

# **Paulsboro Schools**



## **Curriculum**

**Art 1**

**Grade 9**

**Completed November 2012**

**\* For adoption by all regular education programs  
Board Approved: Dec 2012  
as specified and for adoption or adaptation by  
all Special Education Programs in accordance  
with Board of Education Policy.**

# PAULSBORO SCHOOL DISTRICT

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**Curriculum writing team members:**

**Christine O'Malley**

**\*Greenwich Township Board of Education Representative**

# Paulsboro Schools Mission Statement

The mission of the Paulsboro School District is to provide each student educational opportunities to assist in attaining their full potential in a democratic society.

Our instructional programs will take place in a responsive, community based school system that fosters respect among all people.

Our expectation is that all students will achieve the New Jersey Core Curriculum Content Standards (NJCCCS) at every grade level.

# INTRODUCTION, PHILOSOPHY OF EDUCATION, AND EDUCATIONAL GOALS

**Introduction/Philosophy:** Creativity is a driving force in the 21st-century global economy, with the fastest growing jobs and emerging industries relying on the ability of workers to think unconventionally and use their imaginations. The arts enable personal, intellectual, social, economic, and human growth by fostering creativity and providing opportunities for expression beyond the limits of language.

## Educational Goals (taken from NJCCCS)

- Define and solve artistic problems with insight, reason, and technical proficiency.
- Develop and present basic analyses of works of art from structural, historical, cultural, and aesthetic perspectives.
- Call upon their informed acquaintance with exemplary works of art from a variety of cultures and historical periods.
- Create, reshape, and fully participate in the enhancement of the quality of life.
- Possess essential technical skills and abilities significant to many aspects of life and work in the 21<sup>st</sup> century.
- Participates in social, cultural, and intellectual interplay among people of different ethnic, racial, and cultural backgrounds through a focus on the humanities.
- Define and solve artistic problems with insight, reason, and technical proficiency.
- Develop and present basis analyses of works of art from structural, historical, cultural, and aesthetic perspectives.
- Call upon their informed acquaintance with exemplary works of art from a variety of cultures and historical periods.
- Relate various types of arts knowledge and skills within and across the arts disciplines by mixing and matching.
- Competencies and understandings in art-making, history, culture, and analysis in any arts-related project.

# Visual Arts

## Scope and Sequence Map

### Quarter 1

#### Big Idea 1:

**1.1 The Creative Process:** All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in visual art.

#### Big Idea 2:

**1.3 Performance:** All students will synthesize those skills, methods, media and technologies appropriate to creating and/or presenting works of art in visual art.

a. Projects that use a measured space (Grid) to reproduce and enlarge an art form in order to introduce and practice varying methods and materials.

1. Cartooning with markers
2. Landscape Impressionist paintings
3. Charcoal still life
4. Independent gridding with choice of materials and subject matter

#### Big Idea 3:

#### 1.4 Aesthetic Responses & Critique

**Methodologies** All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of visual art (embedded in all projects).

## Quarter 2

### Big Idea 1:

**1.2 History of the Arts and Culture** All students will understand the role, development, and influence of the arts throughout history and across cultures (embedded in all projects).

### Big Idea 2:

**1.1 Creative Process:** All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in visual art.

a. Projects focused on review of the Arts Elements: Line, Shape, Color, Value, Texture, and Space/Perspective.

b. Projects focused on the review of the Arts Principles: Pattern, Rhythm/Movement, Proportion/Scale, Balance, Unity, Emphasis.

1. Perspective drawings

2. Exercises in line

3. Still Life Drawings

4. Color Wheel and Color Family introduction/review

### Big Idea 3:

#### 1.4 Aesthetic Responses & Critique

**Methodologies** All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of visual art (embedded in all projects).

# Visual Arts

## Scope and Sequence Map Page 2

### Quarter 3

#### Big Idea 1:

**1.2 History of the Arts and Culture** All students will understand the role, development, and influence of the arts throughout history and across cultures (embedded in all projects).

#### Big Idea 2:

**1.3 Performance** All students will synthesize those skills, media, methods, and technologies appropriate to creating, and/or presenting works of art in visual art.

a. Projects that reflect and reproduce key iconic works of art from Art History.

1. Mona Lisa by Leonardo Da Vinci and LHOOG by Marcel Duchamp
2. LOVE sculpture by Robert Indiana

#### Big Idea 3:

**1.4 Aesthetic Responses & Critique Methodologies** All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of visual art (embedded in all projects).

### Quarter 4

#### Big Idea 1:

**1.2 History of the Arts and Culture** All students will understand the role, development, and influence of the arts throughout history and across cultures (embedded in all projects).

#### Big Idea 2:

**1.3 Performance** All students will synthesize those skills, media, methods, and technologies appropriate to creating, and/or presenting works of art in visual art.

a. Projects that combine previous knowledge on artists, techniques, materials, concepts and

elements in art.  
1. Watercolor or Acrylic painting  
2. Expressive Self-Portrait

### **Big Idea 3:**

#### **1.4 Aesthetic Responses & Critique**

**Methodologies** All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of visual art (embedded in all projects).

# Curriculum Management System – Big Idea 1

<b>Visual Art/grade 9</b>	<b>Suggested days of instruction:</b> 1 week per project	
<b>Quarter 1</b> <b>Objective/ Cluster</b> <b>Concept/ Cumulative</b> <b>Progress Indicators</b> Taken from CPI's in NJCCCS standards <a href="http://www.nj.gov/education/aps/cccs/">http://www.nj.gov/education/aps/cccs/</a> <b>The student will be able to:</b>  1.2.12.A.1, 1.2.12.A.2,	<b>Big Idea 1: The Creative Process</b>	
	<b>Topic:</b> Topics are embedded in projects throughout the curriculum	
	<ul style="list-style-type: none"> <li>• <b>Overarching Goals:</b></li> <li>• Develop and present basic analyses of works of art from structural, historical, cultural, and aesthetic perspectives.</li> <li>• Call upon their informed acquaintance with exemplary works of art from a variety of cultures and historical periods.</li> <li>• Relate various types of arts knowledge and skills within and across the arts disciplines by mixing and matching competencies and understandings in art-making, history, culture, and analysis in any arts-related project.</li> </ul>	
	<b>Goal 1:</b> The student will become familiar with various art movements and the related artists.	
	<b>Goal 2:</b> The student will determine how culture influences the arts.	
<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>• How does creating art differ from viewing art?</li> <li>• To what extent does the viewer properly affect and influence the art and the artist and to what extent is the art for the artist?</li> </ul> <b>Enduring Understanding:</b> <ul style="list-style-type: none"> <li>• The arts serve multiple functions:</li> </ul>	<b>Learning Activities:</b> Throughout the year, each Art 1 Project begins with a review and search for understanding of performance knowledge required to produce a work of art at the high school level.	
<b>Assessment Models:</b> Critique		

enlightenment, education, and entertainment.

- Though the artist's imagination and intuition drive the work, great art requires skills and discipline to turn notions into a quality product.
- The artistic process can lead to unforeseen or unpredictable outcomes

### **Conceptual Understanding:**

- Each art medium has its own materials, processes, skills, and technical application methods.
- The artist's understanding of the relationships among art media, methodology, and visual statement allows the artist to use expressionism, abstractionism (nonobjective art), realism/naturalism, impressionism, and other genre styles to convey ideas to an audience.

Discussion

Teacher rubrics

Self evaluations

Test questions

### **Additional resources:**

art reproduction posters, slides, videos, internet art resources

## Curriculum Management System – Big Idea 2

<b>Visual Art/grade 9</b>	<b>Suggested days of instruction: 1 week per project</b>	
<b>Quarter 1</b> <b>Objective/ Cluster</b> <b>Concept/ Cumulative</b> <b>Progress Indicators</b> Taken from CPI's in NJCCCS standards <a href="http://www.nj.gov/education/aps/cccs/">http://www.nj.gov/education/aps/cccs/</a> <b>The student will be able to:</b>  1.2.12.A.1, 1.2.12.A.2,	<b>Big Idea 2: Performance</b>	
	<b>Topic: Topics are embedded in projects throughout the curriculum</b>	
	<ul style="list-style-type: none"> <li>• <b>Overarching Goals:</b></li> <li>• Develop and present basic analyses of works of art from structural, historical, cultural, and aesthetic perspectives.</li> <li>• Call upon their informed acquaintance with exemplary works of art from a variety of cultures and historical periods.</li> <li>• Relate various types of arts knowledge and skills within and across the arts disciplines by mixing and matching competencies and understandings in art-making, history, culture, and analysis in any arts-related project.</li> </ul>	
	<b>Goal 1: The student will become familiar with various art movements and the related artists.</b>	
	<b>Goal 2: The student will determine how culture influences the arts.</b>	
<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>• How does creating art differ from viewing art?</li> <li>• To what extent does the viewer properly affect and influence the art and the artist and to what extent is the art for the artist?</li> </ul> <b>Enduring Understanding:</b> <ul style="list-style-type: none"> <li>• The arts serve multiple functions: enlightenment, education, and entertainment.</li> </ul>	<b>Learning Activities:</b> <ol style="list-style-type: none"> <li>1. Cartooning with markers</li> <li>2. Landscape Impressionist paintings</li> <li>3. Charcoal still life</li> <li>4. Independent gridding with choice of materials and subject matter</li> </ol> <b>Assessment Models:</b> Critique Discussion	

- Though the artist's imagination and intuition drive the work, great art requires skills and discipline to turn notions into a quality product.
- The artistic process can lead to unforeseen or unpredictable outcomes

### **Conceptual Understanding:**

- Each art medium has its own materials, processes, skills, and technical application methods.
- The artist's understanding of the relationships among art media, methodology, and visual statement allows the artist to use expressionism, abstractionism (nonobjective art), realism/naturalism, impressionism, and other genre styles to convey ideas to an audience.

Teacher rubrics  
Self evaluations  
Test questions

### **Additional resources:**

art reproduction posters, slides, videos, internet art resources, teacher created samples, rulers, view-finders, marker classpacks, paint and paint materials, charcoal materials, various weights and sizes of paper

# Curriculum Management System - Big Idea 3

<b>Visual Art/grade 9</b>	<b>Suggested days of instruction: 1 day per project</b>	
<b>Quarter 1 Objective/ Cluster Concept/ Cumulative Progress Indicators</b> Taken from CPI's in NJCCCS standards <a href="http://www.nj.gov/education/aps/cccs/">http://www.nj.gov/education/aps/cccs/</a> <b>The student will be able to:</b> 1.4.12.B.1 1.4.12.B.2	<b>Big Idea 3: Aesthetic Responses &amp; Critique Methodologies</b>	
	<b>Topic: Critique</b>	
	<ul style="list-style-type: none"> <li>• <b>Overarching Goals:</b></li> <li>• Develop and present basic analyses of works of art from structural, historical, cultural, and aesthetic perspectives.</li> <li>• Call upon their informed acquaintance with exemplary works of art from a variety of cultures and historical periods.</li> <li>• Relate various types of arts knowledge and skills within and across the arts disciplines by mixing and matching competencies and understandings in art-making, history, culture, and analysis in any arts-related project.</li> </ul>	
	<b>Goal 1: The student will be able to make an informed and positive critique of an artwork.</b>	
	<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>• When is art criticism vital and when is it not?</li> </ul> <b>Enduring Understanding:</b> <ul style="list-style-type: none"> <li>• The critical processes of observing, describing, interpreting, and evaluating leads to informed judgments about the relative merits of artworks.</li> </ul> <b>Conceptual Understanding:</b> <ul style="list-style-type: none"> <li>• Archetypal subject matter exists in all cultures and is embodied in the formal</li> </ul>	<b>Learning Activities:</b> Throughout the year, each Art 1 project ends with the exercise of critique which is done in an informed and positive manner. Students model critique methodologies after teacher demonstrations.  <b>Assessment Models:</b> Discussion Teacher rubrics Self evaluations

and informal aspects of art.

- The cohesiveness of a work of art and its ability to communicate a theme or narrative can be directly affected by the artist's technical proficiency as well as by the manner and physical context in which it is performed or shown.

**Additional resources:**

n/a

# Curriculum Management System – Big Idea 1

<b>Visual Art/grade 9</b>	<b>Suggested days of instruction: 1 day per project</b>	
<b>Quarter 2</b> <b>Objective/ Cluster</b> <b>Concept/ Cumulative</b> <b>Progress Indicators</b> Taken from CPI's in NJCCCS standards <a href="http://www.nj.gov/education/aps/cccs/">http://www.nj.gov/education/aps/cccs/</a> <b>The student will be able to:</b> 1.2.12.A.1, 1.2.12.A.2,	<b>Big Idea 1: Art History and culture</b>	
	<b>Topic: Topics are embedded in projects throughout the curriculum</b>	
	<ul style="list-style-type: none"> <li>• <b>Overarching Goals:</b></li> <li>• Develop and present basic analyses of works of art from structural, historical, cultural, and aesthetic perspectives.</li> <li>• Call upon their informed acquaintance with exemplary works of art from a variety of cultures and historical periods.</li> <li>• Relate various types of arts knowledge and skills within and across the arts disciplines by mixing and matching competencies and understandings in art-making, history, culture, and analysis in any arts-related project.</li> </ul>	
	<b>Goal 1: The student will become familiar with various art movements and the related artists.</b>	
	<b>Goal 2: The student will determine how culture influences the arts.</b>	
	<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>• Does art define culture or does culture define art?</li> <li>• What is old and what is new in any work of art?</li> </ul> <b>Enduring Understanding:</b> <ul style="list-style-type: none"> <li>• Culture affects self-expression, whether we realize it or not.</li> <li>• Every artist has a style; every artistic period has a style.</li> </ul>	<b>Learning Activities:</b> Throughout the year, each Art 1 project begins with art historical references and examples relating the project to its place in the history of art and culture.  <b>Assessment Models:</b> Critique Discussion Teacher rubrics

## **Conceptual Understanding:**

- Cultural and historical events impact art-making as well as how audiences respond to works of art.
- Access to the arts has a positive influence on the quality of an individual's lifelong learning, personal expression, and contributions to community and global citizenship.

Self evaluations

Test questions

## **Additional resources:**

art reproduction posters, slides, videos, internet art resources

# Curriculum Management System – Big Idea 2

<b>Visual Art/grade 9</b>	<b>Suggested days of instruction: 10</b>	
<b>Quarter 2 Objective/ Cluster Concept/ Cumulative Progress Indicators</b> Taken from CPI's in NJCCCS standards <a href="http://www.nj.gov/education/aps/cccs/">http://www.nj.gov/education/aps/cccs/</a> <b>The student will be able to:</b> <b>1.3.12.D.1</b>  <b>1.3.12.D.2</b>  <b>1.3.12.D.3</b>  <b>1.3.12.D.5</b>	<b>Big Idea 2: Creative Process</b>	
	<b>Topic: Projects focused on the art elements and principles</b>	
	<b>Overarching Goals:</b> <ul style="list-style-type: none"> <li>• Define and solve artistic problems with insight, reason, and technical proficiency.</li> <li>• Relate various types of arts knowledge and skills within and across the arts disciplines by mixing and matching competencies and understandings in art-making, history, culture, and analysis in any arts-related project.</li> </ul>	
	<b>Goal 1: The student will be able to become familiar and proficient in the arts elements and principles.</b> <b>Goal 2: The students will demonstrate an understanding that arts elements and principles lay the foundation for art production.</b>	
	<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>• How does creating art differ from viewing art?</li> <li>• To what extent does the viewer properly affect and influence the art and the artist and to what extent is the art for the artist?</li> </ul>	<b>Learning Activities:</b> Students will be lead through various arts exercises and projects that demonstrate how artists use the arts elements such as line and shape and form to create a work of art. The students will also concentrate on various principles found in art works

such as value, texture, unity and balance.

### **Assessment Models:**

Critique, discussion, teacher rubrics, self evaluations, test questions

### **Additional resources:**

Reproductions of famous works of art

Colored pencils

Sharpe markers

Pencils (HB, charcoal)

Various art papers

Paint

Adhesives

### **Enduring Understanding:**

- The arts serve multiple functions: enlightenment, education, and entertainment.
- Though the artist's imagination and intuition drive the work, great art requires skills and discipline to turn notions into a quality product.
- The artistic process can lead to unforeseen or unpredictable outcomes

### **Conceptual Understanding:**

- Each art medium has its own materials, processes, skills, and technical application methods.
- The artist's understanding of the relationships among art media, methodology, and visual statement allows the artist to use expressionism, abstractionism (nonobjective art), realism/naturalism, impressionism, and other genre styles to convey ideas to an audience.

# Curriculum Management System - Big Idea 3

<b>Visual Art/grade 9</b>	<b>Suggested days of instruction: 1 day per project</b>	
<b>Quarter 2 Objective/ Cluster Concept/ Cumulative Progress Indicators</b> Taken from CPI's in NJCCCS standards <a href="http://www.nj.gov/education/aps/cccs/">http://www.nj.gov/education/aps/cccs/</a> <b>The student will be able to:</b> 1.4.12.B.1 1.4.12.B.2	<b>Big Idea 2: Aesthetic Responses &amp; Critique Methodologies</b>	
	<b>Topic: Critique</b>	
	<ul style="list-style-type: none"> <li>• <b>Overarching Goals:</b></li> <li>• Develop and present basic analyses of works of art from structural, historical, cultural, and aesthetic perspectives.</li> <li>• Call upon their informed acquaintance with exemplary works of art from a variety of cultures and historical periods.</li> <li>• Relate various types of arts knowledge and skills within and across the arts disciplines by mixing and matching competencies and understandings in art-making, history, culture, and analysis in any arts-related project.</li> </ul>	
	<b>Goal 1: The student will be able to make an informed and positive critique of an artwork.</b>	
	<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>• When is art criticism vital and when is it not?</li> </ul> <b>Enduring Understanding:</b> <ul style="list-style-type: none"> <li>• The critical processes of observing, describing, interpreting, and evaluating leads to informed judgments about the relative merits of artworks.</li> </ul> <b>Conceptual Understanding:</b> <ul style="list-style-type: none"> <li>• Archetypal subject matter exists in all cultures and is embodied in the formal</li> </ul>	<b>Learning Activities:</b> Throughout the year, each Art 1 project ends with the exercise of critique which is done in an informed and positive manner. Students model critique methodologies after teacher demonstrations.  <b>Assessment Models:</b> Discussion Teacher rubrics Self evaluations

and informal aspects of art.

- The cohesiveness of a work of art and its ability to communicate a theme or narrative can be directly affected by the artist's technical proficiency as well as by the manner and physical context in which it is performed or shown.

**Additional resources:**

n/a

# Curriculum Management System – Big Idea 1

<b>Visual Art/grade 9</b>	<b>Suggested days of instruction: 1 day per project</b>	
<b>Quarter 3</b> <b>Objective/ Cluster</b> <b>Concept/ Cumulative</b> <b>Progress Indicators</b> Taken from CPI's in NJCCCS standards <a href="http://www.nj.gov/education/aps/cccs/">http://www.nj.gov/education/aps/cccs/</a> <b>The student will be able to:</b> 1.2.12.A.1, 1.2.12.A.2,	<b>Big Idea 1: Art History and culture</b>	
	<b>Topic: Topics are embedded in projects throughout the curriculum</b>	
	<ul style="list-style-type: none"> <li>• <b>Overarching Goals:</b></li> <li>• Develop and present basic analyses of works of art from structural, historical, cultural, and aesthetic perspectives.</li> <li>• Call upon their informed acquaintance with exemplary works of art from a variety of cultures and historical periods.</li> <li>• Relate various types of arts knowledge and skills within and across the arts disciplines by mixing and matching competencies and understandings in art-making, history, culture, and analysis in any arts-related project.</li> </ul>	
	<b>Goal 1: The student will become familiar with various art movements and the related artists.</b>	
	<b>Goal 2: The student will determine how culture influences the arts.</b>	
	<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>• Does art define culture or does culture define art?</li> <li>• What is old and what is new in any work of art?</li> </ul> <b>Enduring Understanding:</b> <ul style="list-style-type: none"> <li>• Culture affects self-expression, whether we realize it or not.</li> <li>• Every artist has a style; every artistic period has a style.</li> </ul>	<b>Learning Activities:</b> Throughout the year, each Art 1 project begins with art historical references and examples relating the project to its place in the history of art and culture.  <b>Assessment Models:</b> Critique Discussion Teacher rubrics

## **Conceptual Understanding:**

- Cultural and historical events impact art-making as well as how audiences respond to works of art.
- Access to the arts has a positive influence on the quality of an individual's lifelong learning, personal expression, and contributions to community and global citizenship.

Self evaluations

Test questions

## **Additional resources:**

art reproduction posters, slides, videos, internet art resources

## Curriculum Management System – Big Idea 2

<b>Visual Art/grade 9</b>	<b>Suggested days of instruction: 10</b>	
<b>Quarter 3</b> <b>Objective/ Cluster</b> <b>Concept/</b> <b>Cumulative</b> <b>Progress</b> <b>Indicators</b> Taken from CPI's in NJCCCS standards <a href="http://www.nj.gov/education/aps/cccs/">http://www.nj.gov/education/aps/cccs/</a> <b>The student will be able to:</b> <b>1.3.12.D.1</b>  <b>1.3.12.D.2</b>  <b>1.3.12.D.3</b>  <b>1.3.12.D.5</b>	<b>Big Idea 3: Performance</b>	
	<b>Topic: Introduction to Art History/Replication</b>	
	<b>Overarching Goals:</b>	
	<ul style="list-style-type: none"> <li>• Define and solve artistic problems with insight, reason, and technical proficiency.</li> <li>• Call upon their informed acquaintance with exemplary works of art from a variety of cultures and historical periods.</li> </ul>	
	<b>Goal 1: The student will become familiar with iconic Art History art works.</b> <b>Goal 2: The student will become skilled at using similar art materials as art masters.</b>	
	<b>Essential Questions:</b>	<b>Learning Activities:</b>
<ul style="list-style-type: none"> <li>• How does creating art differ from viewing art?</li> <li>• To what extent does the viewer properly affect and influence the art and the artist and to what extent is the art for the artist?</li> </ul>	<p>The students will learn about the Renaissance and Leonardo Da Vinci in reference to the iconic “Mona Lisa,” then reference that style and movement to 20<sup>th</sup> century Dada artist Marcel Duchamp and his mockery “LHOOQ.” Local art such as Robert Indiana’s “LOVE” sculpture will be studied and replicated.</p>	
<b>Enduring Understanding:</b>	<b>Assessment Models:</b>	
<ul style="list-style-type: none"> <li>• The arts serve multiple functions: enlightenment, education, and entertainment.</li> </ul>	<p>Critique, discussion, teacher rubrics, self</p>	

- Though the artist's imagination and intuition drive the work, great art requires skills and discipline to turn notions into a quality product.
- The artistic process can lead to unforeseen or unpredictable outcomes

### **Conceptual Understanding:**

- Each art medium has its own materials, processes, skills, and technical application methods.
- The artist's understanding of the relationships among art media, methodology, and visual statement allows the artist to use expressionism, abstractionism (nonobjective art), realism/naturalism, impressionism, and other genre styles to convey ideas to an audience.

evaluations, test questions

### **Additional resources:**

Teacher created samples, magazines, posters, pastels, paint, poster board

# Curriculum Management System - Big Idea 3

<b>Visual Art/grade 9</b>	<b>Suggested days of instruction: 1 day per project</b>	
<b>Quarter 3 Objective/ Cluster Concept/ Cumulative Progress Indicators</b> Taken from CPI's in NJCCCS standards <a href="http://www.nj.gov/education/aps/cccs/">http://www.nj.gov/education/aps/cccs/</a> <b>The student will be able to:</b> 1.4.12.B.1 1.4.12.B.2	<b>Big Idea 3: Aesthetic Responses &amp; Critique Methodologies</b>	
	<b>Topic: Critique</b>	
	<ul style="list-style-type: none"> <li>• <b>Overarching Goals:</b></li> <li>• Develop and present basic analyses of works of art from structural, historical, cultural, and aesthetic perspectives.</li> <li>• Call upon their informed acquaintance with exemplary works of art from a variety of cultures and historical periods.</li> <li>• Relate various types of arts knowledge and skills within and across the arts disciplines by mixing and matching competencies and understandings in art-making, history, culture, and analysis in any arts-related project.</li> </ul>	
	<b>Goal 1: The student will be able to make an informed and positive critique of an artwork.</b>	
	<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>• When is art criticism vital and when is it not?</li> </ul> <b>Enduring Understanding:</b> <ul style="list-style-type: none"> <li>• The critical processes of observing, describing, interpreting, and evaluating leads to informed judgments about the relative merits of artworks.</li> </ul> <b>Conceptual Understanding:</b> <ul style="list-style-type: none"> <li>• Archetypal subject matter exists in all cultures and is embodied in the formal</li> </ul>	<b>Learning Activities:</b> Throughout the year, each Art 1 project ends with the exercise of critique which is done in an informed and positive manner. Students model critique methodologies after teacher demonstrations.  <b>Assessment Models:</b> Discussion Teacher rubrics Self evaluations

and informal aspects of art.

- The cohesiveness of a work of art and its ability to communicate a theme or narrative can be directly affected by the artist's technical proficiency as well as by the manner and physical context in which it is performed or shown.

**Additional resources:**

n/a

# Curriculum Management System – Big Idea 1

<b>Visual Art/grade 9</b>	<b>Suggested days of instruction:</b> 1 day per project	
<b>Quarter 4</b> <b>Objective/ Cluster</b> <b>Concept/ Cumulative</b> <b>Progress Indicators</b> Taken from CPI's in NJCCCS standards <a href="http://www.nj.gov/education/aps/cccs/">http://www.nj.gov/education/aps/cccs/</a> <b>The student will be able to:</b>  1.2.12.A.1, 1.2.12.A.2,	<b>Big Idea 1: Art History and culture</b>	
	<b>Topic:</b> Topics are embedded in projects throughout the curriculum	
	<ul style="list-style-type: none"> <li>• <b>Overarching Goals:</b></li> <li>• Develop and present basic analyses of works of art from structural, historical, cultural, and aesthetic perspectives.</li> <li>• Call upon their informed acquaintance with exemplary works of art from a variety of cultures and historical periods.</li> <li>• Relate various types of arts knowledge and skills within and across the arts disciplines by mixing and matching competencies and understandings in art-making, history, culture, and analysis in any arts-related project.</li> </ul>	
	<b>Goal 1:</b> The student will become familiar with various art movements and the related artists.	
	<b>Goal 2:</b> The student will determine how culture influences the arts.	
<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>• Does art define culture or does culture define art?</li> <li>• What is old and what is new in any work of art?</li> </ul> <b>Enduring Understanding:</b> <ul style="list-style-type: none"> <li>• Culture affects self-expression, whether we realize it or not.</li> <li>• Every artist has a style; every artistic</li> </ul>	<b>Learning Activities:</b> Throughout the year, each Art 1 project begins with art historical references and examples relating the project to its place in the history of art and culture.	
<b>Assessment Models:</b> Critique Discussion		

period has a style.

**Conceptual Understanding:**

- Cultural and historical events impact art-making as well as how audiences respond to works of art.
- Access to the arts has a positive influence on the quality of an individual's lifelong learning, personal expression, and contributions to community and global citizenship.

Teacher rubrics  
Self evaluations  
Test questions

**Additional resources:**

art reproduction posters, slides, videos,  
internet art resources

## Curriculum Management System Big Idea 2

<b>Visual Art/grade 9</b>	<b>Suggested days of instruction: 15 each project</b>	
<b>Quarter 4</b> <b>Objective/ Cluster</b> <b>Concept/</b> <b>Cumulative</b> <b>Progress</b> <b>Indicators</b> Taken from CPI's in NJCCCS standards <a href="http://www.nj.gov/education/aps/cccs/">http://www.nj.gov/education/aps/cccs/</a> <b>The student will be able to:</b> <b>1.3.12.D.1</b>  <b>1.3.12.D.2</b>  <b>1.3.12.D.3</b>  <b>1.3.12.D.5</b>	<b>Big Idea 2: Performance</b>	
	<b>Topic: Cumulative Art Projects</b>	
	<b>Overarching Goals:</b> <ul style="list-style-type: none"> <li>• Define and solve artistic problems with insight, reason, and technical proficiency.</li> <li>• Develop and present basic analyses of works of art from structural, historical, cultural, and aesthetic perspectives.</li> <li>• Call upon their informed acquaintance with exemplary works of art from a variety of cultures and historical periods.</li> <li>• Relate various types of arts knowledge and skills within and across the arts disciplines by mixing and matching competencies and understandings in art-making, history, culture, and analysis in any arts-related project.</li> </ul>	
	<b>Goal 1: The student will become familiar with the painting process.</b> <b>Goal 2: The student will become familiar with expressive drawing.</b>	
	<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>• How does creating art differ from viewing art?</li> <li>• To what extent does the viewer properly affect and influence the art and the artist and to what extent is the art for the artist?</li> </ul> <b>Enduring Understanding:</b> <ul style="list-style-type: none"> <li>• The arts serve multiple functions:</li> </ul>	<b>Learning Activities:</b> Following discussion and demonstration on the elements and techniques from throughout the coursework, the students will be lead through preparing canvas for acrylic painting, stretching paper for watercolor painting and using technology to create a mixed-media self portrait.  <b>Assessment Models:</b> Critique,

enlightenment, education, and entertainment.

- Though the artist's imagination and intuition drive the work, great art requires skills and discipline to turn notions into a quality product.
- The artistic process can lead to unforeseen or unpredictable outcomes

### **Conceptual Understanding:**

- Each art medium has its own materials, processes, skills, and technical application methods.
- The artist's understanding of the relationships among art media, methodology, and visual statement allows the artist to use expressionism, abstractionism (nonobjective art), realism/naturalism, impressionism, and other genre styles to convey ideas to an audience.

discussion, teacher rubrics, self evaluations, test questions

**Additional Resources:** computers, watercolor paper and materials, tape, acrylic paint and materials, mixed mediums from the art classroom, various papers, teacher created samples, rulers, adhesives, pencils, camera

# Curriculum Management System - Big Idea 3

<b>Visual Art/grade 9</b>	<b>Suggested days of instruction: 1 day per project</b>	
<b>Quarter 4 Objective/ Cluster Concept/ Cumulative Progress Indicators</b> Taken from CPI's in NJCCCS standards <a href="http://www.nj.gov/education/aps/cccs/">http://www.nj.gov/education/aps/cccs/</a> <b>The student will be able to:</b> 1.4.12.B.1 1.4.12.B.2	<b>Big Idea 3: Aesthetic Responses &amp; Critique Methodologies</b>	
	<b>Topic: Critique</b>	
	<ul style="list-style-type: none"> <li>• <b>Overarching Goals:</b></li> <li>• Develop and present basic analyses of works of art from structural, historical, cultural, and aesthetic perspectives.</li> <li>• Call upon their informed acquaintance with exemplary works of art from a variety of cultures and historical periods.</li> <li>• Relate various types of arts knowledge and skills within and across the arts disciplines by mixing and matching competencies and understandings in art-making, history, culture, and analysis in any arts-related project.</li> </ul>	
	<b>Goal 1: The student will be able to make an informed and positive critique of an artwork.</b>	
	<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>• When is art criticism vital and when is it not?</li> </ul> <b>Enduring Understanding:</b> <ul style="list-style-type: none"> <li>• The critical processes of observing, describing, interpreting, and evaluating leads to informed judgments about the relative merits of artworks.</li> </ul> <b>Conceptual Understanding:</b> <ul style="list-style-type: none"> <li>• Archetypal subject matter exists in all cultures and is embodied in the formal</li> </ul>	<b>Learning Activities:</b> Throughout the year, each Art 1 project ends with the exercise of critique which is done in an informed and positive manner. Students model critique methodologies after teacher demonstrations.  <b>Assessment Models:</b> Discussion Teacher rubrics Self evaluations

and informal aspects of art.

- The cohesiveness of a work of art and its ability to communicate a theme or narrative can be directly affected by the artist's technical proficiency as well as by the manner and physical context in which it is performed or shown.

**Additional resources:**

n/a

# Art 1

## COURSE BENCHMARKS

- **1.2.12. A.1** Determine how visual art has influenced world cultures throughout history.
- **1.2.12. A.2** Justify the impact of innovations in the arts (e.g., the availability of music online) on societal norms and habits of mind in various historical eras.
- **1.4.12.B.1** Formulate criteria for arts evaluation using the principles of positive critique and observation of the elements of art and principles of design, and use the criteria to evaluate works of visual and multimedia artwork from diverse cultural contexts and historical eras.
- **1.4.12. B.2** Evaluate how an artist's technical proficiency may affect the creation or presentation of a work of art, as well as how the context in which a work is performed or shown may impact perceptions of its significance/meaning.
- **1.3.12. D.1** Synthesize the elements of art and principles of design in an original portfolio of two- and three-dimensional artworks that reflects personal style and a high degree of technical proficiency and expressivity.
- **1.3.12.D.2** Produce an original body of artwork in one or more art mediums that demonstrates mastery of visual literacy, methods, techniques, and cultural understanding.
- **1.3.12. D.3** Organize an exhibit of personal works of visual art that convey a high level of understanding of how the expression of ideas relates to the art media, art mediums, and techniques used.
- **1.3.12. D.4** Analyze the syntax and compositional and stylistic principles of two- and three-dimensional artworks in multiple art media (including computer-assisted artwork), and interpret themes and symbols suggested by the

artworks.

- **1.3.12.D.5** Identify the styles and artistic processes used in the creation of culturally and historically diverse two- and three-dimensional artworks, and emulate those styles by creating an original body of work.