Content Area	Visual Arts		Grade Level	High School
Course Name/Course Code	Drawing			

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

Colorado 21st Century Skills
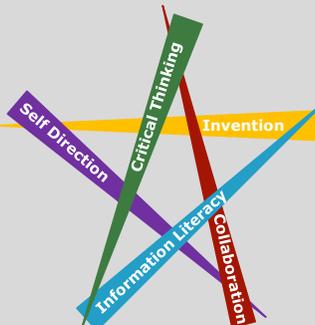
Critical Thinking and Reasoning: *Thinking Deeply, Thinking Differently*

Information Literacy: *Untangling the Web*

Collaboration: *Working Together, Learning Together*

Self-Direction: *Own Your Learning*

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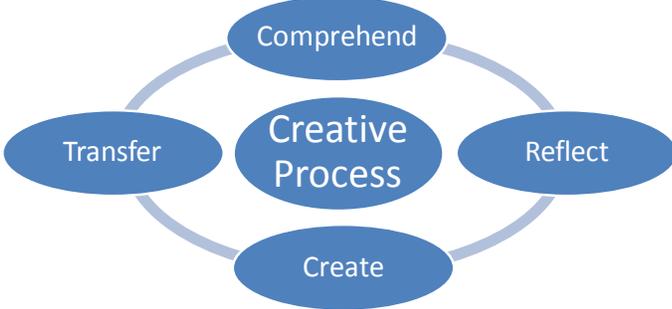
The Colorado Academic Standards for Visual Arts are not intended to be taught in a linear (checklist of coverage) fashion, but rather should be implemented as a cyclical creative process. Each unit within this sample blueprint intentionally includes standards from all four visual arts standards to illustrate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

Unit Titles	Length of Unit/Contact Hours	Unit Number/Sequence
Drawing Illusion: Personal Place Perspective	Instructor Choice	Instructor Choice
Observational Drawing: Still Life Self Portrait	Instructor Choice	Instructor Choice

Unit Title	Drawing Illusion: Personal Place Perspective		Length of Unit	Quarter/Semester/Year
Focusing Lens(es)	Relationships	**Standards and Grade Level Expectations Addressed in this Unit**	VA09-GR.HS-S.1-GLE.1, VA09-GR.HS-S.1-GLE.2, VA09-GR.HS-S.1-GLE.3 VA09-GR.HS-S.2-GLE.1, VA09-GR.HS-S.2-GLE.2, VA09-GR.HS-S.2-GLE.3 VA09-GR.HS-S.3-GLE.1, VA09-GR.HS-S.3-GLE.2, VA09-GR.HS-S.3-GLE.3 VA09-GR.HS-S.4-GLE.1, VA09-GR.HS-S.4-GLE.2	
Inquiry Questions (Engaging-Debatable):	• Why do various cultures experience and define space differently? (VA09-Gr.HS-S.1-GLE.1,2,3) and (VA09-Gr.HS-S.2-GLE.1) and (VA09-Gr.HS- S.3-GLE.3) and (VA09-Gr.HS- S.4-GLE.1) • How much knowledge is necessary to create art if a formula is provided for its creation? • Can art present us with a different way of understanding our environment? What differentiates art-making technologies?			
Unit Strands	Comprehend/Reflect/Create/Transfer			
Concepts	Expressive Features & Characteristics of Art: Point, Line and Plane; Spatial Depth, Composition: Foreshortening; Fore/Middle/Background, Formula, Hierarchy, Subject Matter, Artist Intent, Cultural and Historical Traditions, Structure/Function, Conventions, Illusion, Dimensional, Perspective, Perception			

Generalizations My students will **Understand** that…	Guiding Questions	
	Factual	**Conceptual**
Artists use formulas and conventions to accurately render space on a two-dimensional plane to create a visual illusion. (VA09-Gr.HS-S.1-GLE.1) and (VA09-Gr.HS- S.2-GLE.2) and (VA09-Gr.HS-S.3-GLE.1,2) and (S.4-GLE.2-EO.a)	What is the difference between one, two and three-point perspective?	Why would an artist choose to do a perspective drawing by hand rather than use a computer? Can a perspective drawing have personal meaning to the artist and viewer of the work?
Artists compose the characteristics and expressive features (of art) in perspective drawings to engage a viewer to consider an understanding of perceived place. (VA09-Gr.HS-S.1-GLE.1) and (VA09-Gr.HS- S.2-GLE.2) and (VA09-Gr.HS-S.3-GLE.1,2) and (S.4-GLE.2-EO.a)	What expressive features are employed to create form in a perspective drawing? What is the difference between aerial and linear perspective?	Can a perspective drawing accurately record all the visual information an artist intends to represent?
Approaches to rendering depth and space drawings, influenced by culture, provide insight into when (historical or contemporary) and where the art was created. (VA09-Gr.HS-S.1-GLE.2,3) and (VA09-Gr.HS- S.2-GLE.1,3)	How was depth depicted in early works of art?	How might technology impact a perspective drawing by an artist?

Critical Content: My students will **Know…**	Key Skills: My students will be able to **(Do)…**
• How early artistic representations used spiritual or thematic importance as a focal point rather than the distance from the viewer (VA09-Gr.HS-S.1-GLE.1,2) and VA09-Gr.HS- S.2-GLE.3) • Perspective drawing terminology (vanishing point, horizon line, linear perspective, aerial perspective) (VA09-Gr.HS-S.2-GLE.1-EO.c) • Preliminary plans and exercises that contribute to finished perspective drawings (VA09-Gr.HS-S.1.-GLE.1) and (VA09-Gr.HS- S.3-GLE.1,2) • Compositional elements of drawing (foreshortening; fore/middle/background) (VA09-Gr.HS-S.1-GLE.1-EO.a,b,c) • Expressive Features & Characteristics of Art (point, line and plane; space; volume (VA09-Gr.HS-S.1-GLE.1) and (VA09-Gr.HS-S.4-GLE.2-EOs.a,b) • Techniques to complete one and two-point perspective drawings (VA09-Gr.HS-S.3-GLE.2-EO.a) • Principles of linear and aerial perspective (objects that are closer appear bigger, parallel lines intersect at the horizon, values appear lighter in the distance (VA09-Gr.HS-S.1-GLE.1-EO.a,b,c) • Stylistic differences of drawing in the work Zhang Zeduan, Guo Xi, Paola, Uccello, Vincent van Gogh, Mary Nimmo Moran, Toms Eakins, Edward Hopper, (VA09-Gr.HS-S.2-GLE.1,GLE.3)	• Use visual expressive features and characteristics to describe and create drawings (VA09-Gr.HS-S.1-GLE.1-EO.a) • Create perspective drawings using materials and techniques necessary to convey an intended meaning/purpose (VA09-Gr.HS-S.3-GLE.1-EO.a,c,d) • Identify key artists employing illusionistic drawing approaches (VA09-Gr.HS-S.1-GLE.2-EO.a,b,e,) • Compare and contrast drawing styles across time and cultures (VA09-Gr.HS-S.1-GLE.3-EO.a,c) • Describe how the intended meaning and purpose for a drawing is reflected in its structure (VA09-Gr.HS-S.4-GLE.2-EO.a,b)

Critical Language: includes the Academic and Technical vocabulary, semantics, and discourse which are particular to and necessary for accessing a given discipline. EXAMPLE: A student in Language Arts can demonstrate the ability to apply and comprehend critical language through the following statement: *"Mark Twain exposes the hypocrisy of slavery through the use of satire."*	
A student in _____ can demonstrate the ability to apply and comprehend critical language through the following statement(s):	*Using the appropriate expressive features and characteristics, perspective drawings are created that demonstrate three-dimensional illusion on a two-dimensional plane.*
Academic Vocabulary:	Artistic periods, point, historical and cultural traditions.
Technical Vocabulary:	Expressive features and characteristics of art, linear perspective, aerial perspective, foreshortening, line, plane, volume, composition, fore/middle/background

Unit Title	Observational Drawing: Still Life Self Portrait		Length of Unit	Quarter/Semester/Year
Focusing Lens(es)	Structure/Function	**Standards and Grade Level Expectations Addressed in this Unit**	VA09-GR.HS-S.1-GLE.1, VA09-GR.HS-S.1-GLE.2, VA09-GR.HS-S.1-GLE.3 VA09-GR.HS-S.2-GLE.1, VA09-GR.HS-S.2-GLE.2, VA09-GR.HS-S.2-GLE.3 VA09-GR.HS-S.3-GLE.1, VA09-GR.HS-S.3-GLE.2 VA09-GR.HS-S.4-GLE.2	
Inquiry Questions (Engaging-Debatable):	• Why would an artist draw a place, object or person instead of taking a picture? (VA09-Gr.HS-S.1-GLE.1,2,3) and (VA09-Gr.HS- S.2-GLE.3) and (VA09-Gr.HS-S.4-GLE.1-EO.a,b) • How do the media/materials an artist chooses influence the meaning of a drawing? • When is a drawing an illustration? When is it not? How do you know? • What is the role of an artist as "editor" when creating a drawing?			
Unit Strands	Comprehend/Reflect/Create/Transfer			
Concepts	Expressive Features & Characteristics of Art: Line, Shape and Form, Value and Texture, Composition: Scale and Proportion, Light and Shadow, Subject Matter, Artist Intent, Illusion, Visual Memory, Cultural and Historical Traditions, Relationships, Dimensional, Intent, Representation, Insight			

Generalizations My students will **Understand** that…	Guiding Questions	
	Factual	**Conceptual**
Artists use visual memory to accurately render Illusions of form on a two-dimensional plane to develop and refine observational skills. (VA09-Gr.HS-S.1-GLE.1) and (VA09-Gr.HS- S.2-GLE.2) and (VA09-Gr.HS-S.3-GLE.1,2) and (VA09-Gr.HS- S.4-GLE.2-EO.a)	What approaches can an artist take to achieve three-dimensional representation in a drawing?	Can an observational drawing accurately record all the visual information an artist observes? Why would an artist choose to do a drawing rather than a print or painting to communicate what they observe?
Artists compose the characteristics and expressive features (of art) in observational drawings to consider the artist's intent in the representation of the subject matter. (VA09-Gr.HS-S.1-GLE.1) and (VA09-Gr.HS- S.2-GLE.2) and (VA09-Gr.HS-S.3-GLE.1,2) and (VA09-Gr.HS-S.4-GLE.2-EO.a)	What expressive features are employed to create form in a realistic drawing? What drawing techniques can be used to create value in a drawing?	Why should an artist consider composition before beginning in drawing? How important are preliminary sketches and exercises to a successful, finisher observational drawing?
Approaches to rendering observational drawings can be influenced by culture and provide insight into when (historical or contemporary) and where the art was created. (VA09-Gr.HS-S.1-GLE.2,3) and (VA09-Gr.HS- S.2-GLE.1,3)	How did artists' use Camera Obscura and Camera Lucida to create realistic drawings?	Why would some artists' consider using technology as "cheating" in creating an observational drawing?

Critical Content: My students will **Know**…	Key Skills: My students will be able to **(Do)**…
• Observational drawing approaches and techniques (i.e. blind contour, contour, gesture, sketching, hatching, cross-hatching, and stippling) (VA09-Gr.HS-S.2-GLE.1-EO.c) • Preliminary plans and exercises that contribute to finished observational drawings (VA09-Gr.HS-S.1.-GLE.1) and (S.3-GLE.1,2) • Compositional elements of drawing (i.e. scale and proportion, light and shadow) (VA09-Gr.HS-S.1-GLE.1) • Expressive features and characteristics: Line, Shape and Form, Value and Texture media (VA09-Gr.HS-S.3-GLE.2-EO.a) • Characteristics of wet (Ink, wash, watercolor), dry (pencil, graphite, charcoal, dry pastels, chalk)' and oil based (oil pastels, cattle markers) drawing media (VA09-Gr.HS-S.3-GLE.2-EO.a) • Purposes of drawing tools (stomp, eraser, chamois) (VA09-Gr.HS-S.3-GLE.2-EO.a) • Use of optical devices, such as camera obscura and camera lucida to create realistic drawings (VA09-Gr.HS-S.1-GLE.2-EO.a,b) • Stylistic differences of drawing in the work of Albert Dürer, Käthe Kollwitz, Paul Cézanne, André Masson, Robert Rauschenberg, Eva Hesse, (VA09-Gr.HS-S.2-GLE.1,3)	• Use visual expressive features and characteristics to describe and create drawings (VA09-Gr.HS-S.1-GLE.1-EO.a) • Create observational drawings using materials and techniques necessary to convey an intended meaning/purpose (VA09-Gr.HS-S.3-GLE.1) • Identify key artists employing observational drawing approaches (VA09-Gr.HS-S.1-GLE.2,) • Compare and contrast drawing styles across time and cultures (VA09-Gr.HS-S.1-GLE.3) • Describe how the intended meaning and purpose for a drawing is reflected in its structure (VA09-Gr.HS-S.4-GLE.2-EO.a,b)

Critical Language: includes the Academic and Technical vocabulary, semantics, and discourse which are particular to and necessary for accessing a given discipline.	
EXAMPLE: A student in Language Arts can demonstrate the ability to apply and comprehend critical language through the following statement: *"Mark Twain exposes the hypocrisy of slavery through the use of satire."*	
A student in _____ can demonstrate the ability to apply and comprehend critical language through the following statement(s):	*Using the appropriate expressive features and characteristics, observational drawings are created to interpret people, places and objects in the world that demonstrate artist intent.*
Academic Vocabulary:	Representation, artistic periods, preliminary study, illustration, expression, artist intention, historical and cultural traditions.
Technical Vocabulary:	Expressive features and characteristics of art, hatching, cross-hatching, stippling, sketching, scale, proportion, value, blind contour, contour, gesture, composition, style