Introduction to Two-Dimensional Art

CURRICULUM

Grade Offered: 9-12
Prerequisite: none
Time Frame and Sequence: forty five minutes a day for one semester

Course Description
Students in Drawing build on the sequential learning experiences of introduction to Drawing that encompass art history, art criticism, aesthetics, production, creation of a sketchbook and studio works. In the area of:

- art history, students search for meaning, significance, and direction in two-dimensional works of art and artifacts through an in-depth historical study and analysis of artwork from a variety of cultures and time periods.
- art criticism, students search for meaning, significance and direction in two-dimensional works of art by: (1) critically examining current works and artistic trends, (2) exploring the role of the art critic in society, and (3) exploring art criticism as a method of identifying strengths and limitations in student artwork;
- aesthetics, students search for meaning, significance, and direction in two-dimensional works of art and artifacts by: (1) attempting to respond to their personal questions about the nature of art, (2) reflecting on their own changing definitions of art, and (3) assessing their own ideas and definitions in relation to the art community in general; and
- production, students search for meaning, significance and direction in their own work by producing works of art in a variety of two-dimensional media. Students at this level produce works for their portfolios that demonstrate a sincere desire to explore a variety of ideas and problems.

Additionally, students: (1) create works of art, (2) reflect upon the outcomes of those experiences, (3) explore historical connections, (4) write about the process, (5) make presentations about their progress at regular intervals, (6) work individually and in groups, (7) find direct correlation to other disciplines, and (8) explore career options in visual art. Students also utilize art museums, galleries, studios, and community resources in their studies.

Course Objectives continued...

Demonstrated Competencies:
**Students will…**

- Observe how artists and artwork from different time periods have influenced the artwork of artists.
- Analyze artists work in relationship to their use of symbols, art elements, art principles, and composition.
- Increase their personal visual judgments and understanding about works of visual art.
- Acquaint themselves with the meaning of art through actual art experiences.
- Further develop two-dimensional skills and techniques to accurately render objects and subject matter from everyday life.
- Communicate ideas to others through their choice of symbols, media, and subject matter.
- Demonstrate artistic skills in rendering realistic, abstract, and non-objective subject matter.
- Solve visual problems through the application of the elements and principles of art.
- Produce two-dimensional works through an in-depth study of rendering techniques.
- Use color to produce mood, expression, and emphasis in their artwork.
- Recognize and utilize a variety of drawing media to produce two-dimensional works of art.
- Recognize and apply a variety of perspective techniques to their two-dimensional artwork.
- Demonstrate respect for their artwork and the work of others.
- Relate art skills and art experiences to daily life experiences.
- Further develop a portfolio of artwork that exhibits strengths of their artistic ability.
- Develop an understanding of a variety of art-related careers and professions.

**Essential Questions**

- What are the purposes of art?
- What are the major sources for artistic ideas?
- What are the processes used by artists during the production of two-dimensional art?
- What are the major art-related career fields available for artists?

**Indiana State Standards**

**RESPONDING TO ART: History**

**Standard 1:** Students understand the significance of visual art in relation to historical, social, political, spiritual, environmental, technological, and economic issues.

**Standard 2:** Students recognize significant works of Western and non-Western art and understand the chronological development of art movements.

**RESPONDING TO ART: Criticism**

**Standard 3:** Students describe, analyze, and interpret works of art and artifacts.
Standard 4: Students identify and apply criteria to make informed judgments about art.

RESPONDING TO ART: Aesthetics

Standard 5: Students reflect on and discuss art theories and aesthetic issues concerning the meaning and significance of art.

Standard 6: Students theorize about art and make informed judgments.

CREATING ART: Production

Standard 7: Students observe, select, and utilize a range of subject matter, symbols, and ideas in their work.

Standard 8: Students understand and apply elements and principles of design effectively in their work.

Standard 9: Students develop and apply skills using a variety of two-dimensional media, tools, and processes to create works that communicate personal meaning.

Standard 10: Students reflect on, revise, and refine work using problem solving and critical thinking skills.

CAREERS AND COMMUNITY

Standard 11: Students recognize a variety of art-related professions and careers in our society.

Standard 12: Students understand how art experiences affect daily life and identify opportunities for involvement in the arts.

INTEGRATED STUDIES

Standard 13: Students identify and make connections between knowledge and skill in art and all other subject areas such as humanities, sciences, and technology.

Standard 14: Students understand the integrative nature of art forms including dance, theater, music, visual arts, and media art.

Units of Instruction (State Standards)

Unit 1: Introduction to the Course/ Identify and use types of tools for drawing, graphite, charcoal, pastel, crayon and ink (1, 2, 3, 7, 8, 9, 10, 11, 12, 13)

Unit 2: Scratchboard Drawing with an emphasis on composition techniques featured artist Jack Beal (2, 3, 7, 8, 9, 10, 13)

Unit 3: Explore modeling techniques such as, value graduation, high light, crosshatching, and stippling. Drawing from Objects/Still Life featured artist Janet Fish (1, 2, 3, 7, 8, 9, 10, 13)

Unit 4: Cartooning/ Emphasis on Commercial Art and careers in art (7, 8, 9, 10, 11, 12)
Unit 5: Use Perspective techniques such as aerial, atmospheric, linear, one, two and three point./featured artist M.C. Escher (1,2,7,8,9,10)
   Written Critique (1,2,3,4,5,6)
Unit 7: Landscape Drawing/ Featured Artists-Vincent van Gogh and Edward Hopper (1,2,3,7,8,9,10,11,13)
Unit 8: Portraits plus Anatomy and the Figure which includes contour and gesture drawing. featuring artists of the Renaissance (1,2,3,7,8,9,10)
   Final Exam

Course Assessments

Student Products for Assessment
- Daily work, participation in class discussions and activities
- Projects and sketchbook
- Written work/written critique
- Final Exam

Timeline
See Units of Instruction.

Course Materials: Major Texts, Principal Materials and Films

Key Texts:

Text: Davis Publications “Discovering Drawing” 2000

SUPPLEMENTARY MATERIALS
Art Online, Scholastic Art Magazine, handout sheets, and display boards.

Films/Videos:*
Various videos covering the evolution of art and artists from the past to the present.
A parent may excuse his/her child from the viewing of a commercial film/video. The parent should contact the teacher or Department Chair to discuss his/her concerns. The teacher will provide any excused student an alternative assignment of comparable length that is relevant to the stated academic purpose.