

# Auburn School District Framework: Drawing 2

**Course:** Graphic Design/Commercial and Advertising Art

**Total Framework Hours:** 90 Hours

**CIP Code:** 500402

**Type:** Preparatory

**Career Cluster:** Arts, Audio/Video Technology & Communications

**Date Last Modified:** Sunday, June 12, 2016

## Resources and Standard used in Framework Development:

Standards used are from PrintEd 2010, SkillsUSA and Teacher workshop identified specific skills as outlined in the OSPI Model Framework for 500402 Graphic Design/Commercial and Advertising Art.

## Unit 1 OBSERVATIONAL DRAWING

**Hours: 30**

### Performance Assessment(s):

Proportions Formative Assessment  
Figure Drawing Project  
Reference & Sighting Formative Assessment  
Show digital ability in Adobe

### Leadership Alignment:

Individual Skills: Student will be involved in activities that require applying theory, problem-solving and using critical and creative thinking skills while understanding outcomes of related decisions.

Community and Career Skills: Work habits, punctuality,

Enhancing Behaviors: Risking, inquisitiveness, attending, persistence, precision

Use and Manage Information

4. B.1 Use information accurately and creatively for the issue or problem at hand.

Reason Effectively

2. A.1 Use various types of reasoning (inductive, deductive, etc.) as appropriate to the situation.

Reason Effectively

2. A.1 Use various types of reasoning (inductive, deductive, etc.) as appropriate to the situation.

Use Systems Thinking

2. B.1 Analyze how parts of a whole interact with each other to produce overall outcomes in complex systems.

Solve Problems

2. D.1 Solve different kinds of non-familiar problems in both conventional and innovative ways.

2. D.2 Identify and ask significant questions that clarify various points of view and lead to better solutions.

## Standards and Competencies

Standard O: Digital Illustration

1. Demonstrate an understanding of the differences between raster and vector files.
6. Demonstrate a functional knowledge of computer menus, shortcut keys, and palettes in illustration software.

Standard P: Design Principles

1. Identify the basic principles of design (i.e., unity; contrast; proportions; balance; emphasis; and, rhythm).
2. Identify the basic elements of design (i.e., line; shape; direction; size; texture; value; and, color).

Standard V: Visual Techniques Drawing and Painting

6. Drawing – Material, life drawing, observational, 2D/3D, still/life drawing, light/shadow
8. Illustration – Materials, styles, techniques.

ASD Drawing I & II Standards

1. Recognize, analyze, and apply the principles and elements of art and design in illustration to develop original, creative and strong compositions.
4. Demonstrate drawing from observation
6. Demonstrate and apply the use of proportion, depth, viewpoint, and/or perspective.
7. Demonstrate basic facial proportion using drawing skills.
8. Demonstrate basic figure and gesture drawing skills.

ASD Visual Arts Power Standards

1. Demonstrate understanding of visual arts concepts and vocabulary
3. Understand, analyze and intentionally apply aesthetic critical thinking using the elements of art and principles of design to create original compositions.
4. Understand and apply the design process through visual problem solving

**Aligned to Washington State Standards**

**Arts**

Arts 1.0 The student understands and applies arts knowledge and skills in dance, music, theatre, and visual arts.

1.1 Understands and applies arts concepts and vocabulary.

Arts 2.0 The student demonstrates thinking skills using artistic processes.

2.1. Applies a creative process to the arts (dance, music, theatre and visual arts):

- Uses ideas, foundations, skills and techniques to develop dance, music, theatre and visual art.
- Reflects for the purpose of self-evaluation and improvement of the creative work.
- Refines work based on feedback, self-reflection, and aesthetic criteria.

**Communication - Speaking and Listening**

**Health and Fitness**

**Language**

**Mathematics**

**Reading**

**Science**

**Social Studies**

**Writing**

**21st Century Skills**

**LEARNING AND INNOVATION**

**Creativity and Innovation**

- Think Creatively
- Work Creatively with Others
- Implement Innovations

**Creative Thinking and Problem Solving**

- Reason Effectively
- Use Systems Thinking
- Make Judgements and Decisions
- Solve Problems

**Communication and Collaboration**

- Communicate Clearly
- Collaborate with Others

**INFORMATION, MEDIA AND TECHNOLOGY SKILLS**

**Information Literacy**

- Access and Evaluate Information
- Use and Manage Information

**Media Literacy**

- Analyze Media
- Create Media Products

**Information, Communications, and Technology (ICT Literacy)**

- Apply Technology Effectively

**LIFE AND CAREER SKILLS**

**Flexibility and Adaptability**

- Adapt to Change
- Be Flexible

**Initiative and Self-Direction**

- Manage Goals and Time
- Work Independently
- Be Self-Directed Learners

**Social and Cross-Cultural**

- Interact Effectively with Others
- Work Effectively in Diverse Teams

**Productivity and Accountability**

- Manage Projects
- Produce Results

**Leadership and Responsibility**

- Guide and Lead Others
- Be Responsible to Others

**Performance Assessment(s):**

This unit will involve multiple works to develop understanding of arranging and organizing elements and principles in visual compositions for specific effects. Students may use both traditional and or computer generated drawing methods to achieve and demonstrate this knowledge.

Unity and Variety Project  
Rhythm and Movement Project  
Hierarchy Project  
Emphasis Project  
Balance Project  
Proportion Project  
Pattern Project

**Leadership Alignment:**

Individual Skills: Student will be involved in activities that require applying theory, problem-solving and using critical and creative thinking skills while understanding outcomes of related decisions.

Community and Career Skills: Work habits, punctuality,

Enhancing Behaviors: Risking, inquisitiveness, attending, persistence, precision

Think Creatively

1. A.1 Use a wide range of idea creation techniques (such as brainstorming).

1. A.2 Create new and worthwhile ideas (both incremental and radical concepts).

1. A.3 Elaborate, refine, analyze and evaluate their own ideas in order to improve and maximize creative efforts.

Work Creatively with Others

1. B.1 Develop, implement and communicate new ideas to others effectively.

1. B.2 Be open and responsive to new and diverse perspectives; incorporate group input and feedback into the work.

1. B.3 Demonstrate originality and inventiveness in work and understand the real world limits to adopting new ideas.

1.B.4 View failure as an opportunity to learn; understand that creativity and innovation is a long-term, cyclical process of small successes and frequent mistakes

Reason Effectively

2. A.1 Use various types of reasoning (inductive, deductive, etc.) as appropriate to the situation.

Communicate Clearly

3. A.3 Use communication for a range of purposes (e.g. to inform, instruct, motivate and persuade)

3. A.4 Utilize multiple media and technologies, and know how to judge their effectiveness a priori as well as assess their impact.

5. B.1 Understand and utilize the most appropriate media creation tools, characteristics and conventions.

**Standards and Competencies**

Standard O: Digital Illustration

1. Demonstrate an understanding of the differences between raster and vector files.
3. Create or trace drawings/photographs using a vector illustration program.
7. Create a single color vector graphic.
8. Create a vector graphic using tints, fills, and color.

Standard V: Visual Techniques Drawing and Painting

1. Demonstrate skills used to define and analyze a given problem
4. Develop compositions using traditional wet/Dry materials
6. Drawing – Material, life drawing, observational, 2D/3D, still/life drawing, light/shadow
8. Illustration – Materials, styles, techniques.

Standard W: Concept Development

1. Brainstorming,
2. Concept sketching

### 3. Thumbnails

#### ASD Drawing I & II Standards

1. Recognize, analyze, and apply the principles and elements of art and design in illustration to develop original, creative and strong compositions.
5. Draw to communicate visually using a variety of subjects or themes to develop personal style.
9. Apply color to promote a mood or effect for visual communication.

#### ASD Visual Arts Power Standards

1. Demonstrate understanding of visual arts concepts and vocabulary
2. Create, perform and respond using reading, writing and math standards related to the visual arts
3. Understand, analyze and intentionally apply aesthetic critical thinking using the elements of art and principles of design to create original compositions.
4. Understand and apply the design process through visual problem solving

## Aligned to Washington State Standards

### Arts

Arts 1.0 The student understands and applies arts knowledge and skills in dance, music, theatre, and visual arts.

- 1.1 Understands and applies arts concepts and vocabulary.
- 1.2 Develops arts skills and techniques.

Arts 2.0 The student demonstrates thinking skills using artistic processes.

- 2.1. Applies a creative process to the arts (dance, music, theatre and visual arts):
  - Uses ideas, foundations, skills and techniques to develop dance, music, theatre and visual art.
  - Implements choices of arts elements, principles, foundations, skills, and techniques in a creative work.
  - Reflects for the purpose of self-evaluation and improvement of the creative work.
  - Refines work based on feedback, self-reflection, and aesthetic criteria.
- 2.2 Applies a performance and/or presentation process to the arts (dance, music, theatre and visual arts):
  - Interprets meaning through personal understanding of the work and/or performance.
  - Presents, exhibits, and produces work and/or performance for others.
  - Reflects and self-evaluates work and/or performance to set goals.

Arts 3.0 The student communicates through the arts.

- 3.1 Uses the arts to express feelings and present ideas.
- 3.3. Develops personal aesthetic criteria to communicate artistic choices.

### Communication - Speaking and Listening

### Health and Fitness

### Language

### Mathematics

CC: Mathematical Practices (MP)

- 1 - Make sense of problems and persevere in solving them.
- 2 - Reason abstractly and quantitatively.
- 6 - Attend to precision.

## Reading

CC: Reading Informational Text

Craft and Structure (9-10)

4 - Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

## Science

Physical Science

Inquiry (Conducting Analysis and Thinking Logically)

9-12 INQC: Conclusions must be logical, based on evidence, and consistent with prior established knowledge.

Application (Science, Technology, and Society)

9-12 APPB: The technological design process begins by defining a problem in terms of criteria and constraints, conducting research, and generating several different solutions.

## Social Studies

## Writing

### 21st Century Skills

#### LEARNING AND INNOVATION

##### Creativity and Innovation

- Think Creatively
- Work Creatively with Others
- Implement Innovations

##### Creative Thinking and Problem Solving

- Reason Effectively
- Use Systems Thinking
- Make Judgements and Decisions
- Solve Problems

##### Communication and Collaboration

- Communicate Clearly
- Collaborate with Others

#### INFORMATION, MEDIA AND TECHNOLOGY SKILLS

##### Information Literacy

- Access and Evaluate Information
- Use and Manage Information

##### Media Literacy

- Analyze Media
- Create Media Products

##### Information, Communications, and Technology (ICT Literacy)

- Apply Technology Effectively

#### LIFE AND CAREER SKILLS

##### Flexibility and Adaptability

- Adapt to Change
- Be Flexible

##### Initiative and Self-Direction

- Manage Goals and Time
- Work Independently
- Be Self-Directed Learners

##### Social and Cross-Cultural

- Interact Effectively with Others
- Work Effectively in Diverse Teams

##### Productivity and Accountability

- Manage Projects
- Produce Results

##### Leadership and Responsibility

- Guide and Lead Others
- Be Responsible to Others

**Performance Assessment(s):**

Medium Exploration Formative Assessment  
Pen and Ink Project  
Charcoal Project  
Color Pencil Project  
Pastel Project  
Collage Project  
Mixed Media Project  
Digital Illustration Project

This is an introduction on how to identifying various color schemes from the color wheel to apply color theory techniques in drawing and how to apply it in different mediums. This is the foundation for the projects utilizing color theory practices (may include layering color, juxtapositioning color, realistic rendering, non representational color, etc.)

**Leadership Alignment:**

Individual Skills: Student will be involveld in activities that require applying theory, problem-sovling and using critical and creative thinckig skills whlie understanding outcomes of related decisions.

Community and Career Skills: Work haptbits, punctuallity,

Enhancing Behaviors: Risking, inquisitiveness, attending, persistence, percision

Use Systems Thinking

2. B.1 Analyze how parts of a whole interact with each other to produce overall outcomes in complex systems.

Make Judgments and Decisions

2. C.3 Synthesize and make connections between information and arguments.

2. C.4 Interpret information and draw conclusions based on the best analysis.

2. C.5 Reflect critically on learning experiences and processes.

5. B.1 Understand and utilize the most appropiate media creation tools, characteristics and conventions.

**Standards and Competencies**

Standard O: Digital Illustration

4. Create or edit images in a raster based program using layers; transparencies; layer modes; masks; and, selections, etc.
8. Create a vector graphic using tints, fills, and color.
11. Edit an existing piece of vector art.

Standard P: Design Principles

2. Identify the basic elements of design (i.e., line; shape; direction; size; texture; value; and, color).
6. Demonstrate an understanding of color theory by describing primary, secondary, and tertiary colors including hue, tint, value and shade, and the effect of light and distance on color.
9. Demonstrate an understanding of color relationships (complimentary, analogous, monochromatic, etc.).

Standard V: Visual Techniques Drawing and Painting

1. Demonstrate skills used to define and analyze a given problem
4. Develop compositions using traditional wet/Dry materials
8. Illustration – Materials, styles, techniques.

ASD Drawing I & II Standards

1. Recognize, analyze, and apply the principles and elements of art and design in illustration to develop original, creative and strong compositions.
3. Develop and communicate ideas thru visual problem solving utilizing the use of traditional and/or digital means.
9. Apply color to promote a mood or effect for visual communication.

ASD Visual Arts Power Standards

1. Demonstrate understanding of visual arts concepts and vocabulary
3. Understand, analyze and intentionally apply aesthetic critical thinking using the elements of art and principles of design to create original compositions.

**Aligned to Washington State Standards**

**Arts**

Arts 1.0 The student understands and applies arts knowledge and skills in dance, music, theatre, and visual arts.

- 1.1 Understands and applies arts concepts and vocabulary.
- 1.2 Develops arts skills and techniques.

**Communication - Speaking and Listening**

**Health and Fitness**

**Language**

**Mathematics**

**Reading**

**Science**

**Social Studies**

**Writing**

**21st Century Skills**

**LEARNING AND INNOVATION**

**Creativity and Innovation**

- Think Creatively
- Work Creatively with Others
- Implement Innovations

**Creative Thinking and Problem Solving**

- Reason Effectively
- Use Systems Thinking
- Make Judgements and Decisions
- Solve Problems

**Communication and Collaboration**

- Communicate Clearly
- Collaborate with Others

**INFORMATION, MEDIA AND TECHNOLOGY SKILLS**

**Information Literacy**

- Access and Evaluate Information
- Use and Manage Information

**Media Literacy**

- Analyze Media
- Create Media Products

**Information, Communications, and Technology (ICT Literacy)**

- Apply Technology Effectively

**LIFE AND CAREER SKILLS**

**Flexibility and Adaptability**

- Adapt to Change
- Be Flexible

**Initiative and Self-Direction**

- Manage Goals and Time
- Work Independently
- Be Self-Directed Learners

**Social and Cross-Cultural**

- Interact Effectively with Others
- Work Effectively in Diverse Teams

**Productivity and Accountability**

- Manage Projects
- Produce Results

**Leadership and Responsibility**

- Guide and Lead Others
- Be Responsible to Others

**Performance Assessment(s):**

Weekly Sketchbook Assignment  
Critique (Self Reflection, Small Group, and Class)  
Bi weekly Adobe Illustrator assignment

**Leadership Alignment:**

Individual Skills: Student will be involved in activities that require applying theory, problem-solving and using critical and creative thinking skills while understanding outcomes of related decisions.

Community and Career Skills: Work habits, punctuality,  
Enhancing Behaviors: Risking, inquisitiveness, attending, persistence, precision  
Prepare culminating work for presentation.

**Work Creatively with Others**

1. B.1 Develop, implement and communicate new ideas to others effectively.
1. B.2 Be open and responsive to new and diverse perspectives; incorporate group input and feedback into the work.
1. B.3 Demonstrate originality and inventiveness in work and understand the real world limits to adopting new ideas.
1. B.4 View failure as an opportunity to learn; understand that creativity and innovation is a long-term, cyclical process of small successes and frequent mistakes Implement Innovations (Examples Below)
1. C.1 Act on creative ideas to make a tangible and useful contribution to the field in which the innovation will occur.

**Think Creatively**

1. A.1 Use a wide range of idea creation techniques (such as brainstorming).
1. A.2 Create new and worthwhile ideas (both incremental and radical concepts).
1. A.3 Elaborate, refine, analyze and evaluate their own ideas in order to improve and maximize creative efforts.
  
5. B.1 Understand and utilize the most appropriate media creation tools, characteristics and conventions.

**Be Self –Directed Learners (Examples Below)**

8. C.1 Go beyond basic mastery of skills and/or curriculum to explore and expand one's own learning and opportunities to gain expertise.
8. C.2 Demonstrate initiative to advance skill levels towards a professional level.
8. C.3 Demonstrate commitment to learning as a lifelong process.
8. C.4 Reflect critically on past experiences in order to inform future progress.

**Standards and Competencies****Standard O: Digital Illustration**

1. Demonstrate an understanding of the differences between raster and vector files.
3. Create or trace drawings/photographs using a vector illustration program.
5. Create a spot color illustration or logo using Pantone Matching System® (PMS) or other color matching system, and view or print separations.
6. Demonstrate a functional knowledge of computer menus, shortcut keys, and palettes in illustration software.
8. Create a vector graphic using tints, fills, and color.
10. Trace a bitmap drawing and convert to a vector.
11. Edit an existing piece of vector art.

**Standard P: Design Principles**

1. Identify the basic principles of design (i.e., unity; contrast; proportions; balance; emphasis; and, rhythm).
2. Identify the basic elements of design (i.e., line; shape; direction; size; texture; value; and, color).
3. Create thumbnails and rough drafts by sketching. Use markers or colored pencils to show color.
6. Demonstrate an understanding of color theory by describing primary, secondary, and tertiary colors including hue, tint, value and shade, and the effect of light and distance on color.

9. Demonstrate an understanding of color relationships (complimentary, analogous, monochromatic, etc.).

Standard V: Visual Techniques Drawing and Painting

1. Demonstrate skills used to define and analyze a given problem
3. Develop thematic compositions using a variety of techniques (sketchbooks)
4. Develop compositions using traditional wet/Dry materials
6. Drawing – Material, life drawing, observational, 2D/3D, still/life drawing, light/shadow
8. Illustration – Materials, styles, techniques.

Standard W: Concept Development

1. Brainstorming,
2. Concept sketching
3. Thumbnails
4. Roughs

ASD Drawing I & II Standards

1. Recognize, analyze, and apply the principles and elements of art and design in illustration to develop original, creative and strong compositions.
2. Create and produce using a variety of mark making applications utilizing a variety of mediums.
3. Develop and communicate ideas thru visual problem solving utilizing the use of traditional and/or digital means.
5. Draw to communicate visually using a variety of subjects or themes to develop personal style.
9. Apply color to promote a mood or effect for visual communication.
10. Demonstrate the development of the creative process through research, sketching and execution.

**Aligned to Washington State Standards**

**Arts**

Arts 1.0 The student understands and applies arts knowledge and skills in dance, music, theatre, and visual arts.

- 1.1 Understands and applies arts concepts and vocabulary.
- 1.2 Develops arts skills and techniques.

Arts 2.0 The student demonstrates thinking skills using artistic processes.

- 2.1. Applies a creative process to the arts (dance, music, theatre and visual arts):
  - Explores, gathers, and interprets information from diverse sources.
  - Uses ideas, foundations, skills and techniques to develop dance, music, theatre and visual art.
  - Reflects for the purpose of self-evaluation and improvement of the creative work.
  - Refines work based on feedback, self-reflection, and aesthetic criteria.
  - Presents work to others in a performance, exhibition, and/or production.
- 2.2 Applies a performance and/or presentation process to the arts (dance, music, theatre and visual arts):
  - Analyzes the structure, context and/or aesthetics of the work.
  - Interprets meaning through personal understanding of the work and/or performance.
  - Presents, exhibits, and produces work and/or performance for others.
  - Reflects and self-evaluates work and/or performance to set goals.
- 2.3 Applies a responding process to an arts performance and/or presentation of dance, music, theatre and visual arts):

Arts 3.0 The student communicates through the arts.

- 3.1 Uses the arts to express feelings and present ideas.
- 3.3. Develops personal aesthetic criteria to communicate artistic choices.

## Communication - Speaking and Listening

## Health and Fitness

## Language

## Mathematics

### CC: Mathematical Practices (MP)

- 1 - Make sense of problems and persevere in solving them.
- 2 - Reason abstractly and quantitatively.

## Reading

### CC: Reading Informational Text

## Science

### Physical Science

#### Inquiry (Conducting Analysis and Thinking Logically)

9-12 INQA: Scientists generate and evaluate questions to investigate the natural world.

#### Application (Science, Technology, and Society)

9-12 APPC: Choosing the best solution involves comparing alternatives with respect to criteria and constraints, then building and testing a model or other representation of the final design.

**21st Century Skills**

**LEARNING AND INNOVATION**

**Creativity and Innovation**

- Think Creatively
- Work Creatively with Others
- Implement Innovations

**Creative Thinking and Problem Solving**

- Reason Effectively
- Use Systems Thinking
- Make Judgements and Decisions
- Solve Problems

**Communication and Collaboration**

- Communicate Clearly
- Collaborate with Others

**INFORMATION, MEDIA AND TECHNOLOGY SKILLS**

**Information Literacy**

- Access and Evaluate Information
- Use and Manage Information

**Media Literacy**

- Analyze Media
- Create Media Products

**Information, Communications, and Technology (ICT Literacy)**

- Apply Technology Effectively

**LIFE AND CAREER SKILLS**

**Flexibility and Adaptability**

- Adapt to Change
- Be Flexible

**Initiative and Self-Direction**

- Manage Goals and Time
- Work Independently
- Be Self-Directed Learners

**Social and Cross-Cultural**

- Interact Effectively with Others
- Work Effectively in Diverse Teams

**Productivity and Accountability**

- Manage Projects
- Produce Results

**Leadership and Responsibility**

- Guide and Lead Others
- Be Responsible to Others