

CARLISLE AREA SCHOOL DISTRICT
Carlisle, PA 17013

DRAWING AND PAINTING I
(Formerly Drawing and Composition)

GRADES 9-12

Date of Board Approval: July 12, 2012
Revised: November 17, 2016 (Title change only)

**CARLISLE AREA SCHOOL DISTRICT
PLANNED INSTRUCTION COVER PAGE**

Title of Course: Drawing and Composition Subject Area: Art Grade Level: 9-12

Course Length: (Semester/Year): Year Duration: 50 minutes Frequency: 4 periods a week

Prerequisites: Not Applicable Credit: 1 Level: Not Applicable

Course Description/Objectives: The district shall provide for the attainment of the academic standards per Chapter 4.12. The study of art can foster the ability of students to understand production, performance and exhibition; historical and cultural contexts, critical and aesthetic response.

Major Text(s)/Resources: Not Applicable

Curriculum Writing Committee:

Fran Tolan

Rachel Drumheller

Melissa Gallagher

Strand: 9.1 Production, Performance and Exhibition of Visual Arts		Subject Area: Drawing and Composition	Grade: 9-12
PA Academic Standards	Performance Indicators	Assessments	
A/B. Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the art.	<ul style="list-style-type: none"> • Render a value scale. • Demonstrate an understanding and use of value by creating a drawing of at least eight distinct values. 	<ul style="list-style-type: none"> • Skill demonstration. • Project completion. • Project evaluation. 	
A/B. Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the art.	<ul style="list-style-type: none"> • Render various lines to achieve space, form, value and texture. • Use line, shape and value to render 3D form on a 2D surface. 	<ul style="list-style-type: none"> • Skill demonstration. • Project completion. • Project evaluation. 	
A/B. Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the art.	<ul style="list-style-type: none"> • Demonstrate an understanding of non-linear perspective concepts to create space in drawing. 	<ul style="list-style-type: none"> • Skill demonstration. • Project completion. • Project evaluation. 	
A/B. Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the art.	<ul style="list-style-type: none"> • Produce a drawing demonstrating the concepts of landscape, seascape or cityscape. 	<ul style="list-style-type: none"> • Skill demonstration. • Project completion. • Project evaluation. 	
A/B. Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the art.	<ul style="list-style-type: none"> • Render drawings that demonstrate understanding of one, and two point perspective. 	<ul style="list-style-type: none"> • Skill demonstration. • Project completion. • Project evaluation. 	

Strand: 9.1 Production, Performance and Exhibition of Visual Arts		Subject Area: Drawing and Composition	Grade: 9-12
PA Academic Standards	Performance Indicators	Assessments	
A/B. Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the art.	<ul style="list-style-type: none"> Render the human head and facial features from multiple view points using accurate proportions. 	<ul style="list-style-type: none"> Skill demonstration. Project completion. Project evaluation. 	
A/B. Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the art.	<ul style="list-style-type: none"> Render the human figure from multiple views using accurate proportions. 	<ul style="list-style-type: none"> Skill demonstration. Project completion. Project evaluation. 	
A/B. Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the art.	<ul style="list-style-type: none"> Use various materials to render the human form from observation. 	<ul style="list-style-type: none"> Skill demonstration. Project completion. Project evaluation. 	
A/B. Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the art.	<ul style="list-style-type: none"> Render an observed form with color and/or value. 	<ul style="list-style-type: none"> Skill demonstration. Project completion. Project evaluation. 	
A/B. Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the art.	<ul style="list-style-type: none"> Apply various color relationships to drawings. 	<ul style="list-style-type: none"> Skill demonstration. Project completion. Project evaluation. 	

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A/B. Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the art.	<ul style="list-style-type: none"> • Demonstrate understanding of visual context by examining the relationship of objects seen (observe more closely than ordinary looking, and seeing things that might otherwise not be seen). 	<ul style="list-style-type: none"> • Skill demonstration. • Project completion. • Discussion and/or critique. • Project evaluation. 	
A/B. Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the art.	<ul style="list-style-type: none"> • Produce a work of art that embraces a problem of relevance within the art world and/or has personal meaning/importance. 	<ul style="list-style-type: none"> • Project completion. • Discussion and/or critique. • Project evaluation. • Written artist statement/reflection. 	
C. Integrate and apply advanced vocabulary to the arts forms.	<ul style="list-style-type: none"> • Define elements and principles of design. Explain how they can be or are utilized in a work of art. 	<ul style="list-style-type: none"> • Discussion and/or critique. • Critical analysis. • Project evaluation. 	
C. Integrate and apply advanced vocabulary to the arts forms.	<ul style="list-style-type: none"> • Examine and analyze works of art using elements and principles of design and other appropriate vocabulary specific to the art world. 	<ul style="list-style-type: none"> • Discussion and/or critique. • Critical analysis. • Project evaluation. 	
D. Demonstrate specific styles in combination through the production or performance of a unique work of art.	<ul style="list-style-type: none"> • Render a composition which combines at least two art styles or techniques. 	<ul style="list-style-type: none"> • Project completion • Project evaluation • Discussion and/or critique. • Written artist statement/reflection. 	

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D. Demonstrate specific styles in combination through the production or performance of a unique work of art.	<ul style="list-style-type: none"> Design a complex drawing that utilizes design elements and principles inspired by different art styles (e.g. mixed mark making, series exploring one image rendered in different styles). 	<ul style="list-style-type: none"> Project completion Project evaluation Discussion and/or critique. Written artist statement/reflection. 	
E. Delineate a unifying theme through the production of a work of art that reflects skills in media processes and techniques.	<ul style="list-style-type: none"> Render a series of related drawings that increase in complexity of materials or techniques. 	<ul style="list-style-type: none"> Skill demonstration. Project completion Project evaluation Discussion and/or critique. 	
E. Delineate a unifying theme through the production of a work of art that reflects skills in media processes and techniques.	<ul style="list-style-type: none"> Investigate how the expression of an idea during the production phase of a drawing can change and evolve into something not originally envisioned. 	<ul style="list-style-type: none"> Project completion Project evaluation Discussion and/or critique. Written artist statement/reflection. 	
F. Analyze works of arts influenced by experiences or historical and cultural events through production, performance or exhibition.	<ul style="list-style-type: none"> Create a work of art that is inspired by an historical or cultural event. 	<ul style="list-style-type: none"> Project completion Project evaluation Discussion and/or critique. Written artist statement/reflection. 	
F. Analyze works of arts influenced by experiences or historical and cultural events through production, performance or exhibition.	<ul style="list-style-type: none"> Create a work of art that embraces a problem of relevance within the world and has meaning that is relevant to an audience. 	<ul style="list-style-type: none"> Project completion Project evaluation Discussion and/or critique. Written artist statement/reflection. 	

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G. Analyze the effect of rehearsal and practice sessions.	<ul style="list-style-type: none"> • Know that rendering multiple sketches can lead to stronger and more unique ideas in the development of works of art. • Render multiple sketches and variations of an idea/image. 	<ul style="list-style-type: none"> • Skill demonstration. • Project evaluation • Discussion and/or critique. • Written artist statement/reflection. 	
G. Analyze the effect of rehearsal and practice sessions.	<ul style="list-style-type: none"> • Develop the mental state to persist in working through and solving encountered problems while completing a work of art. 	<ul style="list-style-type: none"> • Project completion • Project evaluation • Discussion and/or critique. • Written artist statement/reflection. 	
H. Incorporate the effective and safe use of materials, equipment and tools into the production of works in the arts at work and performance spaces.	<ul style="list-style-type: none"> • Demonstrate knowledge of appropriate use, application, cleaning and storage of art materials. 	<ul style="list-style-type: none"> • Skill demonstration use. • Teacher evaluation. 	
I. Distinguish among a variety of regional arts events and resources and analyze methods of selection and admission.	<ul style="list-style-type: none"> • Identify local, regional, and national art events. • Participate in one form of competition or exhibition. 	<ul style="list-style-type: none"> • Participation in art event. • Teacher evaluation. 	
J. Know and use traditional and contemporary technologies for producing, performing and exhibiting works in the arts or the work of others.	<ul style="list-style-type: none"> • Explain how traditional art technologies/skills have affected the way an artist worked and what they produced. • Apply traditional art technologies/skills in drawings. 	<ul style="list-style-type: none"> • Project completion • Project evaluation • Discussion and/or critique. • Teacher evaluation. 	

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J. Know and use traditional and contemporary technologies for producing, performing and exhibiting works in the arts or the work of others.	<ul style="list-style-type: none"> • Compare the techniques of contemporary artists with those of traditional artists. 	<ul style="list-style-type: none"> • Discussion and/or critique. • Teacher evaluation. • Written analysis
J. Know and use traditional and contemporary technologies for producing, performing and exhibiting works in the arts or the work of others.	<ul style="list-style-type: none"> • Recognize that contemporary digital technology can be used for image resources, image manipulation, exhibition and production. 	<ul style="list-style-type: none"> • Project completion • Discussion and/or critique. • Written analysis
K. Analyze and evaluate the use of traditional and contemporary technologies in furthering knowledge and understanding in the humanities.	<ul style="list-style-type: none"> • Collect images or information for drawings, research on artists, or research on styles through contemporary technologies such as the internet and/or traditional technologies (e.g., library and photos). 	<ul style="list-style-type: none"> • Project completion • Discussion and/or critique. • Written analysis

Strand: 9.2 Historical and Cultural Contexts		Subject Area: Drawing and Composition	Grade: 9-12
PA Academic Standards	Performance Indicators	Assessments	
A. Explain the historical, cultural and social context of an individual work in the arts.	<ul style="list-style-type: none"> Examine the art of a period, style or genre and discuss and explain the historical, cultural and social context of the work. 	<ul style="list-style-type: none"> Class participation and discussion. Teacher evaluation. Written analysis or presentation. 	
B. Relate work in the arts chronologically to historical events.	<ul style="list-style-type: none"> Examine multiple works of art within a single genre and from different historical periods. Chronologically organize them based on observed details that relate them to historical events, technologies, etc. 	<ul style="list-style-type: none"> Class participation and discussion. Teacher evaluation. Written analysis or presentation. 	
C. Relate works in the arts to varying styles and genre and to the periods in which they were created.	<ul style="list-style-type: none"> Examine multiple works of art within a genre and relate them to their historical based upon visual evidence found in the work and knowledge of popular culture, political events, etc. 	<ul style="list-style-type: none"> Class participation and discussion. Teacher evaluation. Written analysis or presentation. 	
C. Relate works in the arts to varying styles and genre and to the periods in which they were created.	<ul style="list-style-type: none"> Design an original work of art that is inspired by an historical art period or style. 	<ul style="list-style-type: none"> Project completion. Project evaluation. Discussion and/or critique. Written artist statement/reflection. 	
D. Analyze a work of art from its historical and cultural perspective.	<ul style="list-style-type: none"> Examine a work of art and analyze how historical events, popular culture, contemporary technology, etc. impacted the work. 	<ul style="list-style-type: none"> Class participation and discussion. Teacher evaluation. Written analysis or presentation. 	

Strand: 9.2 Historical and Cultural Contexts		Subject Area: Drawing and Composition	Grade: 9-12
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E. Analyze how historical events and culture impact forms, techniques and purposes of works in the arts.	<ul style="list-style-type: none"> Examine a work of art and analyze how historical events and popular culture impacted the function and/or purpose of the work. 	<ul style="list-style-type: none"> Class participation and discussion. Teacher evaluation. Written analysis or presentation. 	
F. Know and apply appropriate vocabulary used between social studies and the arts and humanities.	<ul style="list-style-type: none"> Using appropriate terms shared by the social studies program, analyze a work of art to place it within its appropriate historical context and period. 	<ul style="list-style-type: none"> Class participation and discussion. Teacher evaluation. Written analysis or presentation. 	
G. Relate works in the arts to geographic regions.	<ul style="list-style-type: none"> Examine drawings from a geographic region and use the style to render a drawing (e.g. landscapes of Van Gogh or Hokusai). 	<ul style="list-style-type: none"> Project completion. Project evaluation. Class participation and discussion. Written analysis or presentation. 	
H. Identify, describe and analyze the work of Pennsylvania Artists, in dance, music, theatre and visual arts.	<ul style="list-style-type: none"> Identify the work of Pennsylvania artists such as Andy Warhol, Alice Neel, Philip Pearlstein or Neil Welliver and apply the artist's philosophy, historical or cultural themes, common forms or techniques to a work of one's own. 	<ul style="list-style-type: none"> Class participation and discussion. Teacher evaluation. Written analysis or presentation. Written artist statement/reflection. 	
I. Identify, explain and analyze philosophical beliefs as they relate to works in the arts (e.g. classical architecture).	<ul style="list-style-type: none"> Analyze the meaning of a work of art based on philosophical beliefs that may have influenced the artist (e.g. new scientific knowledge about atomic structure and music on Kandinsky's abstract paintings). 	<ul style="list-style-type: none"> Class participation and discussion. Teacher evaluation. Written analysis or presentation. 	

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J. Identify, explain and analyze historical and cultural differences as they relate to works in the arts (e.g. works by Michelangelo)	<ul style="list-style-type: none"> Analyze the meaning of a work of art based on historical and cultural beliefs that may have influenced the artist (e.g. works by Hokusai and other artists beyond the European experience). 	<ul style="list-style-type: none"> Class participation and discussion. Teacher evaluation. Written analysis or presentation. 	
K. Identify, explain and analyze traditions as they relate to works in the arts (e.g. vernacular art or primitive art)	<ul style="list-style-type: none"> Compare/contrast vernacular, primitive or regional works of art to works considered the fine arts from within an historical time period (e.g. compare works by Grant Wood and Jackson Pollock). 	<ul style="list-style-type: none"> Class participation and discussion. Teacher evaluation. Written analysis or presentation. 	
L. Identify, explain and analyze common themes, forms and techniques from works in the arts (e.g. Millet's <i>The Gleaners</i>).	<ul style="list-style-type: none"> Compare/contrast common themes, forms and/or techniques from a broad range of art historical periods (e.g. evolution of portraits from the Renaissance through the 21st century). 	<ul style="list-style-type: none"> Class participation and discussion. Teacher evaluation. Written analysis or presentation. 	

Strand: 9.3 Critical Response		Subject Area: Drawing and Composition	Grade: 9-12
PA Academic Standards	Performance Indicators	Assessments	
A. Explain and apply the critical examination processes of works in the arts and humanities.	<ul style="list-style-type: none"> Critically compare, contrast, interpret and analyze characteristics and qualities of selected drawings 	<ul style="list-style-type: none"> Project completion Project evaluation Discussion and/or critique. Written analysis or presentation. 	
A. Explain and apply the critical examination processes of works in the arts and humanities.	<ul style="list-style-type: none"> Critically reflect upon the use of image sources and how they are used in the envisioning process. 	<ul style="list-style-type: none"> Project completion Project evaluation Discussion and/or critique. Written analysis or presentation. 	
A. Explain and apply the critical examination processes of works in the arts and humanities.	<ul style="list-style-type: none"> Discuss and identify ways that artists develop and/or deviate from the image of inspiration/idea in works of art. 	<ul style="list-style-type: none"> Project completion Project evaluation Discussion and/or critique. Written analysis or presentation. 	
B. Determine and apply criteria to a person's work and works of others in the arts.	<ul style="list-style-type: none"> Critically compare, contrast, interpret and analyze characteristics and qualities of selected drawings. 	<ul style="list-style-type: none"> Class participation and discussion. Teacher evaluation. Written analysis or presentation. Written artist statement/reflection. 	
C. Apply systems of classification for interpreting works in the arts and forming a critical response.	<ul style="list-style-type: none"> Categorize a group of works of art by selected common characteristics (e.g. art period, art movement, artists style, media, etc.). 	<ul style="list-style-type: none"> Class participation and discussion. Teacher evaluation. Written analysis or presentation. 	

Strand: 9.3 Critical Response		Subject Area: Drawing and Composition	Grade: 9-12
PA Academic Standards	Performance Indicators	Assessments	
D. Analyze and interpret works in the arts and humanities from different societies using culturally specific vocabulary or critical response.	<ul style="list-style-type: none"> Examine and analyze drawing samples from various cultures (e.g. Egyptian or cave drawings). 	<ul style="list-style-type: none"> Class participation and discussion. Teacher evaluation. Written analysis or presentation. 	
D. Analyze and interpret works in the arts and humanities from different societies using culturally specific vocabulary or critical response.	<ul style="list-style-type: none"> Examine and discuss works of art using appropriate vocabulary of the world of art, and analyze for meaning or purpose. 	<ul style="list-style-type: none"> Class participation and discussion. Teacher evaluation. Written analysis or presentation. 	
E. Examine and evaluate various types of critical analysis of works in the arts and humanities.	<ul style="list-style-type: none"> Investigate the context of a drawing through various type of critical analysis. Hypothesize the meaning or intent of the artist/work of art. 	<ul style="list-style-type: none"> Class participation and discussion. Teacher evaluation. Written analysis or presentation. 	
E. Examine and evaluate various types of critical analysis of works in the arts and humanities.	<ul style="list-style-type: none"> Examine and apply critical analysis and evaluation of drawings using the vocabulary of the art world. 	<ul style="list-style-type: none"> Class participation and discussion. Teacher evaluation. Written analysis or presentation. 	
F. Analyze the processes of criticism used to compare the meanings of a work in the arts in both its own and present time.	<ul style="list-style-type: none"> Compare the meaning of various drawings at the time they were completed to their meaning in the present. 	<ul style="list-style-type: none"> Class discussion and critique Class participation and discussion. Written analysis or presentation. 	

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F. Analyze the processes of criticism used to compare the meanings of a work in the arts in both its own and present time.	<ul style="list-style-type: none"> Investigate how the role and meaning of a work of art can change over time because of the changing values in society, changing physical appearance of the work or a change in environment. 	<ul style="list-style-type: none"> Class discussion and critique Class participation and discussion. Written analysis or presentation. 	
F. Analyze the processes of criticism used to compare the meanings of a work in the arts in both its own and present time.	<ul style="list-style-type: none"> Investigate how the artist's intent may/may not change the meaning or the value placed on a work over an extended period of time. 	<ul style="list-style-type: none"> Class discussion and critique Class participation and discussion. Written analysis or presentation. 	
G. Analyze works in the arts by referencing the judgments advanced by arts critics as well as one's own analysis and critique.	<ul style="list-style-type: none"> Analyze drawings based on the knowledge of judgments made by art critics. 	<ul style="list-style-type: none"> Class discussion and critique Class participation and discussion. Written analysis or presentation. 	
G. Analyze works in the arts by referencing the judgments advanced by arts critics as well as one's own analysis and critique.	<ul style="list-style-type: none"> Examine how personal experience/interpretations may/may not be influenced by the role of an art critic to determine the value of an artwork. 	<ul style="list-style-type: none"> Class discussion and critique Class participation and discussion. Written analysis or presentation. 	

Strand: 9.4 Aesthetic Response		Subject Area: Drawing and Composition	Grade: 9-12
PA Academic Standards	Performance Indicators	Assessments	
A. Evaluate an individual's philosophical statement on a work in the arts and its relationship to one's own life based on knowledge and experience.	<ul style="list-style-type: none"> Examine a philosophical statement on a drawing and relate it to one's own life experience. 	<ul style="list-style-type: none"> Class discussion and critique Class participation and discussion. Written analysis or presentation. 	
A. Evaluate an individual's philosophical statement on a work in the arts and its relationship to one's own life based on knowledge and experience	<ul style="list-style-type: none"> Examine and define the role of the artist's intentions. 	<ul style="list-style-type: none"> Class discussion and critique Class participation and discussion. Written analysis or presentation. 	
B. Describe and analyze the effects that works in the arts have on groups, individuals and the culture.	<ul style="list-style-type: none"> Analyze drawings and evaluate the effect they have on an individual or group. 	<ul style="list-style-type: none"> Class discussion and critique Class participation and discussion. Written analysis or presentation. 	
B. Describe and analyze the effects that works in the arts have on groups, individuals and the culture.	<ul style="list-style-type: none"> Scrutinize the role of the artist's intentions. 	<ul style="list-style-type: none"> Class discussion and critique Class participation and discussion. Written analysis or presentation. 	
C. Compare and contrast the attributes of various audiences' environments as they influence individual aesthetic response.	<ul style="list-style-type: none"> Interpret the meaning of works of art when viewed in different environments (e.g. outdoor public sculpture vs. artist's studio vs. museum, etc.). 	<ul style="list-style-type: none"> Class discussion and critique Class participation and discussion. Written analysis or presentation. 	

Strand: 9.4 Aesthetic Response		Subject Area: Drawing and Composition	Grade: 9-12
PA Academic Standards	Performance Indicators	Assessments	
D. Analyze and interpret a philosophical position identified in works in the arts and humanities.	<ul style="list-style-type: none"> Examine and respond to an accepted philosophy on a drawing or drawing technique. 	<ul style="list-style-type: none"> Class discussion and critique Class participation and discussion. Written analysis or presentation. 	
D. Analyze and interpret a philosophical position identified in works in the arts and humanities.	<ul style="list-style-type: none"> Examine historic works of art that no longer exist in the intended environment and discuss the effects of that change (e.g. an altarpiece in a church versus one in a museum). 	<ul style="list-style-type: none"> Class discussion and critique Class participation and discussion. Written analysis or presentation. 	

Adaptations/Modifications for Students with I.E.P.s

Adaptations or modifications to this planned course will allow exceptional students to earn credits toward graduation or develop skills necessary to make a transition from the school environment to community life and employment. The I.E.P. team has determined that modifications to this planned course will meet the student's I.E.P. needs.

Adaptations/Modifications may include but are not limited to:

INSTRUCTION CONTENT

- Modification of instructional content and/or instructional approaches
- Modification or deletion of some of the essential elements

SETTING

- Preferential seating

METHODS

- Additional clarification of content
- Occasional need for one to one instruction
- Minor adjustments or pacing according to the student's rate of mastery
- Written work is difficult, use verbal/oral approaches
- Modifications of assignments/testing
- Reasonable extensions of time for task/project completion
- Assignment sheet/notebook
- Modified/adjusted mastery rates
- Modified/adjusted grading criteria
- Retesting opportunities

MATERIALS

- Supplemental texts and materials
- Large print materials for visually impaired students
- Outlines and/or study sheets
- Carbonless notebook paper
- Manipulative learning materials
- Alternatives to writing (tape recorder/calculator)