

# DRAWING

MOD 2/3 2019-20

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## Essential Questions

***How is form observed, interpreted and expressed in both observational and non-observational drawing?***

***How are contemporary drawing practices an evolution from the traditional?***

***How do form, theme and context express and influence meaning in an artwork?***

***How does the creative process help cultivate the growth of an idea?***

## Course Description

This course introduces students to classical and contemporary drawing techniques and concepts, with emphasis on the understanding of their formal language and the fundamentals of artistic expression. Linear perspective, pictorial composition, figure/ground relationships, shading techniques, tonal value, visual perception, spatial concepts, and critical thinking skills are all emphasized extensively in all our units of study. Demonstrations, presentations, group and individual critiques will be given throughout the course. Various dry drawing media, such as graphite and charcoal, are the primary tools for this class.

Students will create a self-directed path to discover their own individual style and artistic voice in each of the painting projects. Students will keep a sketchbook to document the process of their research and idea development for projects. Students will learn to offer and receive feedback with their peers in mid-project and summative critiques. The conceptual phase will be a chance to develop strong critical thinking skills to guide the outcome and direction of the final work. Students will write summative artist statements to support their finished drawings.

## Learning Outcomes

In this visual arts class, learning outcomes are focused on both the process and the product. Evidence for the process includes sketchbook idea development, critical investigation, mid-project and summative critiques. Evidence for the product includes studio work, summative reflections and artist statements.

**1 Engage and Persist:** I showed persistence in achieving quality results and refined work based off own observations and feedback from others.

**2 Stretch and Explore:** I planned and experimented with multiple solutions/media/techniques exploring creative possibilities throughout the project.

**3 Envision:** I developed finished artwork following the objectives of the project that exhibit unique and personal visual solutions.

**4 Reflect:** In my final plan, artist statement and in critique, I communicated a clear understanding of how the elements in my artwork integrate form, theme and context to meet the objectives of the project.

**5 Developing Craft:** My artworks show a developed skill with the media and tools used and displays attention to detail and care in construction.

**6 Understand the Art World:** I synthesized formal, thematic and contextual aspects of an artwork to show how these elements are integrated to help form meaning.

**7 Express:** I considered and integrated all aspects of my composition so artwork communicates my big ideas effectively. My big ideas are succinctly expressed in my summative artist statement as well.

**8 Ownership:** I demonstrated initiative, personal responsibility and a commitment to learning; I have the ability to self-reflect, manage my time effectively both in class and out of class, and learn from his/her/their mistakes.

## Projects

**The Body and Memory** In this project, students will choose a significant memory from their lives and brainstorm ways in which to physically express it. Each student will take photographs of their body in this expressive pose and edit their favorite photo accordingly in Photoshop. Using charcoal as the medium, we will review value scales and learn how values create the illusion of form. On grey-toned paper, students will use the grinding method to take their final reference photo and enlarge it on their drawing paper. Students will work with the midrange value of the paper and add white and black charcoal to create the illusion of dimension and space in their personal drawings.

**Kinetic Drawing** In this collaborative expressive drawing project studying the drawings of dancer and performance artist Heather Hansen, students will use the natural symmetry of their bodies to create large scale drawings in pairs. We will use charcoal as our medium for this expressive drawing. This project will practice patience, awareness and body control. Students will be asked to mirror one another and use their entire body in the making of these large scale drawings.

**Words in Space** In this project influenced by LA artist Wayne White, students will learn the fundamentals of linear perspective drawing practicing both 1 point and 2 point perspective. Each student will choose a phrase from the zeitgeist of our times and draw out the letters of this phrase in either 1 point or 2 point perspective. These phrases on paper will be painted in acrylic paint or colored in with a gradient of chalk pastels. Students will cut out their completed phrases and stick them around campus for the school community to enjoy.

## Supplies

For this class, every student needs to have an **A4 size blank sketchbook** to use for their process documentation. A hardbound sketchbook would be ideal, but a softcover will work.

## Ethics and Art Practice

- All students as artists will care for and maintain materials, tools, and equipment inside and outside the classroom. We will discuss the importance of safety, appropriate handling, and how to follow correct procedures in handling materials, tools, and equipment.
- Environmental responsibility and safety: we will discuss different ways how materials may impact human health and the environment.
- Plagiarism, authorship, and ownership: we will discuss different issues relative to authorship and ownership as they apply to creating works of art and learn about specific practices such as appropriation, fair use, copyright, open source, and creative commons.

*The freedom to create comes with responsibilities to your own health and safety and that of those around you, as well as the world around you.*