

OLEAN HIGH SCHOOL

Course Name: Drawing & Painting

Theresa E. Heinz

FEBRUARY 2010

Grades 9-12

Month	Topic Content	Skills	Concepts	Major Assessments	Learning Standards	Resource/Text Page
Sept.	Blind & Modified Contour Still Life Drawing	Develop drawing skills through repeated drawing experiences and an in-depth observation of the still life set up. Understand relationship of objects to one another, and how that enhances drawing skills.	Understanding of the correlation of observation and drawing skills. Students will recognize the relationship between observation and drawing, and the use of visual cues from one object to another.	Document development of skills through daily drawing assignments. Oral critique of class works in a sequential manner.	<ol style="list-style-type: none"> 1. Creating 2. Knowing and using art materials 3. Responding to artwork. 	<u>Exploring Drawing</u> Brommer <u>The Art of Drawing</u> Chaet
Oct.	Oil Pastel Still Life Drawing	Using oil pastels on colored pastel paper, shading, texturing and value skills	Recognize the appropriate application to achieve the desired representational effects. Layers of thin color as a ground for darker shadows and details, highlights.	Same as above	<ol style="list-style-type: none"> 1. Creating 2. Knowing and using art materials 3. Responding to art work. 	Same as above
Nov.	Acrylic Cubism Painting	Referring to Cubist movement in France, in particular George Braque, Picasso, and Cezanne. Translate earlier still life drawings into Cubist composition on canvas board	Understand the history and theory of Cubism as it arose as a response to the Impressionism of the late 1800's. The importance of shape and color in the Cubist movement.	Composition of paintings as referenced from previously drawn still life. Successful use of color and shape in finished painting. How did the use of line enhance the composition?	<ol style="list-style-type: none"> 1. Creating 2. Knowing and using art materials 3. Responding to art work. 4. Understanding cultural dimensions 	<u>Art History</u> By Marilyn Stokstad
Dec.	Watercolor Techniques & Pop Up Watercolor Painting	Explore 9 watercolor techniques. Use primary colors to create a painting utilizing a rectangular format. Fold as per instruction and cut on folds to recess and pop out various parts of image.	Students will become familiarized with various watercolor techniques and apply these in painting assignment that follows. Students will understand color theory, as it relates to color mixing and the visual evaluation of color and shadow.	Document development of skills through daily painting assignments. Oral critique of class works in a sequential manner.	<ol style="list-style-type: none"> 1. Creating 2. Knowing and using art materials 3. Responding to art work. 	<u>100 Watercolor Techniques</u> By Norman Kent

Jan.	Gouache Fauve Landscape Painting	Referring to Fauvism, create a realistically drawn, but abstractly colored landscape. Use photographs or magazine images.	Understand the history and theory of Fauvism as it arose as a response to the Impressionist movement in France, early 1900's	Composition of landscapes as drawn from various image sources. Use of color in abstraction.	<ol style="list-style-type: none"> 1. Creating 2. Knowing and using art materials 3. Responding to art work. 4. Understanding cultural dimensions 	<u>Art History</u> By Marilyn Stokstad
Feb.	3 Step Collage Project	Create a collage in a 6" x 9" format using found images, sketchbook images, magazines, internet images. Trace accurately, and transfer to drawing paper and painting paper. Translate colored collage into pencil value. Translate colored collage into gouache painting.	Develop the ability to translate color into pencil value. Develop the ability to mix the primary colors to create collage colors as closely as possible.	Critique: how well were colors translated into value and color	<ol style="list-style-type: none"> 1. Creating 2. Knowing and using art materials 3. Responding to art work. 	
Mar.	Colored Pencil Self portrait Icon	Create a self portrait icon based on personally significant images and ideas	Develop drawing and rendering skills using colored pencils. Translate abstract ideas onto paper	Evidence of a visual vocabulary, ability to communicate ideas, feeling, moods, etc. through their art work.	<ol style="list-style-type: none"> 1. Creating 2. Knowing and using art materials 3. Responding to art work. 	<u>Art In Focus</u> By Mitler
Apr.	3 Aesthetic Qualities Project	Develop a working knowledge of the 3 Aesthetic Qualities – Imitationalism, Formalism & Emotionalism	Select an image either from direct observation or photographs and create a drawing and/or painting of the image utilizing each of the aesthetic qualities. This should result in 3 pieces of work, one for each quality.	How well was each quality interpreted? Did the materials chosen to work with enhance the communication of the aesthetic quality?	<ol style="list-style-type: none"> 1. Creating 2. Knowing and using art materials 3. Responding to art work. 	<u>Art In Focus</u> By Mitler Various art history visuals
May - June	Oil Landscape Painting	Develop oil paint to create a landscape painting. Use primary colors, medium and turpentine to achieve desired effects.	Understand the process of glazing, impasto, and layering using medium as the paint vehicle.	Creation of paintings exemplifying techniques and abilities gained throughout the year. Selection of style to be used, based on previous experiences in class.	<ol style="list-style-type: none"> 1. Creating 2. Knowing and using art materials 3. Responding to art work of others 4. Understanding cultural dimensions 	<u>The Painters Problem Book</u> By Joseph Dawley