**Drawing One Curriculum**

**National Core Arts Standards & “*Unpacked*” Learning Targets**

1. Creating
	1. **Learning Target 1:** Student demonstrates knowledge and understanding of the forms and proportions of their subject. This knowledge and understanding extends to both the larger exterior forms and the underlying structural forms. Attention is paid to perspective, foreshortening, proportion, etc. ***(Project Artifacts)***
	2. **Learning Target 2:** Student demonstrates knowledge and understanding of basic drawing or painting techniques applicable to their project. Student exhibits confidence and knowledge of selected and/or demonstrated processes. ***(Project Artifacts)***
	3. **Learning Target 3:** Student demonstrates knowledge and understanding of chosen medium. Student exhibits a confident level of draftsmanship and/or control over a unique and innovative approach to stylization and application. ***(Project Artifacts)***
	4. **Learning Target 4:**  Student demonstrates a knowledge and understanding of multiple techniques, processes and strategies. Student has explored various media in his/her sketchbook. ***(Course Sketchbook)***
2. Presenting
	1. **Learning Target 1:** Student demonstrates a knowledge and understanding of the formalist aesthetics of art and design. Student work exhibits a confident use of line, shape, value, space, form, texture, color, balance, pattern, movement, unity, emphasis, contrast and rhythm. ***(Project Artifacts)***
	2. **Learning Target 2:** Student demonstrates a knowledge and understanding of *expressionist and contextualist* aesthetics. Student work exhibits an awareness of context and intended meaning. ***(Project Artifacts)***
	3. **Learning Target 3:** Student produces a portfolio of preliminary gesture drawings and/or compositional roughs and thumbnails. Student exhibits a knowledge and understanding of basic gesture drawing and demonstrated techniques. Attention is paid to compositional space. ***(Course Sketchbook)***
	4. **Learning Target 4:** Student applies digital tools to gather, evaluate research in the production of the presentation. Student uses at least three sources (not including image sources) in the collection of information. Student uses sources in an ethical manner. All sources are properly cited at the end of the presentation on a separate works cited slide. All images should be cited at the bottom of each image slide. ***(Art History Presentation)***
	5. **Learning Target 5:** Student selects, analyzes and interprets his/her work for presentation. Work is accompanied by a brief description and analysis. Work should include title, media and date. ***(Portfolio Website)***
3. Connecting
	1. **Learning Target 1:** Student engages in historical and visual research in order to formulate concepts for his/her projects. Research is documented and should include thumbnail sketches, visual references, and reflective notation. ***(Course Sketchbook)***
	2. **Learning Target 2:** Student creates an art history presentation/artifact that provides comprehensive biographical/historical information about a specific artist or art form. Additionally, student provides an in-depth analysis of the historical and cultural identity and impact of this artist and/or art form.  ***(Art history presentation)***
	3. **Learning Target 3**: Student communicates and works productively with others, incorporating different perspectives and cross-cultural understanding, to increase innovation and the quality of work. ***(Collaborative project)***
	4. **Learning Target 4:** Student creates an artist’s statement that communicates an understanding of the personal and outside influences involved in his/her art-making. ***(Portfolio website)***
4. Responding
	1. **Learning Target 1:** Student has demonstrated a knowledge and understanding of art criticism by evaluating weekly examples of artwork on the class blog. Responses should focus on *both formalist and expressionist/contextualist* aesthetics. ***(Gallery Forum Blog)***
	2. **Learning Target 2:** Student has utilized his/her sketchbook as a means of reflecting upon his/her own concepts and ideas and those of other artists. ***(Course Sketchbook)***
	3. **Learning Target 3:** Student identifies and presents at least 5-10 examples of their artist’s/art form’s work to the class with titles and dates. Student will be expected to give an in-depth aesthetic analysis of each example provided during the presentation. Student is expected to discuss *both formalist and expressionist/contextualist* aesthetics. ***(Art history presentation)***