## Curriculum Development Course at a Glance
### Planning for High School Visual Arts

<table>
<thead>
<tr>
<th>Content Area</th>
<th>Visual Arts</th>
<th>Grade Level</th>
<th>High School</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course Name/Course Code</strong></td>
<td>Drawing</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Standard</th>
<th>Grade Level Expectations (GLE)</th>
<th>GLE Code</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Observe and Learn to Comprehend</strong></td>
<td>1. Visual art has inherent characteristics and expressive features</td>
<td>VA09-GR.HS-S.1-GLE.1</td>
</tr>
<tr>
<td></td>
<td>2. Historical and cultural context are found in visual art</td>
<td>VA09-GR.HS-S.1-GLE.2</td>
</tr>
<tr>
<td></td>
<td>3. Art and design have purpose and function</td>
<td>VA09-GR.HS-S.1-GLE.3</td>
</tr>
<tr>
<td><strong>2. Envision and Critique to Reflect</strong></td>
<td>1. Reflective strategies are used to understand the creative process</td>
<td>VA09-GR.HS-S.2-GLE.1</td>
</tr>
<tr>
<td></td>
<td>2. A personal philosophy of art is accomplished through use of sophisticated language and studio art processes</td>
<td>VA09-GR.HS-S.2-GLE.2</td>
</tr>
<tr>
<td></td>
<td>3. Interpretation is a means for understanding and evaluating works of art</td>
<td>VA09-GR.HS-S.2-GLE.3</td>
</tr>
<tr>
<td><strong>3. Invent and Discover to Create</strong></td>
<td>1. Demonstrate competency in traditional and new art media, and apply appropriate and available technology for the expression of ideas</td>
<td>VA09-GR.HS-S.3-GLE.1</td>
</tr>
<tr>
<td></td>
<td>2. Assess and produce art with various materials and methods</td>
<td>VA09-GR.HS-S.3-GLE.2</td>
</tr>
<tr>
<td></td>
<td>3. Make judgments from visual messages</td>
<td>VA09-GR.HS-S.3-GLE.3</td>
</tr>
<tr>
<td><strong>4. Relate and Connect to Transfer</strong></td>
<td>1. The work of art scholars impacts how art is viewed today</td>
<td>VA09-GR.HS-S.4-GLE.1</td>
</tr>
<tr>
<td></td>
<td>2. Communication through advanced visual methods is a necessary skill in everyday life</td>
<td>VA09-GR.HS-S.4-GLE.2</td>
</tr>
<tr>
<td></td>
<td>3. Art is a lifelong endeavor</td>
<td>VA09-GR.HS-S.4-GLE.3</td>
</tr>
</tbody>
</table>

### Colorado 21st Century Skills

- **Critical Thinking and Reasoning:** Thinking Deeply, Thinking Differently
- **Information Literacy:** Untangling the Web
- **Collaboration:** Working Together, Learning Together
- **Self-Direction:** Own Your Learning
- **Invention:** Creating Solutions

The Colorado Academic Standards for Visual Arts are not intended to be taught in a linear (checklist of coverage) fashion, but rather should be implemented as a cyclical creative process. Each unit within this sample blueprint intentionally includes standards from all four visual arts standards to illustrate this process-based philosophy.

<table>
<thead>
<tr>
<th>Unit Titles</th>
<th>Length of Unit/Contact Hours</th>
<th>Unit Number/Sequence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Drawing Illusion: Personal Place Perspective</td>
<td>Instructor Choice</td>
<td>Instructor Choice</td>
</tr>
<tr>
<td>Observational Drawing: Still Life Self Portrait</td>
<td>Instructor Choice</td>
<td>Instructor Choice</td>
</tr>
</tbody>
</table>

Authors of the Sample: Patrick Fahey PhD (Colorado State University)
High School, Visual Arts

Complete Sample Curriculum – Posted: February 15, 2013
# Unit Title
Drawing Illusion: Personal Place Perspective

## Focusing Lens(es)
Relationships

## Standards and Grade Level Expectations Addressed in this Unit
- VA09-GR.HS-S.1-GLE.1, VA09-GR.HS-S.1-GLE.2, VA09-GR.HS-S.1-GLE.3
- VA09-GR.HS-S.2-GLE.1, VA09-GR.HS-S.2-GLE.2, VA09-GR.HS-S.2-GLE.3
- VA09-GR.HS-S.3-GLE.1, VA09-GR.HS-S.3-GLE.2, VA09-GR.HS-S.3-GLE.3
- VA09-GR.HS-S.4-GLE.1, VA09-GR.HS-S.4-GLE.2

## Inquiry Questions (Engaging-Debatable):
- Why do various cultures experience and define space differently? (VA09-Gr.HS-S.1-GLE.1, 2, 3) and (VA09-Gr.HS-S.2-GLE.1) and (VA09-Gr.HS-S.3-GLE.3) and (VA09-Gr.HS-S.4-GLE.1)
- How much knowledge is necessary to create art if a formula is provided for its creation?
- Can art present us with a different way of understanding our environment? What differentiates art-making technologies?

## Unit Strands
Comprehend/Reflect/Create/Transfer

## Concepts
Expressive Features & Characteristics of Art: Point, Line and Plane; Spatial Depth, Composition: Foreshortening; Fore/Middle/Background, Formula, Hierarchy, Subject Matter, Artist Intent, Cultural and Historical Traditions, Structure/Function, Conventions, Illusion, Dimensional, Perspective, Perception

## Generalizations
**My students will Understand that...**

### Factual
- Artists use formulas and conventions to accurately render space on a two-dimensional plane to create a visual illusion. (VA09-Gr.HS-S.1-GLE.1) and (VA09-Gr.HS-S.2-GLE.2) and (VA09-Gr.HS-S.3-GLE.1,2) and (S.4-GLE.2-EO.a)
- Artists compose the characteristics and expressive features (of art) in perspective drawings to engage a viewer to consider an understanding of perceived place. (VA09-Gr.HS-S.1-GLE.1) and (VA09-Gr.HS-S.2-GLE.2) and (VA09-Gr.HS-S.3-GLE.1,2) and (S.4-GLE.2-EO.a)
- Approaches to rendering depth and space drawings, influenced by culture, provide insight into when (historical or contemporary) and where the art was created. (VA09-Gr.HS-S.1-GLE.2,3) and (VA09-Gr.HS-S.2-GLE.1,3)

### Guiding Questions

<table>
<thead>
<tr>
<th><strong>Factual</strong></th>
<th><strong>Conceptual</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>What is the difference between one, two and three-point perspective?</td>
<td>Why would an artist choose to do a perspective drawing by hand rather than use a computer?</td>
</tr>
<tr>
<td>What expressive features are employed to create form in a perspective drawing?</td>
<td>Can a perspective drawing have personal meaning to the artist and viewer of the work?</td>
</tr>
<tr>
<td>What is the difference between aerial and linear perspective?</td>
<td>Can a perspective drawing accurately record all the visual information an artist intends to represent?</td>
</tr>
<tr>
<td>How was depth depicted in early works of art?</td>
<td>How might technology impact a perspective drawing by an artist?</td>
</tr>
</tbody>
</table>
## Critical Content:
**My students will Know...**

- How early artistic representations used spiritual or thematic importance as a focal point rather than the distance from the viewer (VA09-Gr.HS-S.1-GLE.1,2) and VA09-Gr.HS-S.2-GLE.3)
- Perspective drawing terminology (vanishing point, horizon line, linear perspective, aerial perspective) (VA09-Gr.HS-S.2-GLE.1-EO.c)
- Preliminary plans and exercises that contribute to finished perspective drawings (VA09-Gr.HS-S.1.-GLE.1) and (VA09-Gr.HS-S.3-GLE.1,2)
- Compositional elements of drawing (foreshortening; fore/middle/background) (VA09-Gr.HS-S.1-GLE.1-EO,a,b,c)
- Expressive Features & Characteristics of Art (point, line and plane; space; volume (VA09-Gr.HS-S.1-GLE.1) and (VA09-Gr.HS-S.4-GLE.2-EOs.a,b)
- Techniques to complete one and two-point perspective drawings (VA09-Gr.HS-S.3-GLE.2-EO.a)
- Principles of linear and aerial perspective (objects that are closer appear bigger, parallel lines intersect at the horizon, values appear lighter in the distance (VA09-Gr.HS-S.1-GLE.1-EO.a,b,c)
- Stylistic differences of drawing in the work Zhang Zeduan, Guo Xi, Paola, Uccello, Vincent van Gogh, Mary Nimmo Moran, Toms Eakins, Edward Hopper, (VA09-Gr.HS-S.2-GLE.1,GLE.3)

## Key Skills:
**My students will be able to (Do)...**

- Use visual expressive features and characteristics to describe and create drawings (VA09-Gr.HS-S.1-GLE.1-EO.a)
- Create perspective drawings using materials and techniques necessary to convey an intended meaning/purpose (VA09-Gr.HS-S.3-GLE.1-EO.a,c,d)
- Identify key artists employing illusionistic drawing approaches (VA09-Gr.HS-S.1-GLE.2-EO.a,b,e)
- Compare and contrast drawing styles across time and cultures (VA09-Gr.HS-S.1-GLE.3-EO.a,c)
- Describe how the intended meaning and purpose for a drawing is reflected in its structure (VA09-Gr.HS-S.4-GLE.2-EO.a,b)

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### Critical Language:

**includes the Academic and Technical vocabulary, semantics, and discourse which are particular to and necessary for accessing a given discipline.**

**EXAMPLE:** A student in Language Arts can demonstrate the ability to apply and comprehend critical language through the following statement: "Mark Twain exposes the hypocrisy of slavery through the use of satire."

A student in _____________ can demonstrate the ability to apply and comprehend critical language through the following statement(s):

<table>
<thead>
<tr>
<th>Academic Vocabulary:</th>
<th>Technical Vocabulary:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Artistic periods, point, historical and cultural traditions.</td>
<td>Expressive features and characteristics of art, linear perspective, aerial perspective, foreshortening, line, plane, volume, composition, fore/middle/background</td>
</tr>
</tbody>
</table>
### Curricular Development Overview

#### Unit Planning for High School Visual Arts

<table>
<thead>
<tr>
<th>Unit Title</th>
<th>Observational Drawing: Still Life Self Portrait</th>
<th>Length of Unit</th>
<th>Focusing Lens(es)</th>
<th>Standards and Grade Level Expectations Addressed in this Unit</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Quarter/Semester/Year</td>
<td>Structure/Function</td>
<td>VA09-GR.HS-S.1-GLE.1, VA09-GR.HS-S.1-GLE.2, VA09-GR.HS-S.1-GLE.3</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>VA09-GR.HS-S.2-GLE.1, VA09-GR.HS-S.2-GLE.2, VA09-GR.HS-S.2-GLE.3</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>VA09-GR.HS-S.3-GLE.1, VA09-GR.HS-S.3-GLE.2</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td>VA09-GR.HS-S.4-GLE.2</td>
</tr>
</tbody>
</table>

#### Inquiry Questions (Engaging-Debatable):
- Why would an artist draw a place, object or person instead of taking a picture? (VA09-Gr.HS-S.1-GLE.1,2,3) and (VA09-Gr.HS- S.2-GLE.3) and (VA09-Gr.HS-S.4-GLE.1-E0.a,b)
- How do the media/materials an artist chooses influence the meaning of a drawing?
- When is a drawing an illustration? When is it not? How do you know?
- What is the role of an artist as “editor” when creating a drawing?

#### Unit Strands
Comprehend/Reflect/Create/Transfer

#### Concepts
Expressive Features & Characteristics of Art: Line, Shape and Form, Value and Texture, Composition: Scale and Proportion, Light and Shadow, Subject Matter, Artist Intent, Illusion, Visual Memory, Cultural and Historical Traditions, Relationships, Dimensional, Intent, Representation, Insight

### Generalizations

**My students will Understand that...**

1. **Factual**
   - What approaches can an artist take to achieve three-dimensional representation in a drawing?
   - What expressive features are employed to create form in a realistic drawing?
   - What drawing techniques can be used to create value in a drawing?

2. **Guiding Questions**
   - Can an observational drawing accurately record all the visual information an artist observes?
   - Why would an artist choose to do a drawing rather than a print or painting to communicate what they observe?
   - Why should an artist consider composition before beginning in drawing?
   - How important are preliminary sketches and exercises to a successful, finisher observational drawing?

3. **Conceptual**
   - Why did artists’ use Camera Obscura and Camera Lucida to create realistic drawings?
   - Why would some artists’ consider using technology as “cheating” in creating an observational drawing?
### Critical Content:

**My students will Know...**

- Observational drawing approaches and techniques (i.e. blind contour, contour, gesture, sketching, hatching, cross-hatching, and stippling) (VA09-Gr.HS-S.2-GLE.1-EO.c)
- Preliminary plans and exercises that contribute to finished observational drawings (VA09-Gr.HS-S.1-.GLE.1) and (S.3-GLE.1,2)
- Compositional elements of drawing (i.e. scale and proportion, light and shadow) (VA09-Gr.HS-S.1-GLE.1)
- Expressive features and characteristics: Line, Shape and Form, Value and Texture media (VA09-Gr.HS-S.3-GLE.2-EO.a)
- Characteristics of wet (Ink, wash, watercolor), dry (pencil, graphite, charcoal, dry pastels, chalk)' and oil based (oil pastels, cattle markers) drawing media (VA09-Gr.HS-S.3-GLE.2-EO.a)
- Purposes of drawing tools (stomp, eraser, chamois) (VA09-Gr.HS-S.3-GLE.2-EO.a)
- Use of optical devices, such as camera obscura and camera lucida to create realistic drawings (VA09-Gr.HS-S.1-GLE.2-EO.a,b)
- Stylistic differences of drawing in the work of Albert Dürer, Käthe Kollwitz, Paul Cézanne, André Masson, Robert Rauschenberg, Eva Hesse, (VA09-Gr.HS-S.2-GLE.1,3)

### Key Skills:

**My students will be able to (Do)...**

- Use visual expressive features and characteristics to describe and create drawings (VA09-Gr.HS-S.1-GLE.1-EO.a)
- Create observational drawings using materials and techniques necessary to convey an intended meaning/purpose (VA09-Gr.HS-S.3-GLE.1)
- Identify key artists employing observational drawing approaches (VA09-Gr.HS-S.1-GLE.2,)
- Compare and contrast drawing styles across time and cultures (VA09-Gr.HS-S.1-GLE.3)
- Describe how the intended meaning and purpose for a drawing is reflected in its structure (VA09-Gr.HS-S.4-GLE.2-EO.a,b)

### Critical Language:

*includes the Academic and Technical vocabulary, semantics, and discourse which are particular to and necessary for accessing a given discipline.*

**EXAMPLE:** A student in Language Arts can demonstrate the ability to apply and comprehend critical language through the following statement: "Mark Twain exposes the hypocrisy of slavery through the use of satire.”

**A student in _____________ can demonstrate the ability to apply and comprehend critical language through the following statement(s):**

**Using the appropriate expressive features and characteristics, observational drawings are created to interpret people, places and objects in the world that demonstrate artist intent.**

<table>
<thead>
<tr>
<th>Academic Vocabulary:</th>
<th>Technical Vocabulary:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Representation, artistic periods, preliminary study, illustration, expression, artist intention, historical and cultural traditions.</td>
<td>Expressive features and characteristics of art, hatching, cross-hatching, stippling, sketching, scale, proportion, value, blind contour, contour, gesture, composition, style</td>
</tr>
</tbody>
</table>