**Drawing and Painting – Line**

Students will use a combination of lines to create coloring pages for elementary students. Each student will create 3 different pictures to color. These coloring pages will be sent down to the elementary where 3 grade levels will participate per quarter.

Elementary students will have a week to color and send back. Drawing students will then collaborate in small group and make individual comments on craftsmanship and any other note to the elementary student. As a whole group, the top 3 coloring pages will be chosen from each grade level.

**Semester Breakdown**

1st Quarter – Unique coloring page for Kindergarten, 1st Grade, and 2nd Grade

2nd Quarter – Unique coloring page for 3rd Grade, 4th Grade, and 5th Grade.

**Postscript**

In fear I have not been clear (that rhymed…unintentional) a student will create 1 coloring page that is at a Kindergarten level, 1 coloring page that is at a 1st Grade level, 1 coloring page that is at a 2nd Grade level, 1 coloring page that is at a 3rd Grade level, 1 coloring page that is at a 4th Grade level, 1 coloring page that is at a 5th Grade level. For the semester, students will complete 6 coloring pages.

**Drawing and Painting – Gesture**

Students will be provided with a reference photo of a still life. Students will use the gesture technique to create the same picture 3 times. Students will then use the technique to sketch 3 different items in the classroom. Students will then do 3 items outside of the classroom for homework.

**Summary**

Gesture drawing

3 different versions of still life

3 items from classroom

3 items outside of classroom

**Drawing and Painting – Blind Contour Drawing**

Students will use the technique of Blind Contour Drawing to draw the person sitting across from them. Students will take turns doing this (artist, model, artist, model) until each person has completed 3 blind contours.

**Summary**

3 Blind Contour Drawings of the person across from you

**Drawing and Painting – Cross Contour**

Students will use a flower in a bot with a boarded background to complete a drawing using the Cross Contour technique. This will allow students to experiment with shape and value while making the illusion of depth exclusively with lines.

These pictures must have lines running in the same direction. Lines should not be smudged or crossing. The technique for cross contour is to use hatching in different segments, never changing direction in one area, but in an area pre segmented.

**Summary**

Flower in pot using Cross Contour technique

**Drawing and Painting – Landscape**

Students will use paint to create a landscape painting. This will give students an opportunity to combine colors, create perspective, and use lines to develop desired effects.

Students will be provided with reference photos, they may bring their own, or design their own.

**Summary**

Landscape painting

**Drawing and Painting – Human**

Students will create an imitational drawing of a human face. This project will contain several tasks to be completed before students pick and draw their chosen face.

First, students will complete a 90 square bar graph drawing that reveals a picture. After the first bar graph drawing is complete, students will complete a 49 square, more challenging bar graph.

Second, students will focus on the features of the face: the nose, two mouths, nose and mouth combined, eyes, ears, hair, and a Marilyn Manson graphed drawing. These will be on separate pages over several days.

Finally, after students have completed their tasks, students will pick a person in their life to draw a picture of. Students will need to provide their own reference photo.

It is important to remember that this is an imitational drawing. Therefore, students will be held to a high standard for this piece. Students will be assessed on how they have used the facial feature strategies in their portrait and if the portrait looks like their reference photo.

**Summary**

Bar graph tasks

Facial features task

Drawing of person

**Drawing and Painting – Stippling**

Students will sketch a winter scene lightly onto a piece of 11 x 14-inch paper. Students will then create atmospheric perspective using a stippling technique. This will give students the opportunity to focus on different values and patiently create elements to a picture that may typically be given value in many quicker techniques. This patience allows a student to really focus on the details of a picture that are often overlooked.

**Summary**

Winter scene in stippling

**Drawing and Painting – Digital**

Students will create a digital illustration of their choosing. This will allow students to explore bold colors and dark values, while working with an extremely different medium from what students have delt with thus far.

The goal is for students to create a piece that shows an intense, fundamentally sound understanding of the drawing and painting process.

Students will provide a write up after that expresses their feelings on whether digital art is better that traditional materials and why they feel that way using specifics from projects they have completed in class.

**Summary**

Bright, vibrant digital creation

Written description

**Drawing and Painting – Comic**

Students will pick their favorite superhero participating in the students favorite hoppy. This will test student ability to study forms drawn to meet very specific standards of action and correct proportions, while manipulating those factors to meet the design of placing that figure in a “foreign” situation.

These pictures will be finished in colored pencil with an action-packed banner displaying the title running across the top.

**Summary**

Superhero doing hobby

Banner with title