an artistic justification for their selection. (MLR B4)</li> <li>• Students apply and analyze creative problem-solving and creative-thinking skills to improve or vary their own work and/or the work of others. (MLR C1)</li> <li>• Students analyze and evaluate art forms. (MLR D1)</li> </ul>

### **Summative Assessments Retake**

- Students have the opportunity to retake summative assessments.
- The student must submit a retake form to the teacher within five (5) school days of the date that the summative assessment score is reported to the student.
- The highest score a student can receive on a retake or late assessment is a 75.
- The score achieved on a retake will replace the current score (even if the score is lower).
- If a student is making up a test from an absence, that assessment will be graded up to 100.

### **Make-up Work**

Upon their return to school from an absence, it is the student's responsibility to secure make-up work from their teacher. The due date of the missed work will be one additional class period for each day of absence from that class or at the discretion of the teacher.

### **Grading of Formative Assessments**

- Formative assessments will count as 30% of the grade.
- Formative assessments may be scored on either a 0-100 scale or a 0-4 scale.
- The 0-4 scale will be represented in Power School as 4=100, 3=87, 2=77, and 1=67.
- The method of scoring of formative assessments will be determined by assignment.