

## CURRICULUM MAP

**Subject: Drawing & Painting II**

**Grade Level: 11-12**

**Revised 7/21**

FIRST QUARTER	SECOND QUARTER	THIRD QUARTER	FOURTH QUARTER
<p><b>INTRODUCTION/ ORGANIZATION</b></p> <ul style="list-style-type: none"> <li>● Classroom as community</li> <li>● Sketchbook (10% of grade)</li> <li>● Review of classroom critique process</li> <li>● Weekly critiques of current class projects and weekly sketchbook assignments</li> </ul> <p><b>FOCUS ON THE FIGURATIVE, DRAWING THE HUMAN FORM:</b></p> <ul style="list-style-type: none"> <li>● Figurative work in art history from prehistoric to contemporary art</li> <li>● Simple rules of proportion in figurative drawing</li> <li>● Introduction to gestural drawings using wooden models and live models</li> <li>● Drawing from life vs. drawing from photographs</li> <li>● Introduction to mixed-media</li> <li>● Drawing practice focusing on the figure, proper portions and create a dynamic image through the use of mixed-media</li> </ul> <p><b>FOCUS ON PORTRAITURE:</b></p> <ul style="list-style-type: none"> <li>● Art history of self-portraits historical and contemporary</li> <li>● Narrative portraiture</li> <li>● Review of facial anatomy</li> <li>● Art practice may include drawing or painting materials focusing on narrative portraiture</li> </ul>	<p><b>ARTWORK FOR SOCIAL CHANGE:</b></p> <ul style="list-style-type: none"> <li>● Artists who create artwork with a social context</li> <li>● How can artwork change society</li> <li>● Creating artwork with a voice</li> <li>● Artistic practice will use material of choice, subject of choice while creating an artwork for social change</li> <li>● Writing an artist's statement</li> </ul> <p><b>PAINTING A PORTRAIT:</b></p> <ul style="list-style-type: none"> <li>● Review of acrylic painting techniques: underpainting, glazing and blocking in color</li> <li>● How to mix skin tones</li> <li>● Review of facial anatomy</li> <li>● Painting practice will focus on creating a realistic self-portrait with a dynamic light source</li> </ul>	<p><b>FOCUS ON LINE, VALUE AND ABSTRACTION:</b></p> <ul style="list-style-type: none"> <li>● Introduction to pen and ink techniques</li> <li>● Art historical pen and ink drawings</li> <li>● Review of watercolor techniques</li> <li>● Discussion of contemporary non-objective art</li> <li>● Art practice will include focus on realism ro non-objective form</li> </ul> <p><b>FOCUS ON PERSPECTIVE: PAINTING ARCHITECTURE</b></p> <ul style="list-style-type: none"> <li>● Art history of Photorealism</li> <li>● Using Photoshop to manipulate reference photos</li> <li>● Students will work from original photos of urban or suburban images which include exterior architecture</li> <li>● Review of grid process</li> <li>● Painting practice will include using painting materials of choice to create a dynamic image that showcase linear perspective, atmospheric perspective and a strong light source</li> </ul>	<p><b>WORKING IN A SERIES:</b></p> <ul style="list-style-type: none"> <li>● Contemporary and historical artists who work in series</li> <li>● Why to artists work in series</li> <li>● Developing your own artistic voice</li> <li>● Writing an artist statement</li> <li>● Artistic practice includes creating a series of work focusing on dynamic composition, clear light source and strong technical skill</li> </ul> <p><b>PORTFOLIO REVIEW</b></p> <ul style="list-style-type: none"> <li>● Discuss progress on portfolio</li> <li>● Career options and college choices</li> <li>● Visits from colleges</li> </ul>

## STUDENT SKILLS AND ABILITIES

With the conclusion of Drawing & Painting II, students should be able to:

- Write and speak about artwork with fluency and a keen eye for observation.
- Recognize key art historical samples as related to the figure, portrait and series. In terms of contemporary art, students should be able to recognize and discuss artwork and artists from a variety of countries focusing on diversity and inclusivity.
- Create work with a clear and specific light source, use dynamic composition and use realistic perspective to define form.
- Have the confidence to select media that work well for their chosen subject matter and use the materials with skill.
- Should be on the path to the development of their own, individual artist voice.