

Secaucus
Board of
Education

Art 1

Course Code: 8120

Fine Arts



*Born on December 2016
Aligned to the NJSL - Fine and Performing Arts (2014), ELA (2016), Technology (2014), and 21st Century Life
and Career (2014)
Adopted by the Secaucus Board of Education on January 19, 2017*

District Equity Statement

The Board of Education directs that all students enrolled in the schools of this district shall be afforded equal educational opportunities in strict accordance with the law. No students shall be denied access to or benefit from any educational program or activity or from a co-curricular or athletic activity on the basis of the student's race, color, creed, religion, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, gender identity or expression, socioeconomic status, or disability. The Board directs the Superintendent to allocate faculty, administrators, support staff members, curriculum materials, and instructional equipment supplies among and between the schools and classes of this district in a manner that ensures equivalency of educational opportunity throughout this district. The school district's curricula in the following areas will eliminate discrimination, promote mutual acceptance and respect among students, and enable students to interact effectively with others, regardless of race, color, creed, religion, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, gender identity or expression, socioeconomic status, or disability:

1. School climate/learning environment
2. Courses of study, including Physical Education
3. Instructional materials and strategies
4. Library materials
5. Software and audio-visual materials
6. Guidance and counseling
7. Extra-curricular programs and activities
8. Testing and other assessments.

Excerpt from Secaucus Board of Education, Policy 5750, Edited September 2016

Course Description

Major areas of creativity: drawing, painting, two dimensional design and sculpture will be covered. Work will include experiencing painting, graphic design, lettering, portrait drawing, figure drawing, art history, floor plans, plaster sculpture, collage, cartooning, perspective drawing, landscape drawing and mural painting. Students will be required to do a research project based on a particular artist and keep a journal/notebook.

Interdisciplinary Connections

NJSLS – Technology:

- 8.1.12.A.1 Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.
- 8.1.12.A.2 Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.
- 8.1.12.D.1 Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.

NJSLS – Mathematics:

- G-CO.12 Make formal geometric constructions with a variety of tools and methods (compass and straightedge, string, reflective devices, paper folding, dynamic geometric software, etc.). Copying a segment; copying an angle; bisecting a segment; bisecting an angle; constructing perpendicular lines, including the perpendicular bisector of a line segment; and constructing a line parallel to a given line through a point not on the line.
- G-MG.3 Apply geometric methods to solve design problems (e.g., designing an object or structure to satisfy physical constraints or minimize cost; working with typographic grid systems based on ratios).

NJSLS – ELA:

- RI.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).
- W.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
- W.9-10.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.
- W.9-10.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- W.9-10.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

21st Century Life and Career:

Career Ready Practices

- Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study. The career ready practices directly related to this ‘Silk Screening’ course are:
- CRP1. Act as a responsible and contributing citizen and employee.
 - CRP2. Apply appropriate academic and technical skills.
 - CRP4. Communicate clearly and effectively and with reason.
 - CRP5. Consider the environmental, social and economic impacts of decisions.
 - CRP6. Demonstrate creativity and innovation.

- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP10. Plan education and career paths aligned to personal goals.
- CRP11. Use technology to enhance productivity.
- CRP12. Work productively in teams while using cultural global competence

Course Modifications (ELLs, Special Education, Gifted and Talented)

The course instructor will determine, with the assistance of guidance counselors, teacher assistant/aides, and/or special education teachers, what modifications will be made for his/her students. Such examples of modifications can include, but not be limited to:

- Extended time as needed
- Modification of tests and quizzes
- Preferential seating
- Alternative/Formative assessment (projects)
- Effective teacher questioning (ranging from simple recall to higher order critical thinking questions)
- Supplemental materials
- Cooperative learning
- Teacher tutoring
- Peer tutoring
- Differentiated Instruction

<p>Unit:</p>	<p>1. Introduction- Becoming Familiar with the Creative Process. Various techniques for communicating meanings, ideas and views are related to the creative process. It integrates standards from the New Jersey Student Learning Standards for the Visual and Performing Arts, Technology Literacy, and other disciplines.</p>	
<p>Timing:</p>	<p>2 Weeks</p>	
<p>Standards:</p>	<p>NJSLS - Visual and Performing Arts (2014): 1.3.12.D.5, 1.4.12.A.3</p>	
<p>Essential Questions:</p> <ul style="list-style-type: none"> • What is the creative process? • What is its role in our daily lives? • How do we interpret a work of art? • How does the art of the past record and describe the world around us? 	<p>Objectives:</p> <p>Students will be able to....</p> <ul style="list-style-type: none"> • Describe how ‘creating’ is a process of demonstrating and understanding how to communicate and relate to techniques that are useful. • Determine what gives rise to new forms of creative expression. 	<p>Activities, Investigation, and Student Experiences:</p> <ul style="list-style-type: none"> • Students will be introduced, thru teacher selection, previously produced student works of art. • Students will discuss the creating art using traditional art media and new technology available to artists. • Discussion of the power of art in their lives.
<p>Assessments:</p> <ul style="list-style-type: none"> • Formative Assessments <ul style="list-style-type: none"> • Identification/use of supplies 	<p>Materials:</p> <ul style="list-style-type: none"> • Art supplies <ul style="list-style-type: none"> ◦ Paint ◦ Poster board 	<p>Resources:</p> <ul style="list-style-type: none"> • Unit Presentation • YouTube Videos • Assessment/Evaluation sheets

<ul style="list-style-type: none"> • Identification/use of equipment • Open-ended questions • Worksheets • Self-evaluation forms • Peer evaluations • Notebooks/Folders <p>Summative Assessments</p> <ul style="list-style-type: none"> • Projects • Computer Adaptive Tests/Quizzes • Performance Tasks • Final exam 	<ul style="list-style-type: none"> ◦ Markers/Crayons/Chalks ◦ Canvas ◦ Color charts <ul style="list-style-type: none"> • Chrome books for research 	
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<p>Unit:</p>	<p>2. Elements and Principles of Art/Introduction The basic elements of art and principles of design govern art creation and composition.</p>	
<p>Timing:</p>	<p>4 Weeks</p>	
<p>Standards:</p>	<p>NJSLS - Visual and Performing Arts (2014): 1.3.12.D.2, 1.3.12.D.4, 1.3.12.D.5, 1.4.12.A.2</p>	
<p>Essential Questions:</p> <ul style="list-style-type: none"> • How does art make us think better? • How do artists tell stories and or convey a message in their work? • How have technological changes influenced artistic expression? • Is Art important or necessary? • What is Art? 	<p>Objectives:</p> <p>Students will be able to...</p> <ul style="list-style-type: none"> • Examine how artists have used the elements and principles to enhance the creative process • Explore the use of the elements and principles throughout various cultures and periods of art history. • Assess the use of the elements and principles to their own artwork and the work of others. 	<p>Activities, Investigation, and Student Experiences:</p>
<p>Teaching Strategies/Materials:</p> <ul style="list-style-type: none"> • Demonstration and teacher examples • In -class performance • Use technology to explore applications related to assignments • Guided practice thru teacher instruction • Lecture and discussion • Lessons can include but are not limited to: <p>Art Elements:</p> <ul style="list-style-type: none"> • Line, shape, form, color, texture, value, space <p>Art Principles:</p> <ul style="list-style-type: none"> • Movement, emphasis, variety, unity, balance, contrast, proportion <ul style="list-style-type: none"> • Students maintain a sketchbook and portfolio. 		

		<ul style="list-style-type: none"> • Students are to display completed art and defend ideas in open critique
<p>Assessments:</p> <p>Formative Assessments</p> <ul style="list-style-type: none"> • Identification/use of supplies • Identification/use of equipment • Open-ended questions • Worksheets • Self-evaluation forms • Peer evaluations • Notebooks/Folders <p>Summative Assessments</p> <ul style="list-style-type: none"> • Projects • Computer Adaptive Tests/Quizzes • Performance Tasks • Final exam 	<p>Materials:</p> <ul style="list-style-type: none"> • Art supplies <ul style="list-style-type: none"> ◦ Paint ◦ Poster board ◦ Markers/Crayons/Chalks ◦ Canvas ◦ Color charts • Chromebooks for research 	<p>Resources:</p> <ul style="list-style-type: none"> • Unit Presentation • YouTube Videos • Assessment/Evaluation sheets

	<p>3. Elements and Principles of Art / Line Expansion of the students' knowledge base of drawing and visual skills will continue with the study and understanding and applying basic components of the visual arts as they solve visual problems</p>	
<p>Unit:</p>	<p>4 Weeks</p>	
<p>Timing:</p>	<p>NJSLS - Visual and Performing Arts (2014): 1.3.12.D.2, 1.3.12.D.4, 1.3.12.D.5, 1.4.12.A.2</p>	
<p>Standards:</p>	<p>Objectives:</p> <p>Students will be able to...</p> <ul style="list-style-type: none"> • Relate the qualities of art to their own production • Understand how the qualities of art are applied in aesthetic theory • Identify the qualities of art to works of art created by emerging and established artists • Use the qualities of art as an important step in understanding the critique process 	<p>Activities, Investigation, and Student Experiences:</p> <ul style="list-style-type: none"> • Define line: <ul style="list-style-type: none"> ○ quality ○ contour ○ gestural ○ mark making ○ directional • Identify five basic types of line: <ul style="list-style-type: none"> ○ curved ○ diagonal ○ horizontal ○ vertical ○ zigzag • Thru discussion and writing compare and contrast contour, modified contour, and gesture lines • Determine how line varies within representative samples of artwork to
<p>Essential Questions:</p> <ul style="list-style-type: none"> • How do artists capture movement in their artwork? • How do the qualities of line and value effect and reflect the artist's intention? 		

		<p>create movement(e.g., degree of curve, direction, width ,length, thickness)</p> <ul style="list-style-type: none"> ● Utilize line to create and change value in the creation of an original work of art ● Use sketchbook journals to store Art exploratory activities ● Evaluate correct proportion, texture, movement, and line in representative examples of the human figure (e.g., the figure sculptures of Alberto Giacometti) ● Incorporate line, value, and proportion in drawing a human figure ● Compare and contrast the results of drawing using black and white charcoal to obtain representational values ● Utilize technology to conduct research of figure-drawing
<p>Assessments:</p> <ul style="list-style-type: none"> ● Formative Assessments ● Identification/use of supplies ● Identification/use of equipment 	<p>Materials:</p> <ul style="list-style-type: none"> ● Art supplies <ul style="list-style-type: none"> ○ Paint ○ Poster board ○ Markers/Crayons/Chalks ○ Canvas 	<p>Resources:</p> <ul style="list-style-type: none"> ● Unit Presentation ● YouTube Videos ● Assessment/Evaluation sheets ● Museum resources to cite examples:

<ul style="list-style-type: none"> • Open-ended questions • Worksheets • Self-evaluation forms • Peer evaluations • Notebooks/Folders <p>Summative Assessments</p> <ul style="list-style-type: none"> • Projects • Computer Adaptive Tests/Quizzes • Performance Tasks • Final exam 	<ul style="list-style-type: none"> ◦ Color charts • Chromebooks for research 	<ul style="list-style-type: none"> ◦ http://www.metmuseum.org/home.asp ◦ http://www.moma.org ◦ http://www.cooperhewitt.org/ ◦ http://www.nationalgeographic.com/
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	<p>4. Elements and Principles of Art /Texture and Value Expansion of the students' knowledge base of drawing and visual skills will continue with the study and understanding and applying basic components of the visual arts as they solve visual problems</p>
<p>Unit:</p>	<p>4 Weeks</p>
<p>Timing:</p>	<p>NJSLS - Visual and Performing Arts (2014): 1.3.12.D.2, 1.3.12.D.4, 1.3.12.D.5, 1.4.12.A.2</p>
<p>Standards:</p>	
<p>Essential Questions:</p> <ul style="list-style-type: none"> • What is value and tone? • How does the artist demonstrate texture, value, and gradation? 	<p>Objectives:</p> <p>Students will be able to...</p> <ul style="list-style-type: none"> • Recognize how the qualities of art are applied in aesthetic theory. • Draw using a full range of value, highlights, cast shadows, reflected light and crest shadows. • Develop an understanding of how the elements and principles of art can lead to an effective use of visual communication in all areas of life
<p>Activities, Investigation, and Student Experiences:</p>	<ul style="list-style-type: none"> • Define texture, value, and gradation in representative examples of artwork • Identify the characteristics of value: <ul style="list-style-type: none"> ○ Value Scale ○ Chiaroscuro ○ Light/Dark ○ Linear Value ○ Modeling • Compare and contrast real versus simulated textures • Identify and include texture: <ul style="list-style-type: none"> ○ Tactile ○ Visual ○ Expressive

		<ul style="list-style-type: none"> • Consider the elements in the environment to provide examples of texture and value • Employ points of view and perspectives in the creation of an original work of art • Demonstrate various textures in assorted media using changing values • Incorporate information about line, texture, value, and gradation in journal writing and sketchbook examples: http://www.corestandards.org/ELA-Literacy/W/9-10/2/a/
<p>Assessments:</p> <p>Formative Assessments</p> <ul style="list-style-type: none"> • Identification/use of supplies • Identification/use of equipment • Open-ended questions • Self-evaluation forms • Peer evaluations • Notebooks/Folders <p>Summative Assessments</p>	<p>Materials:</p> <ul style="list-style-type: none"> • Art supplies <ul style="list-style-type: none"> ◦ Sketchbooks ◦ Pencils (varying degrees of hardness) ◦ Sharpie markers. • Chromebooks for research 	<p>Resources:</p> <ul style="list-style-type: none"> • Unit Presentation • YouTube Videos • Assessment/Evaluation sheets • Examples of previously done assignments: <ul style="list-style-type: none"> ◦ PowerPoint and/or Portfolios.

<ul style="list-style-type: none">• Projects• Computer Adaptive Tests/Quizzes• Performance Tasks• Final exam		
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	<p>5. Elements and Principles of Art / Color and Color harmony Expansion of the students' knowledge base of drawing and visual skills will continue with the study and understanding and applying basic components of the visual arts as they solve visual problems</p>
<p>Unit:</p>	<p>4 Weeks</p>
<p>Timing:</p>	<p>NJSLS - Visual and Performing Arts (2014): 1.3.12.D.2, 1.3.12.D.4, 1.3.12.D.5, 1.4.12.A.2</p>
<p>Standards:</p>	
<p>Essential Questions:</p> <ul style="list-style-type: none"> • How do artist use color to show emphasis, emotion and form? • How do elements combine to create harmony in a work of Art? 	<p>Objectives:</p> <p>Students will be able to...</p> <ul style="list-style-type: none"> • Appreciate a visual and sensory perception of the aspects of color in the environment - including both the natural and the human-made world. • Develop an understanding of how the elements and principles of art can lead to an effective use of visual communication in all areas of life; aesthetic choices are achieved through this understanding.
	<p>Activities, Investigation, and Student Experiences:</p> <ul style="list-style-type: none"> • Examine how the human eye views color Identify the properties of color • Understand and utilize the aspects of color: <ul style="list-style-type: none"> ○ Color wheel ○ Color and light ○ Color symbolism ○ Color harmony ○ Intensity ○ Value (tints and shades) ○ Primary, Secondary, and Tertiary Color

		<ul style="list-style-type: none"> ○ Complementary colors ● Discuss the emotional and visual consequence of the use of color ● Determine how color can affect the expressive qualities of representational samples of artwork ● Collaborate to identify harmony in peer and representative artworks ● Evaluate the relationship between realistic and abstract art ● Conduct research of artists, their lives, their styles, and the use of color and harmony in their artwork: <u>CCSS.ELA-Literacy.RI.9-10.7</u>
<p>Assessments:</p> <ul style="list-style-type: none"> ● Formative Assessments ● Identification/use of supplies ● Identification/use of equipment 	<p>Materials:</p> <ul style="list-style-type: none"> ● Art supplies <ul style="list-style-type: none"> ○ Sketchbooks ○ Pencils (varying degrees of hardness) ○ Sharpie markers. 	<p>Resources:</p> <ul style="list-style-type: none"> ● Unit Presentation ● YouTube Videos ● Assessment/Evaluation sheets

<ul style="list-style-type: none"> • Open-ended questions • Self-evaluation forms • Peer evaluations • Notebooks/Folders <p>Summative Assessments</p> <ul style="list-style-type: none"> • Projects • Computer Adaptive Tests/Quizzes • Performance Tasks • Final exam/Portfolio presentation 	<ul style="list-style-type: none"> ◦ Paints ◦ Canvas/Paper ◦ Paintbrushes <ul style="list-style-type: none"> • Chrome books for research 	<ul style="list-style-type: none"> • Examples of previously done assignments: <ul style="list-style-type: none"> ◦ PowerPoint and/or Portfolios.
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	<p>6. Elements and Principles of Art/ Space Expansion of the students' knowledge base of drawing and visual skills will continue with the study and understanding and applying basic components of the visual arts as they solve visual problems.</p>
<p>Timing:</p>	<p>4 Weeks</p>
<p>Standards:</p>	<p>NJSLS - Visual and Performing Arts (2014): 1.3.12.D.2, 1.3.12.D.4, 1.3.12.D.5, 1.4.12.A.2</p>
<p>Essential Questions:</p> <ul style="list-style-type: none"> • How does space influence the creation of two- and three-dimensional artwork? • How do artists organize visual space? 	<p>Objectives:</p> <p>Students will be able to...</p> <ul style="list-style-type: none"> • Realize that artists get inspiration from many sources. • Appreciate that art is a personal or individual response to their environment. • Understand that the elements and principles of art can lead to an effective use of visual communication in all areas of life; aesthetic choices are achieved through this understanding.
	<p>Activities, Investigation, and Student Experiences:</p> <ul style="list-style-type: none"> • Define the term space using representative samples of artwork • Compare and contrast space and shape • Differentiate between negative and positive space in the examination of artwork • Determine the various ways in which we perceive space visually (e.g., through shape, form, color)

		<ul style="list-style-type: none"> • Examine principal and secondary elements of emphasis in representative artworks • Identify emphasis and unity in representative artworks • Use emphasis and unity in the creation of an original work of art • Critique the use of spatial illusions in representative examples (e.g., the artwork of M.C. Escher)
<p>Assessments:</p> <p>Formative Assessments</p> <ul style="list-style-type: none"> • Identification/use of supplies • Identification/use of equipment • Open-ended questions • Self-evaluation forms • Peer evaluations • Notebooks/Folders <p>Summative Assessments</p> <ul style="list-style-type: none"> • Projects 	<p>Materials:</p> <ul style="list-style-type: none"> • Art supplies <ul style="list-style-type: none"> ◦ Sketchbooks ◦ Pencils (varying degrees of hardness) ◦ Sharpie markers. ◦ Paints ◦ Canvas/Paper ◦ Paintbrushes ◦ Pencils ◦ Scissors ◦ Glue 	<p>Resources:</p> <ul style="list-style-type: none"> • Unit Presentation • YouTube Videos • Assessment/Evaluation sheets • Museum resources to cite examples: <ul style="list-style-type: none"> ◦ http://www.metmuseum.org/ho me.as ◦ http://www.moma.org ◦ http://www.cooperhewitt.org/

<ul style="list-style-type: none"> • Computer Adaptive Tests/Quizzes • Performance Tasks • Final exam/Portfolio presentation 	<ul style="list-style-type: none"> • Chrome books for research 	
<p>7. Drawing: Form and Volume Students know, understand and apply basic components of the visual arts as they solve visual problems.</p>		
<p>Timing:</p>	<p>4 Weeks</p>	
<p>Standards:</p>	<p>NJSLS - Visual and Performing Arts (2014): 1.3.12.D.2, 1.3.12.D.4, 1.3.12.D.5, 1.4.12.A.2</p>	
<p>Essential Questions:</p> <ul style="list-style-type: none"> • How do artists organize visual space? • How can my understanding of design principles allow me to produce stronger 	<p>Objectives:</p> <p>Students will be able to...</p> <ul style="list-style-type: none"> • Realize that an understanding of the elements and principles of art can lead to an effective use of visual communication in all areas of life; aesthetic choices are achieved through this understanding. 	<p>Activities, Investigation, and Student Experiences:</p> <ul style="list-style-type: none"> • Recognize and integrate the characteristics of form and volume: <ul style="list-style-type: none"> ○ Figure/ground, ○ Positive/negative ○ Geometric/organic weight

<p>artwork?</p>		<ul style="list-style-type: none"> ○ Simple/complex size ○ Overlap ○ Form in Art <ul style="list-style-type: none"> ■ Two dimensional ■ Three dimensional
<p>Assessments:</p>	<p>Materials:</p>	<p>Resources:</p>
<p>Formative Assessments</p> <ul style="list-style-type: none"> ● Identification/use of supplies ● Identification/use of equipment ● Open-ended questions ● Self-evaluation forms ● Peer evaluations ● Notebooks/Folders <p>Summative Assessments</p> <ul style="list-style-type: none"> ● Projects ● Computer Adaptive Tests/Quizzes ● Performance Tasks ● Final exam/Portfolio presentation 	<ul style="list-style-type: none"> ● Art supplies <ul style="list-style-type: none"> ○ Sketchbooks ○ Pencils (varying degrees of hardness) ○ Sharpie markers. ○ Paints ○ Canvas/Paper ○ Paintbrushes ○ Pencils ○ Scissors ○ Glue ● Chrome books for research 	<ul style="list-style-type: none"> ● Unit Presentation ● YouTube Videos ● Assessment/Evaluation sheets ● Museum resources to cite examples: <ul style="list-style-type: none"> ○ http://www.metmuseum.org/home.as ○ http://www.moma.org ○ http://www.cooperhewitt.org/

<p>Unit:</p>	<p>8. Drawing: Introduction to Drawing Use of painting and drawing tools will be explored to build the students' knowledge base and skills.</p>	
<p>Timing:</p>	<p>4 Weeks</p>	
<p>Standards:</p>	<p>NJSLS - Visual and Performing Arts (2014): 1.3.12.D.2, 1.3.12.D.4, 1.3.12.D.5, 1.4.12.A.2</p>	
<p>Essential Questions:</p> <ul style="list-style-type: none"> • Do all drawings incorporate the same stylistic methods and techniques? • How can I develop my own artistic voice through painting and drawing? 	<p>Objectives:</p> <p>Students will be able to...</p> <ul style="list-style-type: none"> • Recognize and utilize various design elements and media in their artwork. 	<p>Activities, Investigation, and Student Experiences:</p> <ul style="list-style-type: none"> • Introduction to a historical overview • Identify and apply the elements and principles of design in drawing • Picture Plane/Picture/Frame • Linear Perspective (One-Point, Two-Point and Multiple) • Atmospheric Perspective • Vanishing Point Horizontal/Vertical • Repetition /Motif • Pattern /Balance (symmetrical/asymmetrical) • Abstraction

		<ul style="list-style-type: none">• Unity• Explore and utilize a wide-range of tools and materials of drawing media:• Dry Media<ul style="list-style-type: none">○ Charcoal○ Pastels○ Pencils○ Oil pastels• Wet Media<ul style="list-style-type: none">○ Pen and ink○ Brush and ink○ Watercolor○ Tempera○ Creation of images from sources○ Creation of images from observation○ Exploration of surface techniques○ Maintain a sketchbook and build a portfolio: <p>http://www.artcareer.net/faqs/how-to-build-a-graduate-art-or-design-portfolio/</p>
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<ul style="list-style-type: none"> ● Classroom participation ● Class discussion. ● Timely completion of assigned work. ● Critiquing of Drawings ● Critical Analysis ● Participation in Verbal and Written Critiques 	<p>Materials:</p> <ul style="list-style-type: none"> ● Art supplies <ul style="list-style-type: none"> ○ Sketchbooks ○ Pencils (varying degrees of hardness) ○ Sharpie markers. ○ Paints ○ Canvas/Paper ○ Paintbrushes ○ Pencils ○ Scissors ○ Glue ● Chrome books for research 	<p>Resources:</p> <ul style="list-style-type: none"> ● Unit Presentation ● YouTube Videos ● Assessment/Evaluation sheets ● Museum resources to cite examples: <ul style="list-style-type: none"> ○ http://www.metmuseum.org/ho me.as ○ http://www/moma.org ○ http://www.cooperhewitt.org/
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	<p>9. Introduction to Painting Students will learn to customize their workspace for painting tasks. The differences between various mediums will be explored.</p>	
	<p>4 Weeks</p>	
	<p>NJSLS - Visual and Performing Arts (2014): 1.3.12.D.2, 1.3.12.D.4, 1.3.12.D.5, 1.4.12.A.2</p>	
<p>Essential Questions:</p> <ul style="list-style-type: none"> • How do artists use painting to communicate their ideas with others? 	<p>Objectives:</p> <p>Students will be able to...</p> <ul style="list-style-type: none"> • Identify some tools used by artists and determine how are those mediums used • Develop their own artistic voice through painting and drawing • Find ideas for paintings. 	<p>Activities, Investigation, and Student Experiences:</p> <ul style="list-style-type: none"> • Historical overview • Elements and principles of design in painting • Tools and techniques of painting: • Techniques for Watercolor: <ul style="list-style-type: none"> ○ Flat wash ○ Graduated wash ○ Wet-on-wet ○ Wet on dry ○ Stippling ○ Scumbling ○ Splattering ○ Dry brush and masking ○ Glazing • Techniques for Acrylic: <ul style="list-style-type: none"> ○ Under-painting

		<ul style="list-style-type: none"> o Glazing o Flat wash o Flat opaque color o Stippling o Scumbling o Splattering o Collage and masking • Surface options/ supports (paper, paper canvas, stretched canvas, etc.) • Painting medium • Color theory and practice • Composition and design • Various sources of imagery: <ul style="list-style-type: none"> http://www.technology.com/teacher/s/lesson_plans/arts/history/ • Sketchbook and portfolio development <ul style="list-style-type: none"> http://www.artcareer.net/faqs/how-to-build-a-great-art-or-design-portfolio/
<p>Assessments:</p> <ul style="list-style-type: none"> • Classroom participation • Class discussion. • Timely completion of assigned work. • Critiquing of Drawings 	<p>Materials:</p> <ul style="list-style-type: none"> • Art supplies <ul style="list-style-type: none"> o Sketchbooks o Pencils (varying degrees of hardness) o Sharpie markers. o Paints o Canvas/Paper 	<p>Resources:</p> <ul style="list-style-type: none"> • Unit Presentation • YouTube Videos • Assessment/Evaluation sheets • Museum resources to cite examples:

<ul style="list-style-type: none"> ● Critical Analysis ● Participation in Verbal and Written Critiques 	<ul style="list-style-type: none"> ○ Paintbrushes ○ Pencils ○ Scissors ○ Glue ● Chrome books for research 	<ul style="list-style-type: none"> ○ http://www.metmuseum.org/home.as ○ http://www.moma.org ○ http://www.cooperhewitt.org/
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Unit:	10. Career Planning and Workplace Readiness Compare and contrast career opportunities in art.	
Timing:	2 Weeks	
Standards:	NJSL - 21st-Century Life & Careers 9.1.12.A.1, Career and Technical Education 9.3.12.C.2, 9.4.12.C.(6).4	
Essential Questions:	Objectives:	Activities, Investigation, and Student Experiences:
<ul style="list-style-type: none"> • What careers are available in the art world and what kind of preparation and responsibilities do they require. 	<p>Students will be able to...</p> <ul style="list-style-type: none"> • Identify skills and media used in careers involving art and design. • Identify their own areas of interest in the field of art. • Realize that a student's ability to present their skills determines the quality of post-secondary choices, work, and life. 	<ul style="list-style-type: none"> • Self-Evaluation • Compare and contrast career opportunities in art • Identify skills and media used in careers involving art and design • Careers in Art and Visual Technology <ul style="list-style-type: none"> o 2-D Art o 3-D Art o Education • Finding the right college or technical school: • Making a plan: take steps to prepare for postsecondary options, including making course selections, preparing

		<p>for and taking assessments, and participating in extra-curricular activities</p> <ul style="list-style-type: none"> • Building a portfolio: http://www.artcareer.net/fags/how-to-build-a-great-art-or-design-portfolio/
<p>Assessments:</p> <ul style="list-style-type: none"> • Class Discussion of Topic • Production of Artwork • Homework and Research • Critical Analysis • Participation in Verbal and Written Critiques 	<p>Materials:</p> <ul style="list-style-type: none"> • Chrome books for research 	<p>Resources:</p> <ul style="list-style-type: none"> • Unit Presentation • Art Texts • Art Magazines • Internet Resources • Guest Speakers • Field Trips

	<p>11. Art History Culturally and historically diverse art media, art mediums, techniques, and styles affect originality and interpretation of the artistic statement.</p>
<p>Timing:</p>	<p>2 Weeks</p>
<p>Standards:</p>	<p>NJSLS - Visual and Performing Arts (2014): 1.2.12.A.1, 1.2.12.A.2</p>
<p>Essential Questions:</p>	<p>Objectives:</p>
<ul style="list-style-type: none"> • What is the difference between art and art history? • Does culture define art or does art define culture? 	<p>Students will be able to...</p> <ul style="list-style-type: none"> • Appreciation of the visual arts as a basic aspect of history and human experience can play a significant role in creative expression. • Breaking accepted norms often gives rise to new forms of artistic expression. <p>Activities, Investigation, and Student Experiences:</p> <ul style="list-style-type: none"> • Introduction to Periods of Art: <ul style="list-style-type: none"> ○ Pre-History ○ Ancient Egypt ○ Ancient China ○ Ancient Greece ○ African ○ Early-Christian ○ Renaissance ○ Baroque ○ 19th Century ○ 20th Century ○ Modern ○ Contemporary

		<ul style="list-style-type: none"> • Students will conduct research and use a variety of technological and information resources. • Students will use viewing skills and strategies to interpret visual media.
<p>Assessments:</p> <ul style="list-style-type: none"> • Class Discussion of Topic • Production of Artwork • Homework and Research • Critical Analysis • Participation in Verbal and Written Critiques 	<p>Materials:</p> <ul style="list-style-type: none"> • Chrome books for research 	<p>Resources:</p> <ul style="list-style-type: none"> • Library Resources • Slides and Digital Presentations • Art Texts/Magazines • Internet Resources: <ul style="list-style-type: none"> ◦ http://www.technology.com/teachers/lesson_plans/arts/history/ ◦ http://artsedge.kennedy-center.org/educators/lessons/grade-9-12/Miro.aspx ◦ http://www.pbs.org/art21/learning-with-art21/materials-for-teaching • Field Trips

