

Secaucus
Board of
Education

Art 2
Course Code: 8220

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

This is an elaboration of the skills taught in Art I. The course concerns itself with drawing and design. The areas of drawing to be explored are realism, scratchboard, contour, gesture, figure drawing, pen, and ink, poem drawing and watercolor. Abstract creations using letters, numbers, fashion designs and audio visual presentations provide multiple opportunities in search for new forms and patterns. Students will be required to copy the works of two fine masters from different periods and keep a journal/notebook. Students will be encouraged to think and to write creatively.

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 Careers:**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

Unit:	1. Unit 1- Introduction- Elements and principles of Drawing (as integral to the Creative Process), Imaginary Drawing Part 1: Scribbles 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.	
Timing:	2-3 Weeks	
Standards:	NJSLS - Visual and Performing Arts (2014): 1.3.12.D.5, 1.4.12.A.3	
Essential Questions:	Objectives:	Activities, Investigation, and Student Experiences:
<ul style="list-style-type: none"> ● What is drawing? ● What is its function? ● How do we see? ● How does drawing record and describe the world around us? ● How is drawing related to visionary thinking? ● What factors influence artistic expression? 	Students will be able to... <ul style="list-style-type: none"> ● Realize that drawing is a process that connects, communicates, and synthesizes facts (what we see), and feelings (what we imagine). ● Observe that there are essentially two drawing categories: observational and imaginative. ● Understand that drawing is the seed for all creative thinking in painting, ceramics, architecture, theatre, etc. 	<ul style="list-style-type: none"> ● Through discussion and lecture, students will become familiar with general ideas of what is imaginative drawing. ● Students will be introduced, through teacher lecture and demonstration, to the elements of imaginative drawing based on the concocted ‘seeing’ of faces, animals, landscapes, ladders, monsters, letters, numbers, etc. ● Students will experience imaginative drawing using

		<p>scribbles and they will develop 3-5 different studies and enlarge their best one into a color or black and white art work.</p> <ul style="list-style-type: none"> ● Students will record their work to be done in their art pad.
Assessments:	Materials:	Resources:
<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 	<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 	<ul style="list-style-type: none"> ● Unit Presentation ● YouTube Videos ● Reference books ● Assessment/Evaluation sheets

Unit:	2. Elements and Principles of Drawing - Imaginary Drawing – Part 2: The 5 Basic Shapes and Shape-Light-Composition, Drawing the 5 Basic Shapes/Tonal Scales/Creating Compositions Using the 5 Basic Geometric Shapes The basic elements of art and principles of design govern art creation and composition.	
Timing:	1-2 Weeks	
Standards:	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	
Essential Questions:	Objectives:	Activities, Investigation, and Student Experiences:
<ul style="list-style-type: none"> ● How does an artist draw what they see? ● What are the elements of drawing? ● What are the five basic geometric shapes? ● How does the use of these shapes influence artistic expression? 	Students will be able to... <ul style="list-style-type: none"> ● Examine how artists have used the elements and principles to enhance the creative process – such as tonal scales and the 5 basic geometric shapes ● 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 in a class critique. 	Teaching Strategies/Materials: <ul style="list-style-type: none"> ● Demonstration and teacher examples of tonal scales ● In -class performance ● Use visuals and prints to explore applications related to assignments ● Guided practice through teacher instruction of tonal scales to create effects of light ● Lecture and discussion ● <u>Lessons</u> can include but are not limited to: ● Art Elements: <ul style="list-style-type: none"> ○ Line, shape, color, texture, space, and value

		<ul style="list-style-type: none"> ○ The 5 basic geometric shapes- circle, square, triangle, cylinder, and cone ● Art Principles: <ul style="list-style-type: none"> ○ Movement, dominance, variety, unity, balance, space, contrast, proportion, rhythm ○ Techniques: Mass shading/Cross Hatching ○ Drawing the Geometric shapes proportionally ○ Compositional Study Using 5 Geometric Shapes: ● Create dramatic compositions using geometric shapes and mass shading or cross hatching. ● Students maintain a sketchbook and portfolio. ● Students are to display completed art. ● Create an imaginative drawing using any or all of the 5 basic shapes
Assessments:	Materials:	Resources:
Formative Assessments <ul style="list-style-type: none"> ● Identification/use of supplies ● Identification/use of equipment ● Open-ended questions ● Worksheets 	<ul style="list-style-type: none"> ● Art supplies <ul style="list-style-type: none"> ○ Paint ○ Poster board ○ Markers/Crayons/Chalks ○ Canvas ○ Color charts 	<ul style="list-style-type: none"> ● Unit Presentation ● YouTube Videos ● Assessment/Evaluation sheets

<ul style="list-style-type: none"> • 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"> • Chromebooks for research 	
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<p>Unit:</p>	<p>3. Elements and Principles of Drawing/Observational Drawing – Still Life (Shape/light/Composition) 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>2-3 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>	<p>Objectives:</p>	<p>Activities, Investigation, and Student Experiences:</p>
<ul style="list-style-type: none"> ● How do artists accurately draw the physical world in their artwork? ● How do the elements of shape and light (value) express emotions? 	<p>Students will be able to...</p> <ul style="list-style-type: none"> ● Relate the techniques of shading and awareness of proportion to their own visual work ● Identify the qualities of art to works of art created established artists ● Understand the critique process by being aware of the essential elements of art 	<ul style="list-style-type: none"> ● Two Still Life Studies (Observational and Expressionistic): <ul style="list-style-type: none"> ○ A realistic observational drawing, and an experimental one using zigzag lines ● Define line and its relationship to shape: <ul style="list-style-type: none"> ○ Quality ○ Contour ○ Gestural mark making ○ Directional ● Identify five basic types of line and their relationship to shape and expression (draw a bottle using zigzag line and straight line observe

		<p>the different feelings expressed): curved</p> <ul style="list-style-type: none"> ○ Diagonal ○ Horizontal ○ Vertical ○ Zigzag <ul style="list-style-type: none"> ● Determine how line, shape, and light varies within representative samples of artwork to create mood and feeling(e.g., light and shadow patterns, use of subtle tones, width and thickness of lines, etc) ● Utilize lines (Cross Hatching) to create and change value in the work of art ● Use sketchbook journals to store Art activities ● Evaluate correct proportion, texture, movement, and line in representative drawing of still life ● Incorporate line, value, and proportion in the still life ● Compare and contrast the results of drawing using black and white charcoal to obtain representational values: <ul style="list-style-type: none"> ○ Look at the form and volume of Morandi
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Assessments:	Materials:	Resources:
<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 	<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 	<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.asp ○ http://www.moma.org ○ http://www.cooperhewitt.org/ ○ http://www.nationalgeographic.com/

<p>Unit:</p>	<p>4. Elements and Principles of Drawing /Landscape (Urban) Using Perspective (1 point and 2 point) to Create 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>2 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>	<p>Objectives:</p>	<p>Activities, Investigation, and Student Experiences:</p>
<ul style="list-style-type: none"> ● What is a landscape? ● What is perspective? ● What is a horizon line and vanishing point? ● How does the artist demonstrate texture, value, and gradation in a landscape study? 	<p>Students will be able to...</p> <ul style="list-style-type: none"> ● Recognize how space, texture, and value are applied in cityscape drawing using drawing techniques (such as perspective) mass shading, cross hatching, and prints of masters. ● Realize that value, highlights, shadows, reflected light and cast shadows are visual characteristics of a cityscape. ● Understand how the elements and principles of art can lead to an effective use of verbal and visual communication in all areas of life; aesthetic choices are achieved through this understanding ● Understand how perspective is a technique that produces a clear sense of space (foreground, middleground, background). 	<p>Drawing assignment: Use 1 point perspective to draw street scene in Secaucus</p> <ul style="list-style-type: none"> ● Define texture, value, and gradation in representative examples of artwork ● Identify the characteristics of perspective drawing: <ul style="list-style-type: none"> ○ Horizon line ○ Vanishing point <ul style="list-style-type: none"> ■ Above eye level ■ At eye level ■ Below eye level ○ Value Scale ○ Light/Dark ○ Linear Value ○ Modeling

		<ul style="list-style-type: none"> • Consider the elements in the environment to provide examples of texture and value (cinder block wall, tree bark, computer keys) • Employ points of view (above eye level, at eye level, below eye level) and perspectives (1 or 2 point) in the creation of an original work of art • Demonstrate various textures in assorted media using changing values
Assessments:	Materials:	Resources:
<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 	<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 	<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.

Unit:	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	
Timing:	4 Weeks	
Standards:	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	
Essential Questions:	Objectives:	Activities, Investigation, and Student Experiences:
<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? 	Students will be able to... <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. 	<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)

		<ul style="list-style-type: none"> ○ Primary, Secondary, and Tertiary Color ○ 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: CCSS.ELA-Literacy.RI.9-10.7
Assessments:	Materials:	Resources:
Formative Assessments	<ul style="list-style-type: none"> ● Art supplies 	<ul style="list-style-type: none"> ● Unit Presentation

<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"> ○ Sketchbooks ○ Pencils (varying degrees of hardness) ○ Sharpie markers. ○ Paints ○ Canvas/Paper ○ Paintbrushes <ul style="list-style-type: none"> ● Chromebooks for research 	<ul style="list-style-type: none"> ● YouTube Videos ● Assessment/Evaluation sheets ● Examples of previously done assignments: <ul style="list-style-type: none"> ○ PowerPoint and/or Portfolios.
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<p>Unit:</p>	<p>6. Elements and Principles of Drawing/ Abstract Design Using Form and Space and the principle of Balance 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>2-3 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>	<p>Objectives:</p>	<p>Activities, Investigation, and Student Experiences:</p>
<ul style="list-style-type: none"> ● What is Abstract Design? ● How does form and space influence the creation of two- and three-dimensional artwork? ● How do artists organize visual space for Balance? ● What is a Stable and Unstable shape? 	<p>Students will be able to...</p> <ul style="list-style-type: none"> ● Realize that artists get inspiration from many sources. ● Appreciate that nature is a source of inspiration for abstract ideas such as: growth, rebirth, transformation, power, fragility, eternity, God, the infinite, etc. ● Recognize that art is a personal or individual response to the environment the artist lives in. ● Learn about stable and unstable shapes (permanent vs. transitory- Egyptian sculpture versus the sculpture of John Chamberlain) ● Gain an understanding of the elements and principles of art and how they can 	<ul style="list-style-type: none"> ● Create an abstract design using forms that express any one of the following themes- growth, power, rebirth, friendship, security, isolation, eternity, change, peace; ● Create an abstract design based on a sectional blow-up of an image (tree) ● Define the term space using samples

	<p>lead to an effective use of verbal and visual communication in all areas of life; aesthetic choices are achieved through this understanding.</p>	<ul style="list-style-type: none"> ● 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, and create balance (e.g., through shape, form, color) ● Critique the use of spatial illusions in representative examples (e.g., the artwork of M.C. Escher) and in abstract examples (Mondrian, Albers, Nicholson, Arthur Dove)
<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 	<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 	<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

<ul style="list-style-type: none"> ● 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"> ○ Paintbrushes ○ Pencils ○ Scissors ○ Glue <ul style="list-style-type: none"> ● Chromebooks for research 	<ul style="list-style-type: none"> ○ http://www.moma.org ○ http://www.cooperhewitt.org/
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Unit:	7. Elements and Principles of Drawing: The Human Figure as Form and Volume Students know, understand and apply basic components of the visual arts as they solve visual problems.	
Timing:	3-4 Weeks	
Standards:	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	
Essential Questions:	Objectives:	Activities, Investigation, and Student Experiences:
<ul style="list-style-type: none"> ● Why has the human figure been drawn and sculpted for 50,000years? ● What are the proportions of the Human Figure? ● What makes a drawn figure look life like, have attitude? ● How do you draw someone sitting 	Students will be able to... <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. 	Drawing the human figure <ul style="list-style-type: none"> ● Drawing Assignments: <ul style="list-style-type: none"> ○ Draw the figure in a frontal and side view using axis lines and the appropriate geometric shapes to establish volume and mass. ○ Draw figure in contraposto pose (tilting the hips and shoulders) ○ Using the axis lines and geometric shapes draw the

<ul style="list-style-type: none"> ● across from you in class 		<ul style="list-style-type: none"> ○ students sitting across from you in class ○ Enlarge this study into an expressive drawing ● Recognize and proportionally integrate the forms and volumes of a human figure: <ul style="list-style-type: none"> ○ Use axis line ○ Figure/ground, ○ Positive/negative ○ Geometric/organic ○ Weight (center of gravity) ● Understanding 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 	<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 	<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

<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"> ◦ Glue • Chromebooks for research 	<ul style="list-style-type: none"> ◦ http://www.cooperhewitt.org/
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<p>Unit:</p>	<p>8. Drawing: Introduction to Painting Part I: Using the Monoprinting Technique of Self Portrait in the Style of Andy Warhol Use of painting and drawing tools will be explored through the study of Warhol’s art to build the student's’ knowledge base and skills.</p>	
<p>Timing:</p>	<p>3-4 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>	<p>Objectives:</p>	<p>Activities, Investigation, and Student Experiences:</p>
<ul style="list-style-type: none"> ● Do all Paintings incorporate the same stylistic methods and techniques? ● How can I develop my own artistic voice through painting? 	<p>Students will be able to...</p> <ul style="list-style-type: none"> ● Recognize and utilize various design elements and media in their artwork. 	<ul style="list-style-type: none"> ● Create a monoprint of your self portrait drawing in an Andy Warhol style of multiple images done in different colors (ex: the Marilyn Monroe series) ● Do a monoprint of your self portrait drawing ● Do one in black and white, and one in multiple colors in the style of Andy Warhol ● Introduction to a historical overview <ul style="list-style-type: none"> ○ Color wheel ○ Color harmony ○ Color symbolism ○ Picture Plane/Picture/Frame ○ Color in Modern Painting by Andy Warhol ● Creating a Warhol style multiple image series using color

		<ul style="list-style-type: none"> ● Maintain a sketchbook and build a portfolio: http://www.artcareer.net/faqs/how-to-build-a-great-art-or-design-portfolio/
Assessments:	Materials:	Resources:
<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 	<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 ● Chromebooks 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.us ○ http://www/moma.org ○ http://www.cooperhewitt.org/

Unit:	9. Introduction to Painting – Part II (Watercolor and Acrylic) Students will learn to customize their workspace for painting tasks. The differences between various mediums will be explored.	
Timing:	3-5 Weeks	
Standards:	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	
Essential Questions:	Objectives:	Activities, Investigation, and Student Experiences:
<ul style="list-style-type: none"> ● What can be learned from studying the history of painting? ● How do artists use painting to communicate their ideas with others? 	Students will be able to... <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. 	<ul style="list-style-type: none"> ● Paint a picture from a magazine or art book ● Discuss the elements and principles of design in painting ● Review the tools and techniques of painting: <ul style="list-style-type: none"> ○ 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 ■ Glazing

		<ul style="list-style-type: none"> ■ Flat wash ■ Flat opaque color ■ Stippling ■ Scumbling ■ Splattering ■ Collage ■ Masking ■ Surface options/ supports (paper, paper canvas, stretched canvas, etc.) ■ Painting medium ■ Color theory and practice ■ Composition and design ● Various sources of imagery: http://www.teachnology.com/teachers/lesson_plans/arts/history/ ● Sketchbook and portfolio development http://www.artcareer.net/faqs/how-to-build-a-great-art-or-design-portfolio/ ● Explore and utilize a wide-range of tools and materials of painting media: <ul style="list-style-type: none"> ○ Wet Media ○ Pen and ink ○ Brush and ink ○ Watercolor ○ Tempera ● Creation of images from sources using magazines ● Exploration of surface techniques
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		<ul style="list-style-type: none"> ● Maintain a sketchbook and build a portfolio: http://www.artcareer.net/faqs/how-to-build-a-great-art-or-design-portfolio/
Assessments:	Materials:	Resources:
<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 	<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 ● Chromebooks 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/

Unit:	10. Unit X: Art History and Interdisciplinary Learning for the Development of 21st Century Career Skills Students will learn how to see art in nonlinear and interdisciplinary ways	
Timing:	2-3 Weeks	
Standards:	NJSLS - 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 kind of seeing and thinking skills are required for the 21st century? ● What is Synectic learning and why is it higher order thinking? 	<p>Students will be able to...</p> <ul style="list-style-type: none"> ● Learning to see in one thing many things ● Students will repattern their thoughts and ideas into new order ● Students will experience thinking more metaphorically ● Develop awareness of problem finding questions that deal with process, mystery, relationship, and connection ● A student’s ability to synthesize separate ideas into new order and meaning, and improved relationship seeing skills will determine the quality of post-secondary choices, work, and life. 	<p>Learning to see art in nonlinear and Interdisciplinary ways</p> <ul style="list-style-type: none"> ● Students will learn to discover in a painting—mathematical, literary, scientific, artistic, historical and psychological ideas. ● Students will synthesize their ideas into new imaginative written expressions about the artwork ● Through the use of an interdisciplinary worksheet students will make imaginative

		<p>and metaphoric connections among the disciplines:</p> <ul style="list-style-type: none"> ○ Art images will be randomly selected from some of the Periods of Art below: <ul style="list-style-type: none"> ■ Ancient Egypt ■ Ancient Greece ■ Renaissance ■ 19th Century ■ 20th Century ■ Modern ■ Contemporary ● Students will use viewing skills and strategies to interpret visual media, for and taking assessments, and participating in extracurricular activities
Assessments:	Materials:	Resources:
<ul style="list-style-type: none"> ● Class Discussion of Topic ● Production of Artwork ● Homework and Research ● Critical Analysis 	<ul style="list-style-type: none"> ● Chromebooks for research 	<ul style="list-style-type: none"> ● Unit Presentation ● Art Texts ● Art Magazines ● Internet Resources ● Guest Speakers

● Participation in Verbal and Written Critiques		● Field Trips
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Unit:	11. Art History - An Overview Culturally and historically diverse art media, art mediums, techniques, and styles affect originality and interpretation of the artistic statement.	
Timing:	2-3 Weeks	
Standards:	NJSLS - Visual and Performing Arts (2014): 1.2.12.A.1, 1.2.12.A.2	
Essential Questions:	Objectives:	Activities, Investigation, and Student Experiences:
<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"> ● Gain an appreciation of the visual arts as a basic aspect of history and human experience can play a significant role in creative expression. ● Realize that breaking accepted norms often gives rise to new forms of artistic expression. 	<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.
Assessments:	Materials:	Resources:
<ul style="list-style-type: none"> ● Class Discussion of Topic ● Production of Artwork ● Homework and Research ● Critical Analysis ● Participation in Verbal and Written Critiques 	<ul style="list-style-type: none"> ● Chromebooks for research 	<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