## Southern Cayuga Central School District – Curriculum Map

Subject: <u>Drawing and Painting</u>                    School Year: <u>2023-2024</u>

| Title or Topics w/ NYS Standards | Essential Questions & Vocabulary | Content Skills (Activities to cover Essential Questions) | Major Assessments (Tests, Project, etc.) | Time Frame |
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| -Basic Line Drawing Standards 1, 2, 3 | What are different ways to make lines? Principles of Design: -Line -Shape -Texture | -Exploration of line and mark making to create interesting patterns and designs. | -4x4 grid of different line designs. Primary Standards: Use of elements of art and principles of design: Line. | 2 weeks |
| -Contour Drawing Standards 1, 2, 3 | What are basic drawing techniques for drawing from observation? Principles of Design: -Line -Shape | -Explore contour (edge) drawing and blind contour drawing while drawing from observation. | -Collection of contour drawings from observation. -Collection of blind contour drawings from observation. Primary Standards: Use of elements of art and principles of design: Line. | 2 weeks |
| -Negative Space Drawing Standards 1, 2, 3 | What are different ways to explore shape when drawing from observation? Principles of Design: -Line -Shape | -Explore negative space drawing while drawing from observation. | -Collection negative space drawings from observation. -Finalized, large scale negative space drawing from still life from observation. Primary Standards: Use of elements of art and principles of design: Shape. | 2 weeks |
| -Illustration I  (Song Illustration) Standards 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11 | How can drawing be used to portray an idea? Principles of Design: -Line -Shape -Texture -Space -Value | -Examine fantastic illustration based on particular content (song lyrics). -Discssion of illustration as a way to get a specific idea across. -Discussion of various drawing techniques used in illustration (pen/ink; cross hatching; realism vs abstraction). | -Black and white pencil, pen, ink illustration based on the lyrics of a song. -Self evaluation/critique. Primary Standards: Create an illustration based on a specific idea. | 2 weeks |

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| -Basic Face Structure<br>Standards 1, 2, 3 | How can drawing be used to represent a particular character or person?<br>Principles of Design:<br>-Line<br>-Shape<br>-Texture<br>-Space<br>-Value | -Information on face structure (proportion, placement, basic measurement).<br>-Information on specific features (eye, nose, mouth, ear).<br>-Information on face value and shading. | -Character face designed and finished.<br><br>Primary Standard: Life drawing: Faces. | 2 weeks |
| -Illustration 2 (color pastel flower design)<br>Standards 1, 2, 3, 4, 5, 6 | How does one use color in illustration?<br>Principles of Design:<br>-Line<br>-Shape<br>-Texture<br>-Space<br>-Value<br>-Color | -Examination of basic color theory (complementary, analogous, color triad, monochromatic).<br>-Use of a color scheme in a illustration.<br>-Use of pastel as a medium. | -Pastel color design of flower, using specific recognizable color scheme.<br><br>Primary Standards: Use of elements of art and principles of design: Color, Value. | 2 weeks |
| -Perspective Drawing<br>Standards 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11 | How can one create depth and realism in drawings?<br>Principles of Design:<br>-Line<br>-Shape<br>-Texture<br>-Space<br>-Value | -Look at examples of historical perspective drawings.<br>-Examination of techniques of one and two point perspective.<br>-Demonstration of 1 and 2 point perspective. | -1 point perpective drawing of location.<br>-2 point perspective architechtural drawing.<br><br>Primary Standards: Use of elements of art and principles of design: Space, Line. | 2 weeks. |
| -Grid Drawing<br>Standards 1, 2, 3 | What are techniques one can use to create realistic looking drawings?<br>Principles of Design:<br>-Line<br>-Shape<br>-Texture<br>-Space<br>-Value | -Examine grid drawing techniques for replication of a photograph. | -Grid drawing replicating a black and white photograph, focusing on detail and realism.<br><br>Primary Standards: Use of elements of art and principles of design: Value, Shape, Texture. | 2 weeks |

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| -Value Drawing<br>Standards 1, 2, 3 | What are various ways for creating value (light/dark) in a drawing.<br>Principles of Design:<br>-Value<br>-Line<br>-Shape<br>-Texture<br>-Space | -Examination materials for maximizing value (pencils of different types, charcoal, white on black, conte crayon).<br>-Examination of techniques for creating value.<br>-Pencil value grids. | -Collection of value based drawings (spheres).<br>-White on black skull illustration from observation.<br><br>Primary Standards: Use of elements of art and principles of design: Value. | 2 weeks |
| -Figure Drawing 1<br>Standards 1, 2, 3, 4, 5, 6, 7, 8, 9 | In what ways can drawing be used to reflect the human figure?<br>Principles of Design:<br>-Line<br>-Value<br>-Contrast<br>-Unity<br>-Space<br>-Proportion | -Discussion of proportion, proportional measurement, and relative proportions in figure drawing.<br>-Discussion of appropriate systems for drawing the human figure. | -Collection of figure drawings from life.<br>-Single, long term figure drawing from life.<br>-Self Evaluation/critique<br><br>Primary Standards: Life drawing: The Figure. | 2 weeks |
| -Gesture Drawing<br>Standards 1, 2, 3 | How can one reflect movement and gesture in drawing?<br>Principles of Design:<br>-Line<br>-Movement | -Discussion of gestrual drawing techniques for the human figure in motion. | -Collection of gesture drawings from life.<br><br>Primary Standards: Use of elements of art and principles of design: Movement, Line. | 2 weeks |
| -Illustration II (Comic Design)<br>Standards 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11 | How can illustration be used to tell a story?<br>Principles of Design:<br>-Line<br>-Shape<br>-Color<br>-Space<br>-Value | -Examination of comics and sequential story telling.<br>-Discussion of how one uses design in comics/graphic novels to tell a story.<br>-Development of ideas and scripts.<br>-Planning of comic page. | -Full page comic design, including characters and story.<br>-Self evaluation/critique<br><br>Primary Standards: Visual storytelling. | 3 weeks |

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| -Basic Color Theory I<br>Standards 1, 2, 3 | How can one create and use color in various art contexts?<br>Principles of Design:<br>-Color/hue<br>-Value | -Examination of color mixing and application to color theory.<br>-Techniques for use of paint. | -Painted color wheel.<br>-Painted hue grid.<br>-Painted value grid.<br><br>Primary Standards: Use of elements of art and principles of design: Color, Hue, Value. | 1 week |
| -Tempera Painting I<br>Standards 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11 | How can one paint and use color theory to create an interesting image?<br>Principles of Design:<br>-Line<br>-Shape<br>-Color<br>-Space<br>-Value | -Exaination of painting techniques.<br>-Examination of appropriate drawing techniques to use for creating a painting. | -Tempera painting of a subject (animal, insect, etc.) using color theory, color scheme, and appropriate painting technique.<br><br>Primary Standards: Use of elements of art and principles of design: Color, shape. | 2 weeks |
| -Self Portrait Drawing<br>Standards 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11 | How do artists use self portraits to portray the self?<br>Principles of Design:<br>-Line<br>-Shape<br>-Space<br>-Value | -Examination of historic self portrait drawings.<br>-Discussion of appropriate ways to create a self portrait.<br>-Examination of drawing techniques useful for a self portrait. | -Large self portrait drawing from life.<br>-Self Evaluation/critique<br><br>Primary Standard: Life Drawing, Self Portrait. | 3 weeks |
| -Surrealist Painting<br>Standards 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11 | What is the artistic idea of surrealism about? How can it be used to create an interesting image?<br>Principles of Design:<br>-Line<br>-Shape<br>-Color<br>-Space<br>-Value | -Examination of surrealist artists (Dali, Magritte, Kahlo, Ernst, etc.)<br>-Discussion of ideas of surrealism.<br>-Surrealist excercises for ideas.<br>-Discussion of painting techniques. | -Painting that fits concept of surrealism.<br>-Self evaluation/critique.<br><br>Primary Standard: Art history, reflection, create image based on specific idea. | 3 weeks |

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| -Water Color Painting I<br>Standards 1, 2, 3 | How can composition be used to make a painting more interesting?<br>Principles of Design:<br>-Line<br>-Shape<br>-Color<br>-Space<br>-Value | -Examination of the ideas of specific compostional manipulation in an image.<br>-Examination of water color paint techniques.<br>-Practice water color painting. | -Painting of insect in water color, emphasizing interesting composition.<br>-Self evaluation/critique.<br><br>Primary Standard: Create image based on specific idea. | 2 weeks. |
| -Self Portrait Painting<br>Standards 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11 | How can color be used in a self portrait?<br>-Line<br>-Shape<br>-Color<br>-Space<br>-Value | -Examination of self portraits by Van Gogh.<br>-Discussion of color theory and techniques employed. | -Self portrait painting done from life, tempera, focusing on color theory/scheme.<br><br>Primary Standard: Art history, reflection, create image based on specific idea. | 3 weeks |
| -Transformational Drawing<br>Standards 1, 2, 3, 4, 5, 6, 7, 8, 9 | How can an artist use the concept of transformation to create an interesting composition?<br>-Line<br>-Shape<br>-Color<br>-Space<br>-Value | -Examination of ideas of transformation from one object to another.<br>-Examples of transformational drawings/paintings.<br>-Techniques for transformation. | -4 part drawing/illustration of one object transofrming into another object through extrapolated steps.<br><br>Primary Standards: Use of elements of art and principles of design: Line, Shape, Movement. | 2 weeks. |