Course Title	Drawing 1
Department and Curriculum Writing Team Members	LHS Art Department: Marin Marciano and Kate Flanagan
Course Overview	The Art Department will give all students at Ledyard High School the opportunity to explore the possibilities behind the fundamentals of arts including the elements of arts and principles of design. This course is an introductory course. The projects can be modified to ensure more experienced learners are challenged but it will also allow students who have not taken an art class before to be successful and innovative. Students will learn about basic drawing skills and use a variety of drawing media. This course is meant to be challenging, but not so much that success is unattainable. All students are at different places artistically, but they are expected to consistently hand in quality work on time and push themselves to become better.
Length of Course	☐ Full year ☑ Semester
Type of Course	☐ Humanities Required Credit ☐ STEM Required Credit ☑ Humanities Elective Credit ☐ STEM Elective Credit ☐ PE/Health Required Credit ☐ Other
Grade Level	☑ 9 ☑ 10 ☑ 11 ☑ 12
Prerequisites	N/A

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Ledyard High School Vision of the Graduate	Ledyard High School is a learning community dedicated to the cultivation of skills essential for our students' success in a rapidly-evolving society. At Ledyard High School, we believe our graduates should demonstrate the following: ☑ Collaboration - Colonel Graduates will demonstrate an ability to work effectively with others, sharing ideas, acknowledging one another's strengths, and collaborating to produce presentations, projects, performances, or events. ☑ Communication- Colonel Graduates will demonstrate an ability to communicate information clearly and effectively through a variety of media, including written, oral, visual, musical, and/or video productions. ☑ Problem-Solving- Colonel Graduates will demonstrate an ability to solve problems of varying complexity across a variety of content areas. ☑ Critical Thinking - Colonel Graduates will demonstrate critical thinking skills to find solutions, support arguments, and overcome challenges in a variety of content areas. ☑ Perseverance - Colonel Graduates will demonstrate perseverance in academic and extracurricular settings by working through and past obstacles in pursuit of goals. ☑ Creativity - Colonel Graduates will demonstrate creativity through their participation in fine arts courses as well as through their inventive approaches to learning activities in a variety of settings.
VOG Portfolio Component	11th and 12th grade students have the option to include project(s) from this course in the open-ended elective sections of the VOG Portfolio.

Philosophy

Art students have the opportunity to experience a variety of artistic mediums, both two-dimensional and three-dimensional. The curriculum focuses both on skills-based and technical learning as well as developing creative expression. Students have the opportunity to showcase their work within the school and community. Students are expected to show a willingness to learn, have the ability to take risks, have a strong work ethic, and have a good attitude when enrolling in this course.

Program Goals

Currently, the Ledyard High School Art Department offers a variety of learning opportunities and course offerings for students in the visual studio arts field. These courses are beneficial to all students taking them, whether it be from a standpoint of exposure and enrichment, or in terms of a more long-term development for students wishing to pursue visual arts after high school. Additionally, the visual studio arts courses help foster vital skills such as problem-solving, persevering on a piece of work over a sustained period of time, adopting a creative outlook and approach, as well as providing a productive outlet for students. Content and Performance Standards can be found on pages 15-16.

Recommended Strategies and Activities

Drawing I includes individual projects. An introduction of each project will be given using a PowerPoint/Google Slides presentation as well as a demonstration by the teacher of the skills being practiced in the project. Investigation, experimentation, and small studies will be encouraged by students in order to prepare themselves for the final project. Students will also work with each other to problem solve. Art-related vocabulary will be part of the curriculum so students understand what we read and discuss about the art world. Conversations about how artists make a living, how they promote their work, and how they find ways to relate to large groups of people will also happen throughout the course. Please see the appendix, pages 32-37 for examples of proposed activities created in Drawing I.

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Resources and Materials

Various art supplies including paper, colored pencils, ebony pencils, ink, charcoal, pastels, and other various art supplies will be provided by the art department. Clay will not be offered for this course since the Art Department offers a separate course teaching students how to work in clay. The course will also utilize all Google Suite applications to share their ideas with their teacher and peers. The course will also utilize the use of 1:1 iPads granted by LEAF.

Assessment

Assessment of students will be rubric driven which includes students self-assessing and self-reflecting on the rubric. In-progress and final project critiques will also be implemented so students receive feedback from their peers and teacher. Examples for each unit's scoring guide can be found on pages 17-22 in the appendix

Sources

Sources for each unit can be found in the unit templates on pages 4-13.

Appendices

In the appendix, starting on page 15, rubrics/assessments, images of project ideas, vocabulary glossary, etc., can be found.

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	Unit 1: Line Design	Pacing: 2-3 weeks
Description	This unit will introduce students to basic concepts regarding the Elements and Principles of art. They will be given a set of objectives (creating a focal area, creating balance, using a variety of line types and weights), but the project is structured so that it is very open-ended. The intent is to get students of a variety of different levels of experience and interest comfortable with making hands-on work.	
Essential Questions	● How can a line be used to create shape, texture, and pattern? ● How is line weight and direction important in a piece of art? ● How can we use the Rule of Thirds and line weight to direct our viewers' eye? ● How can we create balance in a composition? ● How can we create the illusion of three-dimensionality in a two-dimensional work of art? ● How can we incorporate our own interests, intentions and aesthetics to create an original work of art?	
Learning Objectives	Students will be able to ☐ Create a composition with a focal area using the Rule of Thirds ☐ Create a complex design with minimal blank space ☐ Create balance using different line weights ☐ Use their creativity to develop original designs	

Application of Learning Objectives	● Show Google Slideshow with background information about concepts:
	  -Discuss how lines have type (curvy, straight, zig-zag, broken/implied, solid etc.) and weight (thick or thin; heavy or light; our eyes go to heavier/darker areas first, and we can use this to move the eye around the page).
	  -Discuss how line can be used to create shape, texture and pattern
	  -Discuss how the Rule of Thirds can be used to create a focal area and line direction can further lead the eye
	  -Discuss how cross-contour and overlap can be used to create the illusion of depth
	● If needed, have students practice creating different types of patterns and designs; direct them to examples (zentangle patterns might be touched upon)
	● Students will use the Rule of Thirds to create a focal area and have most major lines lead back to their focal area. They will fill the rest of the areas with smaller lines, shapes and patterns. Initial work will be created in pencil, then traced in Sharpie marker. Pencil "ghost lines" will be erased for a neat, crisp, graphic look.
	● Demonstrate good Sharpie tracing techniques.	

Vocabulary	● Line ● Line weight ● Line type ● Shape	● Texture ● Pattern ● Cross-contour ● Overlap
		● Rule of Thirds ● Focal Area ● Balance
Standards	Visual Arts Standards from CT Curriculum Framework Standard 1 a. apply media, techniques and processes with sufficient skill, confidence and sensitivity that their intentions are realized b. conceive and create original works of art that demonstrate a connection between personal expression and the intentional use of art materials, techniques and processes c. communicate ideas consistently at a high level of effectiveness in at least one visual arts medium Visual Arts Standards from CT Curriculum Framework Standard 2	

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	b. apply comprehension and skill in incorporating the elements of art and principles of design to generate multiple solutions and effectively solve a variety of visual art problems Visual Arts Standards from CT Curriculum Framework Standard 3 b. use subject matter, symbols, ideas and themes that demonstrate knowledge of contexts, and cultural and aesthetic values to communicate intended meaning
Resources	● Google Slides introducing project goals and objectives ● Google Classroom and projector to demonstrate/introduce information ● Teacher-created exemplars, tutorials (YouTube etc.) ● Student exemplars ● Examples/demonstration through YouTube, Pinterest etc. that can be accessed through Chromebook, iPads etc. ● Devices to find source imagery, take photos etc. ● **Unit 1- Line Design Self Reflection**
Assessments	Students will complete a self reflection with questions about the project and end result. Teacher will fill out a scoring guide (rubric) to assess the students' performance. Examples of such scoring guides can be found in the appendix.

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	Unit 2: Landscape	Pacing: 2-3 weeks
Description	Students will first be introduced to a new medium: water-soluble oil pastels. Color combinations that can be used to create gradients will be shown, and students will practice using the pastels in an abstract composition. Students will then consider the topic of a landscape and apply pastel techniques to create an original landscape drawing.	
Essential Questions	- What color combinations work well together to create various effects in a drawing? - What water-soluble oil pastel techniques can be applied to create different techniques in a drawing? - What is a landscape? - How can we show depth in a composition? - How can we show color, shading and texture in a drawing?	
Learning Objectives	Students will be able to ☐ Use color combinations to create gradients ☐ Experiment with and apply various oil pastel techniques ☐ Create an original landscape drawing ☐ Show color, shading, texture and dimension in a drawing	
Application of Learning Objectives	- Introduce water-soluble oil pastels and how to use them: -Google slides -Video demonstration -Color charts -Exemplars - Students spend approx. two classes creating a practice mini project using water-soluble oil pastels to show different color combinations/gradients - Introduce landscape (Google slides) -Ask students to think about what their definition of a landscape would be. Provide alternative ideas to expand their thinking. -Show requirements of project and examples. - If needed, students can look up imagery to use and/or practice on scrap paper or in their sketchbook. - Students sketch out their final compositions in pencil on the final drawing paper and develop the color, shading and texture over the next several classes.	
Vocabulary	- Water-soluble oil pastel - Foreground - Middle-ground - Background - Landscape - Depth - Gradient - Overlap - Perspective	

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Standards	Visual Arts Standards from CT Curriculum Framework Standard 1 a. conceive and create original works of art that demonstrate a connection between personal expression and the intentional use of art materials, techniques and processes Visual Arts Standards from CT Curriculum Framework Standard 2 b. apply comprehension and skill in incorporating the elements of art and principles of design to generate multiple solutions and effectively solve a variety of visual art problems Visual Arts Standards from CT Curriculum Framework Standard 3 c. use subject matter, symbols, ideas and themes that demonstrate knowledge of contexts, and cultural and aesthetic values to communicate intended meaning Visual Arts Standards from CT Curriculum Framework Standard 5 d. apply critical and aesthetic criteria for the purpose of improving their own works of art (e.g., technique, formal and expressive qualities, content)
Resources	- Google Slides introducing project goals and objectives - Google Classroom and projector to demonstrate/introduce information - Teacher-created exemplars, tutorials (YouTube etc.) - Student exemplars - Examples/demonstration through YouTube, Pinterest etc. that can be accessed through Chromebook, iPads etc. - Devices to find source imagery, take photos etc. - **Unit 2- Oil Pastel Landscape Self Reflection**
Assessments	Students will complete a self reflection with questions about the project and end result. Teacher will fill out a scoring guide (rubric) to assess the students' performance. Examples of such scoring guides can be found in the appendix.

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	Unit 3: Portrait	Pacing: 2-3 weeks
Description	Students will learn and practice facial proportions and facial shading. They will then apply their knowledge to create a more finalized portrait drawing of a subject of their choice.	
Essential Questions	1. What are the basic facial proportions/guidelines that most people fall into? 2. How can we adapt the facial proportion guidelines to create a likeness? 3. How can we shade the face so it looks 3D and not flat? 4. What details/background/stylization can we add to a portrait drawing to make it more creative?	
Learning Objectives	Students will be able to: ☐ Utilize the basic facial proportion guidelines to create an accurate portrait ☐ Shade their portrait drawing so it has dimension ☐ Make choices about media and details to make their work unique ☐ Create a finalized portrait drawing that creates a likeness of the chosen subject and utilizes creative decisions to create a unique work of art	
Application of Learning Objectives	1. Demonstration of facial proportions and facial shading (teacher-created YouTube tutorial) 2. Students practice applying the techniques taught 3. Discuss what makes a successful finalized portrait drawing (Google Slides) 4. Students decide on the subject for their final work (plan and sketch as needed) 5. Students develop their work with feedback/reflection along the way	
Vocabulary	● Portrait ● Background ● Contrast ● Dimension ● Facial proportions ● Facial shading ● Medium ● Stylizing	
Standards	Visual Arts Standards from CT Curriculum Framework Standard 1 a. apply media, techniques and processes with sufficient skill, confidence and sensitivity that their intentions are realized b. conceive and create original works of art that demonstrate a connection between personal expression and the intentional use of art materials, techniques and processes Visual Arts Standards from CT Curriculum Framework Standard 3 b. use subject matter, symbols, ideas and themes that demonstrate knowledge of contexts, and cultural and aesthetic values to communicate intended meaning	
Resources	● Google Slides introducing project goals and objectives ● Google Classroom and projector to demonstrate/introduce information ● Teacher-created exemplars, tutorials (YouTube etc.) ● Student exemplars ● Examples/demonstration through YouTube, Pinterest etc. that can be accessed through Chromebook, iPads etc. ● Devices to find source imagery, take photos etc. ● **Unit 3- Portrait Self Reflection**	
Assessments	Students will complete a self reflection with questions about the project and end result. Teacher will fill out a scoring guide (rubric) to assess the students' performance. Examples of such scoring guides can be found in the appendix.	

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	Unit 4: Figure (and Environment)	Pacing: 2-3 weeks
Description	This unit is similar to the portrait unit, but now students are learning about the whole body versus just the face. Students will learn and practice basic proportions of the human figure. They will then apply their knowledge to a more finalized drawing of a figure of their choice and choose an environment to put the figure in. Students will use their choice of drawing media to develop their work. Gesture drawing may be discussed.	
Essential Questions	1. What are the basic figure proportion guidelines that most people fall into? 2. How can we adapt those figure proportion guidelines to create a unique person in a drawing? 3. How can we create details to describe the environment we are placing our figure(s) in when we are creating a drawing? 4. How can we use the "rules" of depth and space to make our drawing/composition more mature-looking?	
Learning Objectives	Students will be able to: ☐ Utilize basic human proportions to create an accurate drawing of a person/figure ☐ Adapt basic human proportions and add details to their figure to make it unique ☐ Create an environment for their figure in their drawing (besides just a blank background) ☐ Use rules of creating depth/space such as horizon line, overlap, and perspective to make their work look more mature	
Application of Learning Objectives	1. Demonstration of figure proportions (teacher-created YouTube tutorial) 2. Students practice applying the proportions taught 3. Discuss what makes a successful final drawing (Google slides) 4. Students decide on the subject for their final work (plan and sketch as needed) 5. Students develop their work with feedback/reflection along the way Note- depending on the class, it may be a good idea to encourage use of more sketch-like materials such as charcoal, conte, and pastel to help students loosen up in their compositions (especially if the teacher is focusing on gesture). Optional: Teacher may choose to include a mini-unit about gesture drawing, showing students how to create more movement and less rigidity in their work.	
Vocabulary	● Figure ● Horizon ● Foreground ● Gesture ● Conte	● Figure proportions ● Overlap ● Middle-ground ● Charcoal	● Environment ● Perspective ● Background ● [Chalk] pastel

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Standards	Visual Arts Standards from CT Curriculum Framework Standard 1 *Students will understand, select, and apply media, techniques and processes.* a. apply media, techniques and processes with sufficient skill, confidence and sensitivity that their intentions are realized b. conceive and create original works of art that demonstrate a connection between personal expression and the intentional use of art materials, techniques and processes Visual Arts Standards from CT Curriculum Framework Standard 2 *Students will understand and apply elements and organizational principles of art.* a. judge the effectiveness of different ways of using visual characteristics in conveying ideas b. apply comprehension and skill in incorporating the elements of art and principles of design to generate multiple solutions and effectively solve a variety of visual art problems
Resources	● Google Slides introducing project goals and objectives ● Google Classroom and projector to demonstrate/introduce information ● Teacher-created exemplars, tutorials (YouTube etc.) ● Student exemplars ● Examples/demonstration through YouTube, Pinterest etc. that can be accessed through Chromebook, iPads etc. ● Devices to find source imagery, take photos etc. ● **Unit 4- Figure in Environment Self Reflection**
Assessments	Students will complete a self reflection with questions about the project and end result. Teacher will fill out a scoring guide (rubric) to assess the students' performance. Examples of such scoring guides can be found in the appendix.

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Unit 5: Pen and Ink	**Pacing: 2-3 weeks**
Description	Students will learn how to use a traditional dip pen with nib and inkwell with India ink. They will learn how to use pen and ink techniques to show texture and value. After practicing, students will apply the techniques to create a more finalized pen and ink drawing that creates a mood.
Essential Questions	1. How can we use pen and ink techniques to create texture and value? 2. How can we use pen and ink techniques to create a mood?
Learning Objectives	Students will be able to: ☐ Use hatching, cross-hatching, stippling and scumbling to create texture and value ☐ Use traditional pen and ink materials to create an original drawing ☐ Make choices about how they are depicting their subject matter to create a specific mood in their artwork
Application of Learning Objectives	1. Demonstration of how to use the materials and the four main techniques (teacher-created YouTube videos) 2. Students practice creating 3-4 vignettes to get use to the new medium and practice the techniques 3. Show various pen and ink illustrations; discuss what mood they evoke as a class 4. Discuss the requirements for the final project and what makes a successful final drawing (Google slides) 5. Students decide what they want to do for their final composition; sketch in pencil and begin developing the ink. 6. Students continue to develop their work with feedback along the way.
Vocabulary	● Pen and ink ● Hatching ● Cross-hatching ● Stippling ● Scumbling ● Mood
Standards	Visual Arts Standards from CT Curriculum Framework Standard 1 a. apply media, techniques and processes with sufficient skill, confidence and sensitivity that their intentions are realized b. conceive and create original works of art that demonstrate a connection between personal expression and the intentional use of art materials, techniques and processes c. communicate ideas consistently at a high level of effectiveness in at least one visual arts medium Visual Arts Standards from CT Curriculum Framework Standard 2 a. apply comprehension and skill in incorporating the elements of art and principles of design to generate multiple solutions and effectively solve a variety of visual art problems Visual Arts Standards from CT Curriculum Framework Standard 3 a. use subject matter, symbols, ideas and themes that demonstrate knowledge of contexts, and cultural and aesthetic values to communicate intended meaning Visual Arts Standards from CT Curriculum Framework Standard 4 a. use subject matter, symbols, ideas and themes that demonstrate knowledge of contexts, and cultural and aesthetic values to communicate intended meaning

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Resources	● Google Slides introducing project goals and objectives ● Google Classroom and projector to demonstrate/introduce information ● Teacher-created exemplars, tutorials (YouTube etc.) ● Student exemplars ● Examples/demonstration through YouTube, Pinterest etc. that can be accessed through Chromebook, iPads etc. ● Devices to find source imagery, take photos etc. ● **Unit 5- Pen and Ink Mood Drawing Self Reflection**
Assessments	Students will complete a self reflection with questions about the project and end result. Teacher will fill out a scoring guide (rubric) to assess the students' performance. Examples of such scoring guides can be found in the appendix.of such scoring guides can be found in the appendix.

 Unit 6: Scratchboard	**Pacing: 2-3 weeks**
Description	Students will be introduced to the scratchboard medium and create an original composition (if Drawing 1 runs during the first semester, winter subject matter works well with the timing of the course; if not, other subject matter can be explored). The techniques taught build off of the pen and ink unit, but are now being done subtractively instead of additively. Students will create an original scratchboard etching.
Essential Questions	1. How can we use scratchboard techniques to create an original composition? 2. How is pen and ink similar/different to scratchboard? 3. How can we use scratchboard techniques to show contrast/mood lighting?
Learning Objectives	Students will be able to ☐ Use an etching tool and scratchboard to create a variety of techniques ☐ Create an original scratchboard etching
Application of Learning Objectives	1. Demonstration of how to use an etching tool with scratchboard ([teacher-created tutorial](#)) 2. Student practice 3. Show students how to create their sketch on a separate piece of paper then transfer it onto the scratchboard 4. Students choose what they would like to do for their final design 5. Students sketch and transfer their design to the final scratchboard 6. Students continue to develop their work with feedback along the way.
Vocabulary	● Scratchboard ● Etching ● Etching tool
Standards	Visual Arts Standards from CT Curriculum Framework Standard 1 a. apply media, techniques and processes with sufficient skill, confidence and sensitivity that their intentions are realized b. conceive and create original works of art that demonstrate a connection between personal expression and the intentional use of art materials, techniques and processes Visual Arts Standards from CT Curriculum Framework Standard 2 a. apply comprehension and skill in incorporating the elements of art and principles of design to generate multiple solutions and effectively solve a variety of visual art problems
Resources	● [Google Slides](#) introducing project goals and objectives ● Google Classroom and projector to demonstrate/introduce information ● Teacher-created exemplars, tutorials (YouTube etc.) ● Student exemplars ● Examples/demonstrations through YouTube, Pinterest etc. that can be accessed through Chromebook, iPads etc. ● Devices to find source imagery, take photos etc. ● **[Unit 6- Scratchboard Etching Self Reflection](#)**
Assessments	Students will complete a self reflection with questions about the project and end result. Teacher will fill out a scoring guide (rubric) to assess the students' performance. Examples of such scoring guides can be found in the appendix.

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Appendix

CT Art Standards

Unit 1- Line Design Rubric

Unit 2- Oil Pastel Landscape Rubric

Unit 3- Portrait Rubric

Unit 4- Figure in Environment Rubric

Unit 5- Pen and Ink Rubric

Unit 6- Scratchboard Rubric

Visual Arts Vocab Glossary

Examples of Projects

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THE ARTS
Connecticut Arts Curriculum Framework

By the end of 12th grade, students will create, perform and respond with understanding to all of the arts, including dance, music, theatre and the visual arts; develop in-depth skills in at least one art form; appreciate the importance of the arts in expressing human experiences; and be prepared to apply their arts knowledge and skill throughout their lifetime.

PROGRAM GOALS

As a result of education in grades K-12, students will:
1. create (imagine, experiment, plan, make, evaluate, refine and present/exhibit) artworks that express concepts, ideas and feelings in each art form.
2. perform (select, analyze, interpret, rehearse, evaluate, refine and present) diverse art works in each art form.
3. respond (select, experience, describe, analyze, interpret and evaluate) with understanding to diverse art works and performances in each art form.
4. understand and use the materials, techniques, forms (structures, styles, genres), language, notation (written symbol system) and literature/repertoire of each art form.
5. understand the importance of the arts in expressing and illuminating human experiences, beliefs and values.
6. identify representative works and recognize the characteristics of art, music, theatre and dance from different historical periods and cultures.
7. develop sufficient mastery of at least one art form to continue lifelong involvement in that art form not only as responders (audience members), but also as creators or performers.
8. develop sufficient mastery of at least one art form to be able to pursue further study, if they choose, in preparation for a career.
9. seek arts experiences and participate in the artistic life of the school and community.
10. understand the relationships between the arts, other disciplines, and daily life.

K-12 CONTENT STANDARDS
Visual Arts

1) Students will understand, select and apply media, techniques and processes.
2) Students will understand and apply elements and organizational principles of art.
3) Students will consider, select and apply a range of subject matter, symbols and ideas.
4) Students will understand the visual arts in relation to history and cultures.
5) Students will reflect upon, describe, analyze, interpret and evaluate their own and others' work.
6) Students will make connections between the visual arts, other disciplines and daily life.

9-12 CONTENT STANDARD 1
Visual Arts: Media
Students will understand, select, and apply media, techniques and processes.
a. apply media, techniques and processes with sufficient skill, confidence and sensitivity that their intentions are realized
b. conceive and create original works of art that demonstrate a connection between personal expression and the intentional use of art materials, techniques and processes
c. communicate ideas consistently at a high level of effectiveness in at least one visual arts medium

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9-12 CONTENT STANDARD 2

Visual Arts: Elements And Principles

Students will understand and apply elements and organizational principles of art.

a. judge the effectiveness of different ways of using visual characteristics in conveying ideas

b. apply comprehension and skill in incorporating the elements of art and principles of design to generate multiple solutions and effectively solve a variety of visual art problems

9-12 CONTENT STANDARD 3

Visual Arts: Content

Students will consider, select, and apply a range of subject matter, symbols and ideas.

a. use, record and develop ideas for content over time

b. use subject matter, symbols, ideas and themes that demonstrate knowledge of contexts, and cultural and aesthetic values to communicate intended meaning

9-12 CONTENT STANDARD 4

Visual Arts: History And Cultures

Students will understand the visual arts in relation to history and cultures.

a. analyze and interpret artworks in terms of form, cultural and historical context, and purpose

b. analyze common characteristics of visual arts evident across time and among cultural/ethnic groups to formulate analyses, evaluations and interpretations of meaning

c. compare works of art to one another in terms of history, aesthetics and culture, justifying conclusions made in the analysis and using these conclusions to inform their own art making

9-12 CONTENT STANDARD 5

Visual Arts: Analysis, Interpretation And Evaluation

Students will reflect upon, describe, analyze, interpret and evaluate their own and others' work.

a. research and analyze historic meaning and purpose in varied works of art

b. reflect critically on various interpretations to better understand specific works of art

c. defend personal interpretations using reasoned argument

d. apply critical and aesthetic criteria for the purpose of improving their own works of art (e.g., technique, formal and expressive qualities, content)

9-12 CONTENT STANDARD 6

Visual Arts: Connections

Students will make connections between the visual arts, other disciplines and daily life.

a. analyze and compare characteristics of the visual arts within a particular historical period or style with ideas, issues or themes of that period or style

b. compare the process of creation used in the visual arts with the process of creation used in the other arts and non-arts disciplines

c. create and solve interdisciplinary problems using multimedia

d. apply visual arts knowledge and skills to solve problems relevant to a variety of careers

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Name: _____ Block:_____

<u>Drawing 1 Line Design Rubric</u>

Google Form Self Reflection Completed? _____ 10 POINTS

	18-20 Points- **Very Well**	15-17 Points- **Okay**	11-14 Points- **Needs Work**	10 Points- **Not Shown Yet**
<u>COMPOSITION</u> Score:	Clear focal area using Rule of Thirds; most major lines lead back to focal area	Clear focal area but may not have used Rule of Thirds or have many major lines leading back to it	No focal area; lines do not lead the viewer's eye in a specific direction	Student was showing initiative in class but this objective has not been demonstrated yet.
<u>CREATING BALANCE</u> Score:	Many dark areas, evenly distributed throughout the page	Some dark areas; evenly distributed in some areas but off balance in others	Few dark areas; placed sporadically	Student was showing initiative in class but this objective has not been demonstrated yet.
<u>COMPLEXITY</u> Score:	Little to no white spaces bigger than a ladybug; all areas filled purposefully	Some white spaces bigger than a ladybug leftover; some areas need a little more consideration	Many white spaces bigger than a ladybug; many designs are careless	Student was showing initiative in class but this objective has not been demonstrated yet.
<u>CRAFTSPERSONSHIP</u> **(Pencil or Sharpie will be assessed)** Score:	All lines are fluid and aligned; dark areas are filled in fully and neatly	Most lines are fluid and aligned; most dark areas are filled in neatly	Many lines are jagged and un-alligned; many dark areas are filled in sloppily	Student was showing initiative in class but this objective has not been demonstrated yet.
<u>USE OF CLASS TIME</u> Score:	Made good use of class time but did not rush	Rushed a little OR could have pushed themselves along a little better	Poor use of class time	NA

TOTAL: _____/100 POINTS

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Name: _____ Block:_____

<u>Drawing 1 Landscape Rubric</u>

Google Form Self Reflection Completed? _____ 10 POINTS

	18-20 Points- **Very Well**	15-17 Points- **Okay**	11-14 Points- **Needs Work**	10 Points- **Not Shown Yet**
<u>**SENSE OF DEPTH**</u> Score:	There is something to look at in each of the foreground, middle-ground and background	There is something in two of the following: Foreground, middle-ground, background	There is something to look at in one of the following: Foreground, middle-ground, background	Student was showing initiative in class but this objective has not been demonstrated yet.
<u>**USE OF COLOR**</u> Score:	There are three distinct color layers built up on all areas.	There are 2-3 color layers built up in most areas.	Most areas are flat and only have one color.	Student was showing initiative in class but this objective has not been demonstrated yet.
<u>**USE OF OIL PASTEL**</u> Score:	Oil pastel techniques have been employed in a skillful way to describe landscape features.	Some oil pastel techniques have been employed.	It is difficult to tell what objects are because oil pastel techniques have been used carelessly.	Student was showing initiative in class but this objective has not been demonstrated yet.
<u>**CRAFT**</u> Score:	Work is fully developed in all areas and there is a consistent sense of style.	Work is mostly developed in most areas and there is a sense of style starting to emerge.	Work needs to be more developed in some areas. No distinct style yet.	Student was showing initiative in class but this objective has not been demonstrated yet.
<u>**USE OF CLASS TIME**</u> Score:	Made good use of class time but did not rush	Rushed a little OR could have pushed themselves along a little better	Poor use of class time	NA

TOTAL: _____/100 POINTS

Approved by Instructional Council on February 7, 2024

Name: _____ Block:_____

Drawing 1- Portrait Rubric

Google Form Self Reflection Completed? _____ 10 POINTS

	18-20 Points- **Very Well**	15-17 Points- **Okay**	12-14 Points- **Needs Work**	11 Points- **Not Shown Yet**
CREATIVITY/ PROCESS Score:	An interesting source was chosen. Student was willing to follow the steps/techniques presented.	An interesting source was chosen. Student was mostly willing to follow the steps/techniques presented.	The source was safe and straightforward. Student ignored many of the steps/techniques presented.	Student was showing initiative in class but this objective has not been demonstrated yet.
USE OF PROPORTIONS Score:	Student used the proportions taught to get a likeness of the subject.	Student used the proportions to an extent, but some may be slightly incorrect.	Several proportions are significantly "off."	Student was showing initiative in class but this objective has not been demonstrated yet.
DEVELOPMENT OF SHADING Score:	Facial shading has been fully developed to make the portrait look 3D.	Facial shading is beginning to be developed.	Sparse development of facial shading.	Student was showing initiative in class but this objective has not been demonstrated yet.
DEVELOPMENT OF MEDIUM Score:	Chosen medium is developed fully throughout, including background.	Chosen medium is mostly developed throughout, including background.	Medium could be developed more. Background limited, perhaps not addressed at all.	Student was showing initiative in class but this objective has not been demonstrated yet.
USE OF CLASS TIME Score:	Made good use of class time but did not rush	Rushed a little OR could have pushed themselves along a little better	Poor use of class time	NA

TOTAL: _____/100 POINTS

Approved by Instructional Council on February 7, 2024

Name: _____ Block: _____ Date Submitted: _____

Drawing 1- Figure in Environment Rubric

Scoring Key:
+ = Exemplary (went above and beyond)
✔ = Proficient (hit the objective)
~ = Developing (somewhat hits the objective, but needs work)
o = Needs improvement (needs significant work or not included)

Creativity (20 points)

S: _____ T: _____/20 points

o Imagery is mature, complex and thoughtful and a sense of place is created
o 1 or more people have been included in a creative way
o A variety of environmental elements are included and are handled in a creative way

Composition (20 points)

S: _____ T: _____/20 points

o Foreground, middle-ground and background are clearly demonstrated and distinct
o Horizon line is included (even if other things overlap it)
o Overlap has been used to show depth
o Perspective has been used to show depth (things get smaller as they are further away)

Human Form (20 points)

S: _____ T: _____/20 points

o Imagery takes up 75% of paper or more
o Details were added to the person(s) including facial features, clothing, etc.
o Person(s) are drawn accurately: proportion of body and face are realistic and believable
o It's evident student used resources and practiced drawing the human form before starting their final drawing

Use of Skills and Media (20 points)

S: _____ T: _____/20 points

o Layers have been built up to show depth and dimension
o At least three layers on all areas of the work: color, shading, texture
o Choice of medium has been used in a thoughtful manner
o Objects are rendered in a believable way (even if stylized)
o Proficiency with medium demonstrated

Craftspersonship/Citizenship (10 points)

S: _____ T: _____/20 points

o Care and pride demonstrated in work and in work habits
o Consistent good use of class time and good studio habits

TOTAL: S: _____ T: _____/100 POINTS

Approved by Instructional Council on February 7, 2024

Name: _____ Block:_____

Drawing 1- Pen and Ink Mood Drawing Rubric

Google Form Self Reflection Completed? _____ 10 POINTS

	18-20 Points- **Very Well**	15-17 Points- **Okay**	12-14 Points- **Needs Work**	11 Points- **Not Shown Yet**
CREATIVITY Score:	Creative scene illustrated; intentional mood created.	Creative scene emerging; mood emerging.	Scene is straightforward/safe; little intention with mood apparent.	Student was showing initiative in class but this objective has not been demonstrated yet.
COMPOSITION Score:	Imagery takes up 75% of page or more; sense of depth/space created; ink developed on majority of page.	Imagery takes up 60-75% if the page; sense of depth/space emerging; ink developed on some of the page.	Imagery takes up less than 60% of the page; no sense of depth/space; a lot of the page still needs to be developed in ink.	Student was showing initiative in class but this objective has not been demonstrated yet.
TECHNIQUES (hatching/cross-hatching/stippling/scumbling) Score:	Several techniques have been successfully incorporated to show texture and contrast.	One or two techniques have been incorporated; some texture and contrast emerging.	Work is mostly outline.	Student was showing initiative in class but this objective has not been demonstrated yet.
PEN AND INK Score:	Sense of style created based on choices; work is mostly neat; any blips dealt with.	Sense of style emerging; work might be a little messy.	Little sense of style apparent; work is messy to the point of distraction.	Student was showing initiative in class but this objective has not been demonstrated yet.
USE OF CLASS TIME Score:	Made good use of class time but did not rush	Rushed a little OR could have pushed themselves along a little better	Poor use of class time	NA

TOTAL: _____/100 POINTS

Approved by Instructional Council on February 7, 2024

Name: _____Block: _____ Date Submitted: _____

Drawing 1- Scratchboard Etching Rubric

Creativity (20 points)
S: _____ T: _____/20 points

-Student's choice of subject is creative
-Subject is interesting, well-rendered, and demonstrates thoughtfulness
-Creative use of line work in etching (sense of consistent style)

Composition (20 points)
S: _____ T: _____/20 points

-Ratio of etched areas (black to gold or silver) is about 25/75
-Gold or silver areas are evenly distributed (balanced composition)
-Composition makes sense spatially

Use of Skills (20 points)
S: _____ T: _____/20 points

-Variety of line weights etched to show value (variety of light and dark)
-Variety of line directions etched to show volume/form
-Variety of line techniques (hatching/cross-hatching) etched to show texture

Use of Medium (20 points)
S: _____ T: _____/20 points

-Etched lines are mostly clean, fluid, careful and intentional
-Enough ink has been etched away (lines are not blurred/faint)
-Too much ink has not been etched away (minimal bubbling/flaking)
-Dust wiped away (final result is neat)

Craftspersonship/Citizenship (20 points)
S: _____ T: _____/20 points

-Student put forth effort towards making quality work
-Student was on task and had good work habits
-The submitted piece is the student's best and has been taken as far as it can go

TOTAL: S: _____ T: _____/100 POINTS

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Visual Arts Vocabulary Glossary

Abstract: Artwork in which the subject matter is stated in a brief, simplified manner; little or no attempt is made to represent images realistically.

Acrylic paint: Quick drying, plastic polymer pigment used with water.

Analogous: Closely related colors; a color scheme that combines several hues next to each other on the color wheel.

Apprenticeship: A person who works for a professional in order to learn the trade. Can be paid or unpaid.

Architecture: the art and technique of designing and building, as distinguished from the skills associated with construction.

Art critique: An organized system for looking at the visual arts in a critical, educated manner.

Asymmetry: A lack of equality between parts or aspects of something.

Awl: A pointed tool with a rounded handle used to poke holes in a thick material such as paper.

Background: The part of the picture plane that seems to be farthest from the viewer.

Balance: The way in which the elements in visual arts are arranged to create a feeling of equilibrium in an artwork. The three types are symmetry, asymmetry, and radial.

Barren: A flat, heavy device used to press paper onto wet ink, giving the adequate amount of even pressure to reveal the image.

Bas Relief: A raised or indented design which remains close to the surface like the face of a coin.

Binding: The method of sewing the pages of a book to keep them together.

Block print: A printed image created by carving from a surface (typically linoleum or wood), rolling ink onto the remaining shapes, and pressing paper onto the inked shapes.

Book board: A type of cardboard that is thin enough to cut but sturdy enough to resist bending; covered with book cloth to create the covers of a hand-made book.

Book cloth: A sturdy type of cloth that wraps around the cover and spine of a book to give it a finished look.

Bone folder: A flat piece of plastic (traditionally bone) used to crease folded paper.

Bracing: devices that form together to create a structure in order to strengthen or support.

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Brayer: A roller used in printmaking to roll ink onto a carved surface.

Burr: The scrap bit that is cast off when carving into plexiglass, wood or linoleum.

Ceramics: objects and works of art created with a clay material.

Chuck: The round casing that twists into the handle of a linoleum cutter, holding the gouge in place.

Claymation: a method of animation in which clay figures are filmed using stop-motion photography.

Collage: An artistic composition made of various materials (e.g., paper, cloth, or wood) glued on a surface.

Collograph: A printmaking process where pieces of found materials with various textures are adhered to a flat surface, then ink is rolled over the textured items and the surface is printed onto paper, revealing the textures.

Color: The visual sensation dependent on the reflection or absorption of light from a given surface. The three characteristics are hue, intensity, and value.

Colored pencil: an art medium constructed of a narrow, colored core encased in a wooden cylindrical case. The hardness of the core is harder and is not easy to erase or smudge.

Color relationships: How colors relate to each other on the color wheel. Basic color schemes include monochromatic, analogous, and complementary.

Color wheel: A circular diagram of the spectrum used to show the relationships between the colors.

Complementary colors: Colors opposite one another on the color wheel. Red/green, blue/orange, yellow/violet are complementary colors.

Composition: The overall placement and organization of elements in a work of art.

Construction: The arrangement, connection, and manipulation of materials to create a structure

Content: The representations, messages, ideas, and/or feelings expressed in a work of art.

Contour line drawings: Drawing that defines an object's edge ("outline").

Contrast: Differences between two or more elements (e.g., value, color, texture) in a composition. Also refers the degree of difference between the lightest and darkest areas of an image.

Cool colors: Colors suggesting coolness: blues, greens, violets and their variants.

Cover: The two flat, sturdy pieces that keep the pages of a book in tact in the front and back.

Craft: The creation of art involving the skill of making things by hand. When someone has good craft, it means they have mastered the skill of what they have created.

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Creativity: The choices an artist makes in his/her work to make it new or unique.

Critique: To review or examine a piece of artwork critically by using prior knowledge and experience in visual arts.

Cross-contour line: Lines that travel across an object's form.

Cross-hatching: method of line drawing that describes value by creating variation of density of crossed lines.

Cubism: An art movement that was inspired by the fast paced era of the industrial revolution. "Broken" compositions included simplified, geometric shapes, flattened colors and multiple vantage points in a single image.

Deckle: Intentionally tearing an edge of paper to give a certain distressed, natural aesthetic.

Deconstruction: In art, it means the work of art is created in a way that is not perfectly put together. Artwork shows how it was created and there are imperfections purposely left.

Depth: The illusion of distance or three dimensions.

Design: The plan or organization of a work of art; the arrangement of independent parts (the elements of art) to form a whole.

Dust Jacket: An extra removable cover of a book made out of paper that folds around the actual cover; this protects the book

Ebony pencil: A drawing pencil that features a thick core of soft graphite that makes a very black and smooth/satin finish. Capable of a wide tonal range with rich darks.

Edition: A series of the same print.

Elements of art: Sensory components used to create and talk about works of art. Line, shape, form, value, space, color and texture are the 7 elements of art.

Embellishment: in sewing, a decorative techniques and or embroidery, done either by machine or by hand to create detail to the work being.

Emphasis: Special attention or embellishment on an element, characteristic or object in a work of art that makes it stand out from others.

Etching: The process of carving various lines into a plastic or metal plate.

Fellowship: A financed research post providing study facilities, privileges, etc. often in return for teaching services. Usually an endowment to support the postgraduate research of a student.

Focal point: The place in a work of art at which attention becomes focused because of an element emphasized in some way.

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Folk art: Art, usually primitive-looking, created by artists or persons who are not classically trained or art that is made to look that way.

Foreground: Part of a two-dimensional artwork that appears to be nearer the viewer or in the "front" of the image.

Foreshortening: When surfaces appear flattened or squished as they recede.

Form: (1) The particular characteristics of an artwork's visual elements (as distinguished from its subject matter or content). (2) A three-dimensional volume or the illusion of three dimensions; related to shape (which is 2-D).

Function: Purpose and use of a work of art.

Gesture drawing: The drawing of lines quickly and loosely to show movement in a subject.

Geometric shape: Shapes with precise edges that have to be measured or traced.

Gouge: The sharp, V-shaped tip of a linoleum cutter used to carve into linoleum.

Gradation: a value gradually changes from dark to light (or light to dark); it is clear that the value is changing but not where it changes.

Graphite pencil: an art medium specially designed for drawing. There are different levels of hardness of the lead that helps the artist create different values. The range goes from 9H (hard) to 9B (soft) with HB (your #2 pencils) being the middle of the range.

Harmony: The principle of design that creates unity within a work of art.

Hatching: is an artistic technique used to create tonal or shading effects by drawing (or painting or scribing) closely spaced parallel lines.

High Relief: A strongly raised or deeply indented design.

Hue: The gradation or attribute of a color that defines its general classification as a red, blue, yellow, green or intermediate color.

Implied line: A broken, sketchy line that suggests and edge.

Inking plate: A flat surface (usually metal or glass) used to roll ink into a flat even layer so it will roll onto a carved block consistently.

Installation: Larger than life sculpture created with various materials and designed for public to interact with the art.

Intaglio: Printmaking process that involves carving into a plexiglass plate with a needle-tipped tool, pressing ink into the grooves, then placing damp paper over the paper and pressing to reveal the image.

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Intensity: Refers to the brightness of a color (a color is full in intensity only when in its pure form and unmixed). Color intensity can be changed by adding black, white, gray or an opposite color on the color wheel.

Internship: temporary position with an emphasis on on-the-job training rather than merely employment, and it can be paid or unpaid.

Intermediate colors: Also known as tertiary, colors created when mixing a primary and secondary colors.

Line: An element of art defined by a point moving in space. Line may be two-or three-dimensional, descriptive, implied, or abstract.

Line weight: How thick/thin a line is (the eye goes to lines with more weight first).

Linoleum cutter: A tool used to carve designs into a linoleum block to prepare it to be inked and printed.

Local color: the color of something before light/shadow hits it.

Manipulation: the skillful handling, controlling or using of a material.

Margin: The space around the words/image in a book.

Mass: The outside size and bulk of an object, such as a building or a sculpture; the visual weight of an object.

Media: (1) Plural of medium referring to materials used to make works of art. (2) Classifications of artworks, such as painting, printmaking, sculpture, film, etc.).

Middle ground: Area of a two-dimensional work of art between the foreground and background.

Mixed media: An artwork in which more than one type of art material is used.

Mobile: A type of sculpture that is formed of delicate components which are suspended in the air and move in response to air currents or motor power.

Monochromatic: Use of only one hue or color that can vary in value or intensity.

Mood: The state of mind or emotion communicated in a work of art through color, composition, media, scale, size, etc.

Motif: A repeated pattern, often creating a sense of rhythm.

Movement: The principle of design that deals with the creation of action.

Needle: A pointed tool with a hole that gets threaded and is used to sew fabric or bind paper in bookmaking.

Negative space: The space around or between objects.

Neutral colors: Black, white, gray, and variations of brown.

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Non-objective: The subject has been abstracted, representing something intangible (a mood, emotion, idea etc.).

Objective: The subject has been abstracted, but is still recognizable as something tangible.

Oil paint: Oil-based pigment used with paint thinner, turpentine, or other non-water-based suspension.

Oil pastels: a drawing medium that consists of pigment mixed with a non-drying oil and wax binder.

One-point perspective: A way to show 3-D objects on a 2-D surface, lines appear to go away from the viewer meet at a single point on the horizon known as the vanishing point.

Organic shape: Refers to shapes or forms not geometric, having irregular edges and surfaces or similar to natural forms.

Overlap: When one object sits in front of another object, blocking the visibility of part of the object that is behind it.

Pattern: A repeated line or shape.

Perceptual colors: the color something looks (or is "perceived" after the light/shadow hits it.

Perspective: A system for representing three-dimensional objects viewed in spatial recession on a two-dimensional surface.

Point of view: The angle from which a viewer sees the objects or scene in an image.

Pop Art: Artwork/movement consisting of everyday, mass-produced products in bright, flat, bold outlines. Artists prominent during that time include Andy Warhol and Roy Lichtensten.

Portfolio: A systematic, organized collection of artwork.

Positive space: Shapes or spaces in an image that represent solid objects or forms.

Primary colors: Red, yellow, and blue. From these all other colors are created.

Principles of design: A design concept describing the ways in which the elements of an image are arranged. Rhythm, balance, harmony, emphasis, variety, movement, contrast and unity are the 8 principles of design.

Printmaking: The transference of an image from one surface (plate or block) to another (usually paper) using ink.

Proportion: The scale relationships of one part to the whole and of one part to another. In images of figures, the appropriate balance between the size of the body and its limbs.

Pull (printmaking term): To take the paper off an inked surface, revealing the image.

Reduction Print: A type of block print or woodcut created by carving away the surface and printing in stages, revealing a multi-colored image.

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Reflection: Personal and thoughtful consideration of an artwork, an aesthetic experience, or the creative process.

Relief: When a surface is carved into "relieving" shapes from the surface (they are revealed when the negative spaces around them are taken away).

Rhythm: Repetitive visual elements that achieve a specific effect.

Rubric: A guide for judgment or scoring, a description of expectations.

Scale: Relative size, proportion; the determination of measurements of dimensions within a design or artwork.

Screen filler: Substance used to fill the holes in silkscreen.

Screen Print: A type of printmaking where an image is created by blocking holes in a fabric screen and running ink over the fabric with a squeegee; the ink seeps through the negative spaces that were not blocked off, revealing the image.

Sculpey clay: A modeling material consisting of finely ground particles of colored polymer, held together by a binder to form a malleable clay-like medium.

Sculpture: Three-dimensional artwork to be seen either in the round (from all sides) or as a bas relief (a low relief in which figures protrude only slightly from the background).

Secondary colors: Colors that are created by the mixture of two primary colors, i.e. red and yellow make orange, yellow and blue make green, blue and red make violet, etc.

Shade: A color produced by the addition of black.

Shape: A two-dimensional area or plane that is closed.

Sharpie pen: a permanent marker that is usually used as black but also comes in a variety of colors.

Signature (bookmaking): Four pages folded and sewn; several signatures are then bound together to create the rest of the book.

Space: The area between, around, above, below, or contained within objects. Spaces are areas defined by the shapes and forms around them and within them, just as shapes and forms are defined by the space around and within them.

Spine: The back piece of a book, used to give height between the covers so there is room for the pages.

Squeegee: A long, flat rubber device with a wooden handle used to apply thick swathes of ink in a consistent manner.

Still life: A specific type of visual artwork representing one or more inanimate object.

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Stippling: is the creation of a pattern simulating varying degrees of value by using small dots.

Stop-motion: a cinematographic technique whereby the camera is repeatedly stopped and started, for example to give animated figures the impression of movement.

Storyboard: a sequence of drawings, typically with some directions and dialogue, representing the shots planned for a movie or television production.

Studies: a drawing, sketch or painting done in preparation for a finished piece. Often used to understand the problems involved in drawing subjects and to plan the elements to be used in finished works such as light, color, form, perspective, and composition.

Style: A set of characteristics of the art of a culture, a period, or school of art; the characteristic expression of individual artists or groups.

Subject matter: The people, places and things in a work of art.

Surrealism: Art movement known for absurd scenes; imagery is recognizable, but the way it goes together doesn't make sense (often described as "dream-like").

Symmetry: A balance of parts on opposite sides of a perceived midline, giving the appearance of equal visual weight.

Tempera paint: permanent, fast-drying painting medium consisting of colored pigments mixed with a water-soluble binder. Compared to acrylic, this paint is thinner in application.

Tessellation: A pattern made of a single geometric shape that is designed to interlock when it is tiled, creating a fascinating visual effect.

Textile: Term that describes something made out of woven fibers.

Texture: The surface quality of materials, either actual (touch) or implied (visual). It is one of the elements of art.

Theme: A subject or topic of discourse or of artistic representation.

Three-dimensional: Having height, width, and depth (3-D).

Tint: A slight or pale coloration; a variation of a color produced by adding white to it and characterized by a low saturation and high lightness.

Tonality: values change *gradually* from dark to light, or vice versa.

Tone: Color with gray added to it.

Two-dimensional: Having height and width but not depth (2-D).

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Two-point perspective: A visual system of representation designed to show 3-D objects on a 2-D surface. This illusion of space and volume utilizes two vanishing points on the horizon line.

Unity: A principle of design that connects a variety of elements of art and principles of design into a work of art with harmony and balance.

Value: Lightness or darkness of a hue or neutral color.

Value scale: A value scale shows the range of values from black to white and light to dark.

Vanishing point: In perspective drawing, a point at which receding lines seem to converge.

Variety: A principle of art concerned with combining one or more elements of art in different ways to create interest.

Volume: Describes the space within a form, such as that of a container or building.

Warm colors: Colors suggesting warmth, such as reds, yellows, and oranges.

Watercolor: A transparent pigment used with water. Paintings done with this medium are known as watercolors

Whip stitch: An up and down method of sewing used to bind two pieces of fabric, paper etc. together.

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Project Examples

Unit 1- Line Design

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**Unit 2- Oil Pastel Landscape**
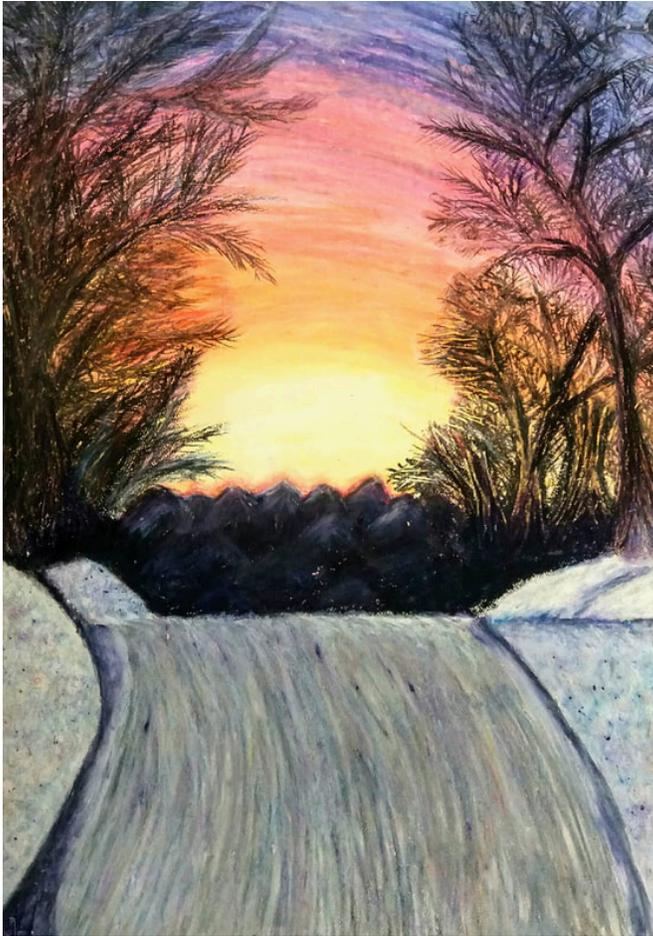
Approved by Instructional Council on February 7, 2024

Unit 3- Portrait
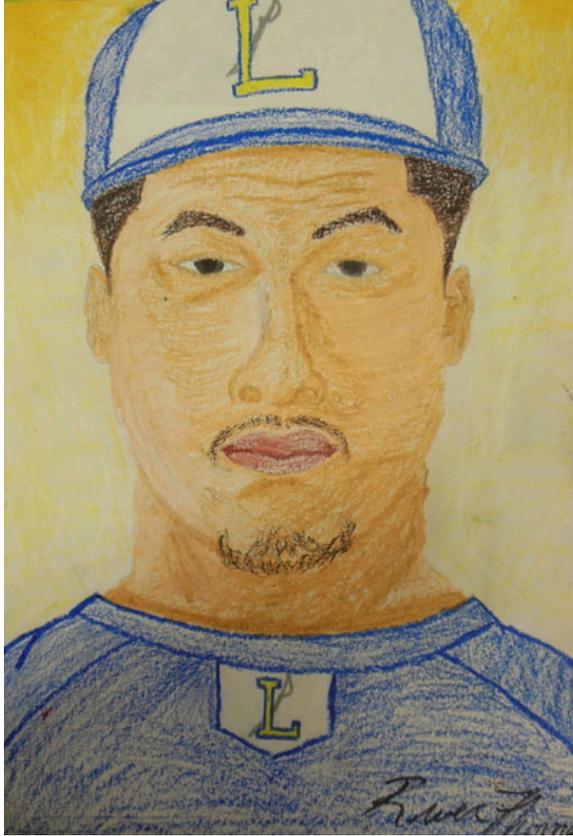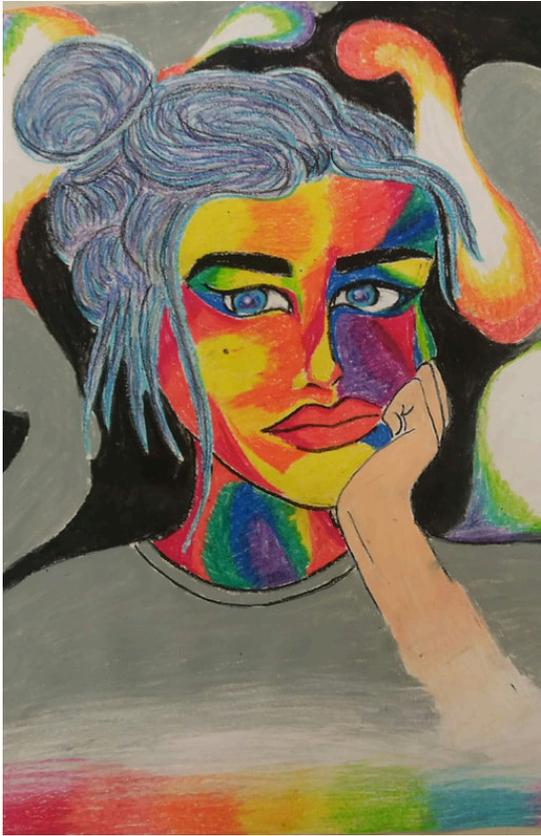
Approved by Instructional Council on February 7, 2024

Unit 4- Figure in Environment
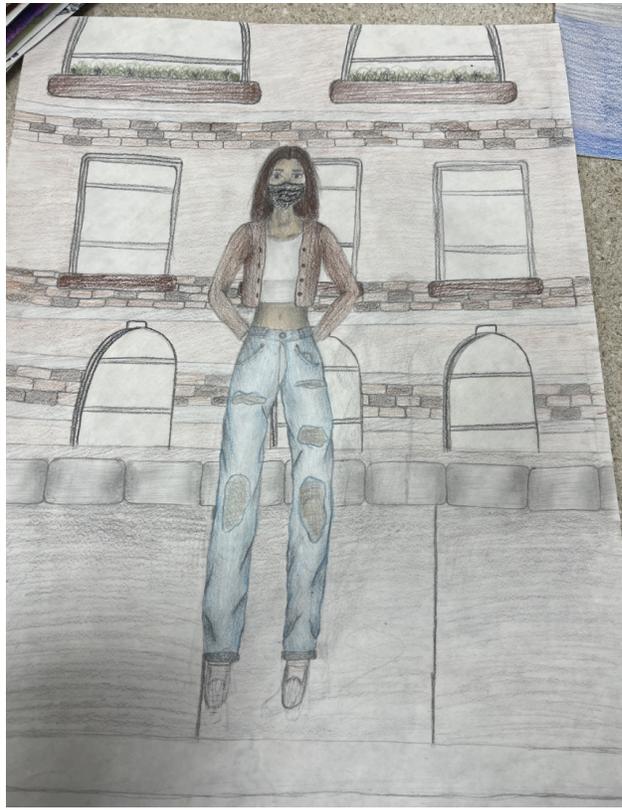
Approved by Instructional Council on February 7, 2024

Unit 5- Pen and Ink

Approved by Instructional Council on February 7, 2024

Unit 6- Scratchboard Etching

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