

Duke Ellington School of the Arts
Visual Arts Department
Course syllabus – Drawing III / IV
Teacher - Mr. Melchus Davis

COURSE DESCRIPTION:

The Drawing III / IV course is designed for the student who is highly motivated and whose portfolio demonstrates mastery of the basic drawing skills and has developed a critical awareness stemming from the formal and informal aspects of creating art. The student must be prepared for the demands of a college level art experience.

The student will engage in critical thinking and creative problem solving. Students will be involved in discovering creative problems that are challenging. They will use informed and critical decision making in an ongoing process of solving creative problems through the production of art that demonstrates mastery of materials, techniques and concepts.

COURSE GOALS:

- Use various mediums and surfaces to develop quality works.
- Demonstrate a variety of technical drawing applications.
- Develop work that reflects compositional strategies

COURSE CONTENT STANDARDS:

Artistic Perception: Perceive and understand the components of visual language; the elements of art and the principles of design.

- Analyze complex ideas such as distortion, color theory, arbitrary color, expressive content, and real versus virtual in works of art, including in series of their original works of art.
- Analyze students original works of art, explaining in detail their personal direction and style, including the use of elements to express mood in one or more of their works of art.
- Select works of art from student's portfolio and discuss the intent of the work and the use of the medium.

Production and Creative Expression: Apply artistic processes and skills in a variety of media to communicate meaning and intent in original works of art.

- Render subtle differences of light and shadow, reflection, transparency, and utilize

implied texture in solving drawing and painting problems.

- Explore a single subject through a series of works that demonstrates a variety of materials, techniques and tools.
- Create works of art that demonstrates use of local value, variation, irradiation, and aerial perspective.

- Plan and works of art that reflect complex ideas, such as distortion, color theory and expressive content.
- Demonstrate a personal style that communicates an idea , theme, or emotion in a series of compositions.
- Present a universal concept in a multimedia or mixed media work of art.
- Analyze and discuss art which demonstrates expressiveness of media
- Create artwork that consistently demonstrates an advanced knowledge of the elements and principles of design in expressing personal style.

Historical and Cultural Expression: Investigate and understand history and cultural dimensions of the visual arts and to construct meaning in the diverse ways in which the human experience is expressed across time and place.

- Identify contemporary styles and discuss the diverse social , economic , and political developments reflected in the works of art examined . Visit a local museum to see original examples.
- Investigate and discuss universal concepts expressed in works of art , articulating the various ways (both similar and different) through which these concepts are expressed across diverse cultures.
- Examine artworks of world culture with regard to major periods of art from the ancient era to early modern times, and genres from various geographic regions.

Aesthetics, Valuing, and Perspectives of Art: Respond to, describe, analyze, and make judgments about works in the visual arts.

- Analyze a body of work , or the work of one artist explaining its meaning and impact on society, symbolism, and visual metaphor, including the relationship between the artists, the art process, the artwork, and the viewer. Include observation and study of at least one original work in a museum or gallery.
- Identify the intentions of artist creating contemporary works of art and explore the implications of those intentions.
- Assess examples works of art by historical or contemporary artist, using a set of Criteria (rubric) and assess his/her own art using the same criteria. formulate in Writing what was successful or less successful, giving reason based on the Visual characteristics.
- Develop and apply written criteria for the selection of a body of work for Individual student portfolios that represents significant technical and Expressive achievements.

Connections, Relationships, and Applications: Connect and apply what is learned in the visual arts to other art forms, subject area, visual culture, and communication, and careers.

- Speculate on how advances in technology might change the definition and function of the visual arts.
- Determine size and proportion of illustrated objects by measuring dimensions area and volume.
- Create a mock-up of a site –specific building or public art piece and write a proposal articulating it serves the location and community for which it is designed, address relevance to aesthetic, social, environment, cultural, political issues as appropriate.
- Design a computer generated image that demonstrates the function of visual arts Technology (motion, space and perception).

COURSE REQUIREMENTS: Regular attendance, promptness to class, participation and improvements in skill development through class projects, sketchbooks, field trips, and departmental enrichment opportunities. Students must complete all assignments in A timely manner.

ASSESSMENT / CRITERIA:

- Critiques
- Test
- Meeting the objective
- Craftsmanship
- Creativity / Originality
- Aesthetics
- Research

STUDENT SUPPLY LIST:

- sketchbook
- pencil set
- ink pen
- black sharpie
- hand pencil sharpener
- eraser

STUDIO CONDUCT: use studio time wisely, do not abuse art materials, return all borrowed materials to proper location, clean your area before leaving studio, respect fellow student's and their artwork, use proper behavior with art tools and materials, Use appropriate language and vocabulary at all time.