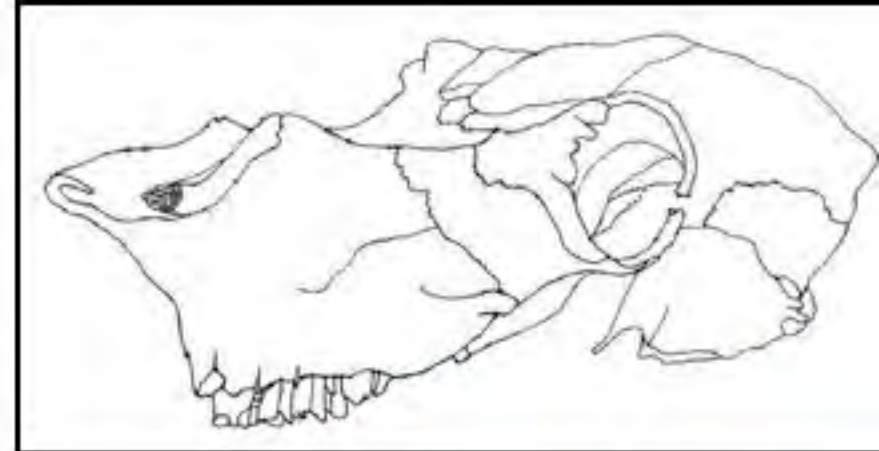


INTRO TO ART

UPPER MIDDLE,
HIGH SCHOOL
ART



VALUE

GRAPHITE SCALES

GRID DRAWING



8 PROJECTS

SEMESTER CURRICULUM ON DRAWING

SEMESTER LONG CURRICULUM



This curriculum is geared towards upper middle school and high school art students.



A focus on drawing basics, learning traditional techniques such as perspective, using the grid, shading, mixed media, and more.



A semester-long course, every day planned.
Timeline, supply list, pacing guide included.



8 projects over **45 activities.**

INTRO LEVEL ART

PACKS TYPICALLY INCLUDE:



Lesson plan



PowerPoint presentations



Practice activities



Project instructions



Rubric

Course Title: Introduction to Art
Course Number: 112
Teacher: Mrs. [Name]

Introduction to Art 2015-2016

What goals are set for this course?

1. For students to develop their skills in communicating visually and verbally through art.
2. For students to gain confidence in talking about and creating works of art.
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 be introduced to a wide variety of art making techniques and mediums. Many assignments will be tailored to allow you to explore your interests through art or talk about your finished work.
2. Talking about art: In class we will discuss artwork, artists and history. We will also critique and talk 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 essential 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 further than you think you can go you may inspire yourself and others.

Introduction to Art SUPPLY LIST

ART NOTEBOOK:

- Three ring binder
- Pencil notebook

VISUAL JOURNAL PROJECT:

- Hardcover books with strong binding
- Sketchers and Nudo knives
- Magazine (students will use a lot of magazines for inspiration)
- Newspaper
- Pattern paper
- Watercolor
- Colored pencils
- Blue-line (some paper must be bought from an art store, normal tissue doesn't bleed)
- Sharpies (thin, extra fine, multi-colored, sharpie-galaxy)
- Letter stamps
- Marking tape
- 1/2" paint

...of water, use a straw to blow bubbles, place a paper on
...the paint bubble surface
...conditions are endless. I continue

EVERY LESSON PLAN INCLUDES:

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

& MORE!

Contour Line Unit

BIG IDEA:

- Drawing Basics

ESSENTIAL QUESTIONS:

- What is a contour line?
- How can you learn to accurately redraw an object?
- How can you use contour lines to add detail to a drawing?

GOALS: For students to...

- Learn what a contour line is.
- Practice paying attention to the outlines of objects when drawing.
- Learn to focus on the lines and shapes of objects.

OBJECTIVE:

- Com
- Comp
- Comp
- Comp
- Comp
- Comp

STANDARDS:

High School:

- ART:

SUPPLIES:

- Paper/VA

Visual Journal Book Cover Advertising in Art

BIG IDEA:

- Advertising in art

ESSENTIAL QUESTIONS:

- How can you create an image that reflects your intent in your visual journal?
- How can tie your book cover design from the back to spine to front?
- How can you emphasize information on the front cover?

OBJECTIVES: Students will...

- Consider how to express their visual journal in one image for their cover.
- Create a book cover that includes a layered background, color, and a drawn image.
- Tie their design from back to spine to front.

STANDARDS:

6.VA.C02.3a: Design or redesign objects.
Levels of diverse users.

3+

PAGES EACH

Introduction to Art Timeline

SEMESTER LONG (18 weeks)

- **PORTFOLIO DESIGN/NOTEBOOKS: 3 days**
 - Staple two poster boards together to create a portfolio to keep work in, decorate the portfolio between the students want
 - Make notebooks
 - Each student has a 3 ring, 1" binder as their Intro to Art notebook. Inside is the table of contents of what should be included and any worksheets, sketches, and notes the student completes over the course of the semester. This is checked at the end of the semester for completion as a project grade.
 - Students will decorate a sheet of paper to put on the front of their notebook.
- **VISUAL JOURNAL DISTRIBUTION (semester long activity)**
 - Students will have the opportunity to work in their visual journal every 2 days.
 - Fridays are treated like a "Free set day." Students can catch up on projects, work on worksheets (elements of art and principles of design), or work in their visual journals. As long as they are working on something art related they can do what they want.
 - 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.
- **CONTOUR LINE DRAWINGS:**
 - Face/Vase worksheet: 1 day
 - Students focus on lines and shapes to try to recreate a vase using line to create a face/vase drawing.
 - Upside down drawing: 1 day
 - Teachers students to focus on lines and shapes rather than the image.
 - Everyone draws the same, then they get to choose to draw the woman or vase.
 - Contour line exercises and drawing (shoe, skull): 1 week
 - Blind contour drawings of objects and people.
 - Contour line drawings of vases (discuss ellipses) and simple still life arrangements.

- Once drawing is complete students include notes in the drawing about the things they carry physically and emotionally on a daily basis.
- **SHADING:**
 - Shading worksheets: 2 days
 - One scale
 - Shading objects
 - Graphite worksheet: 1 day
 - Students will learn what the letters and numbers mean on drawing pencils and have the opportunity to test some of them out.
 - Object studies: 1 week
 - Set up still life or place objects on tables for students to draw and add value.
 - Completed in sketch section of art notebook.
 - Line quality line: 1 day
 - Discuss line quality, how line can reflect mood, emotion. Have students write they come using a line that reflects their personality.
 - Completed in sketch section of notebook.
 - Line quality object (one object that represents you): 1 week
 - Students bring in an object that represents them. Draw object, add value, and add texture to the background using a line that reflects the object.
 - Simultaneous: 2 weeks
 - The shading unit is completed with a lesson in simultaneous, starting with a black base and adding highlights. Focus on hatching, cross-hatching, and stippling.
- **VISUAL JOURNAL BOOK COVERS: 2 weeks**
 - Intro to collage, layering text, images, and color
 - Students will create a book cover for their visual journals.
- **PERSPECTIVE DRAWING:**
 - Draw same using one point perspective worksheet: 1 day
 - Completed in sketch section of notebook.
 - Create a city block using one point perspective (at 2 points): 2 weeks
- **DRAWING WITH THE GRID:**
 - Grid worksheets (how to break things down using the grid): 3 days
 - Exercise worksheet (design, go!) using the grid method
 - Collaborative grid: 4 days
 - Discuss using grid to arrange images.
 - Each student uses one corner of a grid image, they must re-draw the

Complete work at the end of the semester

- Designed Portfolio
- Introduction to Art Notebook:
 - Exercises:
 - Artists to know
 - Face/Vase exercise
 - Upside down drawings (Man and woman or horse)
 - Gray scale worksheet
 - Shading objects worksheet (and drawings)
 - Graphite pencil worksheet
 - Grid exercise (and drawing)
 - Flats Project Critique
 - Design your own project critique
 - Visual journal worksheets
 - Sketches:
 - Blind contour of vase
 - Blind contour of hand
 - Blind contour of neighbor
 - Contour drawings of vases
 - Contour drawings of still life
 - Backpack practice drawings
 - Object study and shading
 - Line quality name
 - Line it Sketch is visual journal cover idea
 - One point perspective name
 - Practice sketches of eyes, noses, mouths, and ears
 - 3 sketches for design your own project

TIMELINE

SEMESTER PACING GUIDE, SUPPLY LISTS

Introduction to Art

What goals are set for this course?

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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 are I expected to do?

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

1. **Ambition:** If you push yourself further than you think you can go, you may surprise yourself with what you are able to accomplish.
2. **Professionalism: CRAFTSMANSHIP, CLEANLINESS, EFFORT.** Take care of your art, clean up after your self, be kind to others, and always try your best. You are here to learn and develop art techniques.
3. **Participation:** It is not an option to not participate. Part of education, 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.
4. **Open-mindedness:** New thoughts and ideas are constantly coming to the art world. Be open to understand, appreciate, and have the creative mind to create wonderful artwork you want to open to new ideas and experiments. Don't be afraid to try new things and have fun with it!

How will I be graded?

1. **50% 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. 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.
2. **25% Daily Participation:** Participation is essential and essential for your success in this class.



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 Animal: _____

Interesting fact about yourself: _____

School Activities: _____

What do you like? (circle one)

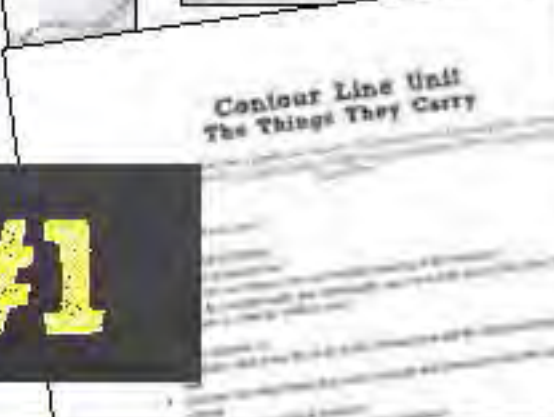
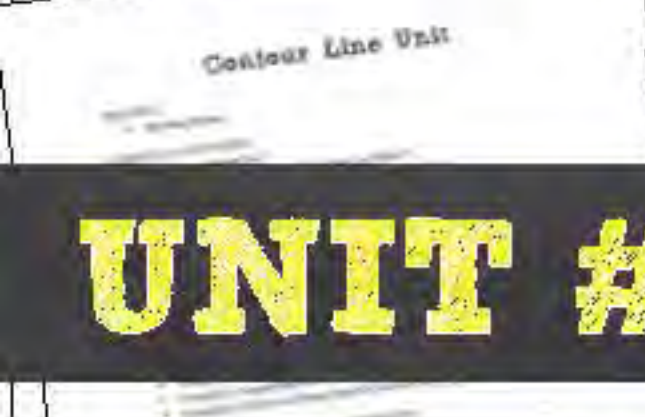
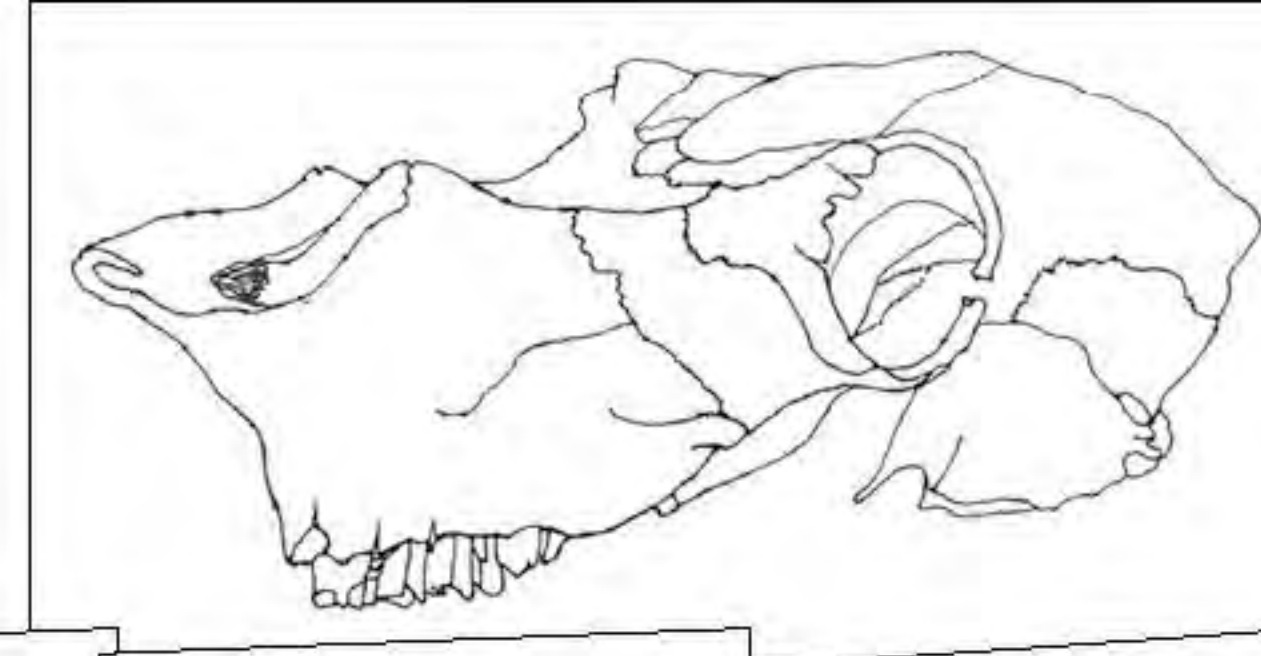
Dogs or cats

Would you rather...

Be invisible or able to fly?

FIRST DAY

SYLLABUS & GET TO KNOW YOU ACTIVITY



UNIT #1

CONTOUR LINE DRAWINGS

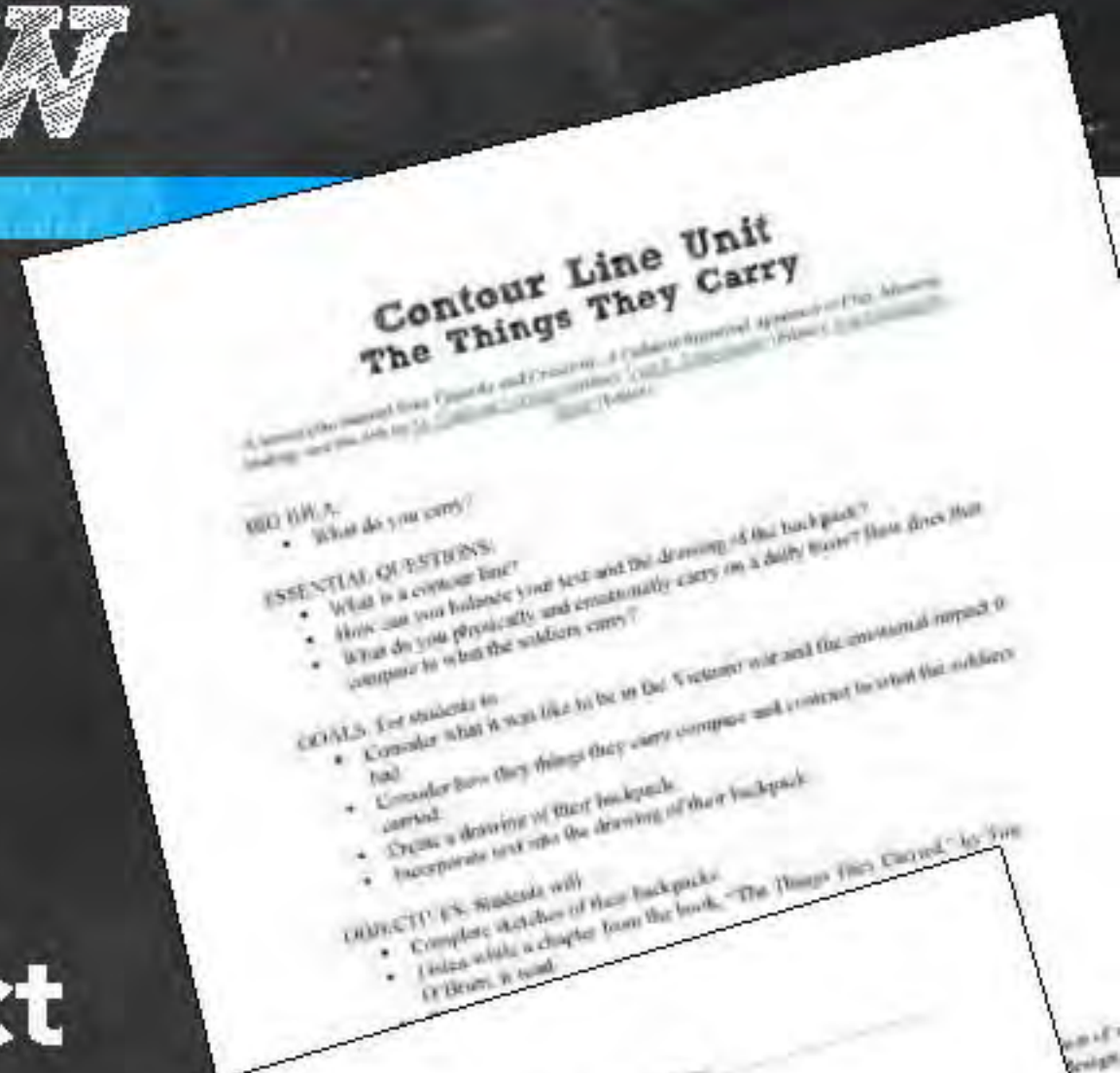
1 PROJECTS, 6 ACTIVITIES

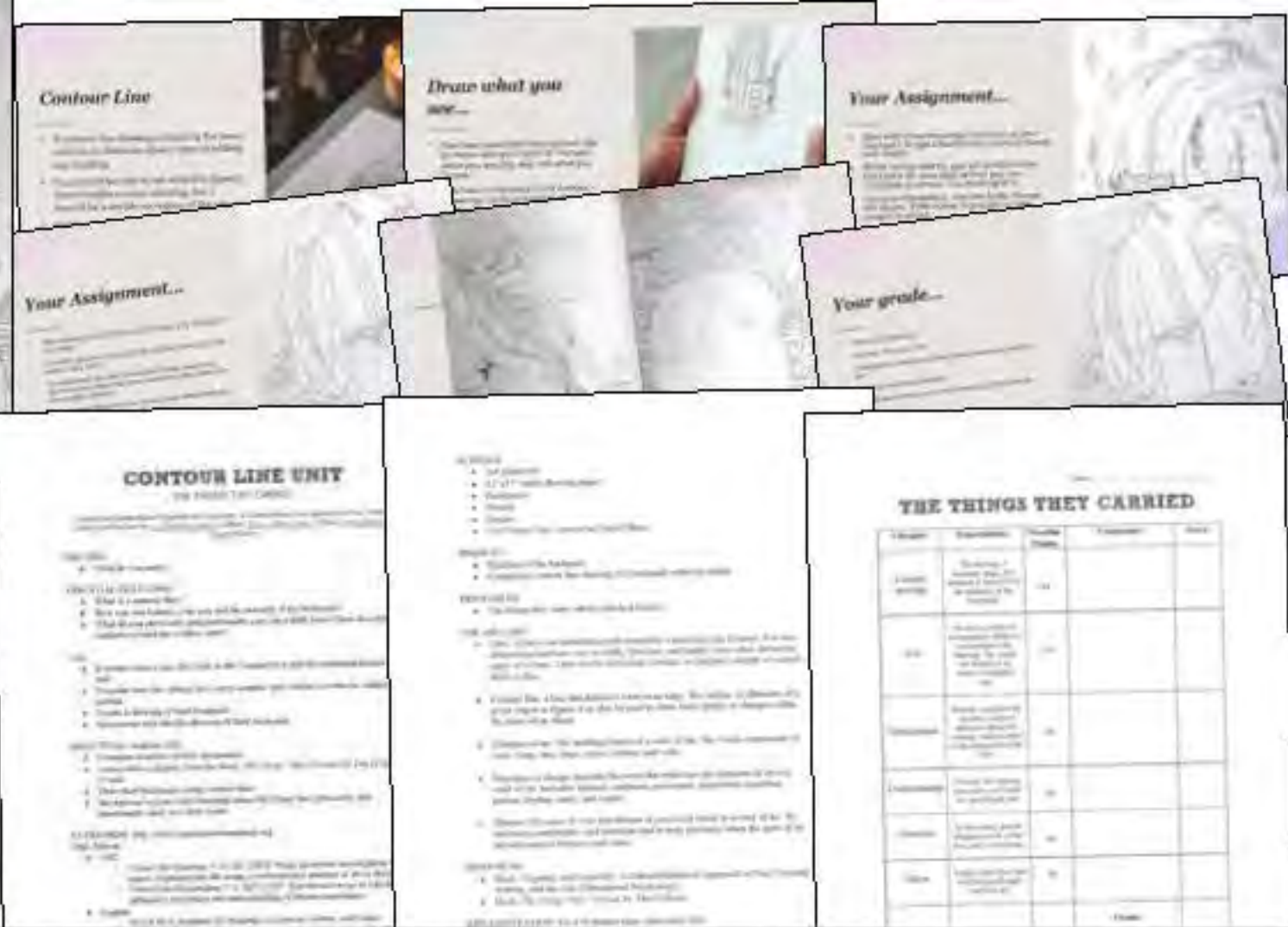
CONTOUR LINE, SHADING, GRID, PERSPECTIVE, & MORE

UNIT OVERVIEW

The pack includes:

- ✔ Contour line intro
- ✔ Contour line activities
- ✔ 2 Contour line drawings
- ✔ 1 in-depth contour project
- ✔ Presentations, handouts, more





1 PROJECT:

The Things They Carry Contour Line Backpack
Lesson Plan, PowerPoint, Rubric Included

Face Vase Optical Illusion

LESLIE HERRING/COURTESY



1. Choose 3 sheets of construction paper.

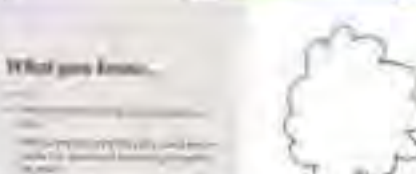
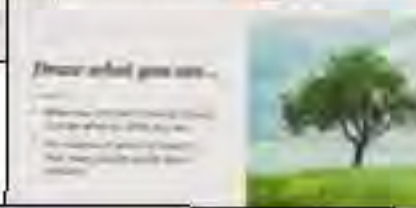
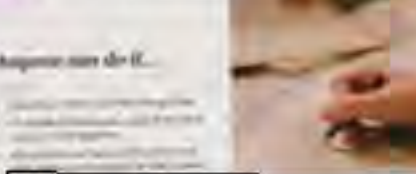
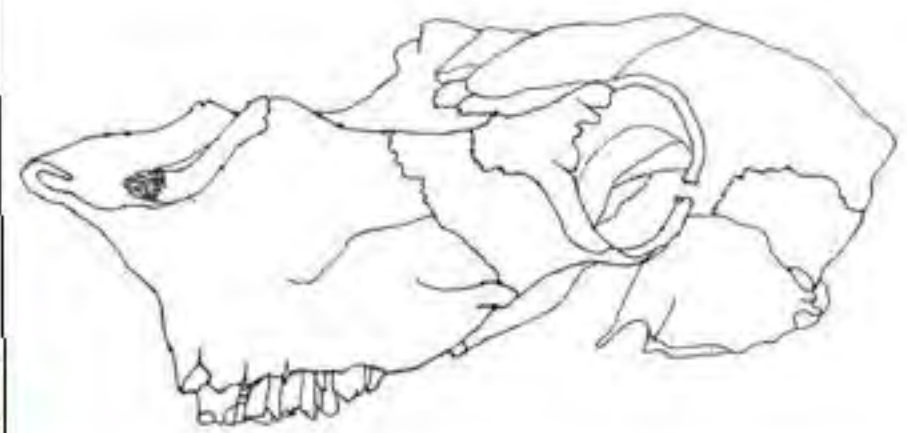
2. Pick one sheet of paper. Beginning on the LEFT END, cut along a pencil or ruler back of a face with a ruler. Make sure the ruler continues to the bottom edge of the paper. Don't hold it like a ruler. There is a certain position you need to hold the ruler with to get a good result.

3. Use the other two sheets of paper to...



4. Once I have prepared the second sheet of construction paper to cut the back of the face and bottom of the face are lined up with the edge of the paper. Then I turn the paper over the face side down and the back side up. The face is now visible and the back of the face is hidden.

5. From the back of the face, the paper is now visible and the back of the face is hidden. The face is now visible and the back of the face is hidden.



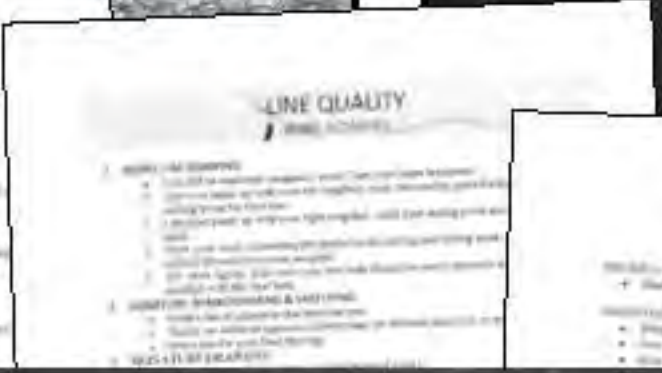
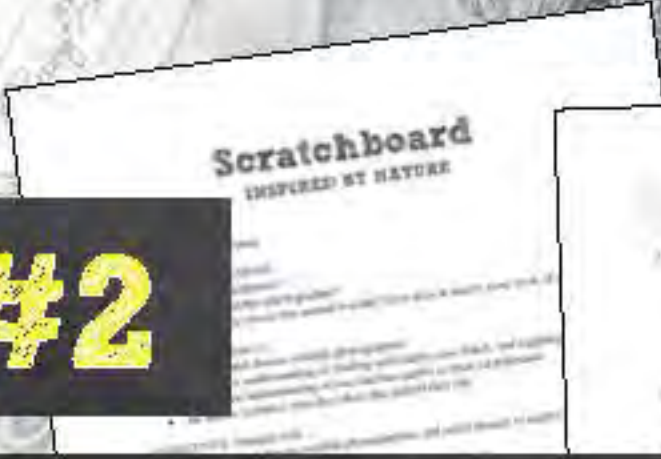
6 ACTIVITIES:

Contour line practice, upside down drawings, face/vase drawings, shoe contour line, skull contour line

Lesson Plans, PowerPoints, Checklists Included



UNIT #2



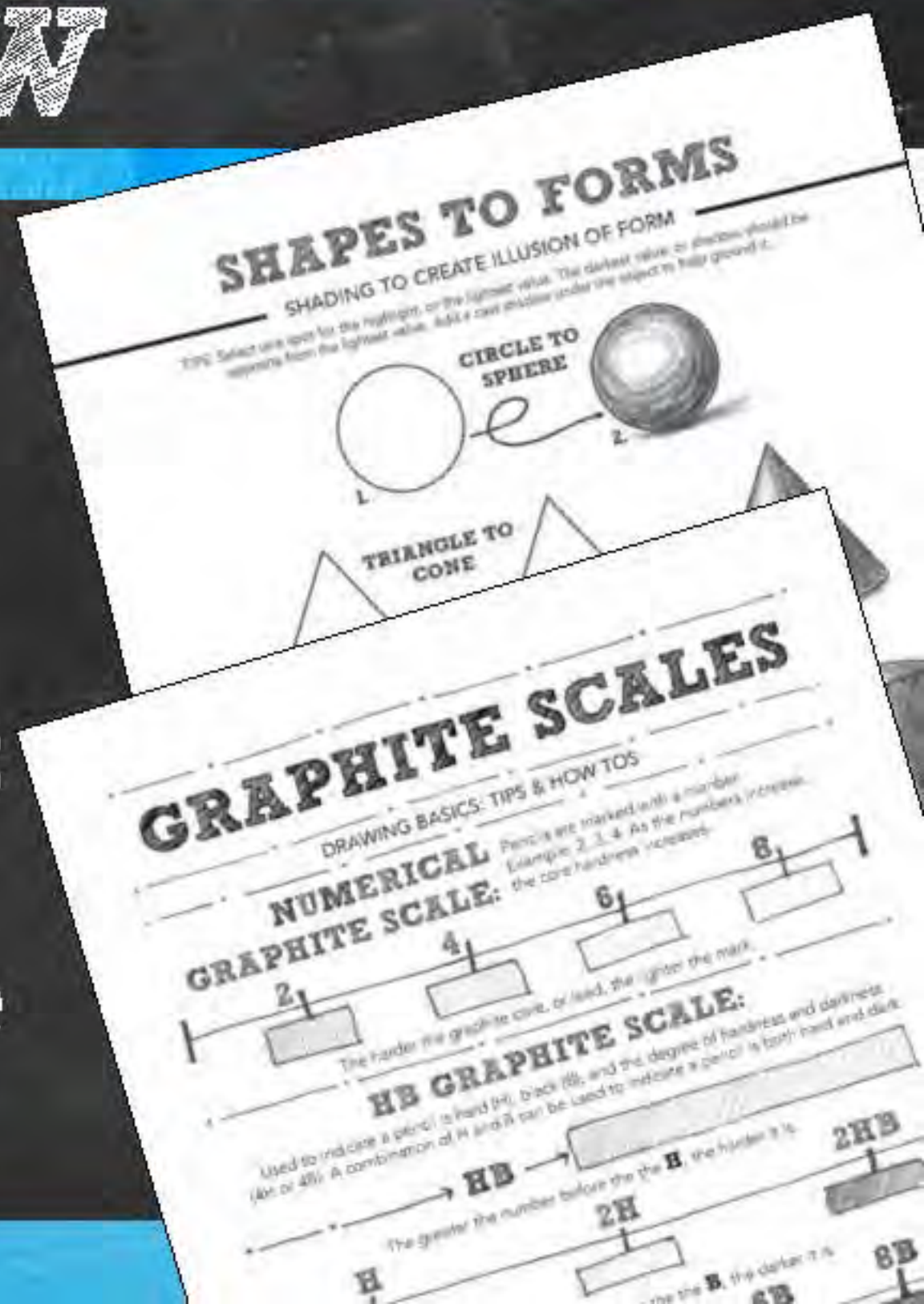
SHADING UNIT

2 PROJECTS, 7 ACTIVITIES

SHADING INTRO, PRACTICE, LINE QUALITY, SCRATCHBOARD

UNIT OVERVIEW

- ✔ The pack includes:
- ✔ Shading introduction
- ✔ Shading activities
- ✔ Line quality intro, project
- ✔ Scratchboard project
- ✔ Lessons, critique, & more





2 PROJECTS:

LINE QUALITY OBJECT STUDY, WILDLIFE SCRATCHBOARD

Lesson Plans, PowerPoints, Critique, Rubrics Included

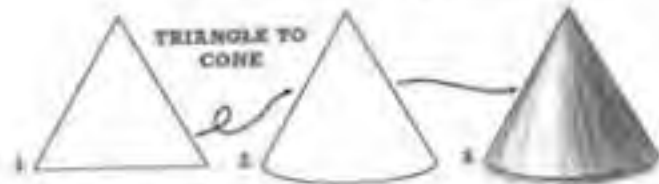
SHAPES TO FORMS

SHADING TO CREATE ILLUSION OF FORM

(1) Select one card for the highlight, or the lightest value. The darker values to create shadows, depending on the light source, will be added with attention to the direction of the light.



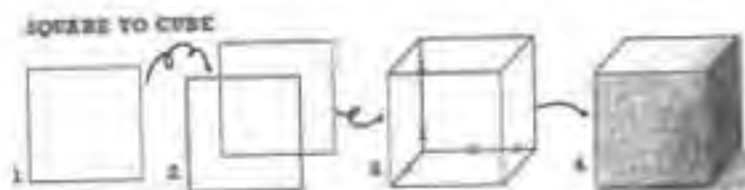
CIRCLE TO SPHERE



TRIANGLE TO CONE



RECTANGLE TO CYLINDER



SQUARE TO CUBE

SHAPES TO FORMS

SHADING TO CREATE ILLUSION OF FORM

To create a three-dimensional form using the techniques shown on the first tab, use the following steps to create:

1. DRAW THE FORM

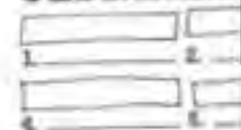


GRAPHITE SCALES

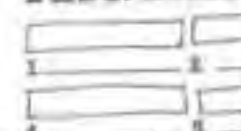
NUMERICAL GRAPHITE SCALE

2B GRAPHITE SCALE

TEST:

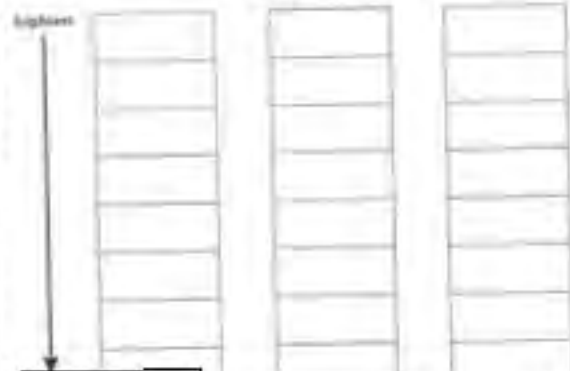


TEST:



Grayscales

lightest



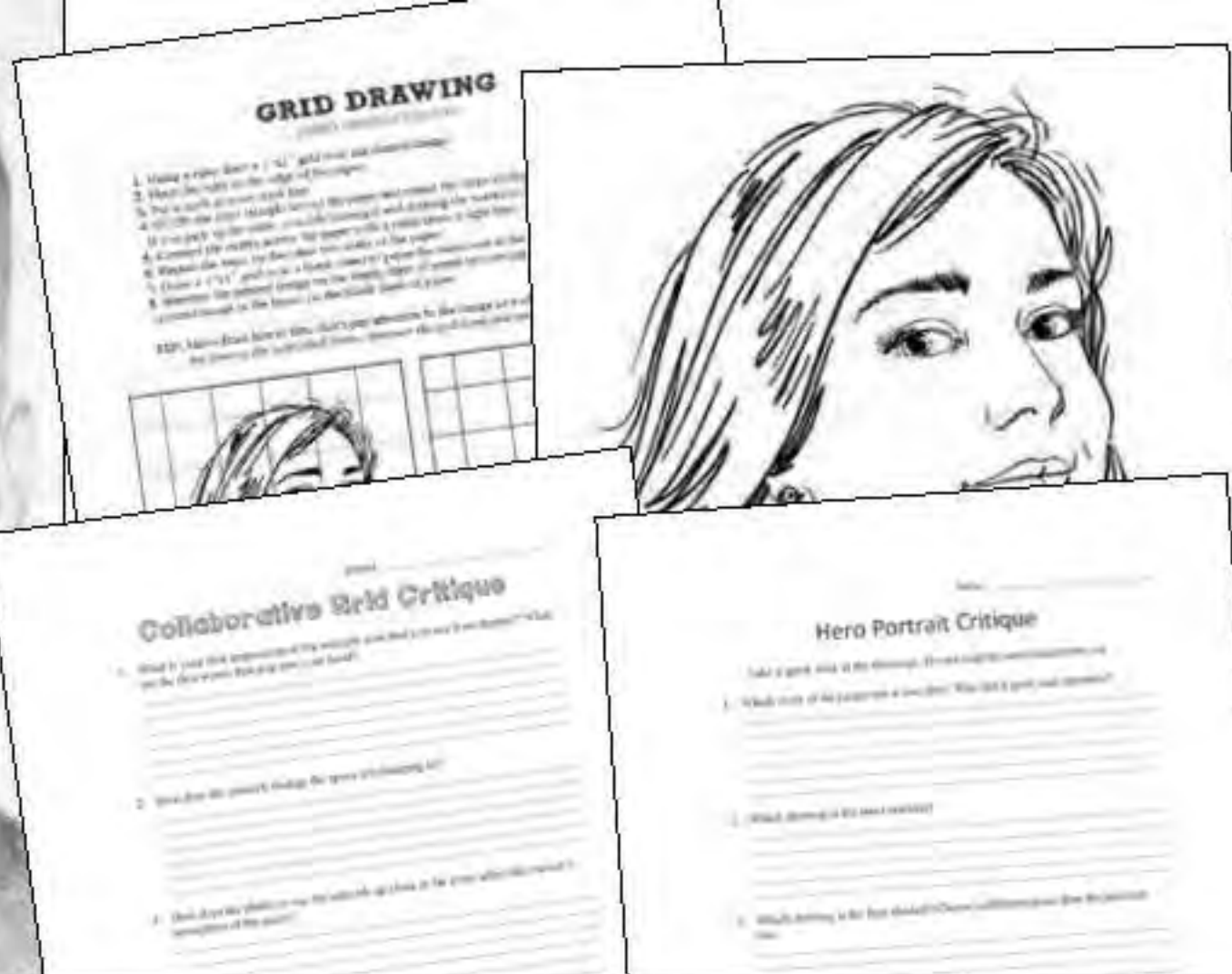
LINE QUALITY

WILDLIFE PHOTOGRAPHY

ANIMAL SCRATCHBOARDS

7 ACTIVITIES:

WORKSHEETS, WARM UPS, CRITIQUES,
INSPIRATION RESEARCH, & MORE



UNIT #3

GRID DRAWING UNIT

2 PROJECTS, 4 ACTIVITIES

INTRO TO DRAWING WITH A GRID, PROJECTS, ACTIVITIES

UNIT OVERVIEW

The pack includes:

- ✔ Intro to grid technique
- ✔ Grid practice drawings
- ✔ Collaborative project
- ✔ Portrait drawing
- ✔ Critique activities

DRAWING WITH THE GRID USING DRAWING GUIDES

BIG IDEA:

- Grid exercise: Proportions in drawing

ESSENTIAL QUESTIONS:

- How can you use a ruler to properly grid your image?
- How does using the grid help the drawing process?
- How does using the grid help with deriving correct proportions?

OBJECTIVES: Students will...

- Learn about the history of the grid method in art.

Hero Portrait Rubric

Category	Expectations	Possible Points	Comments	Score
Content drawing	The drawing is accurate, legible and detailed. It includes labels and the required areas.	25		
Shading	Character is well drawn. Use of color, the shading, line quality, range of shading techniques, etc.	25		
Use of grid	The grid was used to draw the character. Lines are straight and the grid was used to draw the character.	20		
Craftsmanship	Character is drawn with a ruler and the grid was used to draw the character.	10		
Creativity	An interesting, original character was drawn.	10		
		10		



Grid Method with Portraits Portraits of Heroes

OBJECTIVES:

- Portraits of Heroes

ORIENTATIONAL QUESTIONS:

- How does using the grid help the drawing process?
- How does using the grid help enhance or change when drawing it?
- Who do you look up to? Who is your hero?

GOALS: For students to...

- Use the grid method to create and accurately redraw a portrait.
- Develop familiar skills from the previous class and create a portrait.
- Consider who is an important person to look up to after they look up to...

OBJECTIVES: Students will...

- Show their knowledge of the grid method by correctly griding the portrait picture and a blank sheet of paper.
- Show their knowledge by correctly redrawing the image from the original.
- Participate in a discussion about this project.
- Apply their knowledge of drawing and shading to create accurate portraits.
- Participate in a critique of the drawings.

STANDARDS: <http://www.illustrationart.com/eng>

High School:

- ART

Visual Arts Creativity: **VA-CR2.1.B.10**: Through experimentation, practice and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.

Visual Arts Reflection: **VA-AR2.1.B.10**: Evaluate relevant criteria in order to construct a body of art or collection of works.

MATERIALS:

- Printed image of each student's hero
- Larger white drawing paper
- Eraser
- Pencil
- Eraser
- Shading tools (optional)

PROCESS:

- Students draw portrait
- Artist statement

Collaborative Grid Critique

1. What is your first impression of the artwork and that you see it on display? How do the first words that you hear feel?

2. How does the artwork change the space it is keeping in?

3. How does the ability to see the artwork up close or far away affect the overall perception of the piece?

4. Do you think this was the best way and place to exhibit this work of art?

5. Why do we put artwork on display?

Hero Portrait Rubric

Category	Expectations	Possible Points	Comments	Score
Outline Drawing	The drawing is outlined clearly and accurately. It is a portrait of a hero and is a portrait of a hero.	25		
Shading	The drawing is shaded to create a realistic effect. It is a portrait of a hero and is a portrait of a hero.	25		
Use of grid	The drawing is drawn on a grid and the grid is used to create a realistic effect. It is a portrait of a hero and is a portrait of a hero.	20		
Craftsmanship	The drawing is drawn with care and attention to detail. It is a portrait of a hero and is a portrait of a hero.	15		
Content	The drawing is a portrait of a hero and is a portrait of a hero.	15		
Ethics	The drawing is a portrait of a hero and is a portrait of a hero.	10		
			Overall	

2 PROJECTS:

COLLABORATIVE GRID, HERO PORTRAIT DRAWING

Lesson Plans, PowerPoints, Rubrics, Critiques Included

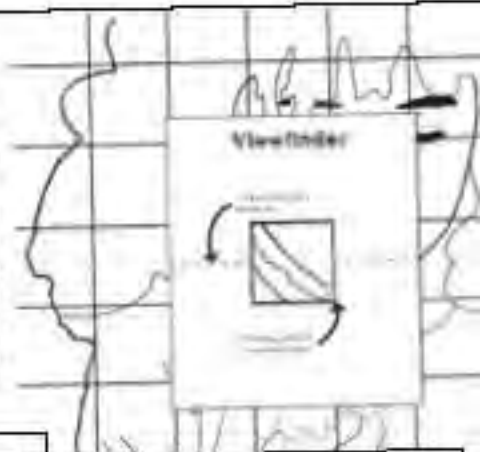
GRID DRAWING

1. Using a straightedge (1/2") grid over the photo image.
2. Draw the grid on the edge of the paper.
3. Pin a sheet of paper with the grid.
4. Use the ruler to make accurate lines and transfer the photo to the grid.
5. Use the grid to make a rough sketch of the subject. Do not use a pencil or pen.
6. Transfer the sketch to the grid on the paper. Draw a light line.
7. Repeat the steps on the drawing until the drawing is complete.
8. Draw a 1/2" grid on a blank sheet of paper. Use the grid to transfer the drawing to the paper.
9. Increase the grid size on the blank sheet of paper by covering the bottom section of the grid with a piece of paper.

Tip: When you finish, you don't need to remove the grid from the paper. You can use the grid to transfer the drawing to the grid on the paper.



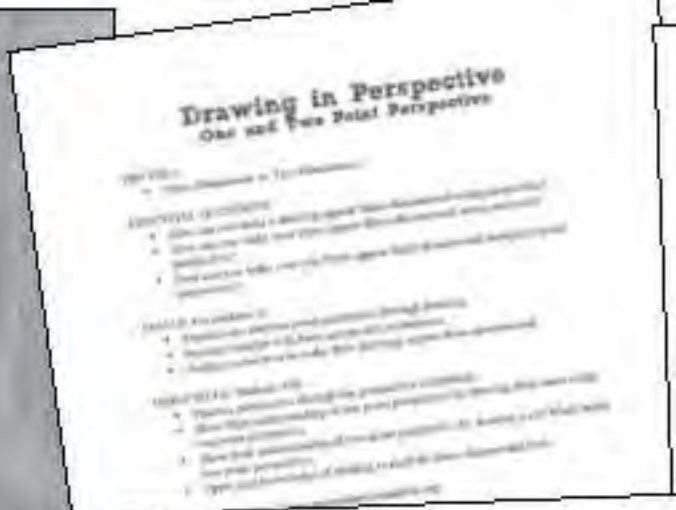
if you have trouble focusing on each individual box, try blocking out the rest of the image by using a viewfinder.



Drawing with the Grid

4 ACTIVITIES:

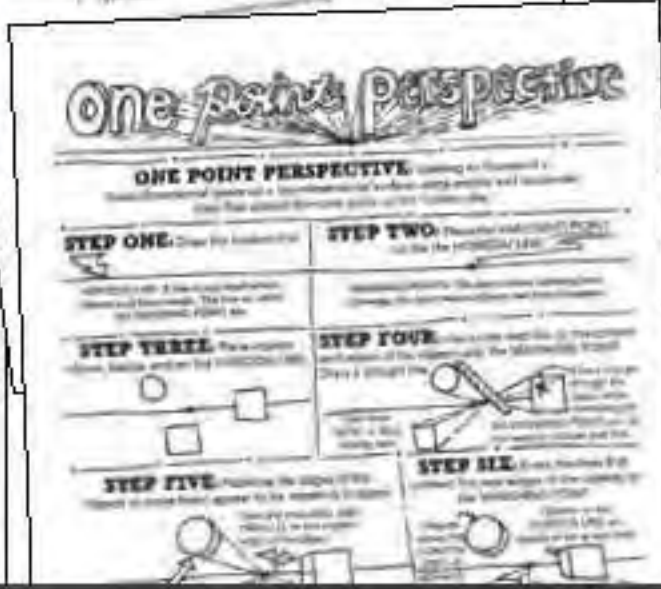
WORKSHEETS, WARM UPS, CRITIQUES,
INSPIRATION RESEARCH, & MORE



City Block Rubric

Category	Expectation	Points	Comments	Score
One Point Perspective	Use a horizon line and a vanishing point to create a sense of depth and three-dimensionality.	10		
Two Point Perspective	Use two vanishing points and a horizon line to create a sense of depth and three-dimensionality.	10		
Three Point Perspective	Use three vanishing points to create a sense of depth and three-dimensionality.	10		
Overall		30		

UNIT #4



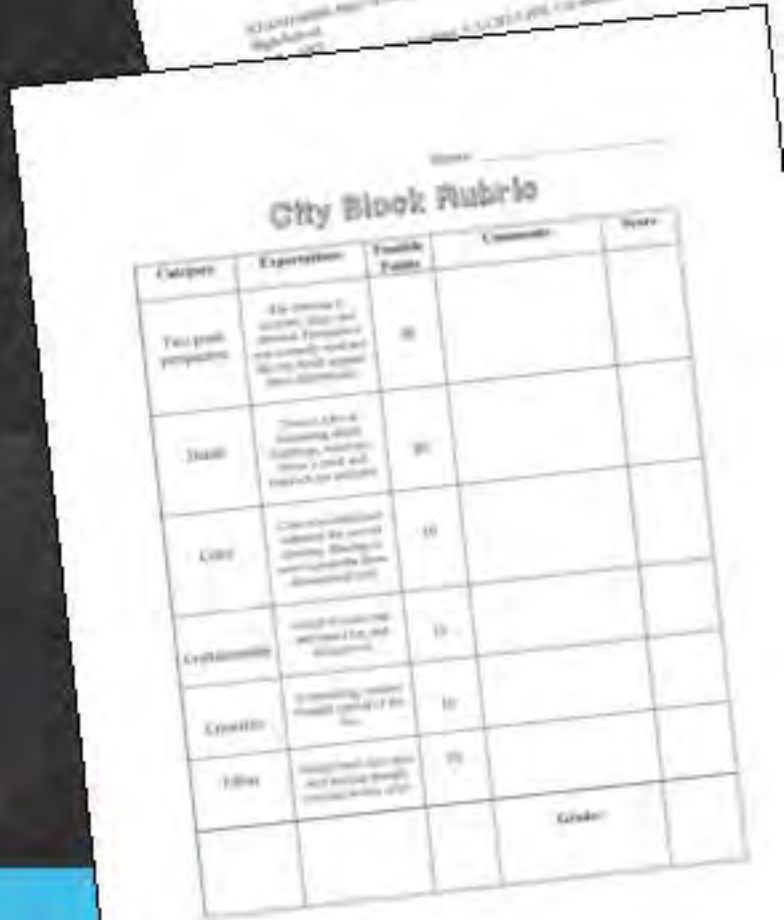
PERSPECTIVE UNIT

1 PROJECT, 2 ACTIVITIES
ONE & TWO POINT PERSPECTIVE

UNIT OVERVIEW

The pack includes:

- ✔ Intro to perspective
- ✔ One point perspective practice
- ✔ Two point perspective practice
- ✔ City block drawing project





UNIT #5

Final Project
Design Your Own

OBJECTIVES

- Design Your Own Project

LEARNING GOALS

- Create a project that is original and unique
- Consider what materials you will use and how they will be used
- Evaluate the effectiveness of your design and make adjustments as needed

ASSESSMENT CRITERIA

- How well you use your materials and techniques
- How well you use your imagination and creativity
- How well you use your time and resources

In-Progress Critique

Your teacher will be conducting a critique of your work. The purpose of a critique is to help you improve your work. You will be asked to give feedback to your classmates and receive feedback from your teacher. This is a chance for you to learn from others and improve your own work.

1. What work of art do you like best? Why?
2. What work of art do you like least? Why?

Final Project Rubric

Category	Excellent	Good	Fair	Poor
Originality				
Technique				
Use of Materials				
Time Management				

MIXED MEDIA UNIT

3 PROJECTS, 15 ACTIVITIES
COMBINING ART TECHNIQUES

UNIT OVERVIEW

The pack includes:

- ✔ Visual Journal Project
- ✔ Journal Book Cover
- ✔ Design Your Own
- ✔ Final Project

Artist Trading Cards Introduction to Mixed Media

BIG IDEA:

- Experimenting with art making techniques and materials

GOALS: For students to...

- Understand space, emphasis, and balance
- Learn how to use multiple media in one work of art
- Consider what it means to trade their work of art

ESSENTIAL QUESTIONS:

- How can you create a successful work of art on such a small scale?
- How can you create a work of art using at least two different materials?
- How can you explore different ideas and create multiple works of art?

OBJECTIVES: Students will...

- Create at least two...

Artists and Artwork List

Vincent Van Gogh: Starry Night

Vincent Van Gogh: "Café Terrace at Night"

George Long: False Rose

Salvador Dali: The Persistence of Memory

Picasso: "The Old Guitarist"

Picasso: "Violin and Guitar"

Picasso: "Three Musicians"

Leonardo Da Vinci: "Mona Lisa"

Leonardo Da Vinci: "Flying Machine"

Roy Lichtenstein: "M-Maybe He Became III"

"Marilyn"

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:



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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.