

Paulsboro Schools



Curriculum

Art 2: Materials and Techniques

Grade 10

2011 - 2012

* For adoption by all regular education programs
Board Approved: 11/2012
as specified and for adoption or adaptation by
all Special Education Programs in accordance
with Board of Education Policy.

PAULSBORO SCHOOL DISTRICT

Superintendent

Dr. Frank Scambia

BOARD OF EDUCATION

Mr. Thomas Ridinger, President

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**Curriculum writing team members:
Margaret LaDue**

***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.
- 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.
- 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 21st century.
- Participates in social, cultural, and intellectual interplay among people of different ethnic, racial, and cultural backgrounds through a focus on the humanities.

Visual Arts

Scope and Sequence Map

Quarter 1

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 3:

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. pastel
- b. op-art
- c. event poster (continues into quarter 2)

Big Idea 2:

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 4:

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. event poster (continued from quarter 1)
- b. charitable art project
- c. community holiday art response
- d. color theory

<p>Big Idea 2: 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).</p>	

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 5:

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. pop art painting
- b. pure design
- c. societal issue art project

Big Idea 2:

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 6:

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. event poster
- b. printmaking
- c. collage

<p>Big Idea 2: 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).</p>	

Curriculum Management System – Big Idea 1

Visual Art/grade 10	Suggested days of instruction: 1 day per project	
Quarter 1 Objective/ Cluster Concept/ Cumulative Progress Indicators Taken from CPI's in NJCCCS standards http://www.nj.gov/education/aps/cccs/ The student will be able to: <div style="background-color: yellow; padding: 2px;">1.2.12.A.1,</div> <div style="background-color: yellow; padding: 2px;">1.2.12.A.2,</div>	Big Idea 1: Art History and culture	
	Topic: Topics are embedded in projects throughout the curriculum	
	<ul style="list-style-type: none"> • Overarching Goals: • 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. • 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. 	
	Goal 1: The student will become familiar with various art movements and the related artists.	
	Goal 2: The student will determine how culture influences the arts.	
Essential Questions: <ul style="list-style-type: none"> • Does art define culture or does culture define art? • What is old and what is new in any work of art? Enduring Understanding: <ul style="list-style-type: none"> • Culture affects self-expression, whether we realize it or not. • Every artist has a style; every artistic 	Learning Activities: Throughout the year, each Art 2 project begins with art historical references and examples relating the project to its place in the history of art and culture. Assessment Models: 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

Visual Art/grade 10	Suggested days of instruction: 1 day per project	
Quarter 1 Objective/ Cluster Concept/ Cumulative Progress Indicators Taken from CPI's in NJCCCS standards http://www.nj.gov/education/aps/cccs/ The student will be able to: 1.4.12.B.1 1.4.12.B.2	Big Idea 2: Aesthetic Responses & Critique Methodologies	
	Topic: Critique	
	<ul style="list-style-type: none"> • Overarching Goals: • 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. • 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. 	
	Goal 1: The student will be able to make an informed and positive critique of an artwork.	
	Essential Questions: <ul style="list-style-type: none"> • When is art criticism vital and when is it not? Enduring Understanding: <ul style="list-style-type: none"> • The critical processes of observing, describing, interpreting, and evaluating leads to informed judgments about the relative merits of artworks. Conceptual Understanding: <ul style="list-style-type: none"> • Archetypal subject matter exists in all cultures and is embodied in the formal 	Learning Activities: Throughout the year, each Art 2 project ends with the exercise of critique which is done in an informed and positive manner. Students model critique methodologies after teacher demonstrations. Assessment Models: 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 3

Visual Art/grade 10	Suggested days of instruction: 10	
Quarter 1 Objective/ Cluster Concept/ Cumulative Progress Indicators Taken from CPI's in NJCCCS standards http://www.nj.gov/education/aps/cccs/ The student will be able to: 1.3.12.D.1 1.3.12.D.2 1.3.12.D.3 1.3.12.D.5	Big Idea 3: Performance	
	Topic: Pastel	
	Overarching Goals: <ul style="list-style-type: none"> • Define and solve artistic problems with insight, reason, and technical proficiency. • Call upon their informed acquaintance with exemplary works of art from a variety of cultures and historical periods. 	
	Goal 1: The student will be able to become familiar and proficient in the medium of pastel. Goal 2: The students will demonstrate the trace and transfer method of reproduction. Goal 3: The students will mount finished works of art for display in the district.	
	Essential Questions: <ul style="list-style-type: none"> • How does creating art differ from viewing art? • 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? 	Learning Activities: Students will choose an artwork for reproduction. TSW trace and transfer the composition onto drawing paper. Following a demonstration of pastel blending techniques, the students will learn to blend pastels to create the hues, tints, and shades they desire. Finished pastel works will be mounted and covered with acetate for display throughout the

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.

district.

Assessment Models:

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

Additional resources:

Reproductions of famous works of art

Pastels (oil or chalk)

Trace

Pencils (HB, charcoal)

Matte board

Acetate

Curriculum Management System – Big Idea 3

Visual Art/grade 10	Suggested days of instruction: 10	
Quarter 1 Objective/ Cluster Concept/ Cumulative Progress Indicators Taken from CPI's in NJCCCS standards http://www.nj.gov/education/aps/cccs/ The student will be able to: 1.3.12.D.1 1.3.12.D.2 1.3.12.D.3 1.3.12.D.5	Big Idea 3: Performance	
	Topic: Op-Art Project	
	Overarching Goals: <ul style="list-style-type: none"> Define and solve artistic problems with insight, reason, and technical proficiency. Call upon their informed acquaintance with exemplary works of art from a variety of cultures and historical periods. 	
	Goal 1: The student will become familiar with Op-Art as an artistic style. Goal 2: The student will become skilled at precision drawing with rulers. Goal 3: The student will become proficient at using marker as medium.	
	Essential Questions: <ul style="list-style-type: none"> How does creating art differ from viewing art? 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? Enduring Understanding: <ul style="list-style-type: none"> The arts serve multiple functions: enlightenment, education, and entertainment. 	Learning Activities: The students will learn about the Op-Art movement. TSW practice the design and completion of an Op-Art drawing through guided instruction. TSW create original artworks in the Op-Art style using precision drawing and coloring skills. TSW frame their works for presentation.
	Assessment Models: Critique, discussion, teacher rubrics, self evaluations, test questions	

- 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.

Additional resources:

pencil, marker, rulers, tag board, reproductions of Op-Art artworks

Curriculum Management System Big Idea 3

Visual Art/grade 10	Suggested days of instruction: 15	
Quarter 1 Objective/ Cluster Concept/ Cumulative Progress Indicators Taken from CPI's in NJCCCS standards http://www.nj.gov/education/aps/cccs/ The student will be able to: 1.3.12.D.1 1.3.12.D.2 1.3.12.D.3 1.3.12.D.5	Big Idea 3: Performance	
	Topic: Event Poster	
	Overarching Goals: <ul style="list-style-type: none"> • 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. • 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. 	
	Goal 1: The student will become familiar with layout. Goal 2: The student will become familiar with typography. Goal 3: The student will create a poster advertising a school event.	
	Essential Questions: <ul style="list-style-type: none"> • How does creating art differ from viewing art? • 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? Enduring Understanding:	Learning Activities: Following discussion and demonstration on basic lay-out and typography, the students will create a practice poster. Then TSW design 3 thumbnail sketches for posters for an upcoming school event. Following thumbnail critique, students will create poster using the chosen design.

- 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.

Assessment Models: Critique, discussion, teacher rubrics, self evaluations, test questions

Additional Resources: pencil, ruler, clipart, laptops, colored pencil, markers, paint, glitter, poster board, poster examples

Curriculum Management System Big Idea 4

Visual Art/grade 10	Suggested days of instruction: 8	
Quarter 2 Objective/ Cluster Concept/ Cumulative Progress Indicators Taken from CPI's in NJCCCS standards http://www.nj.gov/education/aps/cccs/ The student will be able to: 1.3.12.D.1 1.3.12.D.2 1.3.12.D.3 1.3.12.D.4 1.3.12.D.5	Big Idea 4: Performance	
	Topic: Charitable Art Project	
	Overarching Goals: <ul style="list-style-type: none"> • Define and solve artistic problems with insight, reason, and technical proficiency. • 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. • Participates in social, cultural, and intellectual interplay among people of different ethnic, racial, and cultural backgrounds through a focus on the humanities. 	
	Goal 1: The student will identify art as a medium through which community connections can be made. Goal 2: The student will create a gift for a resident in a local nursing home. Goal 3: The student will experience the feeling of charitable gift-giving.	
	Essential Questions: <ul style="list-style-type: none"> • How does creating art differ from viewing art? • 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? 	Learning Activities: Students will step outside themselves through discussion about senior citizen long-term care facilities. TSW design and create a personalized gift for a resident of a local nursing home.

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.

Assessment Models:

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

Additional resources:

Tag board, pencil, clipart, laptops, colored pencil, marker, paint, glitter, foil paper, lined paper, wrapping paper.

Curriculum Management System Big Idea 4

Visual Art/grade 10	Suggested days of instruction: 7	
Quarter 2 Objective/ Cluster Concept/ Cumulative Progress Indicators Taken from CPI's in NJCCCS standards http://www.nj.gov/education/aps/cccs/ The student will be able to: 1.3.12.D.1 1.3.12.D.2 1.3.12.D.3 1.3.12.D.4 1.3.12.D.5	Big Idea 4: Performance	
	Topic: Community holiday art response	
	Overarching Goals: <ul style="list-style-type: none"> • Define and solve artistic problems with insight, reason, and technical proficiency. • 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. • Create, reshape, and fully participate in the enhancement of the quality of life. 	
	Goal 1: The student will become familiar with conceptualizing and creating artistic murals/installations in response to current local culture. Goal 2: The students will graphically problem-solve as a group. Goal 3: The students will design and create a holiday installation in one of the main hallways of the high school building.	
	Essential Questions: <ul style="list-style-type: none"> • How does creating art differ from viewing art? • 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? 	Learning Activities: The students will research community murals and installations. Using this as inspiration, TSW design and create an installation for the auditorium hallway reflecting the spirit of the holiday season.

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.

Assessment Models:

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

Additional resources:

Laptops for research. Materials will include but not be limited to tag board, pencil, clipart, colored pencil, marker, paint, glitter, foil paper. Additional materials will depend on the particular concept chosen for that year.

Curriculum Management System – Big Idea 4

Visual Art/grade 10	Suggested days of instruction: 15	
Quarter 2 Objective/ Cluster Concept/ Cumulative Progress Indicators Taken from CPI's in NJCCCS standards http://www.nj.gov/education/aps/cccs/ The student will be able to: 1.3.12.D.1 1.3.12.D.2 1.3.12.D.3	Big Idea 4: Performance	
	Topic: Color Theory	
	<ul style="list-style-type: none"> • Overarching Goals: • Possess essential technical skills and abilities significant to many aspects of life and work in the 21st century. • Define and solve artistic problems with insight, reason, and technical proficiency. • 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. 	
	Goal 1: The student will become proficient in color mixing. Goal 2: The student will understand color theory. Goal 3: The student will recognize and identify color schemes in works of art.	
	Essential Questions: <ul style="list-style-type: none"> • Why do artists use color wheels? • How do you “read” a color wheel? • What are color schemes? • How are colors categorized? 	Learning Activities: The student will mix the secondary and tertiary colors using primary colors. TSW will create and label a color wheel using only the primary colors. TSW tint and shade. TSW Identify primary, secondary, and neutral colors in a work of art. TSW identify color schemes in works of art.

Enduring Understanding:

- Though the artist's imagination and intuition drive the work, great art requires skills and discipline to turn notions into a quality product.

Conceptual Understanding:

- Artists use the color wheel to identify how to mix colors, to create color schemes, and to identify color schemes of other works.
- Color schemes are combinations of colors that are used to create works of art.
- The color wheel can be "read" like a map that explains how to create colors.
- Colors are categorized into groups by hue, scheme, and value.

Assessment Models:

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

Additional resources:

Acrylic paints, pencils, rulers, compasses, laptops, examples of artworks using various color schemes.

Curriculum Management System – Big Idea 5

Visual Art/grade 10	Suggested days of instruction: 20	
Quarter 3 Objective/ Cluster Concept/ Cumulative Progress Indicators Taken from CPI's in NJCCCS standards http://www.nj.gov/education/aps/cccs/ The student will be able to: 1.3.12.D.1 1.3.12.D.2 1.3.12.D.3 1.3.12.D.4 1.3.12.D.5	Big Idea 5: Performance	
	Topic: Pop Art Painting	
	Overarching Goals: <ul style="list-style-type: none"> • 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. • 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. 	
	Goal 1: The student will become familiar with Pop-Art as an artistic style. Goal 2: The student will demonstrate proficiency in color theory through the creation of a painting inspired by the Pop-Art movement.	
	Essential Questions: <ul style="list-style-type: none"> • How does creating art differ from viewing art? • 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? 	Learning Activities: The students will learn about the Pop-Art movement. TSW create large-scale canvases. TSW choose one frame of a comic strip reproduce it through grid drawing. TSW mix colors demonstrating their proficiency in color theory for his/her

paintings.

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.

Assessment Models:

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

Additional resources:

Acrylic paints, corrugated cardboard, rulers, pencils, color comic pages from newspapers, plastic containers for storing paints, handouts on Pop-Art movement.

Curriculum Management System Big Idea 5

Visual Art/grade 10	Suggested days of instruction: 7	
Quarter 3 Objective/ Cluster Concept/ Cumulative Progress Indicators Taken from CPI's in NJCCCS standards http://www.nj.gov/education/aps/cccs/ The student will be able to: 1.3.12.D.1 1.3.12.D.2 1.3.12.D.3	Big Idea 5: Performance	
	Topic: Pure Design	
	Overarching Goals: <ul style="list-style-type: none"> • Possess essential technical skills and abilities significant to many aspects of life and work in the 21st century. • Define and solve artistic problems with insight, reason, and technical proficiency. • 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. 	
	Goal 1: The student will understand the art elements and principles of layout. Goal 2: The student will become proficient in layout. Goal 3: The student will understand the impact of good layout in graphic design.	
	Essential Questions: <ul style="list-style-type: none"> • What is graphic design? • What are the elements and principles of graphic design? • What are the challenges and rewards of creating graphics for advertising and design? 	Learning Activities: The students will participate in a series of layout exercises with increasing levels of complexity using black and white construction paper.

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:

- Graphic design is a creative process undertaken in order to convey a specific message (or messages) to a targeted audience.
- Composition is one of the most important features of graphic design.

Assessment Models:

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

Additional resources:

Construction paper, pencils, scissors, rulers, rubber cement, examples of pure design.

Curriculum Management System Big Idea 5

Visual Art/grade 10	Suggested days of instruction: 10	
Quarter 3 Objective/ Cluster Concept/ Cumulative Progress Indicators <small>Taken from CPI's in NJCCCS standards http://www.nj.gov/education/aps/cccs/</small> The student will be able to: 1.3.12.D.1 1.3.12.D.2 1.3.12.D.3 1.3.12.D.4 1.3.12.D.5	Big Idea 5: Performance	
	Topic: Societal Issue Project	
	Overarching Goals: <ul style="list-style-type: none"> • Define and solve artistic problems with insight, reason, and technical proficiency. • 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. • Participates in social, cultural, and intellectual interplay among people of different ethnic, racial, and cultural backgrounds through a focus on the humanities • Create, reshape, and fully participate in the enhancement of the quality of life. 	
	Goal 1: The student will identify art as a medium that can have a strong impact on society's conduct and ethics. Goal 2: The student will take an active stand on a societal issue through education. Goal 3: The student will design and create a poster demonstrating his/her knowledge of layout.	
	Essential Questions: <ul style="list-style-type: none"> • How does creating art differ from viewing art? • 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? 	Learning Activities: The students will watch films on Fetal Alcohol Syndrome. TSW research FAS on the internet. TSW discuss FAS. TSW design and create a poster demonstrating the dangers of drinking during pregnancy. Posters will be entered in a county-wide poster contest for judging. Winning

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.

posters will be made into bookmarks and distributed at libraries throughout the county.

Assessment Models:

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

Additional resources:

Materials on FAS including DVDs, brochures, and models; poster board, pencils, markers, laptops.

Curriculum Management System Big Idea 6

Visual Art/grade 10	Suggested days of instruction: 12	
Quarter 4 Objective/ Cluster Concept/ Cumulative Progress Indicators <small>Taken from CPI's in NJCCCS standards http://www.nj.gov/education/aps/cccs/</small> The student will be able to: 1.3.12.D.1 1.3.12.D.2 1.3.12.D.3 1.3.12.D.4 1.3.12.D.5	Big Idea 6: Performance	
	Topic: Event Poster (revisited)	
	Overarching Goals: <ul style="list-style-type: none"> • 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. • 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. 	
	Goal 1: The student will demonstrate proficiency in layout. Goal 2: The student will demonstrate proficiency in typography. Goal 3: The student will create a poster advertising a school event.	
	Essential Questions: <ul style="list-style-type: none"> • How does creating art differ from viewing art? • 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? 	Learning Activities: Following review on basic lay-out and typography, the students will create a practice poster. Then TSW design 3 thumbnail sketches for posters for an upcoming school event. Following thumbnail critique, students will create

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.

poster using the chosen design.

Assessment Models: Critique, discussion, teacher rubrics, self evaluations, test questions

Additional Resources: pencil, ruler, clipart, laptops, colored pencil, markers, paint, glitter, poster board, poster examples

Curriculum Management System Big Idea 6

Visual Art/grade 10	Suggested days of instruction: 12	
Quarter 4 Objective/ Cluster Concept/ Cumulative Progress Indicators Taken from CPI's in NJCCCS standards http://www.nj.gov/education/aps/cccs/ The student will be able to: 1.3.12.D.1 1.3.12.D.2 1.3.12.D.3 1.3.12.D.4 1.3.12.D.5	Big Idea 6: Performance	
	Topic: Printmaking	
	Overarching Goals: <ul style="list-style-type: none"> • 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. • 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. 	
	Goal 1: The student will become familiar with the print as an artistic medium. Goal 2: The student will demonstrate proficiency in block printmaking through the creation of an original limited edition of prints.	
	Essential Questions: <ul style="list-style-type: none"> • How does creating art differ from viewing art? • 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? 	Learning Activities: The students will learn about the print as a viable artistic medium throughout the history of art. TSW create a design on a linoleum block suitable for printing. TSW practice printing. TSW create an edition of 4 prints, signed and numbered.

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.

Assessment Models: Critique, discussion, teacher rubrics, self evaluations, test questions

Additional Resources: examples of block prints, linoleum blocks, pencils, carving tools, bench hooks, brayers, print ink, print paper.

Curriculum Management System Big Idea 6

Visual Art/grade 10	Suggested days of instruction: 12	
Quarter 4 Objective/ Cluster Concept/ Cumulative Progress Indicators Taken from CPI's in NJCCCS standards http://www.nj.gov/education/aps/cccs/ The student will be able to: 1.3.12.D.1 1.3.12.D.2 1.3.12.D.3 1.3.12.D.4 1.3.12.D.5	Big Idea 6: Performance	
	Topic: Collage	
	Overarching Goals: <ul style="list-style-type: none"> • 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. • 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. 	
	Goal 1: The student will become familiar with collage as an artistic medium. Goal 2: The student will demonstrate proficiency in the medium of collage through the creation of an original collage.	
	Essential Questions: <ul style="list-style-type: none"> • How does creating art differ from viewing art? • 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? 	Learning Activities: The students will learn about collage as a viable artistic medium throughout the history of art. TSW create a design for a collage. TSW practice their technique, and then create an original collage.

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.

Assessment Models: Critique, discussion, teacher rubrics, self evaluations, test questions

Additional Resources: examples of collage, magazines, pencils, scissors, rubber cement.

Art 2: Materials and Techniques

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.