

HIGH SCHOOL ART CLASS

A SEMESTER OF DRAWING



GRAPHITE SCALES
DRAWING BASICS: TIPS & HOW TO'S
NUMERICAL GRAPHITE SCALE

SHADING
THE BASICS OF SHADING: TIPS & TECHNIQUES
VALUE SCALE

Portrait Printmaking
HOW TO MAKE YOUR OWN

LOOK BETWEEN THE LINES
BY WHITNEY PANETTA

11



11 PROJECTS

EVERY DAY PLANNED FOR A SEMESTER

A SEMESTER OF DRAWING



This lesson pack is geared towards advanced middle school and high school art students.



A focus on drawing using pencil, charcoal, colored pencil, printmaking, technology, and mixed media.



A semester-long course, every day planned.



11 projects over **20 activities**

DRAWING CLASS

PACKS TYPICALLY INCLUDE:



Lesson plan



PowerPoint presentations



Artist research activity



Project instructions



Critique activity



Rubric

Handmade Sketchbooks Belgian Book Binding Techniques

BIG IDEA:

- Belgian book binding techniques

ESSENTIAL QUESTIONS:

- How can you take ownership of your sketchbook through decorating it?
- What is a quote or saying that sums up you or your goals for the year?
- How is your sketchbook a tool for learning in art class?

OBJECTIVES: Students will...

- Look at and discuss different styles of sketchbooks and how to construct a sketchbook using the Belgian book binding technique.
- Create a handmade sketchbook.
- Consider how to visually and verbally reflect themselves in their sketchbooks.
- Use their sketchbook to prepare for projects for the remainder of the semester.

STANDARDS:

Name: _____

Charcoal Drapery Drawing Critique

Look at EVERY drawing very carefully. Pay attention to how accurately the image is, the range of value, the line quality, and reductive shading technique. You have to choose a different drawing per question to write about. Include the artist's name and a description of the artwork in your answer.

1. Out of all the drawings, which one catches your eye first? What about it grabs your attention?

2. Which drawing has the most interesting composition? Why does it appeal to you?

3. Which drawing best utilized the reductive shading technique? How can you tell?

range of value improve the

EVERY LESSON PLAN INCLUDES:

- BIG IDEA
- ESSENTIAL QUESTIONS,
- US NATIONAL STANDARDS
- STEP-BY-STEP INSTRUCTIONS
- CLASSROOM SET UP
- TEACHING TIPS

& MORE!

Metaphorical Self Portraits Mixed Media, Language Arts, and Visual Art

BIG IDEA:

- Mixed media, language arts, and visual arts

ESSENTIAL QUESTIONS:

- How can metaphors be found in art?
- What object best represents you?
- How can you visually connect multiple layers to create a unified work of art?

OBJECTIVES: Students will...

- Look at and discuss examples of self-portraits in art.
- Look at examples of self-portraits in literature.
- Apply the concept of metaphor to art.
- Create a self-portrait using mixed media.
- Write an artist statement.
- Participate in a critique.

STANDARD Middle School

- ART:
 -
 -
 -
 -
 -
 -

PRODUCT:

- Mixed media metaphorical self portrait
- Artist statement
- Critique worksheet

PRINTABLES:

- Project instructions
- Critique worksheet

BONUS:

- Self-portrait PowerPoint

VOCABULARY:

- Self-portrait: a representation of the artist, in drawing, painting, sculpture, or other material, by the artist.
- Metaphor: A figure of speech in which a word or phrase is applied to an object or action to which it is not literally applicable. States one thing is another thing. Two things not because they are actually the same, but for the sake of comparison. Examples: Getting cold feet, black sheep of the family.

3+

PAGES EACH

Drawing

What do I want you to accomplish?

1. For students to develop their skills in communicating visually and verbally through two-dimensional art.
2. For students to gain confidence in talking about and creating works of art in two dimensions.
3. For students to learn more about themselves through art.
4. For students to expand their knowledge of artists and art historical trends and periods.

What are we going to do?

1. **Making art:** In this course you will have a chance to explore topics that focus on your interests through two dimensions, with an emphasis on drawing. We will use a variety of materials including pencil, charcoal, printmaking, colored pencil, and mixed media.
2. **Talking about art:** In class we will discuss artwork, current and historic. We will also **critique**, or talk about, your finished work.
3. **Writing about art:** Several times over the semester you will be asked to write about your work and the work of others. This writing could take the form of poetry, story, a persuasive piece, or an artist statement. Writing is meant to ENHANCE the art making experience and will never be used as "busy work" or punishment.

What am I expected to do?

The following behaviors are expected from students in order to meet our goals:

1. **Ambition:** If you push yourself farther than you think you can go, you may surprise yourself with what you are able to accomplish.
2. **Professionalism:** In order to become a better artist and a better thinker, you need to act in a professional manner. This means taking care of all your artwork, cleaning up after yourself and your space, doing your best at all times, following all rules, and completing ALL assignments.
3. **Participation:** Art is about creating and discussing. For you to reap the full benefits of this course, you need to participate in art making activities, class discussions, and writing assignments. All three are related and participation in all these tasks will benefit your artistic mind.
4. **Open-mindedness:** New thoughts and ideas are constantly arising in the art world. In order to understand, appreciate, and have the creative mind to create wonderful art work you must be open to new ideas and experimentations. Don't be afraid to try new things and have fun with it!

How will I be graded?

1. **60% Projects:** Final projects will be graded on craftsmanship, ambition, engagement with assignments, and your overall final product. All projects are due on the **day of the critique** (various dates to be announced throughout the semester). I will grade all artwork after the critique. After you receive your grade, you will have three days to revise your artwork. This gives you an opportunity to improve your grade. Unexcused late work will NOT receive full credit. In order for you to complete all projects on time you will need to work the entire class period. All work is to be kept in your cubby in the classroom at all times.
2. **20% Daily Work:** Participation is expected and essential for your success in this class. Work bell to bell EVERYDAY. The participation grades include in-class assignments, weekly artist to know, discussions and critiques.

Tell me about you

Name: _____ Grade: _____

Class Schedule:

Class	Teacher
1 st	
2 nd	
3 rd	
4 th	
5 th	
6 th	
7 th	

Favorite Food: _____

Favorite Song/Band: _____

Favorite things to do: _____

Interesting fact about yourself: _____

School Activities: _____

What do you like? (circle one)

Dogs, Cats, or Hamsters

Skittles or Dark Chocolate

Porch Swing or Bean Bag

European Tour or Alaskan tour

What does the word "art" mean to you?

Would you rather....

Read a book or go for a run?

Bake a cake or grill some meat?

Live where you grew up or move far away?

Know all or be able to teleport?

Drawing Survey

1. What were some of the projects you did in Intro to Art/Painting/Other art classes?

2. What was your favorite project/material to work with?

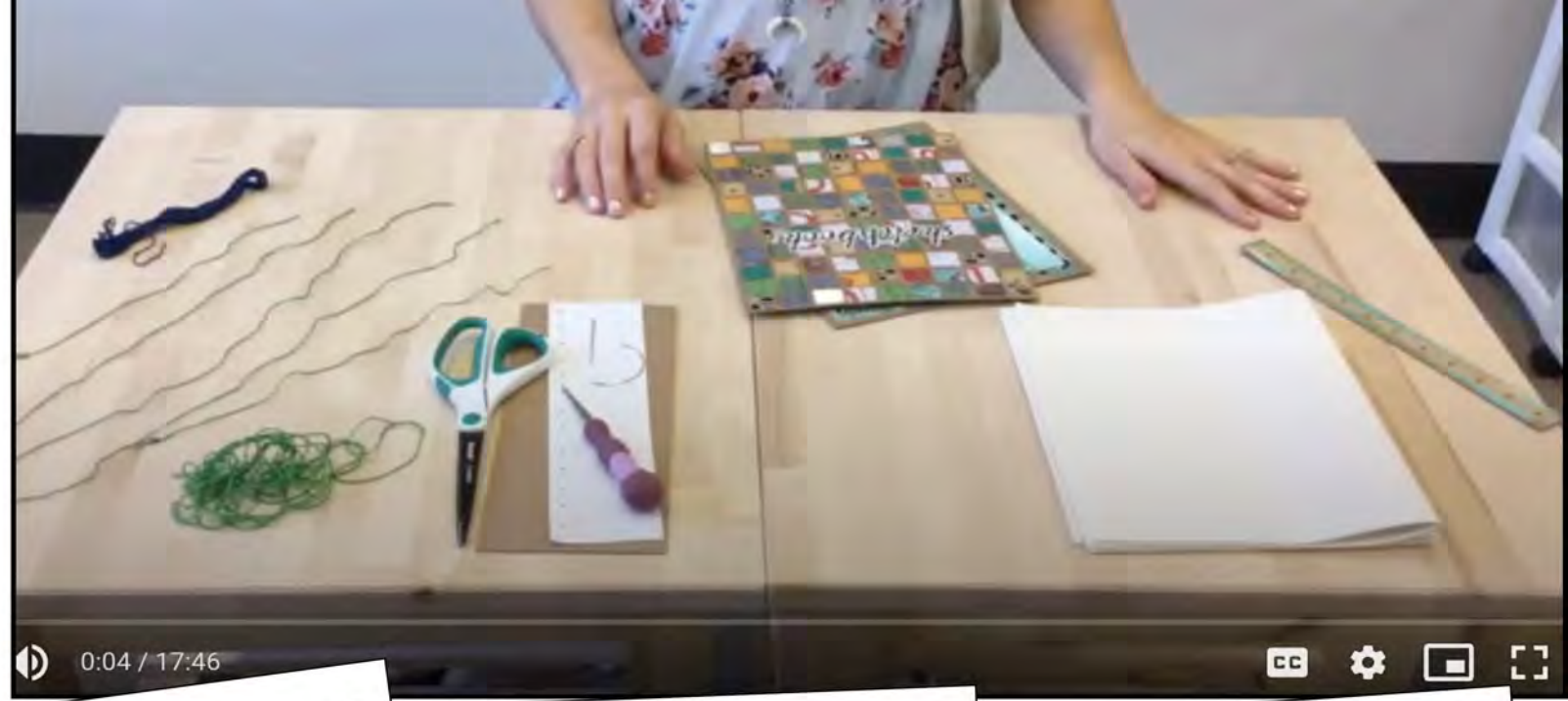
3. What was your least favorite project/material to work with?

4. What are you hoping to learn in this class?

5. What is your favorite type of art?

FIRST DAY

SYLLABUS & GET TO KNOW YOU ACTIVITY



PROJECT #1

Handmade Sketchbooks
Belgian Book Binding Techniques

BIG IDEA:

- Belgian book binding techniques

ESSENTIAL QUESTIONS:

- How can you take ownership of your sketchbook through decorating it?
- What is a quote or saying that sums up you or your goals for the year?
- How is your sketchbook a tool for learning in art class?

OBJECTIVES: Students will...

- Look at and discuss different styles of sketchbooks and how to construct a sketchbook using the Belgian book binding technique.
- Create a handmade sketchbook.
- Consider how to visually and verbally reflect themselves in their sketchbooks.
- Use their sketchbook to prepare for projects for the remainder of the semester.



Belgian Book Binding Rubric

Name: _____

Category	Possible Points	Comments	Score
Cover design: The entire cover is designed: back, front, and interior. The design flows from the front to back, same with the interior. The design is interesting and well incorporated.	40		
Text: The student included a	10		

BELGIAN BOOK BINDING

1 PROJECT, DEMO VIDEO
MAKE YOUR OWN SKETCHBOOK

DIY SKETCHBOOK

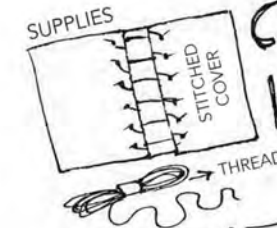
The pack includes:

- ✓ Lesson plan (4 pages)
- ✓ PowerPoint (16 slides)
- ✓ Demo video (17 minutes)
- ✓ Book binding instructions
- ✓ Rubric (1 page)

BELGIAN BOOKBINDING

HOW TO STITCH YOUR SIGNATURES TO YOUR COVER

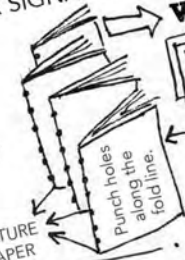
SUPPLIES



HOOK NEEDLE
or
STRAIGHT NEEDLE

THREAD

SIGNATURE OF PAPER



What is a signature?

A signature is a stack of paper (4-6 sheets) that is the same height as your cover, but twice the width, that is folded in half. Each set is a signature.
Include at least 4.

Belgian Book Binding Rubric

Name: _____

Category	Possible Points	Comments:	Score
Cover design: The entire cover is designed. The back, front, and interior. The design flows from the front to back, same with the interior. The design is interesting and well incorporated.	40		
Text: The student included a quote, lyric, saying, or similar inside their book. Text is clean and artistically included.	10		
Page Addition: The pages were correctly cut, and added to create a Belgian bound style sketchbook.	20		
Craftsmanship	10		
	10		



PROJECT #2

VISUAL JOURNAL

1 PROJECT, ALTERED BOOK LESSON

MIXED MEDIA

The pack includes:

- ✓ Lesson plan (10 pages)
- ✓ PowerPoint (28 slides)
- ✓ Info sheets (4 pages)
- ✓ Posters (3 pages)
- ✓ Rubric (1 page)



Inspiration may come from...

- Music
- Quotes
- Friends
- Images you find
- Bad days
- Good days
- Wherever you find inspiration
- When you have no idea what to do about your

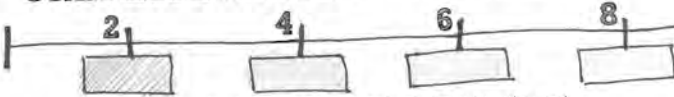
How to get started...

- Try googling "visual journal" or "altered book" or "sketchbook" or "mixed media."
 - There are tons of creative tutorials and ideas out there, go check them out, experiment, and put your own spin on them.
- Start cutting up images you like from a magazine and create a collage.
- Think about a quote or mantra you want to focus on for a while and create a page around it.
- Make a page about your current favorite song, include lyrics and a drawing.

GRAPHITE SCALES

DRAWING BASICS: TIPS & HOW TOS

NUMERICAL GRAPHITE SCALE: Pencils are marked with a number. Example: 2, 3, 4. As the numbers increase, the core hardness increases.



The harder the graphite core, or lead, the lighter the mark.

HB GRAPHITE SCALE:

Used to indicate a pencil is hard (H), black (B), and the degree of hardness and darkness

SHADING

THE BASICS OF SHADING: TIPS & TECHNIQUES

VALUE SCALE: Shows the range from the darkest values to the lightest values in even steps.



Start with the darkest VALUE and work towards the lightest VALUE.

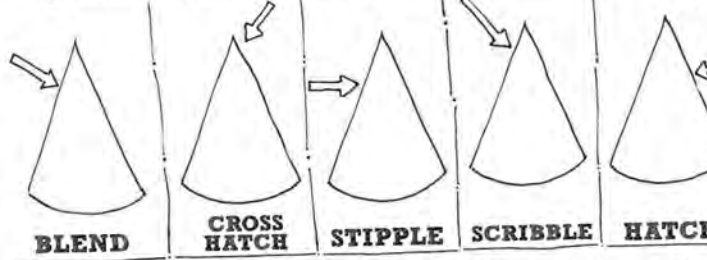
Identify your **LIGHT SOURCE**. Where the light hits your object will be the **HIGHLIGHT** or the lightest **VALUE**.

Look at how the steps in the **VALUE SCALE** are also

SHADE along the **CONTOURS** (the outline) of an object.

Slowly darken and layering **VALUE** create an even **GRADIENT** more realistic

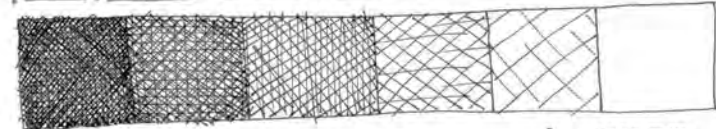
Try out 5 different shading techniques below. Use the arrows to show where the light source is hitting as a guide for where your highlights and shadows should be.



CROSS HATCHING

THE BASICS OF SHADING: TIPS & TECHNIQUES

A **SHADING TECHNIQUE** that uses crossing lines to create **VALUE**. Place lines closer together for darker **VALUES** and spread them out to create lighter **VALUES**.



DARKER → **LIGHTER**

Create a **GRADIENT** by building layers of lines and moving from **HATCHING** to **CROSS HATCHING**.

HATCHING

THE BASICS OF SHADING: TIPS & TECHNIQUES

A **SHADING TECHNIQUE** that uses lines that **DO NOT** cross to create **VALUE**. Lines are placed closer together to create darker **VALUES** and spread out to create lighter **VALUES**.

DARKER → **LIGHTER**

STIPPLING

THE BASICS OF SHADING: TIPS & TECHNIQUES

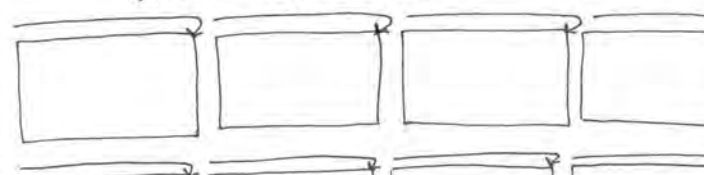
A **SHADING TECHNIQUE** that uses small dots or marks to create **VALUE**. Place the dots closer together to create darker **VALUES** and spread them out to create lighter **VALUES**.

Mix and match **STIPPLING** styles in the image below.



Mix and match **STIPPLING** with other **SHADING** techniques.

Try out the different **STIPPLING** styles. Label them when you are done.



SCRIBBLING

THE BASICS OF SHADING: TIPS & TECHNIQUES

A **SHADING TECHNIQUE** that uses scribbled lines to create **VALUE**. Scribble in tight, small lines to create darker **VALUES**. Scribble in looser, spread out lines to create lighter **VALUES**.



DARKER → **LIGHTER**



ACTIVITY

SHADING REVIEW

6 HANDOUTS, INFO ON THE FRONT, ACTIVITY ON THE BACK, + PRINTABLE POSTERS



PROJECT #3

STILL LIFE

A FOCUS ON TECHNICAL DRAWING

STILL LIFE

The pack includes:



Lesson plan (5 pages)



Artist research activity (2 pages)



Printable viewfinder (1 page)



PowerPoint (13 slides)



Critique (1 page)



Rubric (1 page)

Still Life Drawings Shading Techniques & Personalizing Traditions

BIG IDEA:

- Shading Techniques & Personalizing Traditions

ESSENTIAL QUESTIONS:

- How have still lifes changed over the years?
- How can you add a personal touch to a group still life?
- How can you apply different shading techniques to make your drawing more interesting?

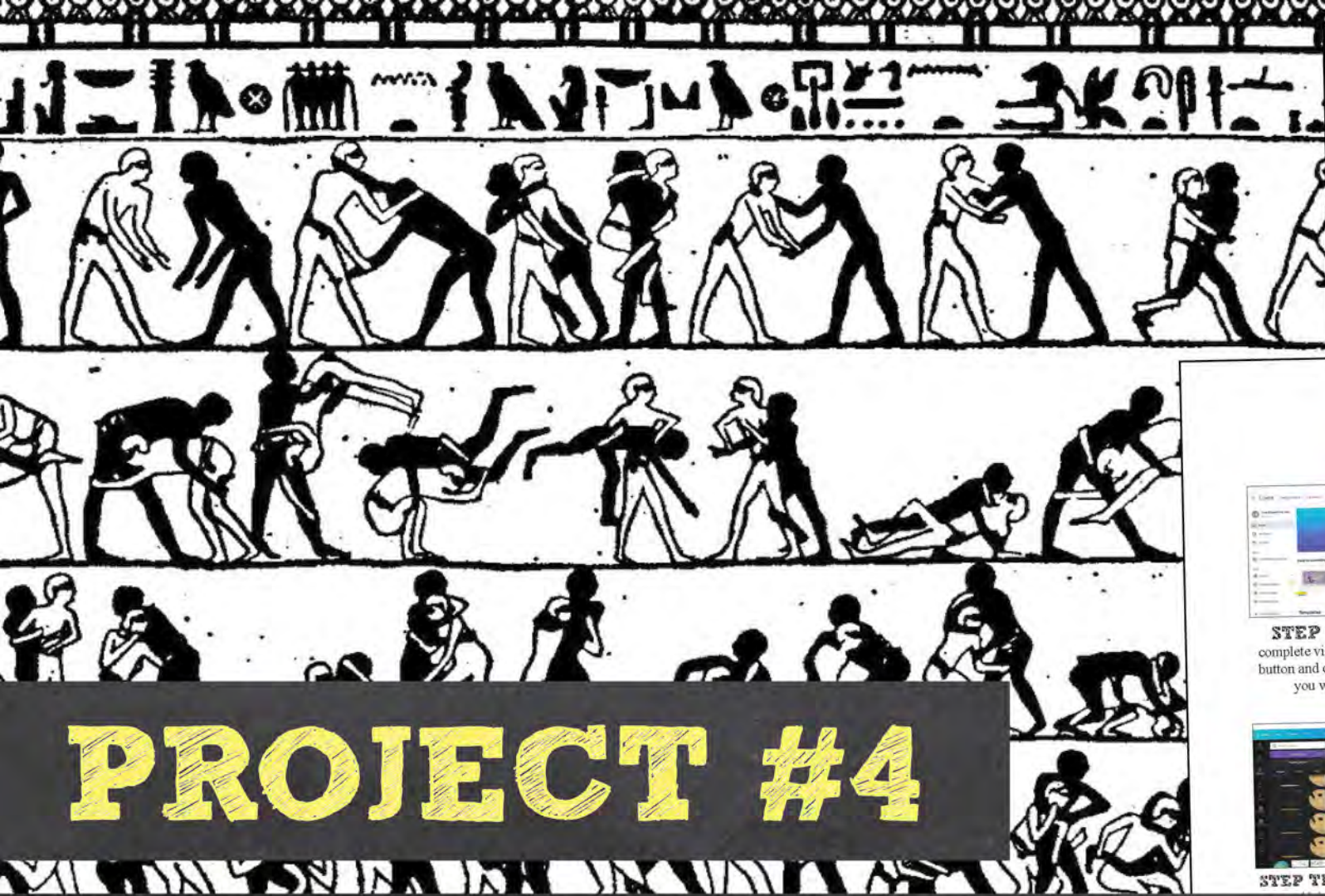
OBJECTIVES: Students will...

- Look at and discuss examples of still lifes through art history.
- Create a still life as a group, using objects students bring in as well as objects from the classroom.
- Use a viewfinder and camera to help capture their section of the still life to recreate.
- Create a drawing of the still life by drawing from life and referencing a photograph.

Still Life Drawing Rubric

Name: _____

Category	Expectations	Possible Points	Comments	Score
Object Addition	The student was thoughtful about the object they brought in and it was included in their final drawing.	10		
Drawing	The drawing has an interesting composition, strong focal point, and fills the page. The still life is accurately drawn.	25		
Shading	At least three different shading techniques were included. There is strong contrast and a range of darks, mid-tones, and highlights.	25		
Artist Statement	At least a paragraph was written and turned in that explained why the object was brought in and why they chose to draw the section of the still life that they did.	10		
	Overall every image looks neat, well cared for, and thought out.	10		



PROJECT #4

IMAGE EDITING HOW TO ART + TECHNOLOGY

STEP ONE: Create your base drawing. Consider what you want to draw by hand and

STEP TWO: Scan your drawings to your computer.



GIF HOW TO ART + TECHNOLOGY



STEP ONE: When all your files are complete visit Canva.com. Click the VIDEOS button and click the template that has the ratio you want (square, rectangle, etc.).

STEP TWO: When the template opens, click UPLOAD in the left toolbar. Click UPLOAD FILES at the top, select all the files you want to upload.



STEP THREE: Click the first image you want to transition after 5 seconds. For a more fluid GIF set to transition after 5 seconds. For a more fluid GIF set

STEP FOUR: The slides are automatically set to transition after 5 seconds. For a more fluid GIF set

EMOJI CRITIQUE Emoji Guide Sheet

- FAVORITE WORK OF ART:** Which work of art stands out most? Which do you admire most? Which best reflects the assignment? Which would you call the most successful of the class?
- BEST SUBJECT MATTER:** The subject matter is interesting and works well as a GIF.
- MOST CREATIVE:** Which GIF has the most creative element? This could be use of color, subject matter, transitions, loop, or similar.
- BEST TECHNIQUE:** Which GIF has the smoothest transitions and strongest loop?

DRAWING GIF

1 PROJECT, 2 POWERPOINTS, STEP-BY-STEP GUIDE

DESIGN FOCUS

The pack includes:

- ✔ Lesson plan (4 pages)
- ✔ 2 PowerPoints (30 pages)
- ✔ Image editing how to (2 pages)
- ✔ GIF how to (1 page)
- ✔ Critique activity (4 pages)
- ✔ Rubric (1 page)

Drawing and Technology

Creating GIFs

BIG IDEA:

- Combining traditional drawing with modern technology

ESSENTIAL QUESTIONS:

- How can technology play a role in the creation of art?
- How can you visualize taking a still work of art and transforming it into moving work of art?
- How can your GIF reflect you?

OBJECTIVES: Students will...

- Learn about animation in history.
- Learn about GIFs.
- Plan out their GIF through sketches.
- Combine traditional art making techniques with technology by utilizing programs such as Photoshop and creating a GIF.
- Participate in a class critique of the complete GIFs.

STANDARDS: <http://www.nationalartsstandards.org/>

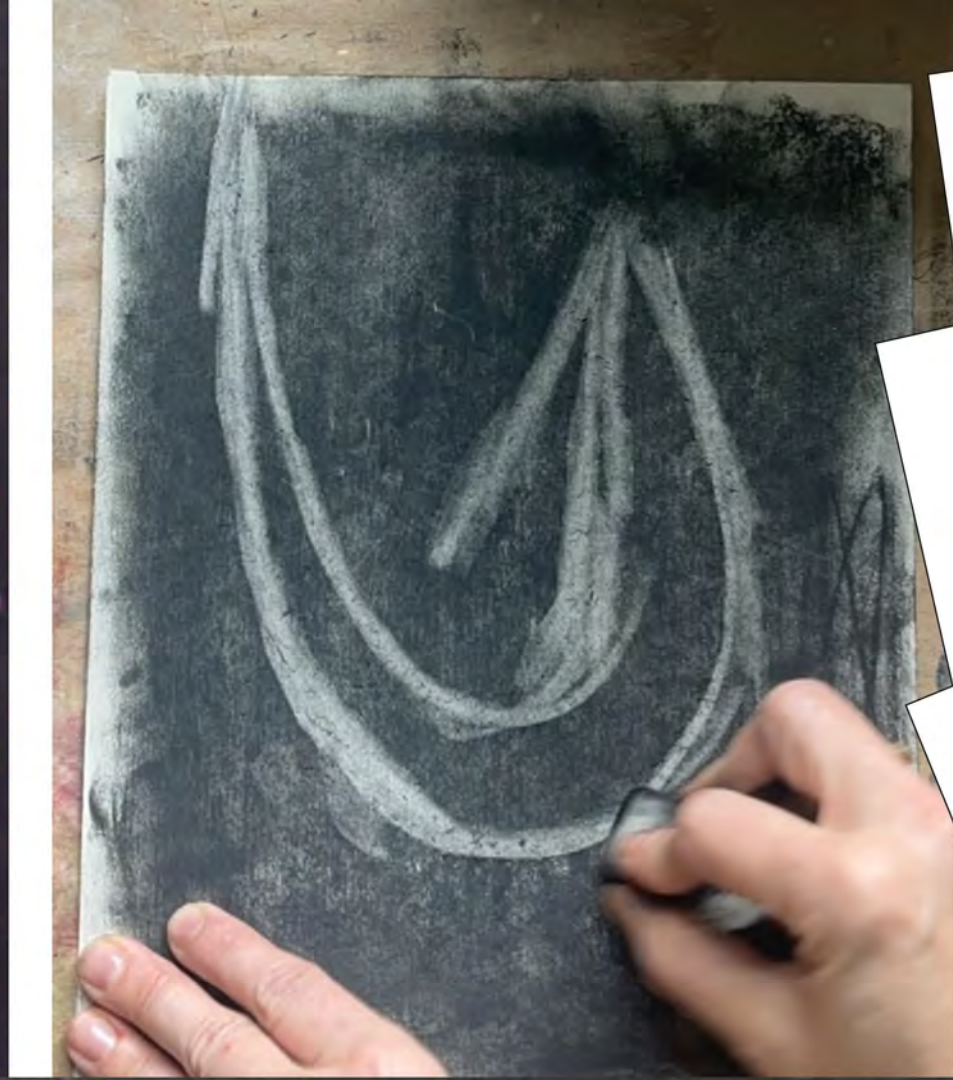
High School:

- ART:
 - Grade 7, creating: VA:Cr2.2.7, Demonstrate awareness of ethical responsibility to oneself and others when posting and sharing images and other materials through the Internet, social media, and other communication formats.

Name: _____

GIF Rubric

Category	Expectations	Possible Points	Comments	Score
GIF Drawings	The majority of the GIF is hand drawn. The drawn images are interesting, show a progression, and look fluid. The drawings have a good use of line quality.	25		
GIF	The GIF shows a progression. The transition between images makes sense and is fluid. Interesting elements are added, such as color, line, shape, etc.	25		
		10		



CHARCOAL DRAWING
Practice the techniques covered in the PowerPoint and demo in your sketchbook. These will be graded on a sketchbook grade. You must use the reductive shading technique to complete all three sketches.

REDUCTIVE SHADING:

- Color a section of your sketchbook using vine charcoal and/or compressed charcoal.
- Smooth the charcoal out using your fingers, a tissue, or blending stump.
- Use a kneaded eraser to erase out the general shape and tonal values.
- Continue to erase out the general shape and tonal values.

Name: _____

Charcoal Drapery Drawing Critique

Look at EVERY drawing very carefully. Pay attention to how accurately the image is, the range of value, the line quality, and reductive shading technique. You have to choose a different drawing per question to write about. Include the artist's name and a description of the artwork in your answer.

1. Out of all the drawings, which one catches your eye first? What about it grabs your attention?

2. Which drawing has the most interesting shading?

Name: _____

Drapery Drawing Rubric

Category	Expectations	Possible Points	Comments	Score
Drapery Drawing	The drawing is accurate. All the parts and is detailed. Part of the image goes off the edge of the paper.	25		
Reductive Shading Technique	Reductive shading techniques were used. Highlights and shadows were created out of a charcoal base. Shading was added in.	25		
Shading	The shading is accurate. One shadow is included. Highlights are the white of the paper and are emphasized with white charcoal. There is a range of tones and good contrast.	20		
	Overall the drawing looks neat, well used and thought out.	10		

PROJECT #5

CHARCOAL DRAPERIES

1 PROJECTS, 2 ACTIVITIES

INTRO TO CHARCOAL

The pack includes:

- ✔ Lesson Plan (7 pages)
- ✔ Sketchbook Assignment (1 page)
- ✔ Charcoal Guide (2 pages)
- ✔ PowerPoint (27 slides)
- ✔ Critique Reflection (2 pages)
- ✔ Rubric (1 page)

Charcoal Drapery Drawing Reductive Drawing & Shading Techniques

BIG IDEA:

- Reductive drawing & shading techniques

ESSENTIAL QUESTIONS:

- How can you apply the reductive shading technique to recreate the drapery still life?
- Why is the addition of mid-tones and deep shadows important to the process?
- How can you use charcoal to create a realistic drawing of the drapery?

OBJECTIVES: Students will...

- Learn about reductive shading techniques.
- Learn the history of and techniques to use charcoal.
- Practice charcoal techniques in their sketchbooks.
- Apply their knowledge of charcoal and reductive shading to create a realistic drawing of a drapery.
- Participate in a class critique of the finished drawings.

STANDARDS: <http://www.nationalartsstandards.org/>

High School:

- ART:
 - Grade 6, Creating: VA:Cr2.1.6. Demonstrate openness in trying new ideas, materials, methods, and approaches in making works of art and design.
 - Grade 7, Creating: VA:Cr2.1.7. Demonstrate persistence in developing a skill or technique.

CHARCOAL DRAPERY DRAWING

INSTRUCTIONS

TIPS: Push your value, the lightest highlight should be the white of the paper, the darkest value should be as black as the charcoal. Don't over blend! Final touches should be erasing highlights, drawing in darks, not blending.

SUPPLIES:
Drapery set up
Charcoal paper
Vine charcoal
Compressed charcoal
Kneaded eraser
Standard eraser



STEP ONE: Color your paper with vine charcoal and/or compressed charcoal.



STEP TWO: Blend the base layer into an even value on your paper using your fingers.



STEP THREE: Draw in the darkest value using compressed charcoal. TIP: the darkest darks are often next to your highlights.



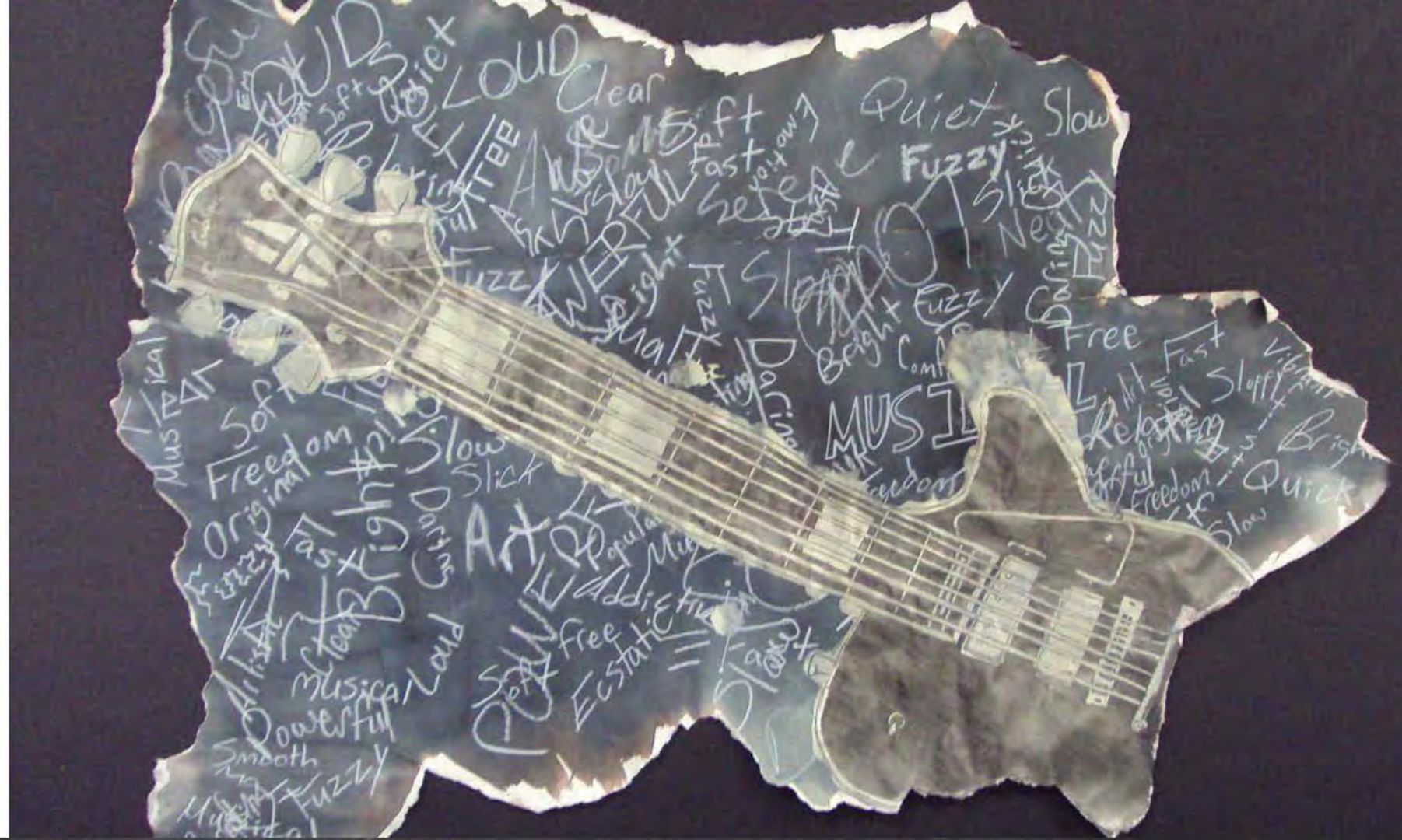
STEP FOUR: Using pressure, erase larger highlight



STEP FIVE: Draw in the darkest value using compressed charcoal. TIP: the darkest darks are often next to your highlights.



STEP SIX: Use fingers, tissue, blending stump to blend dark value into



PROJECT #6

METAPHORICAL SELF PORTRAIT

1 PROJECT, 2 ACTIVITIES

WHAT YOU GET

Lesson pack includes:



Lesson plan (6 pages)



Project guide (2 pages)



Presentation (26 slides)



Critique reflection (1 page)



Rubric (1 page)

Metaphorical Self Portraits Mixed Media, Language Arts, and Visual Art

BIG IDEA:

- Mixed media, language arts, and visual arts

ESSENTIAL QUESTIONS:

- How can metaphors be found in art?
- What object best represents you?
- How can you visually connect multiple layers to create a unified work of art?

OBJECTIVES: Students will...

- Look at and discuss examples of self-portraits in art history.
- Look at examples of metaphors and symbolism in art.

METAPHORICAL SELF PORTRAIT INSTRUCTIONS

Consider what metaphors can be used to describe you.
Think about your interests, likes, dislikes, what makes you, you.
Think about what single object best represents you and sums you up.
Can you verbally describe that connection?

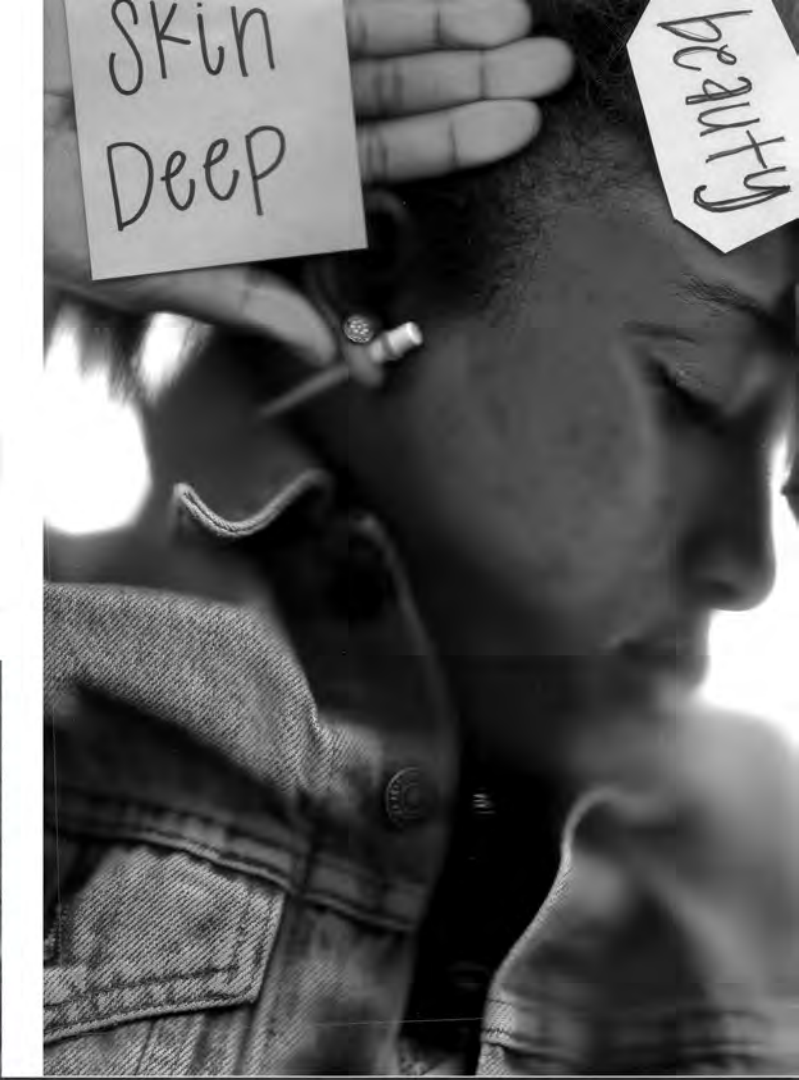
Use the below checklist to make sure you complete all requirements for the project:

- Complete at least 3 list it/sketch it in your sketchbook of ideas.
 - Draw at least 3 different objects.
 - Create a list of words that describe the connection between you and the object.
- Get a 18"x24" sheet of white paper.
Rip it at least three times, piece it back together to create a more organic shape.
Tape the ripped edges on the outside.

Name: _____

Metaphorical Self-Portrait Rubric

Category	Expectations	Possible Points	Comments	Score
Background	Paper was ripped at least three times and is pieced together to create an interesting shape. Color was intentionally chosen to tie to the object and is neatly applied.	10		
Text	Words describe the connection between the artist and the object. The text fills the background. The text adds to the artwork.	25		
Drawing	The gesso helps enhance the drawing. The shading is realistic, clean, and makes the object pop against the background. The object is realistically and neatly drawn.	25		
Artist	At least a paragraph was written and turned in that explained the meaning behind			



PROJECT #7



SELF-PORTRAIT SCAN

1 PROJECT, 2 ACTIVITIES

WHAT YOU GET

Lesson pack includes:



Lesson plan (6 pages)



Artist research (1 page)



PowerPoint (34 slides)



Critique activity (3 pages)



Rubric (1 page)

Unexpected Beauty Drawing with Colored Pencils

BIG IDEA:

- Unexpected beauty

ESSENTIAL QUESTIONS:

- How can you break away from what is traditionally considered beautiful?
- How can you use the drawing techniques you have learned to create a strong base drawing?
- How can you build and blend color using colored pencils?

OBJECTIVES: Students will...

- Look at examples of art from the past.
- Look at examples of impressionist artwork and artwork by Vincent Van Gogh.
- Research artwork by Klaus Boekhoff.
- Create three colored sketches of project ideas.
- Create a colored pencil drawing that reflects the topic, unexpected beauty.

Roll a Comment

Write a comment at each of your peers' work of art. Roll your die at the work of art and leave a comment based on the number you rolled. Remember, any criticism needs to be constructive. Bad example: I don't like your color choice. Good example: The blue would stand out more if you used a warm or the complementary color, orange, with it. You can also write about what you like. Bad example: I like the chair drawing. Good example: The chair drawing was very accurately drawn and the use of color and shadows and highlights give it a very realistic look.

Use the chart below as a guide:

If you roll a 1: Write a comment about their subject matter.

If you roll a 2: Write a comment about how their artwork does or does not reflect the topic, unexpected beauty.

If you roll a 3: Write a comment about their base drawing.

If you roll a 4: Write a comment about their colored pencil technique.

If you roll a 5: Write a comment about their use of color.

If you roll a 6: Write a comment of your choice (it must relate to their artwork).



PROJECT #9

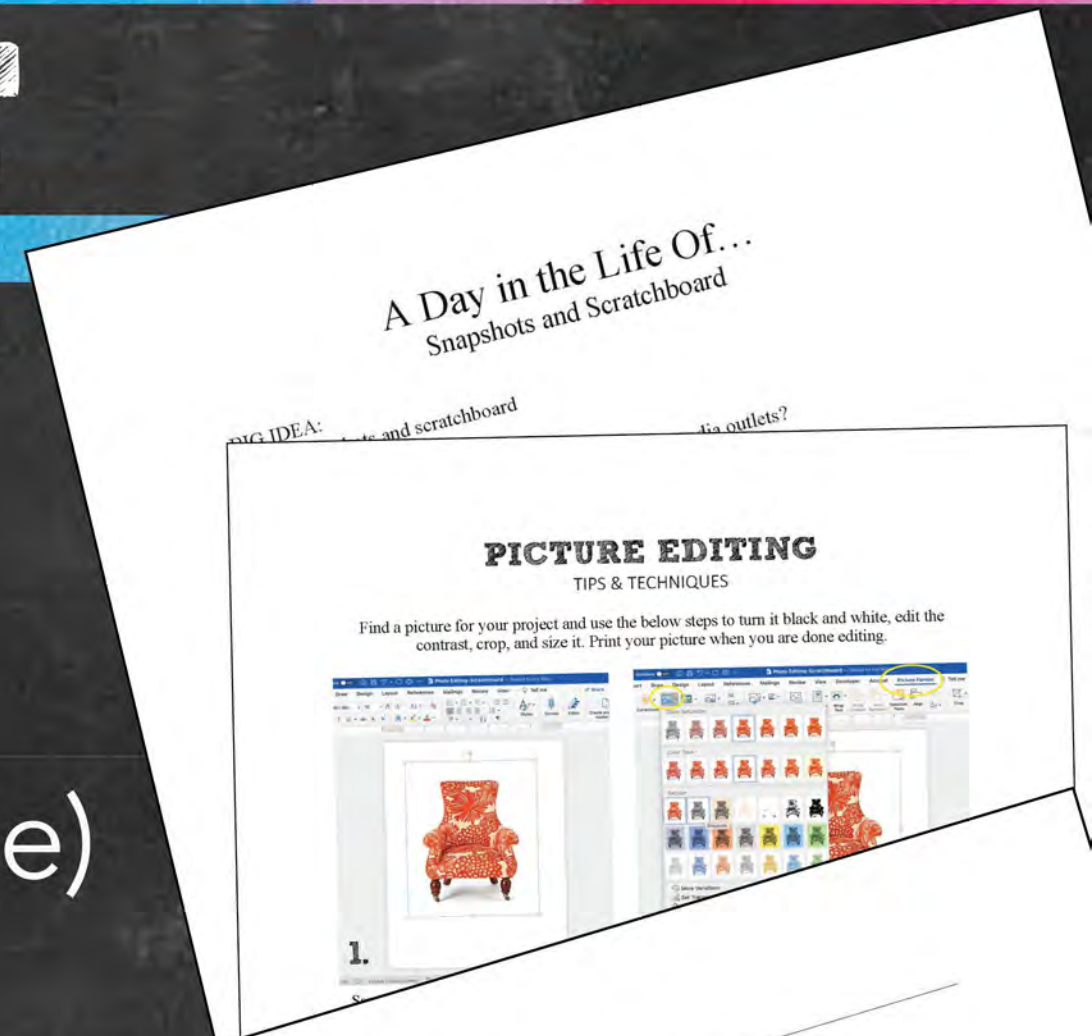
SCRATCHBOARD

1 PROJECT, 2 ACTIVITIES

WHAT YOU GET

Lesson pack includes:

- ✔ Lesson plan (5 pages)
- ✔ Homework assignment (1 page)
- ✔ Photo editing guide (1 page)
- ✔ PowerPoint (26 slides)
- ✔ Critique activity (1 page)
- ✔ Rubric (1 page)



Name: _____

A DAY IN THE LIFE OF

Category	Expectations	Possible Points	Comments	Score
Shading and scratching technique	The shading is accurate, detailed and has at least two shading techniques used in it. Base is not over scratched.	25		
Line quality	The lines create a sense of depth and value. The lines are interesting and enhance the image.	20		
	An artist statement was completed and explains why the image was chosen and how it reflects the artist.	10		



PROJECT #10



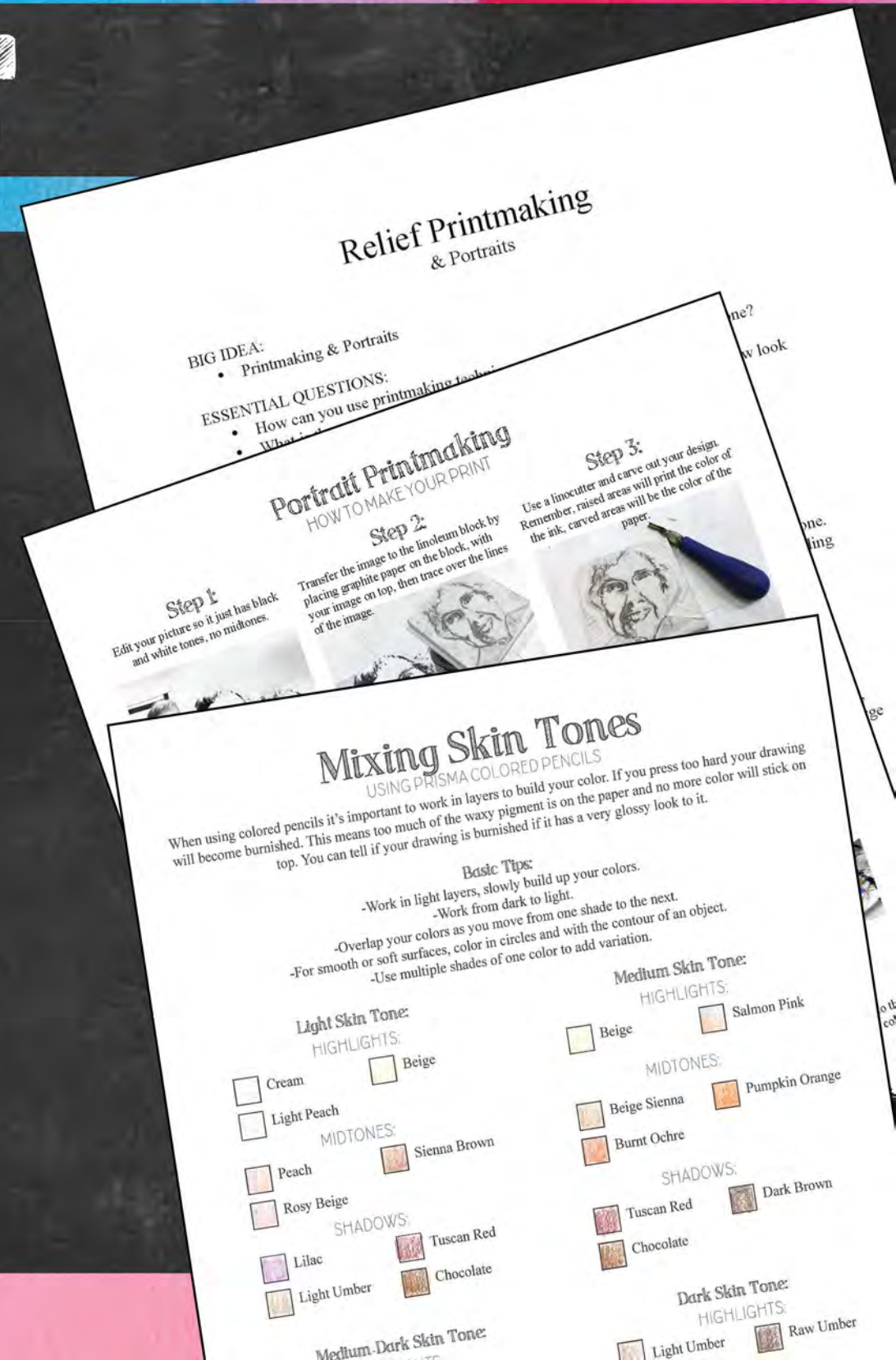
PRINTMAKING

1 PROJECT, 3 ACTIVITIES

WHAT YOU GET

Lesson pack includes:

- ✔ Lesson plan (7 pages)
- ✔ Project guide (3 pages)
- ✔ Skin tone guide (2 pages)
- ✔ 2 PowerPoints (36 slides)
- ✔ Critique reflection (1 page)
- ✔ Rubric (1 page)





PROJECT #8

COLORED PENCIL

1 PROJECT, 2 ACTIVITIES

WHAT YOU GET

Lesson pack includes:



Lesson plan (6 pages)



Artist research (1 page)



PowerPoint (34 slides)



Critique activity (3 pages)



Rubric (1 page)

Unexpected Beauty Drawing with Colored Pencils

BIG IDEA:

- Unexpected beauty

ESSENTIAL QUESTIONS:

- How can you break away from what is traditionally considered beautiful?
- How can you use the drawing techniques you have learned to create a strong base drawing?
- How can you build and blend color using colored pencils?

OBJECTIVES: Students will...

- Look at examples of art from the past.
- Look at examples of impressionist artwork and artwork by Vincent Van Gogh.
- Research artwork by Klaus Boekhoff.
- Create three colored sketches of project ideas.
- Create a colored pencil drawing that reflects the topic, unexpected beauty.

Roll a Comment

Write a comment at each of your peers' work of art. Roll your die at the work of art and leave a comment based on the number you rolled. Remember, any criticism needs to be constructive. Bad example: I don't like your color choice. Good example: The blue would stand out more if you used a warm or the complementary color, orange, with it. You can also write about what you like. Bad example: I like the chair drawing. Good example: The chair drawing was very accurately drawn and the use of color and shadows and highlights give it a very realistic look.

Use the chart below as a guide:

If you roll a 1: Write a comment about their subject matter.

If you roll a 2: Write a comment about how their artwork does or does not reflect the topic, unexpected beauty.

If you roll a 3: Write a comment about their base drawing.

If you roll a 4: Write a comment about their colored pencil technique.

If you roll a 5: Write a comment about their use of color.

If you roll a 6: Write a comment of your choice (it must relate to their artwork).



PROJECT #11

CHOICE FINAL

1 PROJECT

WHAT YOU GET

Lesson pack includes:



Lesson plan (4 pages)



PowerPoint (13 page)



Rubric (1 page)

Final Project

What is your style?

BIG IDEA:

- What is your style?

ESSENTIAL QUESTIONS:

- What type of material did you enjoy most this semester?
- What project assignment did you enjoy most?
- What type of art interests you?

OBJECTIVES: Students will...

- Consider what projects they have completed this semester, and think about what they liked and disliked.
- Design their own project, including size, material, and subject matter.
- Participate in a class discussion about their finished project.

STANDARDS:

Middle School:

• ART:

- Grade 8, Creating: VA:Cr2.1.8 Demonstrate willingness to experiment, innovate, and take risks to pursue ideas, forms, and meanings that emerge in the process of art-making or designing.
- Grade 8, Creating: VA:Cr1.1.8, Document early stages of the creative process visually and/or verbally in traditional or new media.
- Grade 8, Creating: VA:Cr2.2.8, Demonstrate awareness of issues and ethics of appropriation, fair use as they apply

Requirements...

- 3 sketches in your sketchbook.
- It must take up the remaining amount of time in the semester.
- It must look like a finished work of art, not a study or sketch.
- You decide what you want to create. You can re-do an assignment from the semester or come up with your own idea.
- It must be an original image:
 - Your own photograph.
 - A collage of images found on the internet.
 - A image that has been altered at least 60%, ideally 80%.
- You will be graded on:
 - Imagery
 - Creativity
 - Craftsmanship
 - Effort
 - Artist statement



Drawing/2D Design I Timeline

Semester long (18 weeks)

- INTRODUCTION: 1 day
 - Pass out syllabus (homework grade)
 - Review class expectations, grading policy, make up work policy, and required supplies
 - They must return the signed syllabus by class Friday
 - Visual journal project (semester long project grade)
 - Explain that every Friday students will have the opportunity to work on their current project or in their visual journal.
 - There is no theme, topic, or material requirement in their visual journal, they can do whatever they want.
 - By the end of the semester they must have at least 12 complete pages in their journal.
 - They must bring in a used, hardback book by Friday for a homework grade. This can't be a book they want to reuse, because they will be drawing and painting in it.
 - Tell Me About You worksheet (daily grade)
 - Have them complete the front and back of the worksheet
 - Pick it up at the end of class
 - Claim cubby:
 - Have student claim and label their cubby. They will keep all work in their cubby for the semester.
 - Introduce sketchbook assignment (daily work grade)
 - Belgian bookbinding sketchbook
- BELGIAN BOOKBINDING SKETCHBOOK (1 week, daily grade)
 - Students design their own cover, front back and spine, and learn how to stitch the cover together and signatures of paper inside the cover.
 - This sketchbook is used for project preparation and homework assignments for the rest of the semester.

- Students will be graded on their visual journals at the end of the semester and must have at least 12 completed pages by the end of the semester. This counts as a project grade.
- If your class has never done visual journals, show them the PowerPoint and follow the lesson plan included in the visual journal project folder. If they have done visual journaling in the past, just remind them of your expectations and allow them to work independently from day one.
- SHADING REVIEW (1 week, sketchbook assignment)
 - Have students complete the graphite pencils, shading general, hatching, cross-hatching, stippling, and scribbling worksheets as a review.
 - Have students choose 5 objects to redraw and shade in their sketchbooks.
- STILL LIFE DRAWING (2 weeks, project grade)
 - Look at still life examples through art history.
 - Have students help put together a still life, each student must bring in one object to add to the still life.
 - Create an 18"x24" or 16"x20" still life drawing that uses at least three different shading techniques.
- DRAWING GIF (1 week)
 - Combine traditional drawing techniques with technology by having students create a drawing that progresses in some way.
 - The drawings are edited and uploaded to a GIF creator to create an animated GIF.
 - The majority of their GIF should be hand drawn.
- CHARCOAL DRAPERY (1 week, project grade)
 - Cover the basics of reductive charcoal drawing through this traditional project.
 - Cover a sheet of paper in compressed charcoal, smooth it out. Use an eraser to erase out highlights. Build mid-tones, highlights, and shadows back in using compressed charcoal, blenders, white charcoal, and erasers.
- METAPHORICAL SELF PORTRAIT (2 weeks, project grade)
 - Discuss self-portraits and the connection between language arts and visual arts through metaphors and symbolism.
 - Students create a mixed media work of art that layers a colored background, colored pencils, gesso, pencils, and charcoal of an object the represents them.
- SELF PORTRAIT SCAN (2 weeks, project grade)
 - Look at the role art has played in history.
 - Look at modern artists who focus on social and political topics.
 - Have students re-draw a scanned image of themselves that includes text that

Completed work at the end of the semester:

- Daily work:
 - All About Me Worksheet
 - Sketchbook
 - Graphite pencil worksheet
 - General shading worksheet
 - Hatching worksheet
 - Cross hatching worksheet
 - Stippling worksheet
 - Scribbling worksheet
 - Still life drawing artist statement
 - Still life critique
 - GIF drawing critique
 - Drapery drawing critique
 - Metaphorical self-portrait critique
 - Pawel Kuczynski research worksheet
 - Artist research worksheet
 - Self-portrait scan critique worksheet
 - Self-portrait scan artist statement
 - Klaus Boekhoff research worksheet
 - Unexpected beauty critique worksheet
 - Scratchboard in-progress critique
 - Colored pencil and skin tone worksheet
 - Printmaking and portraits critique
- Homework:
 - Signed syllabus
 - Bring in visual journal book
 - Bring in one still life object
 - Bring in pictures for relief print
- Sketchbook assignments:
 - Redraw and shade 5 objects
 - Still life list it/sketch it

COURSE TIMELINE

PACING, TIME PER PROJECT, SUPPLY LIST, & MORE

BUYERS LOVE MY PRODUCTS:



““This curriculum has helped me in my first year of teaching art to JH and HS. While I am an artist myself, it was great to have it all planned out and ready for me to present. Such a time saver and well organized!”



“My students love this resource and added another area of dimension to my unit. Thanks!”

CHECK OUT MORE PRODUCTS:



Check out more projects for elementary through high school students.

Grab early finishers for those quick artists or an entire curriculum so you can focus on teaching.

[VIEW MORE HERE](#)

LOOK BETWEEN THE LINES

BY WHITNEY PANETTA



I'm Whitney, a former art teacher turned art curriculum developer. I now focus on designing art lessons, resources, & full curriculums for elementary, middle, high school art teachers, homeschool parents, & general art enthusiasts.

I am so glad to still be connected to the world of art education and I love seeing my resources "in the wild" all over the globe. Reach out anytime with questions or comments at whitneywpanetta@gmail.com.