

**New Paltz Central School District
ART
High School/Advanced Drawing and Painting**

UNIT/ESSENTIAL QUESTIONS	SKILLS/TECHNIQUES	HISTORY/CULTURE/SUGGESTED LESSONS
<p><u>Perspective</u></p> <ul style="list-style-type: none"> • What is a horizon line? • Who was the first person to use perspective in their work? • What are the different techniques for creating perspective in artwork? • What does the term atmospheric perspective stand for? • What is foreshortening? 	<ul style="list-style-type: none"> • Reinforce understanding of how to use the basic techniques of perspective in order to create a 3-D image on a 2-D surface. • Discuss drawing what you see vs. drawing what you think you see. 	<ul style="list-style-type: none"> • Leonardo Da Vinci was the first artist to discover this “formula” and use it in his art. Students should look at his work as well as the work of many artists throughout history. It is important to explore the works of artists who ignore these rules and see how their work is affected (e.g., Picasso and Van Gogh). • Create a drawing from direct observation, create a futuristic cityscape, isolate a specific technique (such as foreshortening).
<p><u>Still Life</u></p> <ul style="list-style-type: none"> • What is a view finder used for? • How does an artist decide what is the best composition for his/her still life? • Why is it better for an artist to work from still life than from a picture? 	<ul style="list-style-type: none"> • Understand the importance of observation. • Understand how to select a visually pleasing composition from a large subject. 	<ul style="list-style-type: none"> • It is extremely important for an artist to work from life. This is a practice that dates back to the Renaissance. Most colleges encourage students to have more work from life studies in their portfolios. • Create a charcoal drawing from a chair draped in fabric.

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<p><u>Interpretive</u></p> <ul style="list-style-type: none"> • How is conceptual art different from direct observation? • How can an artist take an existing idea or image and incorporate it into a piece of work which he/she is proud to put his/her name on? 	<ul style="list-style-type: none"> • Exercise creative thinking skills. • Derive own images when faced with a pre-existing image or idea. • Conduct research and show evidence of planning. 	<ul style="list-style-type: none"> • In the modern art world it often occurs that an artist is given a commission to create a piece of work for a specific purpose or place. It becomes imperative for an artist to be able to do research and to be able to pre plan. • Have all students in the class create an original painting, drawing inspiration from the same photo or poem.
<p><u>Figure Drawing</u></p> <ul style="list-style-type: none"> • What is the best way to start a figure drawing? • What is a gesture drawing? • How many head lengths fit from the top of a human head to the bottom of their feet? 	<ul style="list-style-type: none"> • Appreciate the beauty of human form. • Create a figure on paper which is in proportion. • Explore the form as an abstracted image. • Adjust the light in order to create a dramatic effect on the form. • Give movement or emotion to a figure drawing using gesture drawing. 	<ul style="list-style-type: none"> • The figure is a subject that has been painted and drawn for centuries. Look at different time periods and the different ways in which the human form has been depicted. • It is important for students to draw from life. Invite students in to sit as models or check out the local college for open figure drawing sessions.

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<p><u>Continued Exploration of Elements and Principles</u></p> <ul style="list-style-type: none"> • What are the elements of design? • What are the principles of design? • Why is it important to address the elements and principles when creating art? 	<ul style="list-style-type: none"> • Create pieces of art that show good use of the elements and principles of design. • Identify the elements and principles in artwork during critique. 	<ul style="list-style-type: none"> • The elements and principles are the foundation of successful art. Students have been discussing these since they were in elementary school. At this level they should have a strong understanding of their use and be able to talk freely about them. • Create a drawing which addresses line and symmetry. • Create a painting which is monochromatic.