

# Year at a Glance



## Drawing 2

# 0104350

## 2021-2022 School Year

### Course Description:

Students develop and refine technical skills and create 2-D compositions with a variety of media in drawing. Student artists sketch, manipulate, and refine the structural elements of art to improve mark-making and/or the organizational principles of design in a composition from observation, research, and/or imagination. Through the critique process, students evaluate and respond to their own work and that of their peers. This course incorporates hands-on activities and consumption of art materials.

### Standards:

Available on [CPalms](#)  
[Drawing 2](#)

**Note: Teachers may use additional resources as listed on individual classroom syllabi. For specific questions regarding individual classrooms, please contact the teacher for clarification.**

**This guide represents a recommended sequence that can be used voluntarily by teachers. Dates may vary depending on individual classrooms. For specific questions regarding pacing please contact the individual teacher for clarification.**

Quarter	Major Concepts/Topics
1	<p><b>Art Creation and Personal Choice</b></p> <ul style="list-style-type: none"><li>• Process and apply constructive criticism as formative assessment for continued growth in art-making skills.</li><li>• Develop and apply criteria to determine how aesthetic works are aligned with a personal definition of "art."</li><li>• Apply rules of convention to create purposeful design.</li><li>• Use materials, ideas, and/or equipment related to other content areas to generate ideas and processes for the creation of works of art.</li><li>• Use and defend the choice of creative and technical skills to produce artworks.</li><li>• Create works of art that include symbolism, personal experiences, or philosophical view to communicate with an audience.</li><li>• Use innovative means and perceptual understanding to communicate through varied content, media, and art techniques.</li><li>• Demonstrate organizational skills to influence the sequential process when creating artwork.</li><li>• Demonstrate use of perceptual, observational, and compositional skills to produce representational, figurative, or abstract imagery.</li></ul>

	<ul style="list-style-type: none"> <li>• Review, discuss, and demonstrate the proper applications and safety procedures for hazardous chemicals and equipment during the art-making process.</li> <li>• Use and maintain tools and equipment to facilitate the creative process.</li> <li>• Develop color-mixing skills and techniques through application of the principles of heat properties and color and light theory.</li> <li>• Develop skill in sketching and mark-making to plan, execute, and construct two-dimensional images or three-dimensional models.</li> <li>• Store and maintain equipment, materials, and artworks properly in the art studio to prevent damage and/or cross-contamination.</li> <li>• Develop competence and dexterity, through practice, in the use of processes, tools, and techniques for various media.</li> </ul>
2	<p><b>Learning and Reflecting about Art</b></p> <ul style="list-style-type: none"> <li>• Evaluate the technical skill, aesthetic appeal, and/or social implication of artistic exemplars to formulate criteria for assessing personal work.</li> <li>• Make connections between timelines in other content areas and timelines in visual art.</li> <li>• Use appropriately cited sources to document research and present information on visual culture.</li> <li>• Apply background knowledge and personal interpretation to discuss cross-cultural connections among various artworks and the individuals, groups, cultures, events, and/or traditions they reflect.</li> <li>• Describe the significance of major artists, architects, or masterworks to understand their historical influences.</li> </ul>
3	<p><b>Critical Thinking in Art</b></p> <ul style="list-style-type: none"> <li>• Use critical-thinking skills for various contexts to develop, refine and reflect on an artistic theme.</li> <li>• Assess the work of others, using established or derived criteria, to support conclusions and judgements about artistic progress.</li> <li>• Use divergent thinking, abstract reasoning, and various processes to demonstrate imaginative or innovative solutions for art problems.</li> <li>• Demonstrate flexibility and adaptability throughout the innovation process to focus and re-focus on an idea, deliberately delaying closure to promote creative risk-taking.</li> <li>• Examine the rationale for using procedural, analytical and divergent thinking to achieve visual literacy.</li> <li>• Analyze the capacity of the visual arts to fulfill aesthetic needs through artwork and utilitarian objects.</li> <li>• Solve aesthetic problems, through convergent and divergent thinking, to gain new perspectives.</li> <li>• Compare the aesthetic impact of images created with different media to evaluate advantages or disadvantages within the art process.</li> <li>• Use information resources to develop concepts representing diversity and effectiveness for using selected media and techniques in a sketchbook or journal.</li> </ul>
4	<p><b>Technology and Careers in Art</b></p> <ul style="list-style-type: none"> <li>• Identify rationale for aesthetic choices in recording visual media.</li> <li>• Examine a broad spectrum of art-related careers to identify potential employment opportunities that involve construction, management, and/or sale of aesthetic or utilitarian objects.</li> <li>• Describe community resources to preserve, restore, exhibit and view works of art.</li> <li>• Use technology applications and art skills to promote social and cultural awareness regarding community initiatives and/or concerns.</li> <li>• Investigate the use of technology and media design to reflect creative trends in visual culture.</li> <li>• Demonstrate personal responsibility, ethics, and integrity, including respect for intellectual property, when accessing information and creating works of art.</li> </ul>

This guide represents a recommended sequence that can be used voluntarily by teachers. Dates may vary depending on individual classrooms. For specific questions regarding pacing please contact the individual teacher for clarification.