

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

UNIT/ESSENTIAL QUESTIONS	SKILLS/TECHNIQUES	HISTORY/CULTURE/SUGGESTED LESSONS
<p><b><u>Graphite Pencil</u></b></p> <ul style="list-style-type: none"> <li>• What is Value?</li> <li>• What do the numbers on graphite pencils represent?</li> <li>• What tools are essential for creating effective value drawings using graphite pencils?</li> </ul>	<ul style="list-style-type: none"> <li>• Use graphite pencils to create dramatic drawings.</li> <li>• Create a value scale with pencils.</li> <li>• Draw a still life from direct observation.</li> <li>• Use view finders and build their compositional skills.</li> </ul>	<ul style="list-style-type: none"> <li>• Begin having students draw eggs because they are a traditional subject. Students will be asked to use value to help create the dimensionality of the egg. This lesson is often combined with surrealism.</li> </ul>
<p><b><u>Surrealism</u></b></p> <ul style="list-style-type: none"> <li>• What is Surrealism?</li> <li>• Who were the Surrealist artists?</li> <li>• What is the Surrealist Manifesto?</li> <li>• How did this movement come about?</li> </ul>	<ul style="list-style-type: none"> <li>• Understand and be able to discuss the art movement known as Surrealism.</li> <li>• Create a Surrealist drawing.</li> </ul>	<ul style="list-style-type: none"> <li>• Students will look at the work of Surrealist artists and talk about the movement itself. What are the basic ideas behind the movement? What is your opinion of the movement? How was the movement received (by society) when it was introduced?</li> <li>• Have students create the Surrealist drawing with an egg somehow incorporated into the subject.</li> </ul>

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<p><b><u>Chiaroscuro/Charcoal</u></b></p> <ul style="list-style-type: none"> <li>• What is Chiaroscuro?</li> <li>• What artists are best known for their use of Chiaroscuro?</li> <li>• What type of paper is best used with charcoal?</li> <li>• What is meant by the tooth of the paper?</li> </ul>	<ul style="list-style-type: none"> <li>• Work from a still life.</li> <li>• Practice creating dramatic effects using strong lights and darks (Chiaroscuro).</li> <li>• Explore using charcoal on different surfaces to create a variety of effects.</li> </ul>	<ul style="list-style-type: none"> <li>• Students will look at the work of Rembrandt, Albrecht Durer, Raphael Michelangelo, Caravaggio, and Leonardo Da Vinci, and talk about their ability to use Chiaroscuro in their work.</li> <li>• Have students work on a still life with a strong light source, which was a common subject during the Renaissance.</li> </ul>
<p><b><u>Pen and Ink</u></b></p> <ul style="list-style-type: none"> <li>• How can you create value using line and texture?</li> <li>• What is a crow quill pen? What is it used for?</li> <li>• What type of paper is best for working in pen and ink?</li> </ul>	<ul style="list-style-type: none"> <li>• Create a work of art using pen and ink.</li> <li>• Use the pen and ink technique to create value in their drawings.</li> <li>• Learn how to effectively use a crow quill pen.</li> </ul>	<ul style="list-style-type: none"> <li>• Students will look at the work of other artists who create in this style.</li> <li>• When students create their pen and ink drawings, have them do so cooperatively. In groups of 3 or 4, choose an image and each take a part to recreate using pen and ink. The final pieces are very large (e.g. 5 feet x 3 feet).</li> <li>• Use a single subject (animal skulls) to create observational ink drawings.</li> </ul>

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<p><b><u>Sumi - e</u></b></p> <ul style="list-style-type: none"> <li>• What is Sumi - e?</li> <li>• What are the images used to represent each season?</li> <li>• Why were these particular images chosen?</li> <li>• What are the hairs on a bamboo brush made of?</li> <li>• What is flying white? Why is it a positive part of your painting?</li> </ul>	<ul style="list-style-type: none"> <li>• Learn about the history of Japanese Ink Painting (Sumi – e).</li> <li>• Create the different brush strokes associated with Sumi – e.</li> <li>• Understand how to make marks using a bamboo brush.</li> <li>• Create the images for each season.</li> </ul>	<ul style="list-style-type: none"> <li>• Images               <ul style="list-style-type: none"> <li>○ Bamboo – Summer</li> <li>○ Chrysanthemum – Fall</li> <li>○ Plum Blossom – Winter</li> <li>○ Orchid – Spring</li> </ul> </li> <li>• Students will study the history behind each image and how it correlates with the season.</li> <li>• Students will create an original piece of art using the techniques learned.</li> </ul>
<p><b><u>Watercolor</u></b></p> <ul style="list-style-type: none"> <li>• What are the different techniques for applying watercolor?</li> <li>• Why is paper choice important before creating a watercolor?</li> <li>• Why is preplanning so important before beginning a watercolor?</li> </ul>	<ul style="list-style-type: none"> <li>• Learn (review) the different properties of color.</li> <li>• Be introduced to and practice different techniques for applying and altering water colors.</li> <li>• Learn about the different types of paper which are used to create effective watercolors.</li> </ul>	<ul style="list-style-type: none"> <li>• Students will look at the art of different artists who work in this style.</li> <li>• PRACTICE!!! It is very important for students to have a lot of practice with this medium. Bring in a bunch of flowers and let students practice many times before beginning a still life.</li> </ul>

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<p><b><u>Acrylic</u></b></p> <ul style="list-style-type: none"> <li>• How is acrylic paint different from watercolor?</li> <li>• What tools are helpful when creating an acrylic painting?</li> <li>• What is gesso used for?</li> <li>• What is medium used for?</li> </ul>	<ul style="list-style-type: none"> <li>• Review the different properties of color.</li> <li>• Practice using acrylic paint.</li> <li>• Practice making different brush strokes and applying the paint in various ways.</li> <li>• Practice creating effective color schemes.</li> </ul>	<ul style="list-style-type: none"> <li>• Students will look at artists who work in acrylic and explore how it became a commonly used medium.</li> <li>• Practice by painting several objects (sphere, cylinder, cube, and cone) that have a strong light source.</li> <li>• Have students create a full body self-portrait, using colors and techniques which represent who they are as individuals.</li> </ul>

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**Field Study**

It is important for students at this level to be exposed to the world of art and realize that there is a very wide variety of work to explore. Field trips are very important teaching tools. Trips to local galleries are recommended:

- Vassar College has an excellent collection and an interesting opportunity to interact with college age students studying the arts (the college provides a student Docent).
- SUNY New Paltz is also a great opportunity. It is close and could be visited in one block's time.
- Olana State Park was the home of Hudson Valley artist Frederick Church. This trip creates an interesting opportunity for students to learn about how artists live, as well as make a living off of their art. It also allows students the opportunity to work on location (outside) and recreate some of the scenes they may have seen in the artist's home.

**Homework**

Much of this class is geared toward teaching proper technique. Homework is an excellent opportunity for students to incorporate the techniques that they are learning into their own unique style. It reinforces the skills learned in class and helps broaden the scope of the class. Students are often asked to do their own research on various artists and artistic styles. It is also very important for an artist to be working on a regular basis; homework provides a structure for students to do so, as well as helps to create some artistic discipline. The pieces created at home are just as important as the work done in class. The pieces are expected to be complete and portfolio worthy.

**Critique**

It is very important for students to be able to properly evaluate a piece of art. There should be regular critique of art works, both student and professional pieces.