High School Design and Drawing Curriculum

Course Description: Provides a basic foundation of both design and realistic drawing. Basic techniques are presented to encourage personal creativity and a successful beginning artistic experience using a variety of materials and processes. This course prepares students for additional art opportunities in the intermediate courses.

Scope and Sequence:

<table>
<thead>
<tr>
<th>Timeframe</th>
<th>Unit</th>
<th>Instructional Topics</th>
</tr>
</thead>
</table>
| 1 week    | Introduction to Design and Drawing | Topic 1: Art Language  
Topic 2: Originality  
Topic 3: Art History |
| 10 weeks  | Drawing                       | Topic 1: Techniques and Drawing Fundamentals             |
| 6 weeks   | Design                        | Topic 1: Composition  
Topic 2: Color                                           |
Unit 1: Introduction to Design and Drawing

Subject: Design and Drawing
Grade: 9, 10, 11, 12
Name of Unit: Introduction to Design and Drawing
Length of Unit: 1 week
Overview of Unit: The introductory unit will focus on art vocabulary, how to create original works of art, and how to analyze and discuss artwork. This unit will lay the foundation for Design and Drawing. These concepts are threaded throughout the entire semester and should be emphasized for each major project.

Priority Standards for unit:
- VA.I.3.C.1 Create original artwork that communicates ideas through themes (e.g., identity, power, time, nature, illusion)
- VA.III.1.A.1.3 Discuss and develop answers to questions about art, such as:
  - What is art?
  - Why do responses vary?
  - Who decides what makes an artwork special, valuable or good?
- VA.III.2.A.1 With one artwork:
  - describe artwork; analyze the use of elements and principles in the work; Interpret the meaning of the work (subject, theme, symbolism, message communicated); Judge the work from various perspectives: Showing a real or idealized image of life (Imitationalism); Expressing feelings (Emotionalism/ Expressionism); Emphasis on elements and principles (Formalism); Serving a purpose in the society or culture (Functionalism)

Supporting Standards for unit:
- VA.III.1.A.1.1 Discuss personal beliefs about the nature of art
- VA.III.1.A.1.2 Define aesthetics as the branch of philosophy that deals with the nature and value of art
- VA.V.1.A.1 Identify artworks from the following:
  - Ancient Greece/Rome
  - Renaissance
  - Impressionism
  - Post-Impressionism
  - Pop Art
  - Op Art
- ISTE-EMPOWERED LEARNER1.C - use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways.
<table>
<thead>
<tr>
<th>Unwrapped Concepts (Students need to know)</th>
<th>Unwrapped Skills (Students need to be able to do)</th>
<th>Bloom’s Taxonomy Levels</th>
<th>Webb’s DOK</th>
</tr>
</thead>
<tbody>
<tr>
<td>original artwork that communicates ideas through themes (e.g., identity, power, time, nature, illusion)</td>
<td>Create</td>
<td>Create</td>
<td>4</td>
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<td>answers to questions about art, such as:</td>
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<tr>
<td>-What is art?</td>
<td>Discuss</td>
<td>Evaluate</td>
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<td>-Why do responses vary?</td>
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<td>-Who decides what makes an artwork special, valuable or good?</td>
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<td>answers to questions about art, such as:</td>
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<td>-What is art?</td>
<td>Develop</td>
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<td>-Why do responses vary?</td>
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<td>-Who decides what makes an artwork special, valuable or good?</td>
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<td>one artwork</td>
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<td>the use of elements and principles in the work;</td>
<td>Analyze</td>
<td>Analyze</td>
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<td>the meaning of the work (subject, theme, symbolism, message communicated);</td>
<td>Interpret</td>
<td>Analyze</td>
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<td>the work from various perspectives: Showing a real or idealized image of life (Imitationalism); Expressing feelings (Emotionalism/ Expressionism); Emphasis on elements and principles (Formalism); Serving a purpose in the society or culture (Functionalism)</td>
<td>Judge</td>
<td>Evaluate</td>
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</table>

**Essential Questions:**
1. Why are the Elements of Art and Principles of Design important for creating artwork?
2. Why is important to create original works of art?
3. How do you judge a piece of artwork?

**Enduring Understanding/Big Ideas:**
1. The Elements and Principles are the foundations to creating work and understanding the language is essential to this process.
2. Creating original works of art expresses creativity and individuality. This also ensures that students are not plagiarizing works and are complying to digital citizenship expectations.
3. To judge a piece of artwork, you describe, analyze, interpret, and judge it.
**Unit Vocabulary:**

<table>
<thead>
<tr>
<th>Academic Cross-Curricular Words</th>
<th>Content/Domain Specific</th>
</tr>
</thead>
<tbody>
<tr>
<td>aesthetics</td>
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<td>digital citizenship</td>
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<td>line</td>
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<td>shape</td>
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<td>form</td>
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<td>proportion</td>
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<tr>
<td>emphasis</td>
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<tr>
<td>variety</td>
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<td>originality</td>
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</tbody>
</table>

**Resources for Vocabulary Development:** textbook, notes
Topic 1: Art Language

Engaging Experience 1
Title: Introduction of Art Language
Suggested Length of Time: 1 class period (and ongoing throughout the semester)

Standards Addressed

Priority:

• VA.III.1.A.1.3 Discuss and develop answers to questions about art, such as:
  ○ What is art?
  ○ Why do responses vary?
  ○ Who decides what makes an artwork special, valuable or good?
• VA.III.2.A.1 With one artwork: describe artwork; analyze the use of elements and principles in the work; Interpret the meaning of the work (subject, theme, symbolism, message communicated); Judge the work from various perspectives: Showing a real or idealized image of life (Imitationalism); Expressing feelings (Emotionalism/ Expressionism); Emphasis on elements and principles (Formalism); Serving a purpose in the society or culture (Functionalism)

Detailed Description/Instructions: Students will identify, discuss and understand the use of the art elements and principles in an artwork.

Bloom’s Levels: Remember, Understand, Apply, Analyze
Webb’s DOK: 2
Rubric: to be created
Topic 2: Originality

Engaging Experience 1

Title: Process of Creating Original Works

Suggested Length of Time: 2 class periods (and ongoing throughout the semester)

Standards Addressed

Priority:

- VA.I.3.C.1 Create original artwork that communicates ideas through themes (e.g., identity, power, time, nature, illusion)
- VA.III.1.A.1.1 Discuss personal beliefs about the nature of art

Detailed Description/Instructions: Provide students with a presentation on copyright, fair use, digital citizenship, and what it means to create original works of art. Have students create a guide of original ideas that they can use as a reference when creating artwork.

Bloom’s Levels: Evaluate, Create

Webb’s DOK: Level 3

Rubric: To be created
Topic 3: Art History

Engaging Experience 1
Title: Art history, Contemporary Art and Art Criticism
Suggested Length of Time: 1 class period (on-going throughout the semester)

Standards Addressed

Priority:

- VA.III.1.A.1.3 Discuss and develop answers to questions about art, such as:
  - What is art?
  - Why do responses vary?
  - Who decides what makes an artwork special, valuable or good?
- VA.III.2.A.1 With one artwork:
  - describe artwork; analyze the use of elements and principles in the work; Interpret the meaning of the work (subject, theme, symbolism, message communicated);
  - Judge the work from various perspectives: Showing a real or idealized image of life (Imititationalism); Expressing feelings (Emotionalism/Expressionism);
  - Emphasis on elements and principles (Formalism); Serving a purpose in the society or culture (Functionalism)
- VA.V.1.A.1 Identify artworks from the following:
  - Ancient Greece/Rome
  - Renaissance
  - Impressionism
  - Post-Impressionism
  - Pop Art
  - Op Art

Detailed Description/Instructions: Discuss the steps to art criticism (describe, analyze, interpret, judge) and look at current and historical examples.

Bloom’s Levels: Understand, Analyze, Evaluate
Webb’s DOK: Level 3
Rubric: To be created
<table>
<thead>
<tr>
<th>Topic</th>
<th>Engaging Experience Title</th>
<th>Description</th>
<th>Suggested Length of Time</th>
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</thead>
<tbody>
<tr>
<td>Art Language</td>
<td>Introduction to Art Language</td>
<td>Students will identify, discuss and understand the use of the art elements and principles in an artwork.</td>
<td>1 class period (and ongoing throughout the semester)</td>
</tr>
<tr>
<td>Originality</td>
<td>Process of Creating Original Works</td>
<td>Provide students with a presentation on copyright, fair use, digital citizenship, and what it means to create original works of art. Have students create a guide of original ideas that they can use as a reference when creating artwork.</td>
<td>2 class periods (and ongoing throughout the semester)</td>
</tr>
<tr>
<td>Art History</td>
<td>Art history, Contemporary Art and Art Criticism</td>
<td>Discuss the steps to art criticism (describe, analyze, interpret, judge) and look at current and historical examples.</td>
<td>1 class period (and ongoing throughout the semester)</td>
</tr>
</tbody>
</table>
Unit 2: Drawing

Subject: Design and Draw
Grade: 9, 10, 11, 12
Name of Unit: Techniques and Fundamentals
Length of Unit: 10 weeks
Overview of Unit: Students will learn different drawing techniques and the fundamentals of drawing.

Priority Standards for unit:
- VA.II.1.A.1 Identify and use weighted contour, parallel, and perpendicular lines
- VA.II.1.A.2 Identify and use hatching, crosshatching, stippling, and calligraphic lines
- VA.II.1.A.3 Identify and use gesture lines and implied lines

Supporting Standards for unit:
- VA.I.1.A.1.3 Define edge through variations in pressure or angle,
- VA.I.1.A.1.5 Use a ruler to create parallel, perpendicular, and converging lines
- VA.I.1.A.1.3 Define edge through variations in pressure or angle
- VA.I.1.A.2.7 Demonstrate proficiency using 3 drawing media (e.g., pencil, charcoal, conte, pastel, oil pastel, marker, pen and ink, colored pencils, scratchboard)
- VA.I.1.A.1.6 Demonstrate proficiency using a single drawing media
- VA.I.3.A.1 Create original artworks using the following as subject matter:
  - portrait
  - still life
  - landscape
  - non-objective
  - architecture
- VA.II.2.B.2 Identify and use emphasis (focal point) through isolation and location
- VA.II.2.E.1 Explain how elements and principles create unity in artworks
- VA.I.3.C.3 Create original artwork that communicates ideas through themes (e.g., national identity, spirituality, vision, progress, human condition, narrative)
- VA.II.1.B.2 Identify and use complex shapes
- VA.II.1.B.3 Identify and use implied shapes
- VA.II.2.D.1 Identify and use elements to create regular rhythm
- VA.II.2.D.2 Identify and use elements to create progressive rhythm
- VA.II.2.A.2 Use elements to create compositional balance


- ISTE-EMPOWERED LEARNER1.C - use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways.

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<th>Bloom’s Taxonomy Levels</th>
<th>Webb's DOK</th>
</tr>
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<tr>
<td>Illusion of form</td>
<td>Identify</td>
<td>Remember</td>
<td>2</td>
</tr>
<tr>
<td>Illusion of form</td>
<td>Use</td>
<td>Apply, Create</td>
<td>2</td>
</tr>
<tr>
<td>Weighted contour lines</td>
<td>Identify</td>
<td>Remember</td>
<td>1</td>
</tr>
<tr>
<td>Range of values</td>
<td>Identify</td>
<td>Remember</td>
<td>2</td>
</tr>
<tr>
<td>Range of values</td>
<td>Use</td>
<td>Apply</td>
<td>2</td>
</tr>
<tr>
<td>Parallel lines</td>
<td>Use</td>
<td>Apply, Create</td>
<td>2</td>
</tr>
<tr>
<td>Perpendicular lines</td>
<td>Use</td>
<td>Apply, Create</td>
<td>2</td>
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<tr>
<td>Geometric shapes</td>
<td>Differentiate</td>
<td>Analyze</td>
<td>2</td>
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<tr>
<td>Organic shapes</td>
<td>Use</td>
<td>Apply, Create</td>
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<td>Use</td>
<td>Apply, Create</td>
<td>2</td>
</tr>
</tbody>
</table>

**Essential Questions:**
1. How do you use contour line?
2. How do you use line weight to convey depth in a contour line drawing?
3. How do you create a gesture drawing using line?
4. How do we create the illusion of depth using the four basic forms: Sphere, Cube, Cone and Cylinder?
5. How does shading create the illusion of depth on a two-dimensional surface?
6. Why is contrast important in a realistically rendered artwork?
7. How can you create a range of values outside of tonal shading?
8. How do you create space using 1 and 2-point linear perspective?
9. How do you identify real, invented and simulated texture?

**Enduring Understanding/Big Ideas:**
1. Contour line defines the outline of a shape
2. Changing the line weight in contour line drawing creates the illusion of depth.
3. Gesture drawing is quickly made using rapid, fluid lines.
4. Create an accurate drawing of the four basic forms. Create each form using a single light source with value graduation. Include a cast shadow and reflective light.
5. Using a range of values provides the illusion of form on a 2 dimensional surface.
6. Contrast helps the viewer to understand highlight, shadow, and midtones.
7. Shading technique such as hatching, cross-hatching, stippling, and scumbling.
8. Create space using linear drawing using 1 and 2-point perspective
9. Create the illusion of invented and simulated texture with shading techniques, stippling, hatching, scumbling and cross-hatching.

**Unit Vocabulary:**

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<td>Contrast</td>
<td>Value scale</td>
</tr>
<tr>
<td>Cone</td>
<td>Shading</td>
</tr>
<tr>
<td>Sphere</td>
<td>Highlight</td>
</tr>
<tr>
<td>Cylinder</td>
<td>Cast shadow</td>
</tr>
<tr>
<td>Cube</td>
<td>Hatching</td>
</tr>
<tr>
<td>Three-dimensional</td>
<td>Cross-hatching</td>
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</tbody>
</table>

**Resources for Vocabulary Development:** textbook, notes
Topic 1: Techniques and Drawing Fundamentals

Engaging Experience 1
Title: Contour Line Drawing
Suggested Length of Time: 1 class period
Standards Addressed

Priority:
- VA.II.1.A.1 Identify and use weighted contour, parallel, and perpendicular lines

Supporting:
- VA.I.1.A.1.3 Define edge through variations in pressure or angle, I.3.A.1 Create original artworks using the following as subject matter: still life,
- ISTE-EMPOWERED LEARNER 1.C - use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways.
- ISTE-KNOWLEDGE COLLECTOR.3.C - curate information from digital sources using a variety of tools and methods to create collections of artifacts that demonstrate meaningful connections or conclusions.

Detailed Description/Instructions: Students create contour line and blind contour line drawings of various objects.

Bloom’s Levels: Understand, Apply, Create
Webb’s DOK: 1, 2
Rubric: to be created

Engaging Experience 2
Title: Gesture Drawing
Suggested Length of Time: 1 class Period
Standards Addressed

Priority:
- VA.II.1.A.1 Identify and use weighted contour, parallel, and perpendicular lines

Supporting:
- VA.II.1.A.3 Identify and use gesture lines and implied lines
- VA.II.2.D.2 Identify and use elements to create progressive rhythm.

Detailed Description/Instructions: Students create a series of quick, gestural drawings of a model or object, capturing a sense of movement. Suggested materials include: charcoal, chalk, pen and ink.

Bloom’s Levels: Remember, Apply, Create
Webb’s DOK: 1, 2
Rubric: To be created
Engaging Experience 3
Title: Shaded Forms
Suggested Length of Time: 1 class period
Standards Addressed

Priority:
- VA.II.1.C.1.2 Identify and use illusion of form: sphere, cube, cone, and cylinder

Supporting:
- VA.II.1.C.2.1 Identify and use form in-the-round. Identify and demonstrate the illusion of complex form in a two-dimensional artwork.

Detailed Description/Instructions: Students discuss the difference between two-dimensional shapes and three-dimensional forms then practice creating these forms (cube, sphere, cylinder, cone) in their sketchbooks.

Bloom’s Levels: Remember, Apply
Webb’s DOK: 2
Rubric: To be created

Engaging Experience 4
Title: Colored Pencil Practice
Suggested Length of Time: 2 class periods
Standards Addressed

Priority:
- VA.II.1.C.1.2 Identify and use illusion of form: sphere, cube, cone, and cylinder

Supporting:
- VA.II.1.C.2.1 Identify and use form in-the-round
- VA.II.1.C.2.2 Identify and demonstrate the illusion of complex form in a two-dimensional artwork.

Detailed Description/Instructions: Students create a colored pencil drawing in their sketchbook focusing on layering colored pencil appropriately to create realistic forms and a sense of depth.

Bloom’s Levels: Apply, Create
Webb’s DOK: 2
Rubric: To be created
Engaging Experience 5
Title: 7 Tone Value Scale
Suggested Length of Time: 1 class period
Standards Addressed

Priority:
- VA.II.1.F.1 Identify and use a range of values to create the illusion of simple forms (including highlights and cast shadows)

Supporting:
- VA.II.1.F.2 Identify and use a range of values to create the illusion of complex forms
- VA.II.1.F.3 Identify and use a range of values to create the illusion of form through observation of transparent and reflective objects
- VA.I.1.A.2.1 Create a range of 7 smoothly graduated values through varied pressure
- VA.I.1.A.1.1 Create smooth, continuous value through even pressure
- VA.I.1.A.2.6 Use blending tools such as stumps and tortillons to modify values
- VA.II.2.C.2 Identify and vary elements in the same work to create contrast (e.g., different values and different textures)

Detailed Description/Instructions: Students will create a 7 tone value scale in their sketchbook using a drawing pencil going from the lightest value to the darkest value. Use all drawing tools such as blending stump, kneaded eraser properly.

Bloom’s Levels: Apply
Webb’s DOK: 2
Rubric: to be developed

Engaging Experience 6
Title: Value scale using hatching, cross-hatching, stippling and scumbling
Suggested Length of Time: 1 class period
Standards Addressed

Priority:
- VA.II.1.F.1 Identify and use a range of values to create the illusion of simple forms (including highlights and cast shadows)

Supporting:
- VA.I.1.A.3.2 Create a range of 7 graduated values using hatching, crosshatching, and stippling techniques

Detailed Description/Instructions: Students will create a 7 tone value scale with each of the following pen techniques; Hatching, cross-hatching, stippling and scumbling.

Bloom’s Levels: Apply
Webb’s DOK: 2
Rubric: To be developed
Engaging Experience 7
Title: Texture Techniques
Suggested Length of Time: 1-2 class periods
Standards Addressed

Priority:
- VA.II.1.D.1 Identify and use real, invented and simulated textures

Supporting:
- VA.II.1.D.2 Identify and create simulated textures from observation
- VA.II.2.C.2 Identify and vary elements in the same work to create contrast (e.g., different values and different textures)

Detailed Description/Instructions: Students will practice using hatching, cross-hatching, stippling, and scribbling to create texture on a two-dimensional surface. They will recreate observed textures using these techniques.

Bloom’s Levels: Remember, Apply
Webb’s DOK: 2
Rubric: to be created

Engaging Experience 8
Title: Basic forms in 1 and 2-point perspective.
Suggested Length of Time: 1 class period
Standards Addressed

Priority:
- VA.II.G.1.1 Identify and use positive and negative space in two-dimensional work

Supporting:
- VA.II.1.G.1.2 Identify and use perspective techniques to create the illusion of space (one-point linear perspective, overlapping, and change of size, detail, placement, value contrast)
- VA.II.1.G.2.2 Identify and use perspective techniques to create the illusion of space (two-point linear perspective, overlapping, and change of size, detail, placement, value, contrast, color)

Detailed Description/Instructions: Students follow step by step instructions to draw basic forms (cubes, cylinders) in one and two-point perspective using a horizon line, vanishing points, and orthogonals correctly.

Bloom’s Levels: Remember, Apply.
Webb’s DOK: 1, 2
Rubric: To be created
Engaging Scenario

**Engaging Scenario**
Students will use drawing techniques to draw a still life from direct observation, creating the realistic illusion of depth through the manipulation of space on a flat surface. Drawing should include variety of forms.

**Rubric for Engaging Scenario:** To be created
<table>
<thead>
<tr>
<th>Topic</th>
<th>Engaging Experience Title</th>
<th>Description</th>
<th>Suggested Length of Time</th>
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</thead>
<tbody>
<tr>
<td>Techniques and Drawing Fundamentals</td>
<td>Contour Line Drawing</td>
<td>Students create contour line and blind contour line drawings of various objects.</td>
<td>1 class period</td>
</tr>
<tr>
<td>Techniques and Drawing Fundamentals</td>
<td>Gesture Drawing</td>
<td>Students create a series of quick, gestural drawings of a model or object, capturing a sense of movement. Suggested materials include: charcoal, chalk, pen and ink.</td>
<td>1 class period</td>
</tr>
<tr>
<td>Techniques and Drawing Fundamentals</td>
<td>Shaded Forms</td>
<td>Students discuss the difference between two-dimensional shapes and three-dimensional forms then practice creating these forms (cube, sphere, cylinder, cone) in their sketchbooks.</td>
<td>1 class period</td>
</tr>
<tr>
<td>Techniques and Drawing Fundamentals</td>
<td>Colored Pencil Practice</td>
<td>Students create a colored pencil drawing in their sketchbook focusing on layering colored pencil appropriately to create realistic forms and a sense of depth.</td>
<td>2 class periods</td>
</tr>
<tr>
<td>Techniques and Drawing Fundamentals</td>
<td>7 Tone Value Scale</td>
<td>Students will create a 7 tone value scale in their sketchbook using a drawing pencil going from the lightest value to the darkest value. Use all drawing tools such as blending stump, kneaded eraser properly.</td>
<td>1 class period</td>
</tr>
<tr>
<td>Techniques and Drawing Fundamentals</td>
<td>Value scale using hatching, cross-hatching, stippling and scumbling</td>
<td>Students will create a 7 tone value scale with each of the following pen techniques; Hatching, cross-hatching, stippling and scumbling.</td>
<td>1 class period</td>
</tr>
<tr>
<td>Techniques and Drawing Fundamentals</td>
<td>Texture Techniques</td>
<td>Students will practice using hatching, cross-hatching, stippling, and scribbling to create texture on a two-dimensional surface. They will recreate observed textures using these techniques.</td>
<td>1-2 class periods</td>
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<tr>
<td>Techniques and Drawing Fundamentals</td>
<td>Basic forms in 1- and 2-point perspective</td>
<td>Students follow step by step instructions to draw basic forms (cubes, cylinders) in one and two-point perspective using a horizon line, vanishing points, and orthogonals correctly.</td>
<td>1 class period</td>
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Unit 3: Design

Subject: Design and Draw
Grade: 9, 10, 11, 12
Name of Unit: Design
Length of Unit: 6 weeks
Overview of Unit: Students will learn fundamentals of composition and color and apply those in the creation of a painting.

Priority Standards for unit:
- VA.II.1.C.1.2 Identify and use illusion of form: sphere, cube, cone, and cylinder

Supporting Standards for unit:
- VA.II.1.C.1.1 Identify and use high and low relief
- VA.II.1.C.2.1 Identify and use form in-the-round
- VA.II.1.C.2.2 Identify and demonstrate the illusion of complex form in a two-dimensional artwork
- VA.II.1.C.3.2 Identify and demonstrate the illusion of transparent and reflective forms in two-dimensional artwork
- VA.II.2.E.1 Explain how elements and principles create unity in artworks
- VA.II.2.E.2 Identify and create unity through elements and principles
- VA.III.1.A.1.3 Discuss and develop answers to questions about art, such as:
  - What is art?
  - Why do responses vary?
  - Who decides what makes an artwork special, valuable or good?
- VA.III.2.A.1 With one artwork: describe artwork; analyze the use of elements and principles in the work; Interpret the meaning of the work (subject, theme, symbolism, message communicated); Judge the work from various perspectives: Showing a real or idealized image of life (Imitationalism); Expressing feelings (Emotionalism/Expressionism); Emphasis on elements and principles (Formalism); Serving a purpose in the society or culture (Functionalism)
- VA.I.3.C.3 Create original artwork that communicates ideas through themes (e.g., national identity, spirituality, vision, progress, human condition, narrative)
- VA.V.1.B.1 Compare and contrast two artworks on: Time/ Place/ Artist/ Subject matter/ Theme/ Characteristics/ Material and Technology/ Ideas and beliefs of culture/ Function of art in culture and society
- VA.V.1.A.1 Identify artworks from the following:
  - Ancient Greece/Rome
  - Renaissance
  - Impressionism
Post-Impressionism
Pop Art
Op Art

- VA.I.3.C.1 Create original artwork that communicates ideas through themes (e.g., identity, power, time, nature, illusion)
- VA.I.3.C.2 Create an original artwork that communicates ideas through the following themes (e.g., cultural identity, social commentary, ceremony/ritual, myth/legend, reflection/ transparency)
- VA.I.3.C.3 Create original artwork that communicates ideas through themes (e.g., national identity, spirituality, vision, progress, human condition, narrative)
- VA.III.2.A.2 Compare and contrast two artworks: describe artwork; analyze the use of elements and principles in the work; Interpret the meaning of the work (subject, theme, symbolism, message communicated); Judge the work from various perspectives; Showing a real or idealized image of life (Imitationalism); Expressing feelings (Emotionalism/ Expressionism); Emphasis on elements and principles (Formalism); Serving a purpose in the society or culture (Functionalism)
- VA.III.2.A.3 Compare and contrast student artwork with professional artworks or masterpieces: describe artwork; analyze the use of elements and principles in the work; Interpret the meaning of the work (subject, theme, symbolism, message communicated); Judge the work from various perspectives; Showing a real or idealized image of life (Imitationalism); Expressing feelings (Emotionalism/ Expressionism); Emphasis on elements and principles (Formalism); Serving a purpose in the society or culture (Functionalism)

<table>
<thead>
<tr>
<th>Unwrapped Concepts (Students need to know)</th>
<th>Unwrapped Skills (Students need to be able to do)</th>
<th>Bloom’s Taxonomy Levels</th>
<th>Webb’s DOK</th>
</tr>
</thead>
<tbody>
<tr>
<td>Illusion of form</td>
<td>Identify</td>
<td>Remember</td>
<td>2</td>
</tr>
<tr>
<td>Illusion of form</td>
<td>Use</td>
<td>Apply, Create</td>
<td>2</td>
</tr>
</tbody>
</table>

Essential Questions:
1. Why is the Rule of Thirds important to creating a composition?
2. How do you use shape to create symmetrical, asymmetrical, and radial balance?
3. How do you create color schemes (analogous, monochromatic and complementary)?
4. Why is color organized by color schemes in color theory?

Enduring Understanding/Big Ideas:
1. The Rule of Thirds helps to create a dynamic composition with a set focal point.
2. Distribution of shapes creates a symmetrical, asymmetrical, or radial composition.
3. Identify and create colors that are analogous, monochromatic and complementary.
4. Recognize and apply the organization of color schemes to create a harmonious design.
**Unit Vocabulary:**

<table>
<thead>
<tr>
<th>Academic Cross-Curricular Words</th>
<th>Content/Domain Specific</th>
</tr>
</thead>
<tbody>
<tr>
<td>Composition</td>
<td>Symmetrical Balance</td>
</tr>
<tr>
<td>Isolation</td>
<td>Asymmetrical Balance</td>
</tr>
<tr>
<td>Contrast</td>
<td>Radial Balance</td>
</tr>
<tr>
<td>Location</td>
<td>Emphasis (Focal Point)</td>
</tr>
<tr>
<td>Color</td>
<td>Convergence</td>
</tr>
<tr>
<td>Color Scheme</td>
<td>Monochromatic</td>
</tr>
<tr>
<td>Complementary</td>
<td>Hue</td>
</tr>
<tr>
<td>Analogous</td>
<td></td>
</tr>
</tbody>
</table>

**Resources for Vocabulary Development:** textbook, notes
Topic 1: Composition

Engaging Experience 1
Title: Creating a composition
Suggested Length of Time: 1 class period
Standards Addressed

Priority:
- VA.II.2.B.1 Identify and create emphasis (focal point) through contrast and convergence
- VA.II.2.B.2 Identify and use emphasis (focal point) through isolation and location

Supporting:
- VA.II.1.B.1 Differentiate between and use geometric and organic (freeform) shapes

Detailed Description/Instructions: Students will create a quick sketch using simple geometric and/or organic shapes to create a good composition following the rule of thirds.

Bloom’s Levels: Remember, Apply
Webb’s DOK: 2
Rubric: To be created

Engaging Experience 2
Title: Creating a composition
Suggested Length of Time: 2 class periods
Standards Addressed

Priority:
- VA.II.2.B.1 Identify and create emphasis (focal point) through contrast and convergence
- VA.II.2.B.2 Identify and use emphasis (focal point) through isolation and location

Detailed Description/Instructions: Students will create simple sketchbook drawings that demonstrate an understanding of the different ways to create emphasis, including location, contrast, convergence, isolation, and the unusual.

Bloom’s Levels: Remember, Apply
Webb’s DOK: 2
Rubric: To be created
**Engaging Experience 3**

**Title:** Collage

**Suggested Length of Time:** 2 class periods

**Standards Addressed**

*Priority:*
- VA.II.2.A.1 Differentiate among and use symmetrical (formal), asymmetrical (informal), and radial balance

*Supporting:*
- VA.II.2.B.1 Identify and create emphasis (focal point) through contrast and convergence
- VA.II.2.B.2 Identify and use emphasis (focal point) through isolation and location

**Detailed Description/Instructions:** Students use a collage process to demonstrate their understanding of balance (symmetrical, asymmetrical, or radial) and create a focal point.

**Bloom’s Levels:** Apply, Create

**Webb’s DOK:** 2

**Rubric:** To be created

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**Engaging Experience 4**

**Title:** Open and closed composition

**Suggested Length of Time:** 1 class period

**Standards Addressed**

*Priority:*
- II.2.A.2 Use elements to create compositional balance

*Supporting:*
- VA.II.2.B.1 Identify and create emphasis (focal point) through contrast and convergence
- VA.II.2.B.2 Identify and use emphasis (focal point) through isolation and location

**Detailed Description/Instructions:** Students practice creating examples of open and closed compositions by setting up objects and taking photos and/or creating sketches demonstrating their understanding of each type of composition.

**Bloom’s Levels:** Apply, Create

**Webb’s DOK:** 2

**Rubric:** To be created
Engaging Experience 5
Title: Pattern
Suggested Length of Time: 2 weeks
Standards Addressed

Priority:

- I.1.C.2 Create or modify an image using art software
- II.2.C.1 Identify and use variation within a single element to create contrast (e.g., different values), asymmetrical (informal), and radial balance
- II.2.D.2 Identify and use elements to create progressive rhythm

Detailed Description/Instructions: Students will create a complex radial design using digital tools. Finish the design using mixed media (suggested materials: colored pencil, marker, colored pen).

Bloom’s Levels: Remember, Apply

Webb’s DOK: 2

Rubric: To be created
Topic 2: Color

Engaging Experience 1
Title: Color Wheel Practice
Suggested Length of Time: 1 class period
Standards Addressed

Priority:
- VA.II.1.E.1 Identify and use color theory including color value, and color schemes (analogous, monochromatic, and complementary)

Supporting:
- VA.II.1.4.2.1 Identify and use color theory including color intensity and split-complementary color scheme
- VA.I.1.A.2.2 Blend values/colors to create new values/colors

Detailed Description/Instructions: Students create a color wheel using only the primary colors.

Bloom’s Levels: Remember, Apply

Webb’s DOK: 2
Rubric: To be created

Engaging Experience 2
Title: Color Scheme Practice
Suggested Length of Time: 2 class periods
Standards Addressed

Priority:
- VA.II.1.E.1 Identify and use color theory including color value, and color schemes (analogous, monochromatic, and complementary)

Supporting:
- VA.II.1.4.2.1 Identify and use color theory including color intensity and split-complementary color scheme
- VA.I.1.B.1.2 Mix tempera/acrylic paints to create a range of 4 values and levels of intensity
- VA.I.1.B.1.3 Apply paint to create a solid area of color with no visible brushstrokes, change in value or intensity
- VA.I.1.B.1.5 Demonstrate proper use and cleaning of brushes and palettes
- VA.I.1.B.1.6 Use brushes of various sizes/types
- VA.I.1.B.2.4 Select and use appropriate size and brush type (e.g., natural, synthetic, flat, round, bright, small-large sizes)
**Detailed Description/Instructions:** Students will identify and demonstrate the use of monochromatic, analogous, and complementary color schemes by mixing paint.

**Bloom’s Levels:** Remember, Apply, Create

**Webb’s DOK:** 2

**Rubric:** To be created

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**Engaging Experience 3**

**Title:** Nonobjective Art

**Suggested Length of Time:** 5 class periods

**Standards Addressed**

*Priority:*

- VA.I.3.A.1 Create original artworks using the following as subject matter:
  - portrait
  - still life
  - landscape
  - non-objective
  - architecture

**Detailed Description/Instructions:** Students will identify and demonstrate the use of monochromatic, analogous, and complementary color schemes by creating a painting in the subject matter of their choice. This is a larger painting where students will use color theory techniques in a painting with more independent design choice.

**Bloom’s Levels:** Remember, Apply, Create

**Rubric:** To be created
Engaging Scenario

Students create a painting that demonstrates their understanding of color theory. Using color mixing properly to create identifiable color schemes.

**Rubric for Engaging Scenario:** to be created
## Summary of Engaging Learning Experiences for Topics

<table>
<thead>
<tr>
<th>Topic</th>
<th>Engaging Experience Title</th>
<th>Description</th>
<th>Suggested Length of Time</th>
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<tr>
<td>Composition</td>
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<td>Students will create a quick sketch using simple geometric and/or organic shapes to create a good composition following the rule of thirds.</td>
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<td>Composition</td>
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<td>2 class periods</td>
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<tr>
<td>Composition</td>
<td>Collage</td>
<td>Students use a collage process to demonstrate their understanding of balance (symmetrical, asymmetrical, or radial) and create a focal point.</td>
<td>2 class periods</td>
</tr>
<tr>
<td>Composition</td>
<td>Open and Closed Composition</td>
<td>Students practice creating examples of open and closed compositions by setting up objects and taking photos and/or creating sketches demonstrating their understanding of each type of composition.</td>
<td>1 class period</td>
</tr>
<tr>
<td>Composition</td>
<td>Pattern</td>
<td>Students will create a complex radial design using digital tools. Finish the design using mixed media (suggested materials: colored pencil, marker, colored pen).</td>
<td>2 weeks</td>
</tr>
<tr>
<td>Color</td>
<td>Color Wheel Practice</td>
<td>Students create a color wheel using only the primary colors.</td>
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<tr>
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<td>Students will identify and demonstrate the use of monochromatic, analogous, and complementary color schemes by creating a painting in the subject matter of their choice. This is a larger painting where students will use color theory techniques in a painting with more independent design choice.</td>
<td>5 class periods</td>
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</tbody>
</table>
Unit of Study Terminology

**Appendices:** All Appendices and supporting material can be found in this course’s shell course in the District’s Learning Management System.

**Assessment Leveling Guide:** A tool to use when writing assessments in order to maintain the appropriate level of rigor that matches the standard.

**Big Ideas/Enduring Understandings:** Foundational understandings teachers want students to be able to discover and state in their own words by the end of the unit of study. These are answers to the essential questions.

**Engaging Experience:** Each topic is broken into a list of engaging experiences for students. These experiences are aligned to priority and supporting standards, thus stating what students should be able to do. An example of an engaging experience is provided in the description, but a teacher has the autonomy to substitute one of their own that aligns to the level of rigor stated in the standards.

**Engaging Scenario:** This is a culminating activity in which students are given a role, situation, challenge, audience, and a product or performance is specified. Each unit contains an example of an engaging scenario, but a teacher has the ability to substitute with the same intent in mind.

**Essential Questions:** Engaging, open-ended questions that teachers can use to engage students in the learning.

**Priority Standards:** What every student should know and be able to do. These were chosen because of their necessity for success in the next course, the state assessment, and life.

**Supporting Standards:** Additional standards that support the learning within the unit.

**Topic:** These are the main teaching points for the unit. Units can have anywhere from one topic to many, depending on the depth of the unit.

**Unit of Study:** Series of learning experiences/related assessments based on designated priority standards and related supporting standards.

**Unit Vocabulary:** Words students will encounter within the unit that are essential to understanding. Academic Cross-Curricular words (also called Tier 2 words) are those that can be found in multiple content areas, not just this one. Content/Domain Specific vocabulary words are those found specifically within the content.

**Symbols:**
- This symbol depicts an experience that can be used to assess a student’s 21st Century Skills using the rubric provided by the district.
- This symbol depicts an experience that integrates professional skills, the development of professional communication, and/or the use of professional mentorships in authentic classroom learning activities.