

Reading Public Schools

Instilling a joy of learning and inspiring the innovative leaders of tomorrow



Fine and Performing Arts Curriculum Guide

Course: Drawing and Illustration

Course Description

This hands-on course offers a great introduction to work being done today in the field of illustration. We will explore illustration as narrative art or storytelling; illustration in graphic novels; and artist books including tunnel and star books. We will also look at the work of contemporary illustrators to inspire and inform projects. Illustration techniques introduced will include drawing using pencil, pen and ink, as well as watercolor and mixed media techniques.

Standards for Artistic Practice

These practices describe the processes and skills students learn as practitioners throughout the elementary, middle, and high school years in order to achieve artistic literacy.

- ⇒ *Creating art with artistic intent.*
- ⇒ *Presenting, performing, or producing artistic works to evoke, express, or communicate.*
- ⇒ *Responding to art through intellect and emotion.*
- ⇒ *Connecting the arts to the self, society, history, culture, and other disciplines and bodies of knowledge.*

Source: MA Arts Curriculum Framework 2019, page 20

Content Standards for a Proficient Visual Arts Course

Creating:

1. Consistently apply research to support development of artistic ideas.
2. Document a plan for an original large scale or multi-step art project.
3. Refine an artistic work that builds on previous work by incorporating new materials, constraints, genres, or styles.

Presenting:

4. Explain how specific techniques were used to evoke, express, or communicate in an artistic work or collection.
5. Contribute to an art show that explores a personally meaningful theme, idea, or concept.
6. Modify a two- or three-dimensional installation to align to one's artistic intent after listening to initial viewer comments.

Responding:

7. Use contextual and aesthetic information to construct interpretations of an artwork or collection of works.
8. Compare and contrast the artistic elements that make art unique.
9. Choose and defend criteria for evaluating artwork.

Connecting:

10. Describe how visual arts influences one's approach to other academic disciplines (e.g. how knowledge of changing art movements help contextualize history).
11. Explain the relationship between artworks and commercialization or propaganda (e.g. how Norman Rockwell's work, such as "Rosie the Riveter," supported the war effort in World War II).

Source: MA Arts Curriculum Framework 2019, page 65

Units	Essential Questions	Key Activities May Include...
<p>1. Review: Contour Drawing and the Role of Negative Space in Composition</p>	<ul style="list-style-type: none"> • What is contour line? What are inside lines? How do they define any form in space? • What is the role of negative space? • What makes a good composition? • How can thumbnails and revision be used to arrive at the best version of composition? 	<ul style="list-style-type: none"> • Contour drawings of objects from multiple angles • Drawing to understand structure and form. • Negative space drawings, and drawing the space around an object • Changing the frame drawings, morphing objects to fit into any given frame
<p>2. Value Study</p>	<ul style="list-style-type: none"> • What is value? • How do we use a light source to bring viewers attention to a focal point in a work of art? 	<ul style="list-style-type: none"> • Use of graphite • Examination of Chris Van Allburgs' <i>The Z was Zapped</i> • Illustrating a letter
<p>3. What Is Illustration?</p>	<ul style="list-style-type: none"> • How have pictures been used throughout the centuries to illustrate ideas? • What supporting role can text have without distracting from the image? • How do we illustrate a process using images? 	<ul style="list-style-type: none"> • Mind-maps, thumbnail sketches, color studies, mock up of final piece, final recipe illustration • Introduction of pen and ink, combined with watercolor • Publication of work online
<p>4. Books</p>	<ul style="list-style-type: none"> • What is an "artist" book? • What are the necessary components of a book? • What methods and book forms have artists explored in the past, as well in contemporary art? 	<ul style="list-style-type: none"> • Examination of tunnel books, star books, and other sculptural book formats • Creation of at least one book form
<p>5. Pun Box</p>	<ul style="list-style-type: none"> • How have artists played with pun, similes, and figures of speech in their own work? 	<ul style="list-style-type: none"> • Creation of at least a six-sided form and illustrate a pun on each side using pen and ink and watercolor • Creation of a collage illustrating a pun or figure of speech, followed by the creation of a painting based on the finished collage
<p>6. Illustrating a Recipe or a Sequence as a "How To" illustration</p>	<ul style="list-style-type: none"> • How can we use a given format to effectively teach a viewer how to follow instructions? How do viewers "read" images? • How can we purposefully arrange elements in a composition? • How do we choose a font? 	<ul style="list-style-type: none"> • Creation of a recipe • Creation of a title and sequence of images (combining words with images in an effective sequence)

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Fine and Performing Arts Curriculum Guide Overview

Curriculum Guide

Curriculum guides are public documents aligned with the Massachusetts Department of Education Curriculum Frameworks. They outline and highlight the set of standards that students will learn within certain disciplines at each grade level. Curriculum guides are intended for teachers, parents, and the wide school community to provide an overview of the course of study for the year.

Curriculum Map

Curriculum maps are internal documents utilized as planning tools for teachers and administrators. Curriculum maps keep a focus on the end-of-year standards and chart a course for teaching and learning over the year. They are typically organized by month and/or marking period and may include: genres/topics or units of study, methods of assessment, and major content resources. Maps are fluid documents that are revised and revisited regularly to ensure students' needs are being met.

Content Standards

The standards used as the foundation of our curriculum come directly from the Massachusetts Department of Education Curriculum Frameworks. State standards may be viewed here: <http://www.doe.mass.edu/frameworks/>

Standards for Artistic Practice

The standards for artistic practice describe the processes and skills students learn as practitioners throughout the elementary, middle, and high school years in order to achieve artistic literacy. Based on the processes presented in the 2014 *National Core Arts Standards*, these practices are grouped into four clusters that focus on creating, presenting/performing, responding, and connecting across the five arts disciplines (dance, media arts, music, theater, and visual arts)."
- *MA Arts Curriculum Framework 2019*, p.20

Essential Questions

Essential questions are questions that are not answerable with an easy answer or a simple instruction. The purpose of essential questions is to provide opportunities for inquiry into learning and act as an umbrella to anchor the unit/lesson.

Key Activities

Key activities are examples of the instructional contexts and structures for learning that students and teachers *might* be engaged in during arts instruction. Those listed represent a sampling and the list is in no way exhaustive. The list is not intended to mandate or require certain types of instruction at any given time, merely to suggest best practices.