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CW High School

Drawing & Painting II

1. Visual Journal/Sketchbook (10.00%)

Learning Targets

1.1 I can create a Visual Journal with 12 creative and complete entries.

Learning Target	Descriptor	Definition
4	Proficient	I can create a Visual Journal with 12 creative and complete entries.
3	Developing	I can create a Visual Journal with 9 creative and complete entries.
2	Basic	I can create a Visual Journal with 6 creative and complete entries.
1	Minimal	I can describe and Identify what a Visual Journal is.
0	No Evidence	No evidence shown.

1.2 I can generate and apply multiple types of examples of each of the elements of art and principles of design to produce a visual vocabulary chapter in my sketchbook.

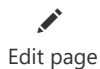
Learning Target	Descriptor	Definition
4	Proficient	I can generate and apply multiple types of examples of each of the elements of art and principles of design to produce a visual vocabulary chapter in my sketchbook.
3	Developing	I can generate multiple types of unique interpretations of six or seven elements of art and principles of design.
2	Basic	I can identify and reproduce only three or four elements of art and/or principles of design.
1	Minimal	I can define the elements of art.
0	No Evidence	No evidence shown.

2. Studio Habits of Mind (10.00%)

Learning Targets

2.1 I can reflect, refine, and complete my artwork based on artistic critique from my teacher and my peers.

Learning Target	Descriptor	Definition
4	Proficient	I can reflect, refine, and complete my artwork based on artistic critique from my teacher and my peers.
3	Developing	I can generate and conceptualize ideas of my artwork in my sketchbook
2	Basic	I can identify different stages of the "Artist Studio Habits of Mind", organize and develop my artistic ideas and work in my sketchbook.
1	Minimal	I can define the "Artist Studio Habits of Mind"



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Learning Target	Descriptor	Definition
0	No Evidence	No evidence shown.

2.2 I can create at least 5 different in depth artists /writers pages, to collage into my sketchbook to use as inspiration, historical, and contemporary reference for my work.

Learning Target	Descriptor	Definition
4	Proficient	I can create at least 5 different in depth artists /writers pages, to collage into my sketchbook to use as inspiration, historical, and contemporary reference for my work.
3	Developing	I can examine, in a written critique, how each of the elements of art can be used by artists in various ways.
2	Basic	I can research at least five different influential artists from the past and present.
1	Minimal	I can write about the elements of art I see in others artwork.
0	No Evidence	No evidence shown.

2.3 I can critique the artworks of others in written and oral form based on the artist's use of the elements of art and principles of design.

Learning Target	Descriptor	Definition
4	Proficient	I can critique the artworks of others in written and oral form based on the artist's use of the elements of art and principles of design.
3	Developing	I can point out the elements of art in a work of artwork.
2	Basic	I can identify the elements of art and principles of design.
1	Minimal	I can define the elements of art and principles of design .
0	No Evidence	No evidence shown.



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3. Color Theory in Different Mediums (10.00%)

Learning Targets

3.1 I can create final piece based on color theory to convey an emotion in a painting or drawing.

Learning Target	Descriptor	Definition
4	Proficient	I can create final piece based on color theory to convey an emotion in a painting or drawing.
3	Developing	I can experiment in my sketchbook several concepts on how to combine colors to create a painting or drawing based on color theory and emotions.
2	Basic	I can identify the use of color and emotion in Art History and explain the significance of that work.
1	Minimal	I can define and explain color association with emotion.
0	No Evidence	No evidence shown.

4. Ink and Water Color (15.00%)

Learning Targets

4.1 I can create a painting using more than two watercolor techniques.

Learning Target	Descriptor	Definition
4	Proficient	I can create a painting using more than two watercolor techniques.
3	Developing	I can experiment with washed, layering and other techniques.
2	Basic	I can identify different characteristics and techniques of watercolor and ink.
1	Minimal	I can define the terms: frisket, iconography, intensity, mapping, saturated color, saturation, and transparent water-soluble media
0	No Evidence	No evidence shown.

5. The Figure and Portraits (15.00%)

Learning Targets

5.1 I can create a drawing using several figure drawing techniques including: sighting and foreshortening.

Learning Target	Descriptor	Definition
4	Proficient	I can create a drawing using several figure drawing techniques including: sighting and foreshortening.
3	Developing	I can practice a variety of drawing techniques in my sketchbook.
2	Basic	I can explain canons or ideas of ideal proportions and their importance and purpose in art history.
1	Minimal	I can define the terms: canon, cartoon, croquis, humanism, mannequin, foreshortening, and pimento.



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Learning Target	Descriptor	Definition
0	No Evidence	No evidence shown.

5.2 I can create a drawing that shows an understanding of the human anatomy and basic figure drawing techniques.

Learning Target	Descriptor	Definition
4	Proficient	I can create a drawing that shows an understanding of the human anatomy and basic figure drawing techniques.
3	Developing	I can draw figures based on classical standard proportions.
2	Basic	I can develop a drawing based on photography, observation and research.
1	Minimal	I can define the terms: expression and human anatomy
0	No Evidence	No evidence shown.

5.3 I can create a complete Trois Crayon Portrait showing expression and value.

Learning Target	Descriptor	Definition
4	Proficient	I can create a complete Trois Crayon Portrait showing expression and value.
3	Developing	I can create several test drawings of the planes of the face and individual features in proportion.
2	Basic	I can explain the relationships between facial anatomy and the depiction of facial features.
1	Minimal	I can define the terms: frontal portrait, profile portrait, reportage, three-quarter portrait and trois crayons.
0	No Evidence	No evidence shown.

5.4 I can create a realistic color pencil portrait using a colored paper background and showing a large value scale.

Learning Target	Descriptor	Definition
4	Proficient	I can create a realistic color pencil portrait using a colored paper background and showing a large value scale.
3	Developing	I can map and demonstrate how to create out skin tone values in my sketchbook.
2	Basic	I can develop a composition that reflect consistent eye level, balance and emphasis.
1	Minimal	I can explain the importance and relevance of a portrait in art history and in contemporary art.
0	No Evidence	No evidence shown.



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6. Explore (5.00%)

Learning Targets

6.1 I can create a work of art that explores 3 or more drawing/painting materials.

Learning Target	Descriptor	Definition
4	Proficient	I can create a work of art that explores 3 or more drawing/painting materials.
3	Developing	I can create a work of art that uses 2 different drawing/painting materials.
2	Basic	I can sketch out a design to help plan what various drawing/painting materials I will use.
1	Minimal	I can explain different drawing/painting materials that can be used to create a painting or drawing.
0	No Evidence	No evidence shown.

7. Making Meaning through Art (10.00%)

Learning Targets

7.1 I can create a smalls series of artworks to explore my own personal visual language.

Learning Target	Descriptor	Definition
4	Proficient	I can create a smalls series of artworks to explore my own personal visual language.
3	Developing	I can explore several ways of creating expression and personal meaning in art through different media.
2	Basic	I can explain "Parts of a Work of Art" and write about them.
1	Minimal	I can define the terms: abstraction, conceptual art and visual language
0	No Evidence	No evidence shown.

7.2 I can create a collaborative artwork with a partner using visual language.

Learning Target	Descriptor	Definition
4	Proficient	I can create a collaborative artwork with a partner using visual language.
3	Developing	I can interpret concepts conveyed in mark making.
2	Basic	I can demonstrate how to use the elements and principles to communicate information.
1	Minimal	I can define the terms: mark making, visual language, personal symbolism, conceptual, abstract art and non objective art.
0	No Evidence	No evidence shown.



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8. Dry Media (10.00%)


Learning Targets

8.1 I can create a series of value scales using, oil pastel, chalk pastel, ink , different charcoals, graphite, markers, and colored pencils.

Learning Target	Descriptor	Definition
4	Proficient	I can create a series of value scales using, oil pastel, chalk pastel, ink , different charcoals, graphite, markers, and colored pencils.
3	Developing	I can explore how to use different types of dry media techniques such as blending, cross hatching and pointillism.
2	Basic	I can identify several different types of dry media.
1	Minimal	I can define the terms: bilateral symmetry, chroma, cross hatching, and fixative
0	No Evidence	No evidence shown.

8.2 I can create series of studies using dry media depicting personal expression.

Learning Target	Descriptor	Definition
4	Proficient	I can create series of studies using dry media depicting personal expression.
3	Developing	I can experiment with dry media and create a series of studies to plan my final project.
2	Basic	I can understand and explain the role of dry media in art history.
1	Minimal	I can define the terms: visual literacy, visual codes, improvisation, interpretation, graphic imagery, high value contrast, low-value contrast, kolam.
0	No Evidence	No evidence shown.



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9. Portfolio (15.00%)

Learning Targets

9.1 I can demonstrate inquiry through art and design and development of materials, processes, and ideas over the course of a trimester.

Learning Target	Descriptor	Definition
4	Proficient	I can demonstrate inquiry through art and design and development of materials, processes, and ideas over the course of a trimester.
3	Developing	I can display my artwork, process, and reflections in a portfolio format.
2	Basic	I can utilize artistic vocabulary when communicating in my portfolio.
1	Minimal	I can create a written plan on how to organize my portfolio.
0	No Evidence	No evidence shown.

Submitted on 2/7/2022 by