

HILLSBOROUGH TOWNSHIP PUBLIC SCHOOLS
HILLSBOROUGH, NJ 08844

NEW REVISED CURRICULUM - X

DATE: March 8, 2013

CONTENT AREA: HHS VISUAL ARTS - ADVANCED DRAWING

SUPERVISOR:	CURRICULUM REVISION TEAM:
Olga Zarestky	Lynn Mound

WHY WAS THIS CURRICULUM REVISION COMPLETED?

Revise and update to 2009 NJ Core Curriculum Content Standards

HOW IS THIS RELATED TO THE DISTRICT PLAN FOR CURRICULUM DEVELOPMENT?

As scheduled on the five-year curriculum revision cycle

Other - All department courses reviewed and revised to 2009 NJCCCS

WERE THE FINANCIAL RESOURCES BUDGETED FOR THIS REVISION?

Yes

No (please explain) _____

OTHER COMMENTS: _____

APPROVAL DATES:

Lma 4.24.13 Approved by Assistant Superintendent

TL 4/11/13 Approved by Education Committee

by Board of Education

Board of Educ. Approved
4/22/13

HILLSBOROUGH TOWNSHIP SCHOOL DISTRICT

HILLSBOROUGH HIGH SCHOOL
VISUAL ARTS CURRICULUM

ADVANCED DRAWING
GRADES 10 - 12

AUGUST 2012

Fine & Performing Arts

Advanced Drawing

Grades 10-12

Course Overview

Approaches and techniques covered in Drawing are reviewed and enriched through further exploration in this advanced level course. Wider experimental use of various media will be stressed as a means of furthering individual development in the ability to use pencil, pens, crayons, charcoal, pastels and chalks, transparent and opaque watercolors, and various combinations of media. The expressive use of color and mark making techniques are applied. Portraiture and figure drawing are explored. Studio experiences using more involved processes and materials are undertaken.

This 2.5 credit semester course helps fulfill the state mandate contained in N.J.A.C. 6A:8-5.1(a)1vii for “at least 5 credits in Visual and Performing Arts” for all students who entered high school in 2010 or later.

The curriculum is aligned to the New Jersey Core Curriculum Content Standards for Visual and Performing Arts which include:

- 1.1 The Creative Process
- 1.2 History of Arts and Culture
- 1.3 Performance
- 1.4 Aesthetic Responses and Critique Methodologies

Where appropriate, links to the Common Core State Standards for English Language Arts and Mathematics have been included, along with the NJCCCS for Comprehensive Health and Physical Education, Science, Social Studies, World Languages, Technology, and 21st Century Life and Careers.

**Fine & Performing Arts Department
Advanced Drawing Curriculum
Grades 10-12**

Enduring Understandings	<ol style="list-style-type: none"> 1. A variety of problem solving and decision making skills are used to select and apply the Elements of Art and Principles of Design in a drawing. 2. Art has a role in the development and continuing influence in relation to world cultures, history, and society. 3. An understanding of the Elements and Principles of Design can lead to an effective use of visual communication. 4. Through the study of art, people learn to make informed critical judgments, gain knowledge about visual communication, and learn to respect one's own expression and those of others. 5. An individual's informed choice and appropriate application of media, techniques and/or processes enhance personal expression and determine the quality of art. 6. Human understanding and communication are enhanced through art making. 7. Building drawing technique and skill is necessary for pursuing career pathways in the visual arts.
Days	20 days
NJCCCS	<p>1.1 The Creative Process-All students will demonstrate an understanding of the elements and principles that govern the creation of art in dance, music, theatre, and visual art.</p> <p>1.2 History of the Arts and Culture- All students will understand the role, development, and influence of the arts throughout history and across cultures.</p> <p>1.3 Performance-All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.</p> <p>1.4 Aesthetic Responses & Critique Methodologies- All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.</p>
NJCCCS CPI	<p>1.3.12.D.4 Analyze the syntax and compositional and stylistic principles of two- and three-dimensional artworks in multiple art media (including computer-assisted artwork), and interpret themes and symbols suggested by the artworks.</p> <p>1.3.12.D.5 Identify the styles and artistic processes used in the creation of culturally and historically diverse two- and three-dimensional artworks, and emulate those styles by creating an original body of work.</p> <p>1.4.12.A.3 Develop informed personal responses to an assortment of artworks across the four arts disciplines (dance, music, theatre, and visual art), using historical significance, craftsmanship, cultural context, and originality as criteria for assigning values to the works.</p> <p>1.4.12.B.2 Evaluate how an artist's technical proficiency may affect the creation or presentation of a work of art, as well as how the context in which a work is performed or shown may impact perceptions of its significance/meaning.</p> <p>1.4.12.B.3 Determine the role of art and art-making in a global society by analyzing the influence of technology on the visual, performing, and multimedia arts for consumers, creators, and performers around the world.</p>
Essential Questions	<p>What do artists do?</p> <p>How does mark making affect the mood of a drawing?</p> <p>How does planned risk taking affect the creation of more sophisticated imagery?</p> <p>How can an artist force the viewer to experience an object/environment in new and unexpected ways?</p> <p>How can varied effects be applied successfully to one's composition to produce effective communication of one's ideas?</p>
Skills The Student Will...	<p>Address a wide range of approaches and media to practice drawing issues such as line quality, light and shade, rendering of form, composition, surface manipulation, the illusion of depth and mark making.</p> <p>Build upon the technique of value rendering to create the illusion of texture and form using conte crayon on middle value paper.</p> <p>Make compositional choices based on the synthesis of space, texture, balance and movement.</p> <p>Build advanced skills in the rendering of textures by emphasizing the difference between them.</p> <p>Recognize and apply the technique of charcoal drawing as a method by which to create strong dark and light contrast.</p> <p>Review and demonstrate various types of line drawing and its use in advanced drawing applications.</p> <p>Use a range of marks to make drawings through abstract, observational and inventive means.</p>

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Advanced Drawing Curriculum
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	<p>Suggested Learning Activities: Create an etching using pen & ink drawing techniques. Create an illustration using pen & ink drawing techniques that instills symbolic meaning on 3 levels. Create a composition in conte crayon using a wrapped and tied three-dimensional object as a visual reference. Create a charcoal drawing /value study of an interior space in the home. Create an expressive landscape based on a personal experience of a particular space. Compose a personal or family history through the content and style of still-life images. Develop abstraction from mechanical objects that explore mark making. Explore interior or exterior architectural space, emphasizing principles of perspective, structure and/or ambiance created by light. Study drawing careers through such things as reports, research, guest speakers, posters, literature, videos, and field trips, etc.</p>
Assessment	<p>Teacher will provide individual and group feedback/critique regarding design, originality, and craftsmanship. Written summative assessment. Student written self-response form. Rubric</p>
Literacy Integration	RST.11-12.7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.
Mathematics Integration	N-Q.1. Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.
Health & Phys Ed Integration	2.1.12.D.1 Determine the causes and outcomes of intentional and unintentional injuries in adolescents and young adults and propose prevention strategies. 2.1.12.E...2 Analyze how new technologies may positively or negatively impact the incidence of conflict or crisis.
Science Integration	5.1.12.D.1 Engage in multiple forms of discussion in order to process, make sense of, and learn from others' ideas, observations, and experiences.
Social Studies Integration	6.2.12.D.4.k Analyze how the arts represent the changing values and ideals of society.
World Language Integration	7.1.NM.A.1 Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes.
Technology Integration	8.2.12.G.1 Analyze the interactions among various technologies and collaborate to create a product or system demonstrating their interactivity. 8.1.12.D.2 Demonstrate appropriate use of copyrights as well as fair use and Creative Commons guidelines.
21st Century Life & Careers	9.1.12.A.1 Apply critical thinking and problem-solving strategies during structured learning experiences. 9.1.12.F.2 Demonstrate a positive work ethic in various settings, including the classroom and during structured learning experiences.

Unit/Skill: Portraiture	
Days	20 days

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Grades 10-12**

Unit/Skill: Portraiture	
NJCCCS	<p>1.1 The Creative Process-All students will demonstrate an understanding of the elements and principles that govern the creation of art in dance, music, theatre, and visual art.</p> <p>1.2 History of the Arts and Culture-All students will understand the role, development, and influence of the arts throughout history and across cultures.</p> <p>1.3 Performance- All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.</p> <p>1.4 Aesthetic Responses & Critique Methodologies- All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.</p>
NJCCCS CPI	<p>1.1.12.D.1 Distinguish innovative applications of the elements of art and principles of design in visual artworks from diverse cultural perspectives and identify specific cross-cultural themes.</p> <p>1.3.12.D.2 Produce an original body of artwork in one or more art mediums that demonstrate mastery of visual literacy, methods, techniques, and cultural understanding.</p> <p>1.4.12.B.1 Formulate criteria for arts evaluation using the principles of positive critique and observation of the elements of art and principles of design, and use the criteria to evaluate works of dance, music, theatre, visual, and multimedia artwork from diverse cultural contexts and historical eras.</p> <p>1.4.12.B.2 Evaluate how an artist's technical proficiency may affect the creation or presentation of a work of art, as well as how the context in which a work is performed or shown may impact perceptions of its significance/meaning.</p>
Essential Questions	<p>What kinds of information can a self-portrait reveal about the artist who rendered it?</p> <p>How do underlying structures unconsciously guide the creation of art works?</p> <p>How can varied effects be applied successfully to one's composition to produce effective communication of one's ideas?</p> <p>How does exaggeration or emphasis of one or more elements/principles alter the meaning or quality of one's composition?</p>
Skills The Student Will...	<p>Discover that a self-portrait is an artwork that demonstrates a likeness of one self and can indicate something about them through the use of an environment in the negative space.</p> <p>Identify and examine the correct formation and proportions of the human head, face, and features.</p> <p>Study anatomical illustrations, practice drawing own features from mirror observation.</p> <p>Discuss importance of value and form as appropriate to each feature as well as bone structure.</p> <p>Demonstrate use of various techniques for assessing proportion and rendering it accurately.</p> <p>Discuss various types of environments and the visual effect it will achieve.</p> <p>Demonstrate understanding and application of two- dimensional design principles.</p> <p>Use art materials and media with technical competence and skill to effectively express ideas.</p>
Assessment	<p>Suggested Learning Activities:</p> <p>Use pencil rendering techniques to create a self-portrait on illustration board that demonstrates a likeness and a personal interest.</p> <p>Draw the human head (portrait of a friend or relative) in charcoal.</p> <p>Create an expressive portrait using oil pastel on MiTientes paper.</p> <p>Compose a self-portrait using mixed media on illustration board.</p> <p>Create a portrait exploring one's relationship to the past, present and future.</p> <p>Teacher will provide individual and group feedback/critique regarding design, originality, accuracy and craftsmanship.</p> <p>Rubric</p> <p>Written summative assessment</p>
Literacy Integration	<p>RST.11-12.3. Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.</p> <p>RST.11-12.7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.</p>
Mathematics Integration	<p>N-Q.1. Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.</p>

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Unit/Skill: Portraiture	
Health & Phys Ed Integration	2.5.12.A.1 Explain and demonstrate ways to transfer movement skills from one game, sport, dance, or recreational activity to another (e.g., striking skills from/to tennis, badminton, ping pong, racquetball).
Science Integration	5.1.12.D.2 Represent ideas using literal representations, such as graphs, tables, journals, concept maps, and diagrams.
Social Studies Integration	6.2.12.D.4.k Analyze how the arts represent the changing values and ideals of society.
World Language Integration	7.1.NM.A.1 Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes.
Technology Integration	8.1.12.F.1 Select and use specialized databases for advanced research to solve real-world problems. 8.1.12.D.2 Demonstrate appropriate use of copyrights as well as fair use and Creative Commons guidelines.
21st Century Life & Careers	9.1.12.C.5 Assume a leadership position by guiding the thinking of peers in a direction that leads to successful completion of a challenging task or project. 9.1.12.F.2 Demonstrate a positive work ethic in various settings, including the classroom and during structured learning experiences.

Unit/Skill: Color	
Days	30 days
NJCCCS	<p>1.1 The Creative Process-All students will demonstrate an understanding of the elements and principles that govern the creation of art in dance, music, theatre, and visual art.</p> <p>1.2 History of the Arts and Culture- All students will understand the role, development, and influence of the arts throughout history and across cultures.</p> <p>1.3 Performance- All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.</p> <p>1.4 Aesthetic Responses & Critique Methodologies- All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.</p>
NJCCCS CPI	<p>1.4.12.B.1 Formulate criteria for arts evaluation using the principles of positive critique and observation of the elements of art and principles of design, and use the criteria to evaluate works of dance, music, theatre, visual, and multimedia artwork from diverse cultural contexts and historical eras.</p> <p>1.4.12.B.2 Evaluate how an artist's technical proficiency may affect the creation or presentation of a work of art, as well as how the context in which a work is performed or shown may impact perceptions of its significance/meaning.</p> <p>1.4.12.B.3 Determine the role of art and art-making in a global society by analyzing the influence of technology on the visual, performing, and multimedia arts for consumers, creators, and performers around the world.</p> <p>1.4.12.A.2 Speculate on the artist's intent using discipline-specific arts terminology and citing embedded clues to substantiate the hypothesis.</p> <p>1.4.12.A.3 Develop informed personal responses to an assortment of artworks across the four arts disciplines (dance, music, theatre, and visual art), using historical significance, craftsmanship, cultural context, and originality as criteria for assigning values to the works.</p> <p>1.3.12.D.3 Organize an exhibit of personal works of visual art that convey a high level of understanding of how the expression of ideas relates to the art media, art mediums, and techniques used.</p>

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Unit/Skill: Color	
Essential Questions	<p>How can the use of color express a mood or feelings in a piece of artwork?</p> <p>How do underlying structures unconsciously guide the creation of art works?</p> <p>How does planned risk taking affect the creation more sophisticated imagery?</p> <p>How might one's choice of color (and other choices) affect the mood, tone or interpretation of one's work?</p> <p>How does exaggeration or emphasis of one or more elements/principles alter the meaning or quality of one's composition?</p> <p>How can varied effects be applied successfully to one's composition to produce effective communication of one's ideas?</p>
Skills The Student Will...	<p>Demonstrate understanding and application of two-dimensional design principles.</p> <p>Demonstrate advanced use of color theory such as color interactions through varied planned color schemes.</p> <p>Compare the expressive qualities of different colors and color groups and apply such concepts to art works.</p> <p>Demonstrate technical and aesthetic properties of varied color media such as colored pencil, pastels, colored inks, watercolor and conte.</p> <p>Use a range of marks to make drawings through abstract, observational and inventive means.</p> <p>Use art materials and media with technical competence and skill to effectively express ideas.</p> <p>Apply techniques of one and two point perspective as a way to create depth and realism in drawing objects and interior spaces.</p> <p>Suggested Learning Activities:</p> <p>Apply the technique of oil pastel drawing to create strong color interactions and intensity contrast for a color study of an interior space in the classroom.</p> <p>Reconstruct a drawing in which formal and expressive qualities have been enhanced through the use of other media.</p> <p>Explore interior and exterior architectural space emphasizing principles of perspective, structure, atmosphere, and light, etc.</p> <p>Experiment with abstraction by a drawing developed from cells and other microscopic images.</p> <p>Manipulate color and mark making techniques to create an expressive portrait of a friend or family member.</p> <p>Explore color, pattern and design found in nature and/or culture.</p> <p>A series of drawings that begin with representational interpretations and evolve into abstraction.</p>
Assessment	<p>Journal Probes</p> <p>Written summative assessment</p> <p>Constructed response items</p> <p>Rubric</p>
Literacy Integration	<p>L.11-12.6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>RST.11-12.3. Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.</p> <p>RST.11-12.4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11-12 texts and topics.</p> <p>RST.11-12.7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.</p>
Mathematics Integration	<p>G-MG.3. Apply geometric methods to solve design problems (e.g., designing an object or structure to satisfy physical constraints or minimize cost; working with typographic grid systems based on ratios).</p>
Health & Physical Education Integration	<p>2.5.12.A.1 Explain and demonstrate ways to transfer movement skills from one game, sport, dance, or recreational activity to another (e.g., striking skills from/to tennis, badminton, ping pong, racquetball).</p>

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Unit/Skill: Color	
Science Integration	<p>5.1.12.B.2 Build, refine, and represent evidence-based models using mathematical, physical, and computational tools.</p> <p>5.1.12.C.3 Consider alternative theories to interpret and evaluate evidence-based arguments.</p> <p>5.1.12.D.1 Engage in multiple forms of discussion in order to process, make sense of, and learn from others' ideas, observations, and experiences.</p> <p>5.1.12.D.2 Represent ideas using literal representations, such as graphs, tables, journals, concept maps, and diagrams.</p>
Social Studies Integration	<p>6.2.12.D.4.k Analyze how the arts represent the changing values and ideals of society.</p> <p>6.2.12.D.5.c Assess the influence of television, the Internet, and other forms of electronic communication on the creation and diffusion of cultural and political information, worldwide.</p>
World Language Integration	<p>7.1.NM.A.1 Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes.</p>
Technology Integration	<p>8.2.12.G.1 Analyze the interactions among various technologies and collaborate to create a product or system demonstrating their interactivity.</p> <p>8.1.12.D.2 Demonstrate appropriate use of copyrights as well as fair use and Creative Commons guidelines.</p>
21st Century Life & Careers	<p>9.1.12.A.1 Apply critical thinking and problem-solving strategies during structured learning experiences.</p> <p>9.1.12.B.2 Create and respond to a feedback loop when problem solving.</p> <p>9.1.12.C.5 Assume a leadership position by guiding the thinking of peers in a direction that leads to successful completion of a challenging task or project.</p> <p>9.1.12.F.2 Demonstrate a positive work ethic in various settings, including the classroom and during structured learning experiences.</p>

Unit/Skill: Advanced Figure Drawing	
Days	15 days
NJCCCS	<p>1.1 The Creative Process-All students will demonstrate an understanding of the elements and principles that govern the creation of art in dance, music, theatre, and visual art.</p> <p>1.2 History of the Arts and Culture-All students will understand the role, development, and influence of the arts throughout history and across cultures.</p> <p>1.3 Performance-All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.</p> <p>1.4 Aesthetic Responses & Critique Methodologies-All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music theatre, and visual art.</p>
NJCCCS CPI	<p>1.1.12.D.1 Distinguish innovative applications of the elements of art and principles of design in visual artworks from diverse cultural perspectives and identify specific cross-cultural themes.</p> <p>1.3.12.D.5 Identify the styles and artistic processes used in the creation of culturally and historically diverse two- and three-dimensional artworks, and emulate those styles by creating an original body of work.</p> <p>1.3.12.D.1 Synthesize the elements of art and principles of design in an original portfolio of two - and three-dimensional artworks that reflects personal style and a high degree of technical proficiency and expressivity.</p> <p>1.3.12.D.2 Produce an original body of artwork in one or more art mediums that demonstrate mastery of visual literacy, methods, techniques, and cultural understanding.</p> <p>1.4.12.B.2 Evaluate how an artist's technical proficiency may affect the creation or presentation of a work of art, as well as how the context in which a work is performed or shown may impact perceptions of its significance/meaning.</p>
Essential Questions	<p>How do underlying structures guide the creation of works of art? What is the value of studying human anatomy? What makes the study of figure drawing universal? How does planned risk taking affect the creation more sophisticated imagery?</p>

**Fine & Performing Arts Department
Advanced Drawing Curriculum
Grades 10-12**

Unit/Skill: Advanced Figure Drawing	
Skills The Student Will...	<p>Recognize that the correct proportions of the human body and facial features are according to a standard that can be observed and studied from observation.</p> <p>Demonstrate how to render male and female human body proportions and alignment relationships.</p> <p>Discover that an artist can use lines to describe inner movement of the human figure to capture the attitude of a pose or gesture.</p> <p>Develop a finished figure drawing by building around a core of descriptive lines.</p> <p>Discuss foreshortening.</p> <p>Discuss and demonstrate clothing/drapery techniques and its relationship to the human form.</p> <p>Suggested Learning Activities: Draw a live model from observation. Create a series of figure drawings in pencil and/ or charcoal that demonstrates anatomical correctness. Explore a variety of drawing media to vary expressive line quality. Students will combine drawings to indicate a mood through the juxtaposition of more than one figure or the creation of an environment in the negative space. Explore various non-traditional materials. Employ a range of mark making techniques.</p>
Assessment	<p>Teacher will provide individual and group feedback/critique regarding design, originality, and craftsmanship.</p> <p>Rubric</p>
Literacy Integration	<p>Written summative assessment</p> <p>RST.11-12.4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11-12 texts and topics.</p> <p>RST.11-12.7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.</p>
Mathematics Integration	<p>N-Q.1. Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.</p>
Health & Phys Ed Integration	<p>2.1.2.E.1 Identify basic social and emotional needs of all people.</p> <p>2.5.12.A.1 Explain and demonstrate ways to transfer movement skills from one game, sport, dance, or recreational activity to another (e.g., striking skills from/to tennis, badminton, ping pong, racquetball).</p>
Science Integration	<p>5.1.12.A.2 Develop and use mathematical, physical, and computational tools to build evidence-based models and to pose theories.</p> <p>5.1.12.B.2 Build, refine, and represent evidence-based models using mathematical, physical, and computational tools.</p>
Social Studies Integration	<p>6.2.12.B.5.c Determine the impact of migration on way of life (e.g., social, economic, and political structures) in countries of origin and in adopted countries.</p> <p>6.2.12.D.4.k Analyze how the arts represent the changing values and ideals of society.</p> <p>6.2.12.D.5.c Assess the influence of television, the Internet, and other forms of electronic communication on the creation and diffusion of cultural and political information, worldwide.</p>
World Language Integration	<p>7.1.NM.A.1 Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes.</p>
Technology Integration	<p>8.1.12.D.2 Demonstrate appropriate use of copyrights as well as fair use and Creative Commons guidelines.</p>

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Unit/Skill: Advanced Figure Drawing	
21st Century Life & Careers	9.1.12.A.1 Apply critical thinking and problem-solving strategies during structured learning experiences. 9.1.12.F.2 Demonstrate a positive work ethic in various settings, including the classroom and during structured learning experiences.

Advanced Drawing Curriculum Resources

Books

Art Student's College Guide by Linda Sweetow and Carol Brown
Published by Macmillan, NY

Assessment in Art Education by Donna Kay Beattie
Published by Davis Publications, MA

Creating & Understanding Drawings by Gene A Mittler, Ph.D and James D. Howe
Published by Glencoe McGraw-Hill, NY

The Creative Edge by Mary Todd Beam
Published by North Light Books, OH.

Drawing Expressive Portraits by Paul Leveille
Published by North Light Books, OH

Design Synectics by Nicholas Roukes
Published by Davis Publications, MA

The Encyclopedia of Pastel Techniques by Judy Martin
Published by Running Press, PA

Experimental Drawing by Robert Kaupelis
Published by Watson-Guptill Publications, NY

Exploring Drawing by Gerald F. Brommer
Published by Davis Publications, MA

Launching the Imagination: A Comprehensive Guide to Basic Design by Mary Stewart
Published by McGraw Hill, NY

The Parent's Guide to College Admissions by Marjorie Nieuwenhuis
Published by Kaplan Educational Centers and Simon & Schuster, NY

Thinking through Aesthetics by Marilyn G. Stewart
Published by Davis Publications, MA

Web Pages

<http://www.cbsnews.com/video/sunday/>

<http://www.pbs.org/art21/>

<http://www.tineye.com/>

Periodicals

American Artist

Art in America

Art News

DVDs/CDs

Art: 21 Art in the Twenty First Century PBS Series

Core Concepts in Art, version 2.5.1

A library of college and art school catalogs is kept on a book shelf in the classroom for student reference.

This listing is a partial glossary of Visual Art specific terms used in the Hillsborough Township Public Schools K-12 Visual Arts Curriculum. Items marked with an asterisk (*) indicate terms which are also included as Elements of Art and Principles of Design in the glossary of the New Jersey Core Curriculum Content Standards for Visual and Performing Arts.

ELEMENTS OF DESIGN

- LINE*** 1. a connection of two points in space
2. an edge
3. one dimension, length
- SHAPE*** 1. a two dimensional object having length and width
2. any *flat* area with inside and outside spaces defined by an edge (circle, square, etc.)
- FORM*** A three dimensional object having length and width and depth
- TEXTURE*** The way something feels by actual touch or by sight
- VALUE** The lightness to darkness of a color
- SPACE*** The area around, above, below (negative space) and within an object (positive space)
- COLOR* or HUE** The way an object appears when light is reflected off of it, or emitted by it
- | | |
|--------------------------|--|
| Primary | red, blue yellow |
| Secondary | orange, green violet |
| Intermediate or Tertiary | red-orange, red-violet, blue-green, blue-violet, yellow-orange, yellow-green |
| Tint | any color plus white |
| Shade | any color plus black |
| Tone | any color plus white and black |
| Warm colors | orange, red and yellow |
| Cool colors | green, violet and blue |
| Intensity | the brightness or dullness of a color |
| Analogous | colors next to each other on the color wheel |
| Complementary | colors opposite each other on the color wheel |

PRINCIPLES OF DESIGN

- BALANCE*** An equilibrium within the design area (deals with weight distribution); two kinds:
1. symmetry: formal balance; weight is equal side to side, items are similar or identical
2. asymmetry: informal balance; weight is equal side to side, but the items are not similar or identical
- HARMONY** The similarities between the elements of design (i.e. harmony of line, harmony of shape, harmony of form, harmony of texture, harmony of value, harmony of space and harmony of color)
- CONTRAST** The differences between the elements of design; helps to create visual interest (i.e. contrast of line, contrast of shape, contrast of form, contrast of texture, contrast of value, contrast of space and contrast of color)
- DOMINANCE or EMPHASIS*** The most important element of design in the composition, that which your eye sees first, the center of interest (i.e. dominance of line, dominance of shape, dominance of form, dominance of texture, dominance of value, dominance of space, dominance of color)
- MOVEMENT** Combining elements to cause the viewer's eye to travel over the work; the way the artist makes your eye sweep over the work in a certain manner (i.e. circular movement, triangular movement, etc.); after the dominant item, that which your eye sees second, third, fourth, etc.
- GRADATION** Combining elements using a series of gradual changes in those elements (i.e. gradation of line, gradation of shape, gradation of form, gradation of texture, gradation of value, gradation of space, gradation of color)
- RHYTHM*** Repeated elements that create a visual tempo or beat
- PROPORTION*** The relationship of certain elements to the whole and to each other
- UNITY*** Describes the total effect of a work of art through effective use of the elements and principles of design; refers to the look and feel of wholeness and oneness in a work of art made evident by the balance of harmony and contrast (an equal weight distribution of similarities and differences of the elements within the artwork)