

South Brunswick School District



Visual Arts Program:

A Parent's Guide to the Curriculum

Curriculum Aligned to NJCCCS

(Revised August 2015)

District Mission

The South Brunswick School District will prepare students to be lifelong learners, critical thinkers, effective communicators and wise decision makers. This will be accomplished through the use of the New Jersey Core Curriculum Content Standards (NJCCCS) and/or the Common Core State Standards (CCSS) at all grade levels. The schools will maintain an environment that promotes intellectual challenge, creativity, social and emotional growth and the healthy physical development of each student.

~Adopted 8.22.11

Board Approval of Visual Arts Curriculum

August 2016



This curriculum is approved for all regular education programs as specified and for adoption or adaptation by all programs including those for Special Education, English Language Learners, At-Risk Students and Gifted and Talented Students in accordance with Board of Education Policy

Note to Parents

The curriculum guide you are about to enter is just that, a guide.

Teachers use this document to steer their instruction and to ensure continuity between classes and across levels. It provides guidance to the teachers on what students need to know and able to do with regard to the learning of visual arts.

The curriculum is intentionally written with some “spaces” in it so that teachers can add their own ideas and activities so that the world language classroom is personalized to the students.

If you have any questions regarding the program, please contact Ms. Laskin, Visual Arts Supervisor, at Kristin.Laskin@sbschools.org

How to Read the Curriculum Document

Curriculum	Area of content (e.g. Science)
Topic	Course or Unit of Study (e.g. Biology)
Grade Level	Grade Level Cluster (e.g. High School) or specific grade level (e.g. Kindergarten)
Summary	A brief overview of the course or unit of study.
Rationale	A statement as to why we are teaching this course or unit.
Interdisciplinary Connections	Which other areas of content to which there is major linkage. For example, a health education unit might link to science, language arts, social studies, art, physical education, etc.
21st Century Connections	How this course or unit is preparing students to be college and career ready. Referred to as S.A.L.T., each course or unit indicates which of the following it is building: <ul style="list-style-type: none"> ● Skills such as critical or creative thinking, collaboration, communication, or core values ● Awareness such as global, cross-cultural or career. ● Literacy such as information, media, technology, etc. ● Traits necessary for success in life and careers such as productivity.
Terminology	Key vocabulary and terms
Standards	Here you will find the standards that this course or unit of study is addressing. Our curriculum is standards-based. The standards are the foundation of the unit. You can get more information on state standards by going to the NJ Department of Education at www.state.nj.us/education/cccs
Enduring Understandings	The big ideas, concepts or life lessons that students walk away with at the end of a unit of study.
Essential Questions	Open ended questions that are considered throughout the unit of study. These are big, “worthy of wonder” questions often with multiple responses.
Objectives	The discrete skills and knowledge that students will gain during the unit of study.
Assessments	Assessments (tests, quizzes, projects, activities) that tell us if the students grasped the enduring understandings of the unit.
Lesson Plans & Pacing	Scope and sequence of lessons: how many, how long & approximately in what order.
Resources	Major resources associated with the course or unit.

Visual Arts Acknowledgments

We are appreciative of the leadership provided by our art specialists who served on the curriculum writing teams. In many cases, our lessons and units are “home-grown.” While aligning with state standards, they are designed with the needs of the South Brunswick student population in mind.

Articulation

At the K-8 level, teachers meet in job-alike settings bi-monthly.

At the high school, the art department meets monthly.

As a K-12 group, the art teachers come together at least once annually for the purpose of planning and then debriefing their collaborative project, The South Brunswick Student Art Gallery.

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*Every child is an artist.
The problem is how to remain an artist once he grows up.
~Pablo Picasso*

Overview of Visual Arts

Content

The arts bring an important dimension to the educational program of the schools. Arts education draws upon personal feelings and experience as well as on logical and intellectual thought. The South Brunswick arts program ensures the development of the whole person, expanding the world of ideas and self-expression for children. In these classes, students learn how people from all cultures and times have expressed their dreams, fantasies and realities using visual media, technology, music, dance and theater to communicate their own ideas and emotions.

Mission

We believe that, as a result of experiencing the South Brunswick Visual Arts curriculum, our students will be able to:

- Use creative thinking, problem solving, integration with other curriculum areas, and communication of their ideas to represent their real and imaginary worlds in two and three-dimensional media, by participating in art experiences.
- Develop, through successful art activities, stronger self-concept; greater self-confidence as their skills increase in use of materials and tools; and expanded emotional development through expression of ideas and feelings.
- Discover through art experiences how others view and express their ideas and feelings.
- Discover areas of interest and skills that could result in the choice of the visual arts as a future career or avocation through both hands-on art activities and responses to great works of art.

In order to achieve these goals, children will participate in a wide variety of two and three dimensional visual art activities utilizing a broad spectrum of materials, tools, and technology suited to their age and developmental level. The activities focus on the elements and principles of design and on art history and art appreciation.

Course Descriptions

The delivery of art and its related courses differs by level.

- Elementary: Students in grades K-5 receive art instruction on one day of their Special Subject cycle. As per state standards, the expectation at this level is that all K-2 students will show progress toward basic literacy and all 3-5 students will demonstrate basic literacy in the content knowledge and skills delineated in the grade-level standards for the arts.
- Middle School: Students in 6th-8th grade receive at least one marking period of Visual Arts as part of the Encore cycle. As per state standards, the expectation at this level is that all students demonstrate competency in the content knowledge and skills delineated for the “selected arts discipline.” The “selected” discipline could be music or visual art as dictated by Encore assignment.
- High School: In the High School, students are required by state mandate to take five credits of fine arts as part of their high school graduation requirement. Many students go on to take additional art classes as part of the Elective program. As per state standards, all students at this level will demonstrate proficiency in at least one chosen arts discipline by meeting or exceeding the content knowledge and skills delineated in the arts standard. The “chosen art” is dictated by student choice during course registration.

Visual Arts Curriculum Content Standards

The South Brunswick Visual Arts curriculum was developed to meet the objectives as stated in the NJ State Department of Education Core Curriculum Content Standards 2009 for Visual and Performing Arts. Technology is embedded where meaningful, and cross-curricular connections are purposely and explicitly noted.

- 1.1 The Creation
- 1.2 The History of Arts and Culture
- 1.3 Performance
- 1.4 Aesthetic Responses & Critique Methodologies
 - 1.4A Aesthetic Responses
 - 1.4B Critique Methodologies

The curriculum is written in the Understanding by Design format and is based on enduring understanding (broad concepts) with essential questions and both formative and summative assessments.

A complete copy of the Core Curriculum Content Standards for Visual Arts may also be found at:

www.state.nj.us/education/cccs

Assessment

The major methods of assessment are student participation and the student's ability to apply their knowledge of the standards (aesthetics, creation and performance, elements and principals, critique, and history and culture) through participation in musical activities and ensembles, successfully identifying and applying their knowledge of musical elements, composers, time periods and styles of music. Students receive feedback as they develop their knowledge of music and their own personal musicianship, and at times, in adjudicated festivals. Assessment is ongoing and a constant part of the instructional process.

Benchmark Assessments for Visual Arts

Benchmark assessments in visual arts are as follows:

Elementary

- End of Project Rubrics and Artist Statements
- 2nd-3rd Grade Elementary Visual Arts Assessment (EVAA)- pre/post test of knowledge
- 5th Grade Assessment of Demonstrated Art-Making (ADAM)- a rubric-based performance assessment of skill

Middle

- End of Project Rubrics and Artist Statements
- 6th Grade Middle School Visual Arts Knowledge Test – a multiple choice test of knowledge.
- 8th Grade Portfolio & Artist's Statement Task (PAST)- a rubric-based test of skill. It is based on the cumulative work that students do in art over time

High

- Art I: Pre-Post Assessment of Skills and Knowledge
- Full year Art electives: pre-mid-and post assessments
- Half year Art electives: pre/post assessments
- AP Art History students take the AP Test.

Curriculum Map

By the end of the 2nd grade students will show progress toward basic literacy by...

- Identifying the basic elements of art & principles of design in diverse and specific types of artwork, and explain how they are used
- Identifying theme-based works of art from various historical periods & world cultures
- Identifying how artists and visual art reflect and are affected by past and present cultures
- Creating 2D & 3D art using the basic elements of art and a variety of mediums
- Using stories as a basis for pictorial representation
- Using basic verbal and visual art vocabulary
- Exploring the use of a wide array of art mediums and select tools that are appropriate to the production of works of art in a variety of art media
- Creating works of art that are based on observations of the physical world and that illustrate how art is part of everyday life, using a variety of art mediums and art media.
- Identifying aesthetic qualities of exemplary works of art & identify characteristics of the artists
- Comparing and contrasting culturally and historically diverse works of art
Using imagination or experience to create a visual story
- Observing the basic elements in artwork and use them to formulate assessments
- Applying the principles of positive critique in giving and receiving responses to artworks

By the end of the 5th grade students will demonstrate basic literacy by...

- Identifying elements of art and principles of design that are evident in everyday life
- Comparing and contrasting works of art in various mediums that use the same elements and principles of design
- Recognizing works of art as a reflection of societal values and beliefs
- Relating common elements that define distinctive genres in art
- Recognizing the historical impact of the contributions of individual artists and art movements
- Working individually and collaboratively to create 2D and 3D works of art using the elements and principles
- Identifying common and distinctive characteristics of artworks from diverse cultural and historical eras of visual art using age-appropriate stylistic terminology (e.g., cubist, surreal, optic, impressionistic), and experimenting with various compositional approaches influenced by these styles.
- Identifying common and distinctive characteristics of genres of visual artworks (e.g., realism, surrealism, abstract/nonobjective art, conceptual art, and others) using age-appropriate terminology, and experiment with various compositional approaches influenced by these genres.
- Differentiating drawing, painting, ceramics, sculpture, printmaking, textiles, and computer imaging by the physical properties of the resulting artworks, and experiment with various art media and art mediums to create original works of art.
- Collaborating in the creation of works of art using multiple art media and art mediums, and presenting the completed works in exhibition areas inside and outside the classroom.
- Employing basic art terminology to categorize works of art
- Making informed aesthetic responses to artworks based on structural arrangement and personal, cultural, and historical points of view.
- Demonstrating how art communicates ideas about personal and social values and is inspired by an individual's imagination and frame of reference (e.g., personal, social, political, historical context).
- Assessing the application of the elements of art and principles of design
- Using evaluative tools, such as rubrics, for self-assessment and to appraise the objectivity of critiques by peers.
- Using discipline-specific arts terminology to evaluate the strengths and weaknesses of works of art

- Defining technical proficiency, using the elements of the arts and principles of design.
- Distinguishing ways in which individuals may disagree about the relative merits and effectiveness of artistic choices in the creation of works of art

By the end of the 8th grade students will attain competency by...

- Increasing developmental skills with greater mastery of media and tools
- Critiquing artwork
- Expressing an idea visually
- Beginning the process of self-assessment and feedback to improve work
- Recognizing and responding to art works, movements and artists

By the end of the 12th grade students will demonstrate proficiency by...

- Having extensive experience in specific media based on course offerings:
 - Drawing
 - Painting
 - Printmaking
 - Photography
 - Sculpture/fiber/ceramics
 - Advanced Art
 - Portfolio
 - Graphic Design
 - Commercial Art
 - Yearbook
 - Desktop Publishing
- Creating portfolios of work that show mastery of specific media areas
- Expressing their ideas through art of their choice at a high level of competence
- Operating as independent critics of their own work and that of others
- Utilizing computer technology for layout, design and desktop publishing
- In verbal and written form, demonstrating knowledge of past and contemporary art works, artists and movements.
- Preparing to enter the visual arts as a career

ELEMENTARY

CURRICULUM





South Brunswick School District
Curriculum: Visual Arts Education
KINDERGARTEN – SECOND GRADE

K-2 General Art Course Summary

Students in K-2 are introduced to the concepts and principles of color, shape, form, line, texture, and pattern. They use a variety of media and materials as appropriate for their grade level. The “caring” Art environment fosters freethinking, risk-taking, inspiration, and critique. Students are introduced to artists and artwork that connects to the themes of family, community, culture and time periods.

Course Rationale

The Arts bring an important dimension to the educational program of the schools. Arts education draws upon personal feelings and experience as well as on logical and intellectual thought.

Primary Interdisciplinary Connections

As a part of a collaborative school atmosphere, we strive to enrich students’ learning in a variety of ways. This includes finding real world, community, global and 21st century connections, as well as cross-curricular links with the concepts they may be learning in the general classroom.

Connections to 21st Century or SALT (S= Skills; A= Awareness; L= Literacy; T= Traits)

Skills

- Critical Thinking & Problem Solving
- Creative Thinking & Innovation
- Communication
- Collaboration
- Core Ethical Values or CARES: Cooperation, Assertion, Responsibility, Empathy, Self Control

Awareness

- Global Awareness
- Cross Cultural Awareness
- Career Awareness

Literacies

- Content
- Civic
- Health
- Information
- Technology
- Media

Traits or Habits of Mind

- Initiative
- Productivity
- Accountability

- Self-Direction
- Leadership
- Diplomacy
- Humor
- Resilience
- Perseverance
- Responding with wonderment and awe
- Kindness
- Respect
- Service to Others
- Responsible risk-taking
- Manners

Learning Targets

Technology & 21st Century Standards and Cumulative Progress Indicators (CPIs)

Technology NJCCCS

- 8.1.2.B.1 Illustrate and communicate original ideas and stories using digital tools and media-rich resources
- 8.1.2.C.1 Engage in a variety of developmentally appropriate learning activities with students in other classes, schools, or countries using electronic tools.
- 8.1.4.C.1 Engage in online discussions with learners in the United States or from other countries to understand their perspectives on a global problem or issue.
- 8.1.2.D.1 Model legal and ethical behaviors when using both print and non-print information by citing resources.
- 8.2.2.C.1 Demonstrate how reusing a product affects the local and global environment.
- 8.2.4.C.1 Explain the impact of disposing of materials in a responsible way.
- 8.2.2.E.1 Communicate with students in the United States or other countries using digital tools to gather information about a specific topic and share results.
- 8.2.2.G.2 Explain the importance of safety in the use and selection of appropriate tools and resources for a specific purpose.

Life/Career NJCCCS

Careers in the Visual Arts:

Architect, animator, fashion & textile designer, art historian/librarian, teacher, art therapist, cake decorator, cartoonist, comic book artist, costume designer, fine artist, floral designer, furniture designer, interior designer/decorator, glass blowing, interactive media, jeweler, landscaping, medical illustrator, makeup artist, museum curator, painter, illustrator, sculptor, photographer, film/videographer, printing, set/exhibit design, sign maker, storyboard artist, tattoo designer, toy designers, web designers

- CPI 9.1.4.A.1 Recognize a problem and brainstorm ways to solve the problem individually or collaboratively.
- CPI 9.1.4.A.2 Evaluate available resources that can assist in solving problems.
- CPI 9.1.4.A.5 Apply critical thinking and problem-solving skills in classroom and family settings.

- CPI 9.1.4.B.1 Participate in brainstorming sessions to seek information, ideas, and strategies that foster creative thinking.
- CPI 9.1.4.C.1 Practice collaborative skills in groups, and explain how these skills assist in completing tasks in different settings (at home, in school, and during play).
- CPI 9.1.4.D.1 Use effective oral and written communication.
- CPI 9.1.4.D.2 Express needs, wants, and feelings appropriately in various situations.
- CPI 9.1.4.D.3 Demonstrate an awareness of one’s own culture and other cultures during interactions within and outside of the classroom.
- CPI 9.1.4.F.1 Explain the meaning of productivity and accountability, and describe situations in which productivity and accountability are important in the home, school, and community.
- CPI 9.1.4.F.2 Establish and follow performance goals to guide progress in assigned areas of responsibility and accountability during classroom projects and extracurricular activities.
- CPI 9.1.4.F.3 Explain the importance of understanding and following rules in family, classroom, and community.
- CPI 9.3.4.A.1 Identify reasons why people work and discuss how work can help a person achieve personal goals.
- CPI 9.3.4.A.2 Identify various life roles and civic and work-related activities in the school, home, and community.

Visual Arts Standards

Big Idea

The Creative Process

Standards

All students will demonstrate an understanding of the elements and principles that govern the creation of works of visual art.

Enduring Understandings

The elements and principles of art naturally appear in all art.

Artists may plan their work by using the elements and principles of design.

Essential Questions

Is it important to plan your art?

Big Idea

History of the Arts and Culture

Standards

1.2 All students will understand the role, development, and influence of the arts throughout history and across cultures.

Enduring Understandings

Art is everywhere.

Art is a part of all cultures.

Art is information.

Art connects people globally.

Art is a global language.

Art is visual literacy.

Essential Questions

How can you recognize art in your everyday life?

What clues can you learn about a culture or time period by looking at art?

What clues can you learn about a person by looking at his/her art?

How can art foster global connections?

Big Idea

Performance

Standards

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

Enduring Understandings

Art can be made from anything.

Skill and creativity are equally valuable in the creation of art.

Essential Questions

How can art be made?

Is there a right and wrong way to make art?

What tools (traditional and contemporary) can be used to make art?

Big Idea

Aesthetic Responses

Standards

1.4 Aesthetic Responses & Critique Methodologies

1.4.A Aesthetic Response

Enduring Understandings

All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in visual art.

Art is a form of expression.

Art can be emotional.

Art creates unique personal connections.

Art can be individual or collaborative.

Essential Questions

In what ways can viewing and making art bring out emotions?

Why do we make art?

How does an artist create and solve problems?

Big Idea

Critique Methodologies

Standards

1.4 Aesthetic Responses & Critique Methodologies

1.4.B Critique Methodologies

Enduring Understandings

All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in visual art.

Critique allows for personal growth.

Essential Questions

Why do we critique art?

Objectives

By the end of grade 2, all students **PROGRESS TOWARD BASIC LITERACY** in the following content knowledge and skills in visual art.

Knowledge

Students will demonstrate awareness of...

- Elements and principles of design
- Art making from around the world and from different time periods.
- Art that reflects societal values.
- Art Media (may include paint, clay, colored pencil, oil pastel, crayon, digital media, and other traditional and nontraditional tools)
- Differences between artistic styles
- Self and peer critique strategies (for example rubrics and discussions)

Related CPIs

- 1.1.2.D.1 The basic elements of art and principles of design govern art creation and composition.
- 1.1.2.D.2 Recognizing the elements of art and principles of design in artworks of known and emerging artists, as well as peers, is an initial step toward visual literacy.
- 1.2.2.A.1 Dance, music, theatre, and visual artwork from diverse cultures and historical eras have distinct characteristics and common themes that are revealed by contextual clues within the works of art.
- 1.2.2.A.2 The function and purpose of art-making across cultures is a reflection of societal values and beliefs.
- 1.3.2.D.1 Visual statements in art are derived from the basic elements of art regardless of the format and medium used to create the art. There are also a wide variety of art media, each having its own materials, processes, and technical application methods for exploring solutions to creative problems.
- 1.3.2.D.2 Symbols convey meaning agreed upon by a group or culture. Manipulation of the basic elements of art and principles of design for personal expression results in visual communication that may be relevant in a variety of settings.
- 1.3.2.D.3 Each of the visual art forms uses various materials, tools, and techniques that are associated with unique verbal and visual vocabularies.
- 1.3.2.D.4 Knowledge of visual art media necessitates an understanding of a variety of traditional and nontraditional tools, applications, possibilities, and limitations.
- 1.3.2.D.5 Visual awareness stems from acute observational skills and interest in visual objects, spaces, and the relationship of objects to the world.
- 1.4.2.A.1 Each arts discipline (dance, music, theatre, and visual art) has distinct characteristics, as do the artists who create them.
- 1.4.2.B.1 Relative merits of works of art can be qualitatively and quantitatively assessed using observable criteria.
- 1.4.2.B.2 Constructive criticism is an important evaluative tool that enables artists to communicate more effectively.
- 1.4.2.B.3 Contextual clues are embedded in works of art and provide insight into artistic intent.

Skills

Students will be able to...

- Identify and make connections to a variety of art works, artists and cultures.
- Build personal connections to the art experience. Take pride in their own work and appreciate the efforts of others.
- Construct works of art incorporating the elements of design, art vocabulary, personal connection and art history.
- Manipulate a variety of art materials on a developmentally appropriate level. For example they will be able to: cut glue, draw and hold a pencil.
- Recall and apply the elements through visual prompts
- Using appropriate vocabulary, talk about art in a positive way.

- Participate in the critique process and model a safe environment for risk taking.
- Respond in a variety of ways to artwork from different cultures and time periods.
- Show willingness to participate in doing, looking at, and discussing works of art

Related CPIs

- 1.1.2.D.1 Identify the basic elements of art and principles of design in diverse types of artwork.
- 1.1.2.D.2 Identify elements of art and principles of design in specific works of art and explain how they are used.
- 1.2.2.A.1 Identify characteristic theme-based works of dance, music, theatre, and visual art, such as artworks based on the themes of family and community, from various historical periods and world cultures.
- 1.2.2.A.2 Identify how artists and specific works of dance, music, theatre, and visual art reflect, and are affected by, past and present cultures.
- 1.3.2.D.1 Create two- and three-dimensional works of art using the basic elements of color, line, shape, form, texture, and space, as well as a variety of art mediums and application methods.
- 1.3.2.D.2 Use symbols to create personal works of art based on selected age-appropriate themes, using oral stories as a basis for pictorial representation.
- 1.3.2.D.3 Employ basic verbal and visual art vocabulary to demonstrate knowledge of the materials, tools, and methodologies used to create and tell visual stories.
- 1.3.2.D.4 Explore the use of a wide array of art mediums and select tools that are appropriate to the production of works of art in a variety of art media
- 1.3.2.D.5 Create works of art that are based on observations of the physical world and that illustrate how art is part of everyday life, using a variety of art mediums and art media.
- 1.4.2.A.1 Identify aesthetic qualities of exemplary works of art in dance, music, theatre, and visual art, and identify characteristics of the artists who created them (e.g., gender, age, absence or presence of training, style, etc.).
- 1.4.2.A.2 Compare and contrast culturally and historically diverse works of dance, music, theatre, and visual art that evoke emotion and that communicate cultural meaning.
- 1.4.2.A.3 Use imagination to create a story based on an arts experience that communicated an emotion or feeling, and tell the story through each of the four arts disciplines (dance, music, theatre, and visual art).
- 1.4.2.A.4 Distinguish patterns in nature found in works of dance, music, theatre, and visual art.
- 1.4.2.B.1 Observe the basic arts elements in performances and exhibitions and use them to formulate objective assessments of artworks in dance, music, theatre, and visual art.
- 1.4.2.B.2 Apply the principles of positive critique in giving and receiving responses to performances.
- 1.4.2.B.3 Recognize the making subject or theme in works of dance, music, theatre, and visual art.

Terminology

Art Elements:

- Color- Color Wheel, Primary and Secondary, Warm and Cool
- Line- Thick, thin, dotted, dashed, zigzag, jagged, curved, straight
- Shape and Form- geometric, 2D and 3D, organic
- Texture- see and feel
- Space

Art Principles

- Pattern and Repetition

- Balance- symmetrical, asymmetrical
- Contrast

Critique

Portrait/Self Portrait

Landscape (horizon line, foreground, background)

Realistic/Abstract

Assessments

The major methods of assessment are student participation and the students' abilities to apply their knowledge of the standards (aesthetics, creation, elements and principles, critique, and history and culture) to works of their own creation and to works created by others. Students receive feedback on their work while it is in process, and they revise or affirm their decisions as artists during the act of creating a piece that is theirs individually or in ensemble. Assessment, therefore, is a constant part of the instructional process and is integrated into regular production and critique activities.

Teachers may assess student progress by one or more of the following:

- Listening to conversations
- Monitoring creative choices
- Watching for the ability to follow directions
- Observing for the application of demonstrated practices
- Noticing how willing students are to take risks
- Evaluating completed works of art using pre-determined rubrics and scales that were shared with students beforehand
- Having students do a written response/reflection
- Having students self question
 - Samples: What is my plan? What interests me about this project? Why does this artist/illustrator/genre/material appeal to me? How does this compare to other work I have done or other artists I have studied? How can I get feedback on my work? How have I shown responsibility for this project? What questions do I have about the topic we are studying? What do I already know or think I already know about the topic? Why are we doing this project?
- Having students peer question (e.g. using a checklist of questions)
- Engaging students in 3-directional self-assessment.
 - Looking back- thinking about growth over time (formative assessment)
 - Looking at the present- determining next steps (summative assessment)
 - Looking at the future- deciding what was learned and what will be done differently next time (predictive assessment)

At the end of third grade, students will take the pre-assessment for the Visual Arts Assessment (EVAA)- a test of knowledge

Resources

Technology:

- Internet/technology
- Technology- as applicable and where meaningful: overhead projector, CD player, VCR player, DVD player, digital camera, interactive website

Text:

- Books, magazines

Other:

- Observation of Environments
- Life Events
- Family and Culture
- Art
- History
- Artists
- Colleagues

Pacing Chart

Beginning of the year activities:

- Classroom rules, procedures & expectations
- Safety
- Embedding C.A.R.E.S. in early lessons & discussions

Considerations while doing long-range planning:

While creating a long-range plan, teachers will consider the following factors that may influence the lessons/units they develop for the upcoming school year:

- NJ State Curriculum Standards for: Fine Art, Technology, Careers and 21st Century Skills
- District initiatives such as SBReads and the district-school themes
- Local and global opportunities and experiences (e.g. Hurricane Sandy)
- Technologies
- Current events (e.g. Week of Respect)
- Art Gallery initiatives
- Collaborations with art teachers (e.g. Middle School-Elementary School)
- Professional Development opportunities that springboard to art projects

2nd Grade Pre Test-- Elementary Visual Arts Assessment (EVAA)- a test of knowledge

Enriching/engaging extensions to lessons:

It is important for teachers to offer extended learning opportunities both during class time and at home. These activities enrich learning and reinforce concepts, and allow for personal choice and growth. This encourages independent thinking, creative problem solving, and self-expression. This is a sampling of some extensions:

- Interactive art websites
- Classroom library (books to read, “How-To-Draw” books, etc.)
- Hands-on materials for independent explorations (drawing, clay, paper sculpture, origami, etc.)
- Encouraging conversations at home

Units of Study

General Guidelines:

An age-appropriate lesson varied but not limited to 2 dimensional and 3 dimensional art. Art media might include clay, printmaking, collage, painting, drawing, technology, sculpture. Focus on the nature of beauty, the nature and value of art, and the inquiry process and human responses associated with those topics. Identify and examine separate parts as the function independently and together in creative works and studies of the visual arts. Analyzing and determining the nature and quality of achievement through means appropriate to the subject. Considering a set of interrelated conditions in the visual arts that influence and give meaning to the development and reception of thoughts, ideas, or concepts and that define specific cultures and eras. Produce works of visual art using materials, techniques, processes, elements, and analysis, generate unique, complex, or elaborate ideas. Express elements evoking affects

such as joy, sadness, or anger. Formulate thoughts, opinions, or concepts that can be represented in visual or verbal form. Express underlying characteristics in the visual arts, such as repetition, balance, emphasis, contrast, and unity. Participate in complex operation involving a number of methods or techniques such as the addition and subtraction processes in sculpture, the etching and intaglio processes in printmaking, or the casting or constructing process in making jewelry. Organizing the components of a work into a cohesive and meaningful whole, such as sensory qualities, organizational principles, expressive features, and functions of art. Apply techniques, specific methods, or approaches used in larger process, for example, gradation of value or hue in painting or conveying linear perspective through overlapping, shading, or varying size or color. Solve specific challenges based in thinking about and using visual arts components.

Illustrative Projects for K-2:

- Piet Mondrian Lesson: teaching primary colors, cutting, gluing, painting
- Pattern lessons: using drawn shapes, beads, or other materials
- Texture rubbings
- Lessons based on literature: for example *Giraffes Can't Dance*, *The Dot*, *"The Lima Bean Monster"*, *Beautiful Oops*, and books by Eric Carle
- Symmetry: Germs, Monarch Butterflies, etc.
- Landscape lessons: poppy fields, autumn trees, Van Gogh or Monet inspired landscapes
- Positive and negative space lesson: ghosts, shapes, colors, etc.
- Color Mixing lessons: Ice Cream Cones
- Still Life drawings: referencing Cezanne or other artists
- Pinch pots
- Basic paper sculptures
- Lessons based on themes and concepts from South Brunswick Reads (e.g. GRTI, building bridges)



South Brunswick School District
Visual Arts Education
3rd GRADE – 5th GRADE

3-5 General Art: Course Summary

Students in 3-5 continue to explore the concepts and principles of color, shape, form, line, texture, and pattern and to use a variety of media and materials as appropriate for grade level. Students will identify artists and art styles, compare/contrast styles and societies, develop awareness of resources in community, engage in critique of self and peers, and study art history.

Course Rationale

The Arts bring an important dimension to the educational program of the schools. Arts education draws upon personal feelings and experience as well as on logical and intellectual thought.

Primary Interdisciplinary Connections

As a part of a collaborative school atmosphere, we strive to enrich students' learning in a variety of ways. This includes finding real world, community, global and 21st century connections, as well as cross-curricular links with the concepts they may be learning in the general classroom.

Connections to 21st Century or SALT (S= Skills; A= Awareness; L= Literacy; T= Traits)

Skills

- Critical Thinking & Problem Solving
- Creative Thinking & Innovation
- Communication
- Collaboration
- Core Ethical Values or CARES: Cooperation, Assertion, Responsibility, Empathy, Self Control

Awareness

- Global Awareness
- Cross Cultural Awareness
- Career Awareness

Literacies

- Content
- Civic
- Health
- Information
- Technology
- Media

Traits or Habits of Mind

- Initiative
- Productivity
- Accountability

- Self-Direction
- Leadership
- Diplomacy
- Humor
- Resilience
- Perseverance
- Responding with wonderment and awe
- Kindness
- Respect
- Service to Others
- Responsible risk-taking
- Manners

Learning Targets

Standards and Cumulative Progress Indicators (CPIs)

Technology NJCCCS

- 8.1.2.B.1 Illustrate and communicate original ideas and stories using digital tools and media-rich resources
- 8.1.2.C.1 Engage in a variety of developmentally appropriate learning activities with students in other classes, schools, or countries using electronic tools.
- 8.1.4.C.1 Engage in online discussions with learners in the United States or from other countries to understand their perspectives on a global problem or issue.
- 8.1.2.D.1 Model legal and ethical behaviors when using both print and non-print information by citing resources.
- 8.2.2.C.1 Demonstrate how reusing a product affects the local and global environment.
- 8.2.4.C.1 Explain the impact of disposing of materials in a responsible way.
- 8.2.2.E.1 Communicate with students in the United States or other countries using digital tools to gather information about a specific topic and share results.
- 8.2.2.G.2 Explain the importance of safety in the use and selection of appropriate tools and resources for a specific purpose.

Life/Career NJCCCS

Careers in Visual Arts:

Architect, animator, fashion & textile designer, art historian/librarian, teacher, art therapist, cake decorator, cartoonist, comic book artist, costume designer, fine artist, floral designer, furniture designer, interior designer/decorator, glass blowing, interactive media, jeweler, landscaping, medical illustrator, makeup artist, museum curator, painter, illustrator, sculptor, photographer, film/videographer, printing, set/exhibit design, sign maker, storyboard artist, tattoo designer, toy designers, web designers

- CPI 9.1.4.A.1 Recognize a problem and brainstorm ways to solve the problem individually or collaboratively.
- CPI 9.1.4.A.2 Evaluate available resources that can assist in solving problems.
- CPI 9.1.4.A.3 Determine when the use of technology is appropriate to solve problems.
- CPI 9.1.4.A.4 Use data accessed on the Web to inform solutions to problems and the decision-making process.

- CPI 9.1.4.A.5 Apply critical thinking and problem-solving skills in classroom and family settings.
- CPI 9.1.4.B.1 Participate in brainstorming sessions to seek information, ideas, and strategies that foster creative thinking.
- CPI 9.1.4.C.1 Practice collaborative skills in groups, and explain how these skills assist in completing tasks in different settings (at home, in school, and during play).
- CPI 9.1.4.D.1 Use effective oral and written communication in face-to-face and online interactions and when presenting to an audience.
- CPI 9.1.4.D.2 Express needs, wants, and feelings appropriately in various situations.
- CPI 9.1.4.D.3 Demonstrate an awareness of one’s own culture and other cultures during interactions within and outside of the classroom.
- CPI 9.1.4.E.1 Explain how digital media are used in daily life in a variety of settings.
- CPI 9.1.4.E.2 Demonstrate effective communication using digital media during classroom activities.
- CPI 9.1.4.E.3 Distinguish how digital media are used by individuals, groups, organizations for varying purposes.
- CPI 9.1.4.E.4 Explain why some uses of media are unethical to reinforce digital citizenship.
- CPI 9.3.4.A.1 Identify reasons why people work and discuss how work can help a person achieve personal goals.
- CPI 9.3.4.A.2 Identify various life roles and civic and work-related activities in the school, home, and community.
- CPI 9.3.4.A.3 Appraise personal likes and dislikes and identify careers that might be suited to personal likes.
- CPI 9.3.4.A.4 Identify qualifications needed to pursue traditional and nontraditional careers and occupations.
- CPI 9.3.4.A.6 Explain why knowledge and skills acquired in the elementary grades lay the foundation for the future academic and career success.

Visual Arts Standards

Big Idea

The Creative Process

Standards

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

Enduring Understandings

The elements and principles of art naturally appear in art.

Elements and principles of art are found in everyday life.

Artists may plan their work by using the elements and principles of design.

Essential Questions

Is it important to plan your art?

What elements and principles of art can be found in your life?

How are E&P used to create meaning in art?

Big Idea

History of the Arts and Culture

Standards

1.2 All students will understand the role, development, and influence of the arts throughout history and across cultures.

Enduring Understandings

Art is everywhere.

Art is a part of all cultures.

We can learn about the history and culture of places around the world by looking at its artwork.

Art reflects life: Life reflects art.

Art is information.

Art is knowledge.

Everyday life is infused with art.

Art connects people globally.

Art is a global language.

Art is visual literacy.

Essential Questions

What can you learn by looking at art?

What can you learn about a culture or time period by looking at art?

What can you learn about a person by looking at his/her art?

How does art reflect life/ life reflect art?

How is art infused in everyday life?

How can art foster global connections?

Big Idea

Performance

Standards

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

Enduring Understandings

Art can be made from anything.

You can learn to create art.

Skill and creativity are equally valuable in the creation of art.

Essential Questions

How can art be made?

Can an artist use any materials?

Is there a right and wrong way to make art?

How do we apply resources, materials, techniques, and process when creating art?

What tools (traditional and contemporary) can be used to make art?

Big Idea

Aesthetic Responses

Standards

1.4 Aesthetic Responses & Critique Methodologies

1.4.A Aesthetic Response

Enduring Understandings

Art is a form of expression.

Art can be emotional.

Art creates unique personal connections.

Art can be individual or collaborative.

Essential Questions

What is art?

Who can make art?

Why do we make art?

How can you express yourself through art?
In what ways can viewing and making art bring out emotions?
How does an artist create and solve problems?
How can collaboration be a resource for an artist?

Big Idea

Critique Methodologies

Standards

1.4 Aesthetic Responses & Critique Methodologies

1.4.B Critique Methodologies

Enduring Understandings

Critique allows for personal growth.

Critique of artwork involves use of terminology and knowledge.

Critique allows for reflection and, hence, personal growth.

Essential Questions

Why do we critique art?

How can you use art vocabulary, terms, and art knowledge to critique artwork?

Would you change anything about your work?

Is there only one way to critique art?

When is the best time to critique art?

Objectives

By the end of grade 5, all students **DEMONSTRATE BASIC LITERACY** in the following content knowledge and skills in VISUAL ART.

Knowledge

Students will know...

- Elements and principles of design
- Art and culture reflect and affect each other
- Contributions of one artist can influence others
- The elements and principles can be applied and combined in an infinite number of ways to express personal responses to creative problems
- Themes are prevalent in works of art through the ages
- Appropriate vocabulary associated with different genres of art
- A variety of media that can be used to create pieces of art (may include paint, clay, colored pencil, oil pastel, crayon, digital media, and other traditional and nontraditional tools)
- That preparing and hanging artwork takes time, effort and planning.
- That artwork can be organized and categorized in different ways (for example: mediums, genres, themes, etc.)
- Criteria for quality artwork varies according to context
- The value of critique
- The value of differences in opinion.
- Self and peer critique strategies (for example: rubrics and discussions)

Related CPIs

- 1.1.5.D.1 Understanding the function and purpose of the elements of art and principles of design assists with forming an appreciation of how art and design enhance functionality and improve quality of living.
- 1.1.5.D.2 The elements of art and principles of design are universal.

- 1.2.5.A.1 Art and culture reflect and affect each other.
- 1.2.5.A.2 Characteristic approaches to content, form, style, and design define art genres.
- 1.2.5.A.3 Sometimes the contributions of an individual artist can influence a generation of artists and signal the beginning of a new art genre.
- 1.3.5.D.1 The elements of art and principles of design can be applied in an infinite number of ways to express personal responses to creative problems.
- 1.3.5.D.2 Contextual clues to culturally specific thematic content, symbolism, compositional approach, and stylistic nuance are prevalent in works of art throughout the ages.
- 1.3.5.D.3 Each of the genres of visual art (e.g., realism, surrealism, abstract/nonobjective art, conceptual art, and others) is associated with appropriate vocabulary and a stylistic approach to art-making.
- 1.3.5.D.4 The characteristics and physical properties of the various materials available for use in art-making present infinite possibilities for potential application
- 1.3.5.D.5 There are many types of aesthetic arrangements for the exhibition of art. Creating or assembling gallery exhibitions requires effective time management and creative problem-solving skills.
- 1.4.5.A.1 Works of art may be organized according to their functions and artistic purposes (e.g., genres, mediums, messages, themes).
- 1.4.5.A.2 Formalism in dance, music, theatre, and visual art varies according to personal, cultural, and historical contexts.
- 1.4.5.A.3 Criteria for determining the aesthetic merits of artwork vary according to context. Understanding the relationship between compositional design and genre provides the foundation for making value judgments about the arts.
- 1.4.2.B.1 Identifying criteria for evaluating performances results in deeper understanding of art and art-making.
- 1.4.2.B.2 Decoding simple contextual clues requires evaluation mechanisms, such as rubrics, to sort fact from opinion.
- 1.4.2.B.3 While there is shared vocabulary among the four arts disciplines of dance, music, theatre, and visual art, each also has its own discipline-specific arts terminology.
- 1.4.2.B.4 Levels of proficiency can be assessed through analyses of how artists apply the elements of art and principles of design
- 1.4.2.B.5 Artists and audiences can and do disagree about the relative merits of artwork. When assessing works of dance, music, theatre and visual art, it is important to consider the context for the creation and performance of the work (e.g., Who was the creator? What purpose does the artwork serve? Who is the intended audience?).

Skills

Students will be able to...

Third Grade

- Recognize and identify some artists and/or art styles.
- Compare and contrast different styles of art
- Apply vocabulary appropriately.
- Use elements vocabulary.
- Use a variety of art materials adapted for grade level appropriately.
- Make personal connections to the art experience
- Identify the basic principles, and how they apply to specific works of art.
- Observe displayed art work
- Give positive peer critique

- Use terms and vocabulary during self critique
- Become aware of art resources in their community (e.g. library, museums, community cultural events, programs)
- Compare and contrast through class discussion the similarities and differences between societies: pottery, ceramics, painting, masks, etc.

Fourth-Fifth Grades

- Compare & contrast different styles of art.
- Apply vocabulary appropriately.
- Identify artists and a variety of art styles
- Demonstrate an understanding of the elements and principles and how they apply to specific works of art.
- Make personal connections to art
- Make connections to art history (inter/intrapersonal).
- Use a variety of grade level appropriate art materials
- Use appropriate vocabulary in the process of a meaningful peer critique.
- Self critique.
- Compare and contrast the similarities and differences between styles and cultures
- Utilize art resources in their community (i.e. library, museums, community cultural events, programs, technology, etc.)

Related CPIs

- 1.1.5.D.1 Identify elements of art and principles of design that are evident in everyday life.
- 1.1.5.D.2 Compare and contrast works of art in various mediums that use the same art elements and principles of design.
- 1.2.5.A.1 Recognize works of dance, music, theatre, and visual art as a reflection of societal values and beliefs.
- 1.2.5.A.2 Relate common artistic elements that define distinctive art genres in dance, music, theatre, and visual art.
- 1.2.5.A.3 Determine the impact of significant contributions of individual artists in dance, music, theatre, and visual art from diverse cultures throughout history.
- 1.3.5.D.1 Work individually and collaboratively to create two- and three-dimensional works of art that make cohesive visual statements and that employ the elements of art and principles of design.
- 1.3.5.D.2 Identify common and distinctive characteristics of artworks from diverse cultural and historical eras of visual art using age-appropriate stylistic terminology (e.g., cubist, surreal, optic, impressionistic), and experiment with various compositional approaches influenced by these styles.
- 1.3.5.D.3 Identify common and distinctive characteristics of genres of visual artworks (e.g., realism, surrealism, abstract/nonobjective art, conceptual art, and others) using age-appropriate terminology, and experiment with various compositional approaches influenced by these genres.
- 1.3.5.D.4 Differentiate drawing, painting, ceramics, sculpture, printmaking, textiles, and computer imaging by the physical properties of the resulting artworks, and experiment with various art media and art mediums to create original works of art.
- 1.3.5.D.5 Collaborate in the creation of works of art using multiple art media and art mediums, and present the completed works in exhibition areas inside and outside the classroom.
- 1.4.5.A.1 Employ basic, discipline-specific arts terminology to categorize works of dance, music, theatre, and visual art according to established classifications.
- 1.4.5.A.2 Make informed aesthetic responses to artworks based on structural arrangement and personal, cultural, and historical points of view.

- 1.4.5.A.3 Demonstrate how art communicates ideas about personal and social values and is inspired by an individual's imagination and frame of reference (e.g., personal, social, political, historical context)
- 1.4.2.B.1 Assess the application of the elements of art and principles of design in dance, music, theatre, and visual artworks using observable, objective criteria.
- 1.4.2.B.2 Use evaluative tools, such as rubrics, for self-assessment and to appraise the objectivity of critiques by peers.
- 1.4.2.B.3 Use discipline-specific arts terminology to evaluate the strengths and weaknesses of works of dance, music, theatre, and visual art.
- 1.4.2.B.4 Define technical proficiency, using the elements of the arts and principles of design.
- 1.4.2.B.5 Distinguish ways in which individuals may disagree about the relative merits and effectiveness of artistic choices in the creation and performance of works of dance, music, theatre, and visual art.

Terminology

Art Elements:

- Color – color wheel, primary, secondary, warm, cool, neutral, complementary, value (monochromatic, tint, shade, tertiary, hue)
- Line – thick, thin, dotted, dashed, zigzag, jagged, curved, straight, horizontal, vertical, diagonal, parallel
- Shape & Form – geometric, 2D, 3D, organic
- Texture – see or feel
- Space – overlapping, foreground, middleground, background, perspective, positive & negative

Art Principles:

- Pattern & Repetition
- Balance – symmetrical, asymmetrical
- Contrast
- Focal Point
- Emphasis
- Rhythm

Critique

Portrait/Self-Portrait

Landscape (horizon line, foreground, background)

Realistic/Abstract

Digital terminology (i.e. email, copy, paste, etc.)

Media-specific terminology, as appropriate (i.e. coil, slab, slip, pinch pot, mono-print, etc.)

Formative Assessments

The major methods of assessment are student participation and the students' abilities to apply their knowledge of the standards (aesthetics, creation, elements and principles, critique, and history and culture) to works of their own creation and to works created by others. Students receive feedback on their work while it is in process, and they revise or affirm their decisions as artists during the act of creating a piece that is theirs individually or in ensemble. Assessment, therefore, is a constant part of the instructional process and is integrated into regular production and critique activities.

Teachers may assess student progress by one or more of the following:

- Listening to conversations

- Monitoring creative choices
- Watching for the ability to follow directions
- Observing for the application of demonstrated practices
- Noticing how willing students are to take risks
- Evaluating completed works of art using pre-determined rubrics and scales that were shared with students beforehand
- Having students do a written response/reflection
- Having students self question
 - Samples: What is my plan? What interests me about this project? Why does this artist/illustrator/genre/material appeal to me? How does this compare to other work I have done or other artists I have studied? How can I get feedback on my work? How have I shown responsibility for this project? What questions do I have about the topic we are studying? What do I already know or think I already know about the topic? Why are we doing this project?
- Having students peer question (e.g. using a checklist of questions)
- Engaging students in 3-directional self-assessment.
 - Looking back- thinking about growth over time (formative assessment)
 - Looking at the present- determining next steps (summative assessment)
 - Looking at the future- deciding what was learned and what will be done differently next time (predictive assessment)

Summative Assessments

3rd Grade Elementary Visual Arts Assessment (EVAA)- post test of knowledge

5th Grade Assessment of Demonstrated Art-Making (ADAM)- a rubric-based performance assessment of skill

Resources

Technology:

- Internet/technology
- Technology- as applicable and where meaningful including projector, computers, tablets, iPads, digital camera, interactive websites, Photoshop, art applications. Students will be able to connect technology to Art careers and gather art information using technology.

Text:

- Books, magazines

Other:

- Observation of Environments
- Life Events
- Family and Culture
- Art
- History
- Artists
- Colleagues

Pacing Chart

Beginning of the year activities:

- Classroom rules, procedures & expectations
- Safety
- Embedding C.A.R.E.S. in early lessons & discussions

Considerations while planning:

While creating a long-range plan, teachers will consider the following factors that may influence the lessons/units they develop for the upcoming school year:

- NJ State Curriculum Standards for: Fine Art, Technology, Careers and 21st Century Skills
- District initiatives such as SBReads and the district-school themes
- Local and global opportunities and experiences (e.g. Hurricane Sandy)
- Technologies
- Current events (e.g. Week of Respect)
- Art Gallery initiatives
- Collaborations with art teachers (e.g. Middle School-Elementary School)
- Professional Development opportunities that springboard to art projects

Enriching/engaging extensions to lessons:

It is important for teachers to offer extended learning opportunities both during class time and at home. These activities enrich learning and reinforce concepts, and allow for personal choice and growth. This encourages independent thinking, creative problem solving, and self-expression. This is a sampling of some extensions:

- Interactive art websites
- Classroom library (books to read, “How-To-Draw” books, etc.)
- Hands-on materials for independent explorations (drawing, clay, paper sculpture, origami, etc.)
- Encouraging conversations at home

Units of Study

General Guidelines:

An age-appropriate lesson varied but not limited to 2 dimensional and 3 dimensional art. Art media might include clay, printmaking, collage, painting, drawing, technology, sculpture. Focus on the nature of beauty, the nature and value of art, and the inquiry process and human responses associated with those topics. Identify and examine separate parts as the function independently and together in creative works and studies of the visual arts. Analyzing and determining the nature and quality of achievement through means appropriate to the subject. Considering a set of interrelated conditions in the visual arts that influence and give meaning to the development and reception of thoughts, ideas, or concepts and that define specific cultures and eras. Produce works of visual art using materials, techniques, processes, elements, and analysis, generate unique, complex, or elaborate ideas. Express elements evoking affects such as joy, sadness, or anger. Formulate thoughts, opinions, or concepts that can be represented in visual or verbal form. Express underlying characteristics in the visual arts, such as repetition, balance, emphasis, contrast, and unity. Participate in complex operation involving a number of methods or techniques such as the addition and subtraction processes in sculpture, the etching and intaglio processes in printmaking, or the casting or constructing process in making jewelry. Organizing the components of a work into a cohesive and meaningful whole, such as sensory qualities, organizational principles, expressive features, and functions of art. Apply techniques, specific methods, or approaches used in larger process, for example, gradation of value or hue in painting or conveying linear perspective through overlapping, shading, or varying size or color. Solve specific challenges based in thinking about and using visual arts components.

Illustrative Projects for 3-5:

- Pinch Pot Creatures or other clay lessons
- Charcoal drawings
- Printmaking (based on Andy Warhol)
- App designing

- “Different is Good” based on *The Sneetches*
- Landscapes: winter, pumpkins
- Weaving (yarn, fabric, etc.)
- Environmental Awareness lessons: Bottle Fish, *If A Fish Could Talk*, Polar Bears, recycled materials
- Shaded American Flags
- Collaged pictures: Wicked Witch Legs, Matisse-style images, Blue Dog etc.
- Op Art
- Lessons based on literature such as *Alice in Wonderland*, *Wizard of Oz*, *Why is Blue Dog Blue?*
- Lessons based on themes and concepts from South Brunswick Reads (e.g. GRTI, building bridges)

MIDDLE SCHOOL CURRICULUM





**South Brunswick School District
Visual Arts Education
Middle School**

Sixth Grade Integrated Arts: Course Summary

The word “integrated” refers to the connection that art has to the Sixth Grade core curriculum—LA, math, social studies and science—as well as the other art forms (music, physical movement, technology). The curriculum is based on the NJCCCS for Visual and Performing Arts.

Students continue to explore the concepts and principles of color, shape, form, line, texture, and pattern and to use a variety of media and materials as appropriate for grade level. Students increase their skills with greater mastery of media and tools, they critique artwork, they express an idea visually and begin the process of self-assessment and feedback to improve work, and they recognize and respond to works of art, movements, and artists.

Seventh-Eighth Applies Arts: Course Summary

The word “applied” refers to the application of skills and knowledge gleaned over time to various 2- and 3-dimensional art projects. The curriculum is based on the NJCCCS for Visual and Performing Arts

Students continue to explore the concepts and principles of color, shape, form, line, texture, and pattern and to use a variety of media and materials as appropriate for grade level. Students increase their skills with greater mastery of media and tools, they critique artwork, they express an idea visually and begin the process of self-assessment and feedback to improve work, and they recognize and respond to works of art, movements, and artists.

Rationale

The Arts bring an important dimension to the educational program of the schools. Arts education draws upon personal feelings and experience as well as on logical and intellectual thought.

Primary Interdisciplinary Connections

Social Studies,
Language Arts
Technology
Math
Science

Connections to 21st Century or SALT (S= Skills; A= Awareness; L= Literacy; T= Traits)

Skills

- Critical Thinking & Problem Solving
- Creative Thinking & Innovation
- Communication
- Collaboration
- Core Ethical Values or CARES: Cooperation, Assertion, Responsibility, Empathy, Self Control

Awareness

- Global Awareness
- Cross Cultural Awareness

- Career Awareness

Literacies

- Content
- Civic
- Health
- Information
- Technology
- Media

Traits or Habits of Mind

- Initiative
- Productivity
- Accountability
- Self-Direction
- Leadership
- Diplomacy
- Humor
- Resilience
- Perseverance
- Responding with wonderment and awe
- Kindness
- Respect
- Service to Others
- Responsible risk-taking
- Manners

Learning Targets

Technology & 21st Century Standards and Cumulative Progress Indicators (CPIs)

Technology NJCCCS

Standards- 8.1.8.A.5, 8.1.8.B.1, 8.8.C.1, 8.2.8.A1

Life/Career NJCCCS

Careers- Art Specialist, animator, illustrator, curator, graphic designer, fine artist.

Standards- 9.1.8.A.1, 9.1.8.B.1, 9.1.8.C.1, 9.1.8.C.3, 9.1.8.D.2, 9.1.8.D.5, 9.1.8.E.1

Visual Arts Standards

Big Idea

The Creative Process

Standards

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

Enduring Understandings

All art revolves around the elements and principles of design.

Essential Questions

How does the creation of art demonstrate a visual understanding of the elements and principles of design?

Big Idea

History of the Arts and Culture

Standards

1.2 All students will understand the role, development, and influence of the arts throughout history and across cultures.

Enduring Understandings

Art creates cultural connections.

Essential Questions

How do we learn about different cultures through art?

Why is learning about each other's cultures important?

What information can you receive from observing a work of art?

Big Idea

Performance

Standards

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

Enduring Understandings

Art is an expression of personal growth.

Essential Questions

How does creating and analyzing art develop personal growth?

Big Idea

Aesthetic Responses

Standards

1.4 Aesthetic Responses & Critique Methodologies

1.4.A Aesthetic Response

Enduring Understandings

Art is emotionally self expressive and individual.

Essential Questions

How does an artist connect with his/her work and other artists' work?

Big Idea

Critique Methodologies

Standards

1.4 Aesthetic Responses & Critique Methodologies

1.4.B Critique Methodologies

Enduring Understandings

Criteria for analyzing art to express personal views.

Essential Questions

What does the artwork tell you about the artist?

Objectives

By the end of grade 8, students who are selected for VISUAL ARTS will demonstrate **COMPETENCY in the following content knowledge and skills.**

Knowledge

Students will know...

Art Elements:

- Form
- Space
- Shape
- Texture
- Line
- Intensity
- Value
- Hue

Art Principles:

- Pattern
- Rhythm
- Emphasis
- Balance
- Variety
- Movement
- Proportion
- Harmony

Related CPIs

- 1.1.8.D1
- 1.3.8.D1

Skills

Students will be able to...

- Identify elements and principles of art within artworks.
- Examine different works of art as related to different cultures and their beliefs.
- Discussion and critique: internal and external influences on artwork
- Analyze, interpret, and describe a work of art
- Recognize successful and unsuccessful areas in their composition.
- Communicate ideas about the social and personal value of art
- Differentiate between different types of art
- Devise creative solutions to visual problems.
- Reinforcing procedure and understanding of media application by observation and practice.
- Utilize technology resources and periodical.
- Connect the terms with the artwork.

Related CPIs

- 1.1.8.D.1, 1.3.8.D.2
- 1.1.8.D.2, 1.2.8.A.2, 1.4.8.A.3, 1.3.8.D.4,
- 1.4.8.B.3
- 1.4.8.A.1, 1.4.8.A.4
- 1.4.8.A.5, 1.4.8.A.7

- 1.4.8.B.1
- 1.3.8.D.5
- 1.4.8.B.2, 1.4.8.A.6
- 1.3.8.D.1, 1.4.8.B.1
- 1.3.8.D.2
- 1.2.8.A.1, 1.3.8.D.6
- 1.4.8.B.2, 1.3.8.D.3

Unit Terminology: 6th Grade

Primary Colors, Cool Colors, Warm Colors, Tint, Secondary Colors, Hue, Value, Monochromatic, Shade
 Landscape, Cropping, Symmetrical, Shape
 Portrait, Still Life, Contour Drawing
 Form, Medium
 Leonardo da Vinci and other masters and artists
 Critique

Unit Terminology: 7th-8th Grade

Primary Colors, Cool Colors, Shade, Landscape, Cropping, Symmetrical, Shape, Secondary Colors, Hue, Value, Portrait, Still Life, Contour Drawing, Form, Medium, Warm Colors, Tint, Monochromatic, Leonardo da Vinci, Critique, Sculptor, Sculpture, Composition, Layout, Tone, Highlight, Shadow

Evidence of Learning

Formative Assessments:

The major methods of assessment are student participation and the students' abilities to apply their knowledge of the standards (aesthetics, creation, elements and principles, critique, and history and culture) to works of their own creation and to works created by others. Students receive feedback on their work while it is in process, and they revise or affirm their decisions as artists during the act of creating a piece that is theirs individually or in ensemble. Assessment, therefore, is a constant part of the instructional process and is integrated into regular production and critique activities.

May be assessed by one or more of the following:

- Listening to conversations
- Monitoring creative choices
- Watching for the ability to follow directions
- Observing for the application of demonstrated practices
- Noticing how willing students are to take risks
- Evaluating completed works of art using pre-determined rubrics and scales that were shared with students beforehand
- Having students do a written response/reflection
- Having students self and peer question:
 - Samples: What do I foresee visually at the end of the project? Why does this artist/illustrator/genre/material appeal to me? How does this compare/contrast to other work I have done or other artists I have studied? Have I put forth my best effort on this project? What questions do I have about the topic we are studying? What prior knowledge and skills have I brought to this project? What new knowledge and skills have I learned from this project? How does this project connect with other core subject areas?

Summative Assessment

- ✓ End of Project Rubrics and Artist Statements
- ✓ 6th Grade Middle School Visual Arts Knowledge Test – a multiple choice test of knowledge.
- ✓ 8th Grade Portfolio & Artist's Statement Task (PAST)- a rubric-based test of skill. It is based on the cumulative work that students do in art over time.

Resources

Technology:

- Projector, Digital Camera, Photoshop Elements, Internet, virtual gallery, wikis, blogs

Text:

- Books, magazines
- Periodicals

Other:

- Observation of Environments
- Life Events
- Family and Culture
- Art
- History
- Artists
- Colleagues

6th Grade Pacing Chart

Beginning of Trimester:

Conduct Middle School Visual Arts Knowledge Pre-Test

Introduction to the art room and materials

Begin first project (2D/3D).

Middle of Trimester:

First Project and Artist Statement

Rubric Assessment

Begin second project (2D/3D)

End of Trimester:

Finish second project and Artist Statement

Rubric Assessment

Conduct Middle School Visual Arts Knowledge Post Test

7th Grade Pacing Chart

Beginning of Trimester:

Begin first project (2D/3D).

Middle of Trimester:

First Project and Artist Statement

Rubric Assessment

Begin second project (2D/3D)

End of Trimester:

Finish second project and Artist Statement

Rubric Assessment

8^h Grade Pacing Chart

Beginning of Trimester:

Artist's Statement: Pre Assessment task and collection of data based on prior knowledge of the students to determine their current levels of performance.

Begin first project (2D/3D).

Middle of Trimester:

First Project and Artist Statement

Rubric Assessment

Begin second project (2D/3D)

End of Trimester:

Finish second project and Artist Statement

Rubric Assessment

Portfolio and Artist's Statement: Post Assessment task

Units of Study

General Guidelines for Sixth Grade:

- Two-dimensional and three dimensional art projects that permit experimentation with techniques, materials, and concepts.
- Projects that allow for exploration of subject, composition and content.
- Discussion by describing, analyzing, interpreting, and judging.
- Do-Now activities
- Teacher presentation and demonstration.
- One on one instruction.

Illustrative Projects for Sixth Grade:

- Wizard of Oz Illustration: A collaborative Language Arts connection, focusing on skills and knowledge of drawing and painting techniques
- Wire Self Portrait: Self-portrait relief sculpture using wires. Based on continuous contour drawings, projects focus on students' uniqueness.
- Space Landscape: Connection with Science Curriculum, students use pastels to create a landscape of outer space, focusing on perspective and blending.
- Pointillist Still Life Paintings: Paintings in the style of Pointillism using fruits and vegetables as part of a still life.
- Whimsical Clay Tea Cups: Based on the South Brunswick Reads book "Alice in Wonderland," students create clay tea cups that could be seen in the Mad Hatter's tea party.

General Guidelines for Seventh-Eighth Grade:

- Two-dimensional and three dimensional art projects that permit experimentation with techniques, materials, and concepts.
- Projects that allow for exploration of subject, composition and content.
- One on one instruction.
- Written-oral reflection
- Discussion by describing, analyzing, interpreting, and judging.
- Do-Now activities
- Sketchbooks: Brainstorming

- Discussion by description (What do I see?), analysis (How is the work organized?), interpretation (What is the artist saying?), and judgment (Is this a successful work of art?)

Illustrative Projects for 7th and 8th Grade:

- Pen and Ink Project depicting students' characters through illustrative images.
- Visual Pun Clay sculpture: 3D sculptures depicting visual puns, connecting Language Arts skills with creative problem solving.
- Paper Painting: Landscapes based on artist Laura Adams. Paper as a medium in three-dimensional form
- Watercolor Anti-Bullying Paintings: Creative layout of images portraying an anti-bullying message
- Expressive Self-Portraits: based on a dramatic photograph students take of themselves and edit in Photoshop, oil pastel drawings are created using expressive colors
- Paper sculpture: Expressive abstract design using Xacto knives

Teacher Notes

Community/Career Field Experiences:

Museums (Local: Princeton University, Grounds for Sculpture), Library, Philadelphia Museum of Art
Metropolitan Museum of Art, local galleries, local art shows.

HIGH SCHOOL CURRICULUM



Electives

Art I and II

Black and White Photography I and II

Computer Graphics

Desktop Publishing

Drawing I, II, and III

Graphic Design I and II

Journalism

Painting I, II and III

Photoshop I and II

Portfolio I and II

Advanced Placement Art History

COURSE: ART I (Elective)

Course Rationale:

The major goal of the SBHS Studio Art Program is to empower students with the knowledge and means to express themselves creatively through the visual arts. Instruction will be delivered through hands on activities in a relaxed and supportive atmosphere. Projects will allow for personal interpretation and provide opportunities for students to make aesthetic and/or content adjustments and use decision-making skills.

Course Summary:

The Art I curriculum will include strong experiences in drawing, painting, sculpture, printmaking, and mixed media. Drawing experiences will utilize pencil and colored pencil, and conclude with several fully shaded drawings from life. Painting experiences will utilize watercolor and acrylic paints and conclude with at least one acrylic painting from observation. Students will complete a ceramic clay sculpture. The printmaking experience will be with relief printmaking. The mixed media experience will be collage or assemblage.

Course Description:

Discover the artist inside you! Explore your own unique expressiveness while studying drawing, painting, ceramics, collage, printmaking, and other art media. This elective is geared for all students- whether continuing on in art or not. This course fulfills the prerequisite for advanced art classes.

Big Idea:

The Art I curriculum will include strong experiences in painting, sculpture, and mixed media while allowing personal interpretation and expression.

Enduring Understandings:

- Art is a language that can express ideas, moods, and feelings.
- By studying art, one can understand society and the individual in relation to their own and other world cultures.
- Individuals will recognize themselves as artists and capable of creating and evaluating art.

Essential Questions:

- What is art?
- What are the purposes of art?
- What can we learn from studying art?
- How does art impact our lives, society, and our understanding of culture?
- How can you use the elements and principles of design to create original Artwork?
- How can knowledge and skills in art prepare you for the workplace?
- How can you evaluate art (master works, contemporary works, and student work)?
- How does art encourage conversation and allow for multiple interpretations?
- How can art media be used to express yourself?
-

Terminology

- The elements and principle of design
- Various Genre (landscape, portrait, and still life)
- Composition
- Mixed media
- Critique
- Concept (style)
- Perspective

Knowledge

(Students will know...

- The elements and principles of design and apply these to their work.
- How to discuss and critique a work of art using appropriate vocabulary.
- About opportunities and careers in art.
- Various materials, methods, and techniques to create art.
- A selection of artists and historical art styles.
- How to problem solve when processes fail/change and learn success from the experience.

Skills

Students will be able to...

Visual art is a process of creative problem solving using media and tools. Students will be able to...

- Improve perceptual skills.
- Improve drawing skills.
- Improve painting skills.
- Improve sculptural and 3-D manipulation skills.
- Demonstrate the printmaking process from sketch to plate to print.
- Be better decision makers in the creative art process.
- Work collaboratively with others in the classroom/studio setting

Standards

- 1.1 The Creation
- 1.2 The History of Arts and Culture
- 1.3 Performance
- 1.4 Aesthetic Responses & Critique Methodologies
 - 1.4A Aesthetic Responses
 - 1.4B Critique Methodologies

Learning Activities

1. Teacher presentation and demonstration.
2. Guided practice
3. Student discussion and checking for understanding.
4. Studio performance and hands on activities.
5. Cooperative interaction.
6. One on one instruction, peer instruction and criticism.
7. Peer coaching
8. Self assessment
9. Independent activities
10. Common Units of Study (unit plans)

Assessments

- Content
- Technical Skill
- Creativity/Originality
- Time on Task, Effort, and Participation
- Follows Directions and Classroom Procedures
- Ongoing teacher-student critique, and classroom critique.
- Best Works selection for exhibition.

- Analysis of preparatory exercises
- Risk Taking
- Rubric

Primary Curricular Connections

- MATH Number & Numerical Operations
- MATH Geometry and Measurement
- SOCIAL STUDIES World History
- Physical Sciences – chemical processes of ceramic production, media interaction and reaction, solvents, viscosity, hand eye coordination, and fine motor skills.
- Biological Sciences – Anatomy and neuroscience.
- Language Arts – rationalization of artwork, critique, and interpretation.

21st Century Connections

Technology: Use of image search engines and selective websites.

Character Education (Core Values): Appreciation of individuality, integrity, responsibility, cooperation, and accept individual differences.

Career: Students are made conscious of the various careers in art through the means of posters and guest speakers (i.e. graphic designer, illustrator, curator, textile designer, fashion designer, industrial designer, computer graphic, etc.)

Resources

Technologies:

In addition to a teacher computer, a computer for student use is essential with access to a color printer, projector and screen within the room.

Teacher Texts and Other Resources:

- *Art Fundamentals Theories and Practices Textbook* by: Stinson and Otto G. Ocvirk. (Copy for teachers),
- *Keys to Drawing* (copy for teachers),
- Art History Timeline Poster for each classroom,
- Elements and Principles of Design Posters for each classroom,
- Know the Artist Poster Set (to be used by entire department when applicable),
- Careers in Art Posters for each classroom,
- Color Wheel Poster for each classroom
- *Drawing on the Right Side of the Brain*. (Betty Edwards)

ART I SCOPE AND SEQUENCE (SUGGESTED PACING CHART)

YEAR LONG TOPICS

Use of principle of elements and design in multi-media application and expression
Critique processes and reflection

FIRST QUARTER

Standards

- 1.1, 1.2, 1.3, 1.4A and 1.4B

Topics Addressed in Curriculum

- Drawing from observation
- Intro. to pencil and colored pencil
- Fully shaded drawing from life
- Watercolor painting
- Art History
- Critique

SECOND QUARTER

Standards

- 1.1, 1.2, 1.3, 1.4A and 1.4B

Topics Addressed in Curriculum

- Oil pastel
- Chalk pastel
- Acrylic painting
- Art history
- Critique

THIRD QUARTER

Standards

- 1.1, 1.2, 1.3, 1.4A and 1.4B

Topics Addressed in Curriculum

- Ceramic clay sculpture/ vessel
- Collage
- Print making
- Intro to portrait
- Art History
- Critique

FOURTH QUARTER

Standards

- 1.1, 1.2, 1.3, 1.4A and 1.4B

Topics Addressed in Curriculum

- Assemblage
- Figure drawing
- Perspective
- Review of elements and principles of design
- Art History

- Critique

DEPARTMENT AGREEMENTS ON MINIMUM COURSE PROFICIENCIES

In order to receive credit for this course, students must exhibit proficiency in the topics below.

GRADING / ASSESSMENTS

- Projects
- Rubrics
- Pre-Mid-Post- Assessments

MINIMUM PROFICIENCY

- 65% of all projects to pass Art I
- 75% as a prerequisite for Art II
- 85% and signatures for Drawing and Painting

COURSE: ART II (Elective)

Rationale: The major goal of the SBHS Studio Art Program is to empower students with the knowledge and means to express themselves creatively through the visual arts. Instruction will be delivered through hands-on activities in a relaxed and supportive atmosphere.

Projects will encourage personal interpretation and provide opportunities for students to make aesthetic and conceptual judgments using higher-level decision-making skills.

Course Description: Painting experiences will include tempera, watercolor, acrylic, and mixed media using a variety of approaches and tools. Ceramic explorations will include functional and non-functional forms. Printmaking projects include transfer drawings, collagraphs, and reduction processes.

The Art II curriculum will include challenging experiences in advanced drawing, painting, sculpture, printmaking, mixed media, papermaking, and book arts. Students will draw from observation and imagination, using a variety of drawing techniques, such as blind drawing and modified contour, negative space, gesture, cross contour, and value. Subject matter will include still life, portrait, interior, landscapes, perspective, and the figure. The mixed media experience will include an altered book project, book arts, and papermaking. Students will keep an on-going investigation of various media and subjects in a sketchbook. Reflection will be a continuous requirement throughout the year.

Course Description from Student Handbook: Art II is a more involved exploration of the two-dimensional and three-dimensional media covered in Art I. The student will be expected to develop skills in the presentation of his/her work and in studying artists and their roles in history. Some homework will be required. Prerequisite: A grade of B or better; Art I or Graphic Design.

Big Idea: The Art II curriculum will access students' diverse abilities in a supportive classroom community, in which students explore drawing, painting, printmaking, and mixed media. The focus will be on self-expression and developing a personal voice and vision in a skill-building course of study.

Enduring Understandings:

- Art is a language that expresses ideas, moods, and feelings and the unique perceptions of the individual artist.
- By studying advanced art, one can understand himself/herself and how artists reflect and contribute to global society.
- Students will acknowledge and value themselves as artists, begin to develop a personal voice and aesthetic style, and become articulate critics of their own work and the work of others.

Essential Questions:

- What is art?
- Why do people create?
- What is the value of studying advanced art?
- Why is the artist important in society and what does the artist's unique vision add to our culture?
- How does art bring about change?
- How do knowledge and skills in advanced art prepare you for the workplace, and what is the relevance of art to your own life?
- What is good art work?
- What do we gain in our own development as artists and individuals from critiquing master works, contemporary works, and student works?

- What is the artist's role and responsibility in the community?
- How does art encourage personal expression and how are multiple interpretations of a work of art possible?
- How and why do the visual arts play an important role in our world today?

Students will know the following terminology:

- Aesthetics
- Contour drawing
- Gesture drawing
- Negative Spaces
- Hatching/cross-hatching
- Sighting
- Elements and principles of design
- Awareness
- Originality
- Intuition
- Composition
- Format
- Geometric
- Organic
- Cropping
- Picture plane Symbols
- Metaphor
- Mark-making
- Functional and non-functional ceramics
- Relationships
- Renaissance
- Realism
- Impressionism
- Fauvism
- Abstraction
- Cubism
- Expressionism
- Pop Art
- Minimalism
- Photo-realism
- Post-Modernism

Knowledge: (After completing this course students will know...)

- The elements and principles of design
- How to discuss and critique a work of art using visual vocabulary
- How to research opportunities and careers in art
- Various materials, methods, and techniques to create art
- A selection of artists and historical art styles
- How to problem solve when processes fail/change and achieve success from the experience
- The importance of their own creative potential and power
- The necessity for practicing learned skills and revising in making art
- How to acknowledge and applaud their own achievements

Skills: (After completing this course students will be able to...)

- Utilize perceptual skills in advanced art work
- Draw from observation.
- Skillfully paint in various media a concept or subject of their choice.
- Exhibit advanced sculptural and 3-D manipulation skills.
- Demonstrate a variety of creative printmaking processes.
- Demonstrate higher-level decision-making.
- Experiment with problem solving and develop new compositions.
- Work collaboratively with others in the classroom/studio setting.
- Develop conceptual mixed media creations.
- Increase confidence and access strategies to overcome frustration and stumbling blocks and reduce stress.
- Make real-world connections between art making and challenges to their own lives.
- Build on and connect with all future learning.

Standards: (that are being met through this course)

VISUAL AND PERFORMING ARTS

- 1.1 The Creation
- 1.2 The History of Arts and Culture
- 1.3 Performance
- 1.4 Aesthetic Responses & Critique Methodologies
 - 1.4A Aesthetic Responses
 - 1.4B Critique Methodologies

MATH

- Number & Numerical Operations
- Geometry and Measurement

SOCIAL STUDIES

- World History

Learning Activities: (teaching strategies to be used in the course)

- Teacher presentation and demonstration
- Peer demonstration
- Student discussion and checking for understanding
- Studio performance and hands-on activities
- Cooperative grouping & collaborative creation
- One-on-one instruction and peer coaching
- Reflection
- Reinforcement of concepts learned
- Common Units of Study (unit plans)

Assessments:

Rubric:

- Content/Concept
- Technical Skill
- Creativity/Originality
- Time on Task, Effort, and Participation
- Follows Directions and Classroom Procedures
- Ongoing teacher-student critique, and peer critique
- Mid-term Assessment
- Final Assessment

Primary Interdisciplinary Connections

- MATH Number & Numerical Operations
- MATH Geometry and Measurement
- SOCIAL STUDIES World History
- Physical Sciences – chemical processes of ceramic production, media interaction and reaction, solvents, viscosity, hand eye coordination, and fine motor skills.
- Biological Sciences – anatomy and neuroscience.
- Language Arts – reflections on artwork, critique, and interpretation.

21st Century Connections

Technology

Use of image search engines and selective websites.

Character Education (Core Values)

Consistent growth and nurturing of each artist's self esteem, sharing and collaboration (cooperative learning).
Appreciation of individuality, integrity, responsibility, cooperation, and acceptance and encouragement of individual differences.

Career

Study of career paths in the arts. Students will study the various careers in art through the means of posters and guest speakers, as well as using computer resources (i.e. graphic designer, illustrator, curator, textile designer, fashion designer, industrial designer, computer graphic, as well as others too numerous to list.)

Resources:

Technologies

In addition to a teacher computer, a computer for student use is essential with access to a color printer.
Projector and screen will be provided for each room.

Text (Teacher text)

Art Fundamentals Theories and Practices Textbook by: Stinson and Otto G. Ocvirk. (Copy for all teachers),
Keys to Drawing (copy for teachers)
Art History Timeline Poster for each classroom
Elements and Principles of Design Posters for each classroom
Know the Artist Poster Set (to be used by entire department when applicable)
Careers in Art Posters for each classroom
Color Wheel Poster for each classroom
The New Drawing on the Right Side of the Brain (Betty Edwards)
Discovering Drawing (Ted Rose)

ART II SCOPE AND SEQUENCE (SUGGESTED PACING CHART)

YEAR LONG TOPICS

Critique processes and reflections

Study of elements and principles of design

Ongoing investigation of chosen topic in altered book

Sketch book or image-diary: growth and development of skills in communicating conceptual ideas

Self-portrait: ongoing investigation of self

FIRST QUARTER

Standards

- 1.1, 1.2, 1.3, 1.4A and 1.4B

Topics Addressed in Curriculum

- Drawing: introduction to sketchbook exploration
- Drawing from observation using different media including graphite pencil, pen and ink, brush and ink, chalk pastel, colored paint, oil pastel, and mixed media
- Introduction to contour line drawing (blind and modified) cross-contour, gesture, negative space techniques
- Drawing from live models, drawing from nature
- Art History
- Self-portrait
- Introduction to color: review of color wheel
- Mixed media: India ink/tempera resist inspired by Rouault
- Introduction to critique and self-reflection
- Altered Book

SECOND QUARTER

Standards

- 1.1, 1.2, 1.3, 1.4A and 1.4B

Topics Addressed in Curriculum

- Wire Sculpture
- Handmade Paper
- Book Arts
- Ceramics/print making: creation of balsa foam plate and imprinting in clay inspired by Miro
- Collage
- Art History
- Transformation of inanimate object to living form
- Watercolor painting
- Self-Portrait
- Altered Book

THIRD QUARTER

Standards

- 1.1, 1.2, 1.3, 1.4A and 1.4B

Topics Addressed in Curriculum

- Using Metaphors: student as visual poet
- Acrylic painting
- Art History

- Printmaking: transfer printing, mono-printing
- Assemblage
- Review of Perspective
- Altered Book
- Self-Portrait (non-traditional)

FOURTH QUARTER

Standards

- 1.1, 1.2, 1.3, 1.4A and 1.4B

Topics Addressed in Curriculum

- Mixed media
- Found Object Assemblage
- Art History
- The sketchbook as resource material
- Creating new art from old works
- Self-Portrait
- Altered Book
- Review of elements and principles of design
- Final Evaluation and Self Assessment

DEPARTMENT AGREEMENTS ON MINIMUM COURSE PROFICIENCIES:

In order to receive credit for this course, students must exhibit proficiency in the topics described below.

GRADING / ASSESSMENTS

- Projects and Class participation
- Rubrics
- Pre-Mid-Post- Assessments

MINIMUM PROFICIENCY

- Skill in Drawing from Observation
- Proficiency in Painting
- 85% and signatures for other advanced art classes

COURSE: COMPUTER ART (Elective)

Rationale: The major goal of the SBHS Studio Art Program is to empower students with the knowledge and means to express themselves creatively through the visual arts. Instruction will be delivered through hands on activities in a relaxed and supportive atmosphere. Projects will allow for personal interpretation and provide opportunities for students to make aesthetic and/or content adjustments and use decision-making skills.

Course Description: The Computer Art curriculum is designed to provide students with strong art content and utilize the elements and principles of design in creating their individual artistic vision. Content experiences will encompass the development and creation of artwork that references traditional artistic media utilizing Corel Painter as a technologically innovative tool. Projects will include the development of theme, color theory, perspective, observational drawing, caricature, illustration, abstraction, and sequential story telling as created using Corel Painter. Technical instruction will include basic tool functions, image adjustments, use of layers, and experimentation with the effects tool.

Big Idea: Projects are designed to fuse digital media with traditional artistic styles. Corel Painter serves as the tool in which students will learn the elements and principles of design and develop an understanding of aestheticism.

Enduring Understandings:

- Art is a language that can express ideas, mood, and feelings and Photoshop is a dialect of that language.
- Students will recognize themselves as artists and capable of creating and evaluating digital art.
- Corel Painter and related computer technology are art tools that help students to create their individual artistic expression.

Essential Questions:

- What are the advantages and disadvantages of creating art digitally?
- How can you use the elements and principles of design to create an original digital work of art?
- How can knowledge and skills in Corel Painter prepare you for the professional art environment?
- How can you use Corel Painter as an art media to express yourself?
- What conflicts might you encounter with images found online versus images brought from home?
- What is the benefit of utilizing Corel Painter as a medium if it was designed to accurately simulate traditional artistic media?
- Why is it important for an artist to cultivate skill and knowledge pertaining to all forms of artistic media?

Students will know the following terminology...

- The principles of elements and design
- Perspective
- Observational Drawing
- Theme/ Genre
- Critique
- Composition
- Positive Space
- Negative Space
- Caricature

- Abstract
- Sequential Story Telling
- Illustration

Knowledge and Skills (what students will know and do):

- Students will be able to utilize Corel Painter as an integral tool for their creative process.
- Students will apply their knowledge of the principles and elements of design in their work using Corel Painter.
- Students will be able to discuss and critique a work of art using appropriate vocabulary.
- Students will be introduced to opportunities and careers in art.
- Students will also be exposed to a selection of contemporary artists, graphic artists, eastern and western art traditions and select art history movements.
- Students will learn how to problem solve when processes fail/change and learn success from the experience.
- Students will learn that visual art is a process of creative problem solving using media and tools.
- Students will become decision makers in the creative process.

Standards:

- 1.1 The Creation
- 1.2 The History of Arts and Culture
- 1.3 Performance
- 1.4 Aesthetic Responses & Critique Methodologies
 - 1.4A Aesthetic Responses
 - 1.4B Critique Methodologies

Learning Activities:

Teacher presentation and demonstration.
 Student discussion and checking for understanding.
 Studio performance and hands-on activities.
 Refer to Unit Plans- scope and sequence chart.

Assessments:

- 1 Content
- 2 Technical Skill
- 3 Creativity/Originality
- 4 Time on Task, Effort, and Participation
- 5 Follows Directions and Classroom Procedures
- 6 Ongoing teacher-student critique, and classroom critique.
- 7 Best Works selection for exhibition.
- 8 Analysis of preparatory exercises
- 9 Risk Taking
- 10 Rubric

21st Century Connections

Primary Cross Curricular:

1. LANGUAGE ARTS Writing Forms, Audiences, and Purposes (exploring a variety of forms)
2. MATH Number & Numerical Operations
3. MATH Geometry and Measurement
4. SOCIAL STUDIES World History

5. Language Arts – rationalization of artwork, critique, and interpretation.

Technology: Use of image search engines and selective websites.

Character Education (Core Values): Appreciation of individuality, integrity, responsibility, cooperation, and accept individual differences.

Career: Illustrator, cover artist, concept artist, animator, and fine artist.

Resources:

Technologies:

Teacher laptops, airport, Cintiques, Wacom tablets, Digital SLRs, Projector and Screen for each room, card readers, color laser printers, jump drives, scanners and iMac computers. www.google.com, www.ffffound.com, www.notcot.com, www.yahoo.com, www.flickr.com, www.abduzeedo.com, www.conceptart.org, www.deviantart.com, www.vault49.com

Text: Photoshop User Magazine, Creative PhotoShop magazine, Corel Painter Magazine, Computer Arts Magazine, CMYK, I.D., and Fantasy Illustration.

COMPUTER GRAPHICS SCOPE AND SEQUENCE (SUGGESTED PACING CHART)

COURSE LONG TOPICS (1/2 YEAR COURSE*)

Use of principles of elements and design in multi-media application and expression

Critique processes and reflection

QUARTER

Standards

- 1.1, 1.2, 1.3, 1.4A and 1.4B

Topics Addressed in Curriculum

- The computer is an art medium. (History & Evolution)
- Perspective
- Theme/genre
- Scale/size
- Color Theory

QUARTER

Standards

- 1.1, 1.2, 1.3, 1.4A and 1.4B

Topics Addressed in Curriculum

- Caricature
- Positive and Negative space
- Sequential story telling
- Illustration

DEPARTMENT AGREEMENTS ON MINIMUM COURSE PROFICIENCIES:

In order to receive credit for this course, students must exhibit proficiency in the topics described below.

GRADING / ASSESSMENTS

Rubric that assess:

- Content
- Technical Skill
- Creativity/Originality
- Time on Task, Effort, and Participation

- Follows Directions and Classroom Procedures
- Pre/Post Assessments

MINIMUM PROFICIENCY

- Grades 9th- 12th

65% of all projects to pass Computer Graphics

COURSE: DESKTOP PUBLISHING (Elective)

Rationale: The major goal of the SBHS Studio Art Program is to empower students with the knowledge and means to express themselves creatively through the visual arts. Instruction will be delivered through hands on activities in a relaxed and supportive atmosphere. Projects will allow for personal interpretation and provide opportunities for students to make aesthetic and/or content adjustments and use decision-making skills.

Course Description: The Desktop Publishing curriculum will emphasize the use of Adobe InDesign and Adobe Photoshop programs. The student's desktop publishing experience will demonstrate an understanding of the InDesign toolbar, InDesign palette, and Adobe Photoshop tool bar. Students will be challenged to develop a better understanding of the art of typography, the principles of elements and design, composition, and space as they work on projects such as creating their own CD cover and mock business identity.

Enduring Understandings:

- Art is a language that can express ideas, mood, and feelings and InDesign is a dialect of that language.
- Students will recognize themselves as artists and capable of creating and evaluating digital art.
- Photoshop and related computer technology are art tools that help students to create their individual artistic expression.

Essential Questions

- How are the elements and principles of design applied to this class?
- What is typography?
- What is the job description of a typographer?
- What is the difference between serif and a san-serif font?
- What is the purpose of weight for font?
- What is a graphic designer?
- What is the job description of a graphic designer?
- Name three famous graphic designers?
- How has this course enhanced your view of printed material?

Students will know the following terminology...

- The principles of elements and design.
- Leading
- Composition
- Kerning
- Critique
- Typography
- Balance
- Shape

Knowledge and Skills (what students will know and do):

- Students will be able to utilize Adobe InDesign as an integral tool for their creative process.
- Students will apply their knowledge of the principles of elements and design in their work using Adobe InDesign.
- Students will be able to discuss and critique a work of art using appropriate vocabulary.
- Students will be introduced to opportunities, careers in art, and a selection of graphic artists, artists, and historical art styles.

- Students will learn how to problem solve when processes fail/change, and learn success from the experience.
- Students will learn that visual art is a process of creative problem solving using media and tools.
- Students will become decision makers in the creative art process.

Standards

- 1.1 The Creation
- 1.2 The History of Arts and Culture
- 1.3 Performance
- 1.4 Aesthetic Responses & Critique Methodologies
 - 1.4A Aesthetic Responses
 - 1.4B Critique Methodologies

Learning Activities

- Teacher presentation and demonstration.
- Guided practice
- Student discussion and checking for understanding.
- Studio performance and hands on activities.
- Cooperative interaction.
- One on one instruction, peer instruction and criticism.
- Peer coaching
- Self assessment
- Independent activities
- Refer to Unit Plans- scope and sequence chart.

Assessments

- Content
- Technical Skill
- Creativity/ Originality
- Time on Task, Effort, and Participation
- Follows Directions and Classroom Procedures

21st Century Connections

Primary Cross Curricular:

- MATH Number & Numerical Operations
- MATH Geometry and Measurement
- SOCIAL STUDIES 6.3 World History

Technology: Mac OSX, Adobe InDesign, Adobe Photoshop, and use of Internet search engines.

Character Education (Core Values): Appreciation of individuality, integrity, responsibility, cooperation, and accept individual differences.

Career: Graphic Designer, Typographer, Art Director, and Design Editor

Resources

Technologies:

Teacher laptops, airport, Cintiques, Wacom tablets, Digital SLRs, Projector and Screen, card readers, color laser printers, jump drives, scanners, and iMac computers.

www.google.com, www.ffffound.com, www.notcot.com, www.yahoo.com, www.flickr.com/

Text: CMYK Magazine, I.D. Magazine, Photoshop Pro, and Computer Arts

DESKTOP PUBLISHING SCOPE AND SEQUENCE (SUGGESTED PACING CHART)

YEAR LONG TOPICS

Use of principles of elements and design in multi-media application and expression.
Critique processes and reflection

FIRST QUARTER

Standards

- 1.1, 1.2, 1.3, 1.4A and 1.4B

Topics Addressed in Curriculum

- Typography
- Composition
- Line
- Balance
- Page Layout

SECOND QUARTER

Standards

- 1.1, 1.2, 1.3, 1.4A and 1.4B

Topics Addressed in Curriculum

Identity

Theme

Color

Brand Identity

Unity

Master Page

Critique on Image Selection

DEPARTMENT AGREEMENTS ON MINIMUM COURSE PROFICIENCIES

In order to receive credit for this course, students must exhibit proficiency in the topics below.

GRADING / ASSESSMENTS

Rubric that assess:

- Content
- Technical Skill
- Creativity/Originality
- Time on Task, Effort, and Participation
- Follows Directions and Classroom Procedures

Pre-Mid-Post- Assessments

MINIMUM PROFICIENCY

- Grades 9th to 12th
- 65% of all projects to Desktop Publishing
- Teacher recommendation for Yearbook Journalism

COURSE: DRAWING I (Elective)

Prerequisite: A grade of C or better in Art 1 or Graphic Design 1.

Suggested follow up or sequence: Drawing 11 or Art 11

Rationale: The major goal of the SBHS Studio Art Program is to empower students with the knowledge and means to express themselves creatively through the visual arts. Instruction will be delivered through hands-on activities in a relaxed and supportive atmosphere. Projects will allow for personal interpretation and provide opportunities for students to make aesthetic and/or content adjustments and use decision-making skills.

Course Description: An in-depth exploration of drawing media including pencil, colored pencil, marker, charcoal, scratch board, and conte crayon. Students will draw from observation. The emphasis of the course will be strengthening to student's ability to "see" and therefore, draw accurately along with his/her handling of the drawing materials. Some homework required.

Big Idea: To learn and develop the skills needed to become better at drawing.

Enduring Understandings:

- Drawing is an ability used to interpret how individuals see the visual world.
- By studying drawing, students can understand more clearly the diversity of approaches and responses that artists make depending on the cultural and historical influences.
- Individuals will recognize themselves as artists capable of creating and evaluating art.

Essential Questions:

- What is art/drawing?
- What are the purposes of drawing?
- What can we learn from studying in relation to all visual arts?
- How does art/drawing impact our lives, society, and our understanding of culture?
- How does the process of drawing evolve and transform into a final work of art?
- How can you use the elements and principles of design to create an original drawing?
- How are drawings evaluated (masterworks, contemporary works, and own artwork)?
- How does drawing encourage conversation and allow for multiple interpretations?
- How can you use drawing media to express yourself?
- Why is it important to reflect on the drawing process?

Students will know the following terminology...

- Elements and principles of design
- Composition
- Perspective / foreshortening
- Critique
- Still life
- Critique
- Still Life
- Negative space
- Abstraction/Distortion

Knowledge and Skills (what students will know and do)

After completing this course students will know...

- How elements and principles of design are used in drawing.
- How to discuss and critique a drawing using visual vocabulary.
- The value of drawing skills within the world of art.
- Various materials, methods, and techniques used to create drawings.

- A selection of artists and their diverse drawing styles.
- How to problem solve when processes fail/change and learn success from the experience.
- How to select subject matter and develop conceptual ideas in order to solve a drawing problem.

Standards: Visual and Performing Art Standards:

- 1.1 The Creation
 - 1.2 The History of Arts and Culture
 - 1.3 Performance
 - 1.4 Aesthetic Responses & Critique Methodologies
 - 1.4A Aesthetic Responses
 - 1.4B Critique Methodologies
- MATH Numerical Operations & Estimation
 MATH Geometry and Measurement
 SOCIAL STUDIES World History

Learning Activities:

- Teacher presentation and demonstration.
- Student discussion and checking for understanding.
- Studio performance and hands-on activities.
- Cooperative Grouping.
- One on one instruction and peer instruction
- Refer to Unit Plans- scope and sequence chart.

Assessments:

- Ongoing teacher- student critique and classroom critique.
- Best Works selection for exhibition.
- Rubrics: (each type of assessment must have a rubric available for review, for example, if case studies will be used as a performance assessment, there should be one rubric for all case studies).
- Every art project and exercise is rubric-assessed using the categories:
 - Content/Concept
 - Technical Skill
 - Creativity/Originality
 - Time on Task, Effort, and Participation
 - Follow Directions and Classroom Procedures
 - + 5 Bonus Risk Taking

21st Century Connections

Primary Cross Curricular:

- MATH Number & Numerical Operations
- MATH Geometry and Measurements
- SOCIAL STUDIES World History
- PHYSICAL SCIENCE- Media interaction and reaction, hand and eye coordination, and fine motor skills
- BIOLOGICAL SCIENCES- Anatomy and neuroscience
- LANGUAGE ARTS- rationalization of artwork, critique, and interpretation.

Technology: Use of image search engines and selective websites.

Character Education (Core Values): Appreciation of individuality, integrity, responsibility, cooperation, and acceptance of individual differences.

Careers: Students are made conscious of the various careers in the arts through the means of posters and guest speakers (i.e. graphic designer, illustrator, curator, textile designer, fashion designer, industrial designer, computer graphic, etc.)

Resources:

Internet Sites or specific software that will be used during the course:

- iPhoto
- Photoshop
- Elements
- Google Images

Technologies (equipment, video cameras, tools):

- Equipment: video cameras, tools, in addition to a teacher computer, a computer for student use is essential with access to a color printer. A projector and screen for each room.

Texts and Other Materials:

- *The Natural Way to Draw* by Nichlaides, Houghton Mifflin Company Boston Pub.
- *Hooked On Drawing* by Sandy Brooke, Prentice Hall Pub.
- *Scholastic Art Magazine* (3 teacher editions with student copies).
- *Art Fundamentals Textbook* (copy for teachers),
- Art History Timeline Poster for each classroom,
- Elements and Principles of Design Posters for each classroom,
- Careers in Art Posters for each classroom,
- Color Wheel Poster for each classroom.
- Other: Know the Artist Poster Set, *Keys To Drawing* by Dodson, North Light Books

DRAWING SCOPE AND SEQUENCE FOR DRAWING (SUGGESTED PACING CHART)

COURSE LONG TOPICS

Yearlong topics in Drawing I: To be able to use a variety of drawing materials and have an understanding of the elements and principles of design.

Contour, value, portrait, gesture, figure, foreshortening, still life, perspective, landscape, color theory, negative space, abstraction, distortion, critique, art history

FIRST QUARTER

Standards

- 1.1, 1.2, 1.3, 1.4A and 1.4B

Topics Addressed in Curriculum

- Utilize a variety of drawing material.
- Blind Contour/Contour
- Value/reduction
- Composition
- Still Life
- Gestures
- Art History

- Critique

SECOND QUARTER

Standards

- 1.1, 1.2, 1.3, 1.4A and 1.4B

Topics Addressed in Curriculum

- Portrait
- Figure Drawing
- Foreshortening
- Perspective
- Abstraction/Distortion
- Composition
- Critique
- Art History

DEPARTMENT AGREEMENTS ON MINIMUM COURSE PROFICIENCIES IN DRAWING:

In order to receive credit for this course, students must exhibit proficiency in the topics described below.

GRADING / ASSESSMENTS

- Projects
- Rubrics
- Pre/Post Assessments

MINIMUM PROFICIENCY

- 65% of all projects to pass Drawing I
- 75% as a prerequisite for Drawing II
- 85% and signatures for Drawing III and Portfolio

COURSE: DRAWING II (Elective)

Rationale: The major goal of the SBHS Art Program is to empower students with the knowledge and the means to express themselves creatively through the visual arts. Instruction will be delivered through hands on activities in a relaxed, pleasant, and non-threatening atmosphere. Projects will allow for personal interpretation and provide opportunities for students to make aesthetic and/or content adjustments and use decision-making skills.

Course Description: Drawing II is a continuation of the drawing experience. At this level, the student will be expected to produce a higher quality of work. Students will be expected to develop advanced drawing skills, and therefore, draw more accurately along with his/her handling of drawing materials, such as: pencil, colored pencil, marker, charcoal, scratch board, and conte crayon. Some homework is required.

Big Idea: Students will develop advanced skills to become better at drawing.

Enduring Understandings:

- Drawing is the ability used to interpret how individuals see the visual world.
- By studying drawing, students can understand more clearly the diversity of approaches and responses that artists make depending on the cultural and historical influences.
- Individuals will recognize themselves as artists capable of creating and evaluating art.

Essential Questions:

- What is art /drawing?
- What are the purposes of drawing?
- What can we learn from studying in relation to all visual arts?
- How does art/drawing impact our lives, society, and our understanding of culture?
- How does the process of drawing evolve and transform into a final work of art?
- How can you use the elements and principles of design to create an original drawing?
- How are drawings evaluated? (masterworks, contemporary works, and our own)
- How does drawing encourage and allow for multiple interpretations?
- How can you use drawing media to express yourself?
- Why is it important to reflect on the drawing process?

Students will know the following terminology...

- Elements of design Foreshortening
- Critique
- Still Life
- Principles of design
- Composition
- Blind contour
- Contour
- Portrait
- Perspective Foreshortening
- Still Life
- Negative /Positive space
- Abstraction/ Distortion

Knowledge and Skills (what students will know and do):

After completing this course students will know:

- How the elements and principles of design are used in drawing.
- How to discuss and critique a drawing using visual vocabulary.
- The value of drawing skills within the world of art.
- Various materials, methods, and techniques used to create drawings.
- A selection of artists and their diverse drawing styles.
- How to problem solve when processes fail/change and learn success from the experience.
- How to select subject matter and develop conceptual ideas in order to solve a drawing problem.

Standards: visual and performing arts standards

- 1.1 The Creation
- 1.2 The History of Arts and Culture
- 1.3 Performance
- 1.4 Aesthetic Responses & Critique Methodologies
 - 1.4A Aesthetic Responses
 - 1.4B Critique Methodologies

Learning Activities:

- Teacher presentation and demonstration
- Student discussion and checking for understanding
- Studio performance and hands-on activities
- Cooperative grouping
- One on one instruction and peer instruction
- Refer to Unit Plans- scope and sequence chart.

Assessments:

- Ongoing teacher-student critique and classroom critique
- Best Works selection for exhibition
- Rubrics: (each type of assessment must have a rubric available for review, for example, if case studies will be used as a performance assessment, there should be one rubric for all case studies)
- Every art project and exercise is rubric assessed using these categories:
 - Content/Concept
 - Technical Skill
 - Creativity/Originality
 - Time on Task, Effort, and Participation
 - Follow Directions and Classroom Procedures
 - + 5 Bonus Risk Taking

21st Century Connections**Primary Cross Curricular:**

- Math Number & Numerical Operations
- Math Geometry & Measurements
- Social Studies World History
- Physical Science: Media interaction and reaction, hand and eye coordination, and fine motor skills
- Biological Sciences: Anatomy and neurosciences
- Language Arts : Rationalization of artwork, critique, and interpretation

- Technology: Use of image search engines and selective websites

Technology: Resources - Internet sites or specific software that will be used during the course. (Photo, Photoshop, Elements, Google Images)

Character Education (Core Values)

Appreciation of individuality, integrity, responsibility, cooperation, and acceptance of individual differences

Career:

Students are made conscious of the various careers in the arts through the means of posters and guest speakers: graphic designers, illustrators, curators, textile designers, fashion designers, industrial designers, computer graphics, etc.

Resources: Internet sites or specific software that will be used during the course.

Technologies: Equipment, video camera in addition to teacher computer, a computer for the student use is essential with access to a color printer. Printer and screen for every room.

Text: *The Natural Way to Draw*, by Nichlaides, Houghton Mifflin Company, Boston Pub.

Hooked On Drawing, by Sandy Brooke, Prentice Hall Pub.

Scholastic Art Magazine (teacher editions with student copies)

Art Fundamentals Textbook, (copy for teacher)

Art History Timeline poster for each classroom

Elements and Principles of Design poster for every classroom

Know the Artist poster for every classroom

Careers in Art poster for every classroom

Color Wheel poster for every classroom

DRAWING II SCOPE AND SEQUENCE (SUGGESTED PACING CHART)

COURSE LONG TOPICS

Yearlong topics in Drawing II: to be able to master a variety of drawing materials and have an understanding of the various drawing topics at an advanced level. Students will be able to create a body of drawings displaying an understanding of the elements and principles of design.

The figure, form, foreshortening, portraits, perspective, interiors, landscape, color theory, negative space, abstraction, distortion of form, critique, written critique, art history

FIRST QUARTER

Standards

- 1.1, 1.2, 1.3, 1.4A and 1.4B

Topics Addressed in Curriculum

The Figure / Form:

- Foreshortening (body Perspective)
- Full Figure
- Gesture
- Angle of view / unusual perspective

Portraits:

- Self Portrait

- Create a mood with color
- Dramatic lighting
- Play with shadows

Perspective / Interiors

Art History

Critique / Written Critique

SECOND QUARTER

Standards

- 1.1, 1.2, 1.3, 1.4A and 1.4B

Topics Addressed in Curriculum

Landscape / color theory

- Unusual perspective
- Reflections and distortions
- Create a mood with color
- Hidden objects
- Experiment with the non-objective

Negative Space

Abstraction / Distortion of Form

- Reflections and distortions

Art History

Critique / Written critique

DEPARTMENT AGREEMENTS ON MINIMUM COURSE PROFICIENCIES:

In order to receive credit for this course, students must exhibit proficiency in the topics described below.

GRADING / ASSESSMENTS

- Projects and rubrics
- Pre/Post Assessments

MINIMUM PROFICIENCY

- 65 % of all projects to pass Drawing I
- 75% as a prerequisite for Drawing II
- 85% and signatures for Drawing II

COURSE: GRAPHIC DESIGN I

Rationale:

The major goal of the South Brunswick High School Studio Art Program is to empower students with the knowledge and means to express themselves creatively through the visual arts. Instruction will be delivered through hands on activities in a relaxed and pleasant, non-threatening atmosphere. Projects will allow for personal interpretation and provide opportunities for students to make aesthetic and/or content adjustments and use decision-making skills. The Graphic Design I curriculum will include strong experiences in design and visual communication, using an advertising and commercial venue.

Course Description:

Students will use drawing materials, painting materials, printmaking, sculpture and mixed media. Drawing experiences will utilize pencil, color pencil, value studies, and pen. Painting experiences will include watercolor and acrylic painting techniques. Printmaking experiences will include texture experiments and repetitive pattern design. Color theory will be instrumental in the successful completion of the painting and printmaking experiences. Sculpture projects will include the building of and manipulation of clay using various sculpture techniques. Mixed media experiences will include collage techniques and the combination of various images and/or media solutions. Projects will include logo design, product design, package design, illustration, typography and billboard/poster design.

Course Description from Student Handbook:

Understand how design elements and principles work together to create effective visual communication. Emphasis is given to artwork that is used by the print media such as illustration, advertising, packaging, and posters. Lettering and written copy is also incorporated. Learn to produce art that is neat, graphic, and professional. This course is geared for the student who likes to draw, has an eye for design, and likes to use creative thinking to solve communicative problems. This is not a computer course or a t-shirt printing course.

Big Idea:

Projects are designed to stimulate visual communication skills, problem-solving strategies and original design exploration. Graphic Design I will prepare students with the fundamental art experiences and design skill needed to explore further artistic endeavors.

Enduring Understandings:

- Art is a language that can express ideas, moods and feelings.
- Visual communication is a universal language. It breaks down language barriers and is easily accessible to people of all cultures and backgrounds; therefore, graphic design is a powerful, integral part of society and our everyday lives.
- Individuals will recognize themselves as artists and capable of creating and evaluating art.

Essential Questions:

- What is visual communication?
- What is the role of art and design in visual communication art?
- How does graphic design impact our lives, our society and our understanding of culture?
- How can you use the elements and principles of design to create effective graphic design communication?
- How does knowledge of graphic design skill prepare you for the workplace?
- How can you evaluate graphic media?

- How can you use design principles to make your communication visually accessible to the public?
- How can you visually communicate an unoriginal concept in an interesting and original execution?
- What role do problem-solving skills play in the graphic designer's approach to a new project?
- What are some of the elements that a graphic designer needs to consider while solving a problem?

Students will know the following terminology...

- The elements and principles of design
- Graphic Reduction
- Logo / Product Identity
- Typography
- Advertising Design
- Visual Communication

Knowledge and Skills (what students will know and do):

Knowledge:

- The elements and principles of design
- How to discuss and critique a graphic design piece using graphic design vocabulary
- Opportunities and careers in graphic design
- Various materials and techniques used to create visual communication
- Effective manipulation of the elements and principles of design to create a desired outcome

Skills:

- Demonstrate improved perceptual skills and aesthetic judgment
- Demonstrate improved drawing skills
- Demonstrate improved painting skills
- Demonstrate conscious decision making skills and problem-solving skills
- Demonstrate an ability to participate in the printmaking process from sketch-plate-print
- Demonstrate sculptural and 3D-making construction skills
- Demonstrate an understanding of typographic design and discern the various type characteristics
- Execute concept development

Standards:

- 1.1 The Creation
- 1.2 The History of Arts and Culture
- 1.3 Performance
- 1.4 Aesthetic Responses & Critique Methodologies
 - 1.4A Aesthetic Responses; 1.4B Critique Methodologies

Learning Activities:

- Teacher presentation and demonstration
- Student discussion and checking for understanding
- Studio performance and hands-on activities
- Cooperative interaction
- Guided practice
- One on one instruction, peer instruction and criticism.
- Peer coaching
- Self-assessment
- Independent activities

- “Do Now’s”
- Refer to Unit Plans- scope and sequence chart.

Assessments:

Performance tasks (types of assessments to be used during the course):

- Ongoing individual assessments
- Consistent questioning and communication between teacher & students regarding the designer intent & effectiveness of visual communication.
- Content
- Technical Skill
- Creativity/Originality
- Time on Task, Effort, and Participation
- Follows Directions and Classroom Procedures
- Ongoing teacher-student critique and classroom critique.
- Best Works selection for exhibition.
- Analysis of preparatory exercises
- Risk Taking

Rubrics (each type of assessment must have a rubric available for review, for example, if case studies will be used as a performance assessment, there should be one rubric for all case studies):

- Every art project and exercise is rubric assessed using the categories:
- Content
- Technical Skill
- Creativity/Originality
- Time on Task, Effort, and Participation
- Follows Directions and Classroom Procedures

21st Century Connections

Primary Cross Curricular:

- Math – special relationships, measurement, geometry terminology
- Social Sciences - history, current events, psychology, sociology
- English – editing, tag lines, body text, jargon, language, rationalization of artwork, critique, and interpretation.
- Physical Sciences – chemical processes of ceramic production, media interaction and reaction, solvents, viscosity, hand eye coordination, and fine motor skills.
- Technology - use of image search engines and selective websites. History of technology in relation to graphic design (letterpress, computer innovations, etc.)

Technology:

- Some computer use, primarily used for research and exploration.
- Computer technology and applications will be utilized by teacher for presentation purposes.

Character Education (Core Values):

- A positive learning environment fostering creativity and personal creative expression will be the foundation of the classroom atmosphere.
- The exploration of cultural and individual differences will be explored through the graphic design process and peer interaction.
- Students will learn how to critique peer work in an appropriate and constructive manner.

Career:

- A variety of career paths will be looked at as a possible future for the graphic designer; including, typographer, advertising designer and art director.

Resources:

Technologies:

- Some computer use, primarily used for research and exploration on search engines & websites
- Computer technology and applications will be utilized by teacher for presentation purposes

Text:

- *Visual Literacy*, by Judith Wilde

GRAPHIC DESIGN SCOPE AND SEQUENCE (SUGGESTED PACING CHART)

YEAR LONG TOPICS

Elements and Principles of Design

Effective Visual Communication

The Critique Process & the Revision Process

Reflection & Assessment

FIRST QUARTER

Standards

- 1.1, 1.2, 1.3, 1.4A and 1.4B

Topics Addressed in Curriculum

- Meaning of Visual Communication
- Logo Design
- Graphic Reduction
- Color Theory
- Composition Structure & Cropping
- Graphic Design History
- Critique
- Elements & Principles of Design

Media (most media is used throughout year – but will be specifically introduced during the following quarters):

- Graphite
- Pen & Ink
- Acrylic Paint
- Watercolor
- Color Pencil

SECOND QUARTER

Standards

- 1.1, 1.2, 1.3, 1.4A and 1.4B

Topics Addressed in Curriculum

- Typography/Letterform
- Poster Design
- Product Development
- Graphic Design History
- Critique
- Elements & Principles of Design

Media (most media is used throughout year – but will be specifically introduced during the following quarters):

- Collage
- Oil Pastel/Soft Pastel
- Clay

THIRD QUARTER

Standards

- 1.1, 1.2, 1.3, 1.4A and 1.4B

Topics Addressed in Curriculum

- Perspective / Perception
- Corporate Identity
- Graphic Design History
- Critique
- Elements & Principles of Design

Media (most media is used throughout year – but will be specifically introduced during the following quarters):

- Graphite – Value & Realism
- Printmaking

FOURTH QUARTER

Standards

- 1.1, 1.2, 1.3, 1.4A and 1.4B

Topics Addressed in Curriculum

- Manipulation of Visual Meaning
- Review of Elements & Principles of Design
- Career Options
- Critique

Media (most media is used throughout year – but will be specifically introduced during the following quarters):

- Mixed-Media
- *All other media previously learned will be used during this marking period.*

DEPARTMENT AGREEMENTS ON MINIMUM COURSE PROFICIENCIES:

In order to receive credit for this course, students must exhibit proficiency in the topics described below.

GRADING / ASSESSMENTS

- Projects
- Rubrics
- Pre-Mid-Post- Assessments

MINIMUM PROFICIENCY

- 65% of all projects to pass Art I & Graphic Design
- 75% as a prerequisite for Art II
- 85% and signatures for Drawing and Painting

COURSE: GRAPHIC DESIGN II (Elective)

Grades 10-12

5 credits

Prerequisite: A grade of C or better in Graphic Design I and signature of the Design II instructor

The emphasis of Graphic Design II is on creative problem solving of both short and long term design projects, utilizing a variety of art media. This course is also open to juniors and seniors who are developing an art

portfolio to be presented to art schools. Every effort will be made to counsel students regarding college and career choices. Some homework required.

Rationale:

The major goal of the South Brunswick High School Studio Art Program is to empower students with the knowledge and means to express themselves creatively through the visual arts. Instruction will be delivered through hands on activities in a relaxed and pleasant, non-threatening atmosphere. Projects will allow for personal interpretation and provide opportunities for students to make aesthetic and/or content adjustments and use decision-making skills.

Course Description:

Graphic Design II is an advanced visual communications class that focuses on building student knowledge of design and developing student ability to use typography, layout and color theory to create dynamic and purposeful compositions. Graphic Design II will incorporate various schools of design and design philosophies in order to offer students a better understanding of design theory and purpose. Students will become familiar with graphic design jargon and will be able to explain their design choices within the context of the industry speak. Graphic Design II will prepare students with the knowledge to learn emerging technologies while keeping artistic design philosophy.

Graphic Design II projects will include corporate/personal identity development, product development, billboard/poster design, brochure design, mock-web page design, career exploration and the history of graphic design. Students will use drawing materials, painting materials, printmaking, sculpture and mixed media. Drawing experiences will utilize pencil, color pencil, value studies, and pen. Painting experiences will include watercolor and acrylic painting techniques. Printmaking experiences will include texture experiments and repetitive pattern design. Color theory will be instrumental in the successful completion of the painting and printmaking experiences. Sculpture projects will include the building of and manipulation of clay using various sculpture techniques. Mixed media experiences will include collage techniques and the combination of various images and/or media solutions.

Big Idea:

Graphic Design II is an advanced visual communications class that focuses on building student knowledge of design and developing student ability to use typography, layout and color theory to create dynamic and purposeful compositions.

Enduring Understandings:

- Effective visual communication means that the client and the target audience understand the message.
- Visual communication is a universal language. It breaks down language barriers and is easily accessible to people of all cultures and backgrounds; therefore, graphic design is a powerful, integral part of society and our everyday lives.
- Graphic Design is a competitive field; the designer must be loud and clear when using visual communication. Explain the importance of knowing your client and audience and how it affects your design choice.

Essential Questions:

- In what ways would you utilize the elements of design and principles of art when designing effective visual communication?
- What does the statement ‘art is the universal language’ mean to you? Give at least two examples of this.
- What are some elements that aid in effective communication? Name three and explain each.

- Name two ways to communicate without the use of image or text. Explain one way and give an example.
- How can you evaluate the effectiveness of visual communication, what might you ask the viewers?
- How would the use of a computer aid your graphic design? How would the use of a computer hinder your graphic design?
- Why is it valuable to ask others opinions throughout the design process?
- List and define four significant industry terms.
- What role do problem-solving skills play in the graphic designers approach to a new project?

Students will know the following terminology...

- The elements and principles of design
- Advertising Design
- Visual Communication
- Careers
- Industry Jargon
- Art Theory

Knowledge and Skills (what students will know and do):

Knowledge:

- How to visually communicate appropriately, based on client, concept and purpose.
- Relating design concept to the intended audience will form a lasting impression on the public.
- How to effectively use the elements of design and principles of art to enhance visual communication.
- How to discuss and critique a graphic design piece using graphic design vocabulary
- Opportunities and careers in graphic design
- Various materials and techniques used to create visual communication

Skills: (After completing this course students will be able to):

- Create an appropriate corporate/personal identity.
- Fine-tune Art I and Graphic Design I studio skills; such as painting, illustration, 3D design and mixed media.
- Use appropriate graphic design jargon.
- Demonstrate an understanding of a variety of design philosophies.
- Defend and explain personal design choices.
- Excel in problem solving skills.

Standards:

- 1.1 The Creation
- 1.2 The History of Arts and Culture
- 1.3 Performance
- 1.4 Aesthetic Responses & Critique Methodologies
 - 1.4A Aesthetic Responses
 - 1.4B Critique Methodologies

Learning Activities:

- Teacher presentation and demonstration
- Student discussion and checking for understanding
- Studio performance and hands-on activities
- Cooperative interaction
- Guided practice

- One on one instruction, peer instruction and criticism.
- Peer coaching
- Self-assessment
- Independent activities
- “Do Now’s”
- Refer to Unit Plans- scope and sequence chart.

Assessments:

Performance tasks (types of assessments to be used during the course):

- Ongoing individual assessments
- Consistent questioning and communication between teacher & students regarding the designer intent & effectiveness of visual communication.
- Content
- Technical Skill
- Creativity/Originality
- Time on Task, Effort, and Participation
- Follows Directions and Classroom Procedures
- Ongoing teacher-student critique and classroom critique.
- Best Works selection for exhibition.
- Analysis of preparatory exercises
- Risk Taking

Rubrics (each type of assessment must have a rubric available for review, for example, if case studies will be used as a performance assessment, there should be one rubric for all case studies):

Every art project and exercise is rubric assessed using the categories:

- Content
- Technical Skill
- Creativity/Originality
- Time on Task, Effort, and Participation
- Follows Directions and Classroom Procedures

21st Century Connections

Primary Cross Curricular:

- Math – spatial relationships, measurement, geometry terminology
- Social Sciences – propaganda, history, current events, psychology, sociology
- English – Concept analysis, theme, editing, tag lines, body text, jargon, language, rationalization of artwork, critique, and interpretation.
- Physical Sciences – left-brain/right-brain processes, chemical processes of ceramic production, media interaction and reaction, solvents, viscosity, hand eye coordination, and fine motor skills.
- Technology - use of image search engines and selective websites. History of technology in relation to graphic design (letterpress, computer innovations, etc.)

Technology:

- Some computer use, primarily used for research and exploration.
- Computer technology and applications will be utilized by teacher for presentation purposes

Character Education (Core Values):

- Group work will facilitate the teamwork philosophy within the production of design media.

- A positive learning environment fostering creativity and personal creative expression will be the foundation of the classroom atmosphere.
- The exploration of cultural and individual differences will be explored through the graphic design process and peer interaction.
- Students will learn how to critique peer work in an appropriate and constructive manner.

Career:

- A variety of career paths will be looked at as a possible future for the graphic designer; including typographer, advertising designer and art director.
- Posters and various visuals will be posted in room.
- Guest speakers will speak with the class from the design field and college programs.

Resources:

Texts and Other Materials

- Exploring Elements of Design (teacher copy)
- Elements & Principles of Design Posters for each classroom
- Color Wheel
- Career Posters
- Magazines – Communication Arts

Equipment:

- Teacher computer
- A computer for student use is essential with access to a color printer.
- Projector and screen for each room.
- Digital cameras
- Studio art supplies

Technologies:

- Some computer use, primarily used for research and exploration on search engines & websites
- Computer technology and applications will be utilized by teacher for presentation purposes

SCOPE AND SEQUENCE (SUGGESTED PACING CHART)

YEAR LONG TOPICS

Elements and Principles of Design
 Effective Visual Communication
 The Critique Process & the Revision Process
 Reflection & Assessment
 Portfolio Building

FIRST QUARTER

Standards

- 1.1, 1.2, 1.3, 1.4A and 1.4B

Topics Addressed in Curriculum

- Elements & Principles
- Design Philosophies & Principles
- Poster Design
- Presentation Skills
- Critique
- 3D Construction Design

Media (most media is used throughout year – but will be specifically introduced during the following quarters):

- Graphite
- Pen & Ink
- Color Pencil
- Clay

SECOND QUARTER

Standards

- 1.1, 1.2, 1.3, 1.4A and 1.4B

Topics Addressed in Curriculum

- Type (Text Interpretation)
- Color Theory
- Corporate Identity Development
- Book Binding
- Book Jacket Design or Layout

Media (most media is used throughout year – but will be specifically introduced during the following quarters):

- Oil Pastel/Soft Pastel
- Multi-media
- Printmaking
- Collage

THIRD QUARTER

Standards

- 1.1, 1.2, 1.3, 1.4A and 1.4B

Topics Addressed in Curriculum

- Mass Communication- Commercial and Event Coordination Design
- Re-design Common Object

Media (most media is used throughout year – but will be specifically introduced during the following quarters):

- Watercolor
- Marker
- Acrylic Paint

FOURTH QUARTER

Standards

- 1.1, 1.2, 1.3, 1.4A and 1.4B

Topics Addressed in Curriculum

- Mock-Web Page Design
- Research Graphic Design Careers

Media (most media is used throughout year – but will be specifically introduced during the following quarters): *All other media previously learned will be used during this marking period.*

DEPARTMENT AGREEMENTS ON MINIMUM COURSE PROFICIENCIES:

In order to receive credit for this course, students must exhibit proficiency in the topics described below.

GRADING / ASSESSMENTS

- Projects
- Rubrics
- Pre-Mid-Post- Assessments

MINIMUM PROFICIENCY

- 65% of all projects to pass Art I & Graphic Design
- 75% as a prerequisite for Art II
- 85% and signatures for Drawing and Painting

COURSE: PAINTING I (ELECTIVE)

Content: Introduction to Painting: Skills, Materials, Subject Matter, and Concepts

Prerequisites: A grade of “B” or better in Art I or Graphic Design I, **or** art teacher recommendation **and** portfolio review by Painting I teacher (signature required).

Rationale: The major goal of the SBHS Studio Art Program is to empower students with the knowledge and means to express themselves creatively through the visual arts. Instruction will be delivered through hands on activities in a relaxed and supportive atmosphere. Projects will allow for personal interpretation and provide opportunities for students to make aesthetic and/or content adjustments and use decision-making skills.

Course Description: In Painting I students will explore the fundamentals of painting, such as materials (artist quality acrylic paint, watercolor and watercolor paper, canvas board, pre-stretched canvas, professional style brushes, etc.), techniques (brushwork, blending, chiaroscuro, etc.), and color relationships, with an emphasis on paint application, composition, and expression. Various artists and “isms”, past and contemporary, will be introduced with each project and to individual students where applicable. Students will use the elements and principles of design as they apply to painting, by working from direct observation and manipulated images. Students will have experiences painting a still life, a landscape, drapery, and a portrait, using a variety of painting styles. They will paint realistically and abstractly.

Course Description (as appears in Course Booklet): This course will immerse the student in the world of painting media: acrylic, watercolor, pastel and oil pastel. Original drawings and photos will be the inspiration for subject matter. The style and techniques of artists past and present will be studied in the process of developing unique and personal approaches to the medium.

Big Idea: Students will develop a basic understanding of, and skill in manipulating, the painting medium and the elements and principles of design as a means of expressing their ideas, moods, or feelings, for personal growth and/or in preparation for advanced studies in studio art.

Enduring Understandings

- Students will understand that art is a language that can communicate ideas, moods, feelings, and perceptions of the world around you, and that painting is an expressive dialect of that language.
- Students will recognize themselves as artists, and capable of creating and evaluating art.
- Students will see how artists past and present have found individual painting solutions that reflect history, culture, ideas, and the human condition.

Essential Questions:

- What are the purposes of painting?
- What can we learn from looking at and studying paintings? (History, Culture, Ideas, Humanity)
- How do you evaluate a painting? (Masterworks, contemporary works, and own efforts)
- How can you use the painting medium, and the elements and principles of design to express yourself and your own style?
- How is painting an intellectual activity?
- How is painting a sensory activity?
- What are the differences between representation, interpretation, and expression?

Students will know the following terminology...

- Elements and Principles of Design Terminology Critique Terminology
- Painting Terminology (tools and processes)

- Composition Terminology
- Representation, Interpretation, and Expression Content and Concept Terminology
- Genre Terminology (Still life, Landscape, Portrait, Figure, etc.)
- Style Terminology

Knowledge and Skills (what students will know and do):

Knowledge:

- Students will know how to use a variety of painting materials, methods, techniques and processes (as outlined in the course description) to create art.
- Students will know the elements and principles of design.
- Students will know the difference between representation, interpretation, and expression, as these terms refer to painting.
- Students will know a selection of artists and artistic styles (historical and contemporary).
- Students will understand that there are many painting solutions to the same problem and be able to problem-solve and make informed decisions concerning their art.

Skills

- Students will be able to demonstrate improved painting skills.
- Students will be able to demonstrate improved perceptual skills.
- Students will be able to manipulate the elements and principles of design to communicate ideas, moods, feelings, and the world around them, through the painting medium.
- Students will be able to evaluate, discuss and critique paintings using appropriate vocabulary.

Standards:

- 1.1 The Creation
- 1.2 The History of Arts and Culture
- 1.3 Performance
- 1.4 Aesthetic Responses & Critique Methodologies
 - 1.4A Aesthetic Responses
 - 1.4B Critique Methodologies

Learning Activities:

- Teacher presentation and demonstration
- Student discussion and checking for understanding
- Studio performance and hands on activities
- Individual instruction
- Peer demonstration and instruction
- Cooperative interaction
- Self-assessment
- Independent activities
- Critique and constructive criticism
- Refer to Unit Plans- scope and sequence chart.

Assessments:

- Rubric:
 - Content
 - Technical Skill
 - Creativity/Originality
- Time on Task, Effort, and Participation
- Follows Directions and Classroom Procedures

- Ongoing teacher-student critique, and classroom critique.
- Best Works selection for exhibition.
- Risk Taking

21st Century Connections:

Technology:

- Students use the digital camera and Photoshop, for composition and reference, and for creative idea brainstorming.
- Students use search engines and selective websites for research and reference.

Character Education (Core Values):

- Students gain an appreciation of individuality, integrity, responsibility, cooperation, and accept individual differences as they observe, reflect upon, and constructively critique each other's work.

Career:

- Students will be made aware of many art-related careers through literature, posters, and guest speakers.

Primary Cross Curricular:

Social Studies: Students will learn about world history through the study of art history.

Resources:

Technologies:

- In addition to a teacher computer, a computer for student use is essential with access to a color printer. Projector and screen for each room would be very beneficial. Students need access to Google Images, and Photoshop software would aid in making creative decisions. Digital camera is a necessity.

Supplies:

- Painting supplies: acrylic paints, canvas, brushes, watercolors, watercolor paper, oil pastels, and chalk pastels.
- Room with a sink
- Color Wheel Poster, Elements and Principles of Design Posters, "Art News," and "Art in America" magazines

Text: Reference to Art Fundamentals: Theory and Practice

PAINTING SCOPE AND SEQUENCE (SUGGESTED PACING CHART)

YEAR LONG TOPICS

Elements and Principles of Design - Knowledge and Application

Composition- Knowledge and Application

Brushwork and Style- Research and Application

Content and Concept- Knowledge and Application

The Process of Critique- Knowledge and Application

FIRST QUARTER

Standards

- 1.1, 1.2, 1.3, 1.4A and 1.4B
- Social Studies (World History)

Topics Addressed in Curriculum

- Still-life from Observation
- Intro to acrylic paints
- Brushwork
- Color-mixing
- Light & shadow
- Realism
- Communicating a mood, idea or feeling
- Landscape
- Abstraction
- Intro to Oil Pastels/Watercolor/Chalk Pastels
- Critique

SECOND QUARTER

Standards

- 1.1, 1.2, 1.3, 1.4A and 1.4B
- Social Studies (World History)

Topics Addressed in Curriculum

- Drapery
- Realism
- Light & shadow
- Portrait
- Communicating a mood, idea or feeling
- Expressionism
- Still Life from Observation including symbolism
- Exploration with Watercolors/Oil Pastels/Chalk Pastels
- Critique

DEPARTMENT AGREEMENTS ON MINIMUM COURSE PROFICIENCIES:

In order to receive credit for this course, students must exhibit proficiency in the topics described below.

GRADING / ASSESSMENTS

- Projects
- Rubrics
- Portfolios
- Pre/Post Assessment

MINIMUM PROFICIENCY

- 65 % of all projects and assessments to pass course.
- 75 % prerequisite for Painting II
- 85% and signature of Portfolio Teacher with Portfolio Review for Honors Portfolio

COURSE: PAINTING II (ELECTIVE)

Content: Further study of painting skills and techniques with emphasis on content

Prerequisites: A grade of “B” or better in Painting I, **or** art teacher recommendation **and** portfolio review

Rationale: The major goal of the SBHS Studio Art Program is to empower students with the knowledge and means to express themselves creatively through the visual arts. Instruction will be delivered through hands on activities in a relaxed and supportive atmosphere. Projects will allow for personal interpretation and provide opportunities for students to make aesthetic and/or content adjustments and use decision-making skills.

Course Description: In Painting II, students will further explore the painting media of watercolor and acrylic painting on canvas. Students will be taught how to stretch their own canvasses to explore different formats and attempt paintings on a larger scale. More advanced studies in color mixing, the affects of light and shadow, interpreting surface textures, paint application, and composition will be investigated. Students will be asked to try a variety of new techniques from dry brushing to impasto. Pastels and oil crayons will be introduced as painting tools. Various artists and “isms”, past and contemporary, will be introduced with each project and to individual students where applicable. Students will use the elements and principles of design as they apply to painting, by working from direct observation and manipulated images. Students will have experiences painting a complex still life with personal content and symbolism, expressive self-portrait adding elements to support character, the human figure, and a student initiated project with teacher approval and support. Students will begin to develop a personal painting style and means of expression.

Course Description (as appears in Course Booklet): A more intense continuation of the total immersion painting experiences of Painting I with the added responsibility of preparing completed works for display in art shows. (would like to add: Emphasis will be on expressing ideas, moods, and feelings, and developing a personal painting style).

Big Idea: Students will develop a deeper understanding of, and skill in manipulating, the elements and principles of design, and the painting medium, as a means of expressing their ideas, moods, or feelings, for personal growth and/or in preparation for advanced studies in studio art.

Enduring Understandings:

- Students will understand that art is a language that can communicate ideas, moods, feelings, and perceptions of the world around you, and that painting is an expressive dialect of that language.
- Students will recognize themselves as artists, and capable of creating and evaluating art.
- Students will understand that by manipulating the elements and principles of design in their art, they can better express their ideas and feelings and illicit desired responses in a viewer.
- Students will understand that visual art is a process of creative problem solving.
- Students will see how artists past and present have found individual painting solutions that reflect history, culture, ideas, and the human condition. What are the purposes of painting?

Essential Questions:

- What can we learn from looking at and studying paintings? (History, Culture, Ideas, Humanity)
- How do you evaluate a painting? (Masterworks, contemporary works, and own efforts)
- How can you use the painting medium, and the elements and principles of design to express yourself and your own style?
- How is painting an intellectual activity?
- How is painting a sensory activity?
- What are the differences between representation, interpretation, and expression?

- How can you use symbolism in a painting?

Students will know the following terminology...

- Elements and Principles of Design Terminology
- Painting Terminology (tools and processes)
- Composition Terminology
- Representation, Interpretation, and Expression Critique Terminology
- Content and Concept Terminology
- Style Terminology
- Various Genre Terminology (Still life, Landscape, Portrait, Figure)
- Symbolism

Knowledge and Skills (what students will know and do):

Knowledge:

- Students will know how to use a variety of painting materials, methods, techniques and processes (as outlined in the course description) to create art.
- Students will know the elements and principles of design.
- Students will know the difference between representation, interpretation, and expression, as these terms refer to painting.
- Students will know a selection of artists and artistic styles (historical and contemporary)
- Students will understand that there are many painting solutions to the same problem and be able to problem-solve and make informed decisions concerning their art.
- Students will understand symbolism.

Skills

- Students will be able to demonstrate improved painting skills.
- Students will begin to develop their own painting style.
- Students will be able to demonstrate improved perceptual skills.
- Students will be able to manipulate the elements and principles of design to communicate ideas, moods, feelings, and the world around them, through the painting medium.
- Students will be able to use symbolism in their work.
- Students will be able to demonstrate conscious decision-making and problem-solving skills.
- Students will be able to evaluate, discuss and critique paintings using appropriate vocabulary.

Standards:

- 1.1 The Creation
- 1.2 The History of Arts and Culture
- 1.3 Performance
- 1.4 Aesthetic Responses & Critique Methodologies
 - 1.4A Aesthetic Responses; 1.4B Critique Methodologies

Learning Activities:

- Teacher presentation and demonstration
- Student discussion and checking for understanding
- Studio performance and hands on activities
- Individual instruction
- Peer demonstration and instruction
- Cooperative interaction
- Self-assessment
- Independent activities
- Critique and constructive criticism

- Refer to Unit Plans- scope and sequence chart

Assessments:

- Rubric:
 - Content
 - Technical Skill
 - Creativity/Originality
- Time on Task, Effort, and Participation
- Follows Directions and Classroom Procedures
- Ongoing teacher-student critique, and classroom critique.
- Best Works selection for exhibition.
- Risk Taking
-

21st Century Connections:

Technology:

- Students use the digital camera and Photoshop, for composition and reference, and for creative idea brainstorming.
- Students use search engines and selective websites for research and reference.

Character Education (Core Values):

- Students gain an appreciation of individuality, integrity, responsibility, cooperation, and accept individual differences as they observe, reflect upon, and constructively critique each other's work.

Career:

- Students will be made aware of many art-related careers through literature, posters, and guest speakers.

Primary Cross Curricular: - Social Studies: Students will learn about world history through the study of art history.

Resources:

Technologies:

- In addition to a teacher computer, a computer for student use is essential with access to a color printer. Students need access to Google Images and Photoshop software would aid in making creative decisions. Projector and screen for each room would be very beneficial. Digital camera is a necessity.

Supplies:

- Painting supplies: acrylic paints, canvas, brushes, watercolors, watercolor paper, oil pastels, and chalk pastels.
- Easels
- Room with a sink
- Color Wheel Poster, Elements and Principles of Design Posters, "Art News," and "Art in America" magazines

Text: Reference to Art Fundamentals: Theory and Practice

PAINTING II SCOPE AND SEQUENCE (SUGGESTED PACING CHART)

COURSE LONG TOPICS

Elements and Principles of Design- Knowledge and Application

Composition- Knowledge and Application

Brushwork and Style- Research and Application

Content and Concept- Synthesis and Application

The Study of Art History and How Artists Past and Present Have Solved Similar Design, Style, and Content Problems

The Process of Critique- Knowledge and Application

FIRST QUARTER

Standards

- 1.1, 1.2, 1.3, 1.4A and 1.4B
- Social Studies (World History)

Topics Addressed in Curriculum

- Full Figure
- Proportion
- Brushwork
- Color-mixing Challenges and Color Theory
- Light & shadow
- Interpretation
- Communicating a mood, idea or feeling
- Symbolism
- Still Life from Observation
- Composition
- Critique

SECOND QUARTER

Standards

- 1.1, 1.2, 1.3, 1.4A and 1.4B
- Social Studies (World History)

Topics Addressed in Curriculum

- Interiors
- Perspective
- Brushwork and Style
- Color-mixing Challenges and Color Theory
- Light & shadow
- Interpretation
- Communicating a mood, idea or feeling
- Personal Still Life or Portrait That Tells A Story
- Symbolism
- Composition
- Critique

DEPARTMENT AGREEMENTS ON MINIMUM COURSE PROFICIENCIES:

In order to receive credit for this course, students must exhibit proficiency in the topics described below.

GRADING / ASSESSMENTS

- Projects
- Rubrics
- Portfolios
- Pre/Post Assessments

MINIMUM PROFICIENCY

- 65 % of all projects and assessments to pass course.

- 85% and signature of Portfolio Teacher with Portfolio Review for Honors Portfolio or for Painting III (would like to make Painting III an honors course)

COURSE: PAINTING III (INDEPENDENT PAINTING PROPOSALS ELECTIVE)

Content: Students explore individual painting projects with emphasis on personal style and rich content.

Prerequisites: Art teacher recommendation **and** portfolio review by Painting III teacher (signature required)

Rationale: The major goal of the SBHS Studio Art Program is to empower students with the knowledge and means to express themselves creatively through the visual arts. Instruction will be delivered through hands on activities in a relaxed and supportive atmosphere. Projects will allow for personal interpretation and provide opportunities for students to make aesthetic and/or content adjustments and use decision-making skills.

Course Description: In Painting III, students will further explore the painting media and content of their choice with teacher involvement and approval. Students will propose individual projects, in addition to individually assigned exercises to challenge them and improve technique and content. Students will use the elements and organizational principles of art to solve visual problems. Students will be encouraged to develop their own style and, develop imagery that conveys their personal history and interests. (If course becomes Honors, add: Students will search for meaning, significance, and direction in their work through analyzing historical and contemporary paintings, as well as their own work, and write about the process.)

Course Description (as appears in Course Booklet): Students will solve advanced drawing/painting problems with special emphasis on the development of individual expression, concepts and materials. Instruction is on an individual basis to suit the needs of exceptional students.

Big Idea: Students have the opportunity to explore painting projects of high interest to themselves. Under the direction of the art teacher, they are challenged to improve their skills, develop a personal style, and express their individual ideas, moods, and feelings. (If course becomes Honors, add: and record the process.)

Enduring Understandings:

- Students will understand that art is a language that can communicate ideas, moods, feelings, and perceptions of the world around you, and that painting is an expressive dialect of that language.
- Students will understand that by manipulating the elements and principles of design in their art, they can better express their ideas and feelings and illicit desired responses in a viewer.
- Students will recognize themselves as artists, and capable of creating and evaluating art.
- Students will see how artists past and present have found individual painting solutions that reflect history, culture, ideas, and the human condition.

Essential Questions:

- What are the purposes of painting?
- What can we learn from looking at and studying paintings? (History, Culture, Ideas, Humanity)
- How do you evaluate a painting? (Masterworks, contemporary works, and own efforts)
- How can you use the painting medium, and the elements and principles of design to express yourself and your own style?
- How is painting an intellectual activity?
- How is painting a sensory activity?
- What are the differences between representation, interpretation, and expression?
- How can you use symbolism in a painting?

Students will know the following terminology...

- Elements and Principles of Design Terminology
- Critique Terminology

- Painting Terminology (tools and processes)
- Composition Terminology
- Representation, Interpretation, and Expression
- Content and Concept Terminology
- Genre Terminology (Still life, Landscape, Portrait, Figure, etc.)
- Style Terminology
- Symbolism

Knowledge and Skills (what students will know and do):

Knowledge:

- Students will know how to use a variety of painting materials, methods, techniques and processes (as outlined in the course description) to create art, and they can be used in combination and in individual ways.
- Students will know the elements and principles of design.
- Students will know the difference between representation, interpretation, and expression, as these terms refer to painting.
- Students will know a selection of artists and artistic styles (historical and contemporary)
- Students will understand that there are many painting solutions to the same problem and be able to problem-solve and make informed decisions concerning their art.
- Students will understand symbolism.

Skills

- Students will be able to demonstrate improved painting skills.
- Students will begin to develop their own painting style.
- Students will be able to demonstrate improved perceptual skills.
- Students will be able to manipulate the elements and principles of design to communicate ideas, moods, feelings, and the world around them, through the painting medium.
- Students will be able to use symbolism in their work.
- Students will be able to formulate ideas, reflect upon and solve design and content problems.
- Students will be able to evaluate, discuss and critique paintings using appropriate vocabulary.
- (If course becomes Honors, add: Students will be able to write about their work using appropriate vocabulary.)

Standards:

- 1.1 The Creation
 - 1.2 The History of Arts and Culture
 - 1.3 Performance
 - 1.4 Aesthetic Responses & Critique Methodologies
 - 1.4A Aesthetic Responses; 1.4B Critique Methodologies
- Social Studies (World History)
Language Arts (Writing)- add if course becomes Honors

Learning Activities:

- Teacher presentation and demonstration
- Student discussion and checking for understanding
- Studio performance and hands on activities
- Individual instruction
- Self-assessment
- Independent activities
- Critique and constructive criticism

- Refer to Unit Plans- scope and sequence chart.

Assessments:

- Ongoing individual conferences and assessments
- Rubrics:
 - Content
 - Technical Skill
 - Creativity/Originality
- Time on Task, Effort, and Participation
- Follows Directions and Classroom Procedures
- Ongoing teacher-student critique, and classroom critique.
- Best Works selection for exhibition.
- Risk Taking

21st Century Connections:

Technology:

- Students use the digital camera and Photoshop, for composition and reference, and for creative idea brainstorming.
- Students use search engines and selective websites for research and reference.

Character Education (Core Values): Students gain an appreciation of individuality, integrity, responsibility, cooperation, and accept individual differences as they observe, reflect upon, and constructively critique each other's work.

Career: Students will be made aware of many art-related careers through literature, posters, and guest speakers.

Primary Cross Curricular: Language Arts: (If course becomes Honors, add: Students will apply writing skills as they write about their work and their thinking processes.)

Resources:

Technologies:

- In addition to a teacher computer, a computer for student use is essential with access to a color printer. Students need access to Google Images, and Photoshop software would aid in making creative decisions. Projector and screen for each room would be very beneficial. Digital camera is a necessity.

Supplies:

- Painting supplies: acrylic paints, canvas, brushes, watercolors, watercolor paper, oil pastels, and chalk pastels.
- Easels
- Room with a sink
- Color Wheel Poster, Elements and Principles of Design Posters, "Art News," and "Art in America" magazines

Text: Reference to *Art Fundamentals: Theory and Practice*

PAINTING III SCOPE AND SEQUENCE (SUGGESTED PACING CHART)

YEAR LONG TOPICS

Elements and Principles of Design - Knowledge and Application

Composition- Knowledge and Application

Brushwork and Style- Research and Application
Content and Concept- Synthesis and Application
The Process of Critique- Knowledge and Application
(If course becomes Honors, add: Journaling- Recording and Writing about Your Work)

FIRST QUARTER

Standards

- 1.1, 1.2, 1.3, 1.4A and 1.4B
- Social Studies (World History)

Topics Addressed in Curriculum

- Individual Painting Project Proposals
- Brushwork
- Color-mixing Challenges and Color Theory
- Light & shadow
- Interpretation
- Communicating a mood, idea or feeling
- Composition
- Critique

SECOND QUARTER

Standards

- 1.1, 1.2, 1.3, 1.4A and 1.4B
- Social Studies (World History)

Topics Addressed in Curriculum

- Individual Painting Project Proposals
- Brushwork
- Color-mixing Challenges and Color Theory
- Light & shadow
- Interpretation
- Communicating a mood, idea or feeling
- Composition
- Critique

THIRD QUARTER

Standards

- 1.1, 1.2, 1.3, 1.4A and 1.4B
- Social Studies (World History)

Topics Addressed in Curriculum

- Individual Painting Project Proposals
- Brushwork
- Color-mixing Challenges and Color Theory
- Light & shadow
- Interpretation
- Communicating a mood, idea or feeling
- Composition
- Critique

FOURTH QUARTER

Standards

- 1.1, 1.2, 1.3, 1.4A and 1.4B
- Social Studies (World History)

Topics Addressed in Curriculum

- Individual Painting Project Proposals
- Brushwork
- Color-mixing Challenges and Color Theory
- Light & shadow
- Interpretation
- Communicating a mood, idea or feeling
- Composition
- Critique

DEPARTMENT AGREEMENTS ON MINIMUM COURSE PROFICIENCIES:

In order to receive credit for this course, students must exhibit proficiency in the topics described below.

GRADING / ASSESSMENTS

- Projects
- Rubrics
- Portfolios
- Pre-Mid-Post- Assessments

MINIMUM PROFICIENCY

- 65 % of all projects and assessments to pass course.
- 85% and signature of Portfolio Teacher with Portfolio Review for Honors Portfolio I or II

COURSE: PHOTOGRAPHY I (Black and White Photography I Elective)

Rationale:

South Brunswick Art Department will prepare students to be life-long learners, critical thinkers, effective communicators and creative problem solvers. This will be accomplished through the use of the New Jersey Core Curriculum Content Standards (NJCCCS). The classroom will maintain an environment that promotes intellectual challenge, creativity, social and emotional growth.

The arts bring an important dimension to the educational program of the schools. Arts education draws upon personal feelings and experience as well as logical and intellectual thought. The South Brunswick arts programs ensure the development of the whole person, expanding the world of ideas and self-expression. Students learn how people from all cultures and times have expressed their dreams, fantasies, and realities (present and future) using visual media and technology to communicate their own ideas and emotions.

The major goal of the SBHS Studio Art Program is to empower students with the knowledge and means to express themselves creatively through the visual arts. Instruction will be delivered through hands-on activities in a relaxed and supportive atmosphere. Projects will allow for personal interpretation and provide opportunities for students to make aesthetic and/or content adjustments and use decision-making skills.

Course Summary:

In this beginning black & white photography course students will learn the basics of creative picture taking using a Single Lens Reflex Camera. Students will also become proficient at bulk loading and processing 35mm negatives. Basic darkroom printing will include contact sheets, photo-grams, and standard photographic prints. Students will mount and mat photographs for presentation and exhibition.

Course Description from Student Handbook:

Photography is the language of light. This course will open the door to the mystery of how pictures are created. Learn to control shutter speed and aperture to capture planned images. Basic picture taking, camera controls and techniques, and darkroom procedures will be covered in addition to some print manipulation and “special effects”. Make discoveries and be inspired by your peers and world famous photographers. Homework involves shooting photographic assignments. *Access to a 35 mm SLR manual camera is mandatory.*

- *Prerequisite: Grades 11 & 12. Art I or Graphic Design I, and access to a 35mm manual SLR camera. (No fully automatic cameras, please)*
- *Suggested follow up or sequence: Photo II or Computer Graphics/PhotoShop I*

Big Idea:

To learn the skills needed to become a creative photographer.

Enduring Understandings:

- Students will know how photographers explore the language of light and capture moments within their world in unique and creative ways.
- Students will understand how art, math, and science intersect in the study of photography.
- Students will discover how to process images using light sensitive art materials.
- By studying photography, one can understand society and the individual in relation to their own and other world cultures.
- Individuals will recognize themselves as artistic photographers and capable of creating and evaluating art.

Essential Questions:

- What camera controls work together to create proper exposure?
- How does shutter speed affect the illusion of motion/action?
- How do various f-stops/lens openings/apertures impact the depth of field (area in focus) within a photographic image?
- Name six compositional techniques that photographers use to enhance photographic images?
- How does the creative photographer use light to create unique images of their world?
- What processes and techniques go into creating a great photograph?
- What role does math and science play in the making of photographs?
- How can photographic knowledge and skill be used in the professional workplace?
- How has photography impacted our lives, society, and our understanding of culture?
- Who are some of the photographers (past & present) who have impacted our lives, society, and our understanding of culture?

PHOTOGRAPHY I SCOPE AND SEQUENCE (SUGGESTED PACING CHART)

YEAR LONG TOPICS

PARTS OF THE CAMERA

- Aperture is controlled by the lens opening or F stop.
- Shutter Speed is controlled by the shutter door within the camera body.
- Other camera controls include, viewfinder, film speed setting, hot shoe, film rewind crank, film release button, self-timer, film counter,
- Shutter speed dial, aperture ring, focusing ring.
- Exposure = Aperture + Shutter Speed
- Aperture and Shutter Priority Camera
- Light Meter
- Depth of Field – The Lens
- Controlling Motion – Shutter Speed

35 MM FILM

- Film Speed
- ASA / ISO 400 Film's sensitivity to light.
- Bulk Loading Film
- Cost effective
- Loading the camera
- Film processing
- D76 (1:1) Developer
- Stop Bath
- Fixer
- Wash
- Photo Flo
- Drying & Storage
- Judging negatives
- Detail in the lights and the darks
- Shadows and Highlights
- High Contrast
- Low Contrast

COMPOSITION

- Leading Line
- Horizon Line

- Angle of View
- Size Relationship/Scale
- Framing
- Rule of Thirds

WORKING IN THE DARKROOM

- The Enlarger
- The Test Strip
- The Contact Sheet
- Photo-grams
- Balance and Unity through Rhythm. Repetition, Theme, and Contrast.
 - The Print
 - Burning In and Dodging
 - Using Poly-contrast Filters to control contrast.

PHOTOGRAPHY PRINT PROJECTS:

- Variety of Angles of View
- Photo-grams
- Shadow & Light
- Portraits
- Photo Montage
- Landscape
- Color Tinting

PRESENTATION & EXHIBITION:

- Spot Toning
- Cutting Mats
- Dry Mounting

PACING CHART

FIRST QUARTER

Standards

- 1.1, 1.2, 1.3, 1.4A and 1.4B
- MATH Numerical Operations & Estimation
- SCIENCE Physical Sciences/Chemical Reaction
- SOCIAL STUDIES World History

Topics Addressed in Curriculum

- Camera Parts
- Aperture
- Shutter
- Composition
- Bulk Loading
- Film Process
- The Enlarger
- Photo-grams

SECOND QUARTER

Standards

- 1.1, 1.2, 1.3, 1.4A and 1.4B
- MATH Numerical Operations & Estimation

- SCIENCE Physical Sciences/Chemical Reaction
- SOCIAL STUDIES World History

Topics Addressed in Curriculum

- Contact Sheet
- Print Making
- Color Enhancing
- Spot Toning
- Presentation – Mounting and Matting
- Montage
- Filters

DEPARTMENT AGREEMENTS ON MINIMUM COURSE PROFICIENCIES:

In order to receive credit for this course, students must exhibit proficiency in the topics described below.

GRADING / ASSESSMENTS

- Projects – Rubrics
- Quizzes/Tests
- Pre/Post Assessments

MINIMUM PROFICIENCY

- 65 % of all projects and quiz/test to pass course.
- 75 % prerequisite for Photography II
- 85% and signatures for Drawing +/-or Painting

COURSE: PHOTOGRAPHY II (Black and White Photography II Elective)

Rationale:

South Brunswick Art Department will prepare students to be life-long learners, critical thinkers, effective communicators and creative problem solvers. This will be accomplished through the use of the New Jersey Core Curriculum Content Standards (NJCCCS). The classroom will maintain an environment that promotes intellectual challenge, creativity, social and emotional growth.

The arts bring an important dimension to the educational program of the schools. Arts education draws upon personal feelings and experience as well as logical and intellectual thought. The South Brunswick arts programs ensure the development of the whole person, expanding the world of ideas and self-expression. Students learn how people from all cultures and times have expressed their dreams, fantasies, and realities (present and future) using visual media and technology to communicate their own ideas and emotions.

The major goal of the SBHS Studio Art Program is to empower students with the knowledge and means to express themselves creatively through the visual arts. Instruction will be delivered through hands-on activities in a relaxed and supportive atmosphere. Projects will allow for personal interpretation and provide opportunities for students to make aesthetic and/or content adjustments and use decision-making skills.

Course Summary:

In this advanced black & white photography course students will learn to take pictures in more challenging light situations. Students will explore advanced darkroom printing techniques. Students will advance to a slower 125ASA film. Print manipulation and special effects will be explored in the darkroom. Students will mat their highest quality photographs for presentation and exhibition. Students will study Ansel Adams and the Zone System, culminating into a large format acrylic zone painting. Contemporary photographers will be studied and compared thematically and technically to student work. Photographers and photography careers will be explored.

Course Description from Student Handbook:

This course is an intensive exploration of advanced photographic techniques: lighting conditions, print manipulation, special effects, and techniques that combine photography and the fine arts. Learn about Ansel Adams and the Zone System and create a large format, photo-realistic, zone painting. Emphasis will be placed upon presentation and quality control of prints. Access to a 35 mm SLR manual camera is mandatory.

- **Prerequisite:** *Grades 11 & 12. A grade of C or better in Photography I. Access to a 35mm manual SLR camera. (No fully automatic cameras, please)*
- **Suggested follow up or sequence:** *Computer Graphics/PhotoShop I – Painting I*

Big Idea: To learn advanced camera and print making skills needed to become a creative and artistic photographer.

Enduring Understandings:

- Students will gain a greater understanding about how photographers explore the language of light and capture moments within their world in unique and creative ways.
- Students will understand how art, math, and science intersect in the study of photography.
- Students will discover how to manipulate photographic images using advanced techniques and processes in the darkroom; light sensitive art materials.
- Students will translate the colorful world into a zone system of value scale.

Essential Questions:

- What camera controls work together to create proper exposure in difficult lighting situations?

- How does shutter speed affect the illusion of motion/action?
- How do various f-stops/lens openings/apertures impact the depth of field (area in focus) within a photographic image?
- How do photographers use multiple compositional techniques to enhance photographic images?
- How does the creative photographer capture images in various lighting situations?
- What processes and techniques go into creating a great photograph?
- What role does math and science play in the making of photographs?
- How can photographic knowledge and skill be used in the professional workplace?
- How does the knowledge of traditional 35mm photography better the digital photographer?
- Who are some of the photographers (past & present) who have impacted our lives, society, and our understanding of culture?

Students will know the following terminology...

- Camera terminology
- Darkroom terminology
- Film terminology
- Critique & Presentation terminology
- Elements & Principles of Design
- Photographic Composition
- Painting Technique

Knowledge and Skills (what students will know and do):

Knowledge: After completing this course students will know how to...

- Successfully operate a SLR 35mm camera, and accessories (flash, cable release).
- Estimate and evaluate exposure under various lighting situations, including low lighting.
- Process photographic film and paper and create more or less contrast.
- Use compositional techniques in photography.
- Discuss and critique a photographic image using appropriate vocabulary.
- Prepare photographic images for display and exhibition.
- Problem solve when processes fail and learn success from the experience.
- Alter and manipulate film/prints in the chemical process.

Skills: After completing this course students will be able to:

- Improve perceptual skills through the eye of a lens.
- Improve technical skill in developing light sensitive film and paper.
- Demonstrate the photographic process of composition and control contrast when developing film and paper.
- Present photographic images for exhibition.
- Work collaboratively with others in the darkroom setting.
- Demonstrate knowledge of the zone system in a gray scale painting.

Standards:

- 1.1 The Creation
- 1.2 The History of Arts and Culture
- 1.3 Performance
- 1.4 Aesthetic Responses & Critique Methodologies
 - 1.4A Aesthetic Responses
 - 1.4B Critique Methodologies

MATH 4.1 Numerical Operations & Estimation

SCIENCE 5.6.8 Physical Sciences/Chemical Reaction

SOCIAL STUDIES 6.3 World History

Learning Activities:

- Teacher presentation and demonstration.
- Guided practice
- Student discussion and checking for understanding.
- Studio performance and hands on activities.
- Cooperative interaction.
- One on one instruction.
- Peer coaching and peer instruction.
- Self-assessment
- Critique and constructive criticism.
- Independent activities
- Guest speaker
- Refer to Unit Plans- scope and sequence chart.

Assessments:

- Tests/Quizzes
- Ongoing teacher-student critique and classroom critique.
- Best Works selection for exhibition.
- **Rubrics** (each type of assessment must have a rubric available for review, for example, if case studies will be used as a performance assessment, there should be one rubric for all case studies):
- Every photography project and exercise is rubric assessed using the categories:
 - Content
 - Technical Skill
 - Creativity
 - Time on task, Effort, and Participation
 - Follows Directions and Classroom Procedures
 - Bonus +5 Risk Taking

21st Century Connections:

Primary Cross Curricular Connections:

- Science: Light sensitive film, paper, and chemicals.
- Language Arts – rationalization of artwork, critique, and interpretation.

Technology: Use of 35 mm camera and the importance of functions in relation to digital cameras.

Character Education (Core Values): Appreciation of individuality, integrity, responsibility, cooperation, and accept individual differences.

Career: Guest speakers and textbook references on Photography Careers and Photographers.

Resources:

DVD Resources: Videotapes provided by SBHS school library

Printed Materials, Textbooks, Magazines, and Journals:

- *The Photographer's Handbook* by Hedgecoe/Knopf, Alfred A. Knopf NY 1980
- *Handbook of Photography, Second Edition* by Lovell/Zwahlen/Folts Delmar Pub. 1987
- *Exploring Photography* by Richard J. Walker/ Robert E. Walker, 1999 Goodheart-Wilcox Pub.
- *Photo Explorations* by Jack Biedermann, Eastman Kodak Co. 1978

Equipment, video cameras, tools:

- Dry Mount Press
- Paper cutter
- Mat cutter
- Flash
- Cable Release
- Tripod
- 35mm camera for classroom demonstration
- 4 Bulk loaders
- 15 Film processing tanks
- Darkroom equipment: 8 enlargers with timers, safelights, chemical trays, photographic easels, tongs, film clips, chemical jugs, thermometer, poly-contrast filters

Supplies: gray cards, value scale charts, film, chemicals, photo paper, negative storage sheets, mat board, dry mount tissue, spot tone fluid and brushes, dry mount tissue, Xacto knife, cutting mats. black & white acrylic paint, brushes, stretcher strips, staple gun, canvas, gesso.

Technologies:

In addition to a teacher computer, a computer for student use is essential with access to a color printer and scanner. Media projector, proper cables and screen for each room.

PHOTOGRAPHY SCOPE AND SEQUENCE (SUGGESTED PACING CHART)**SEMESTER-LONG TOPICS (*See Photo I – continuation)****PHOTOGRAPHY PROJECTS:**

- Zone Painting
- Double Images
- Negative/Positive Image
- Four Square/Mirror Image
- Print Manipulation
- Exhibit/Presentation

FIRST QUARTER**Standards**

- 1.1, 1.2, 1.3, 1.4A and 1.4B
- MATH Numerical Operations & Estimation
- SCIENCE Physical Sciences/Chemical Reaction
- SOCIAL STUDIES World History

Topics Addressed in Curriculum

- Merging Images
- Ansel Adams
- Zone System
- Existing Light
- Camera Accessories

SECOND QUARTER

Standards

- 1.1, 1.2, 1.3, 1.4A and 1.4B
- MATH Numerical Operations & Estimation
- SCIENCE Physical Sciences/Chemical Reaction
- SOCIAL STUDIES World History

Topics Addressed in Curriculum

- Exhibition
- Critique
- Masters
- Experimental – Distortion, Darkroom Madness
- Portfolio

DEPARTMENT AGREEMENTS ON MINIMUM COURSE PROFICIENCIES:

In order to receive credit for this course, students must exhibit proficiency in the topics described below.

GRADING / ASSESSMENTS

- Projects – Rubrics
- Quizzes/Tests
- Pre/Post Assessment

MINIMUM PROFICIENCY

- 65 % of all projects and quiz/test to pass course.
- 85% and signatures for Drawing +/-or Painting

COURSE: PHOTOSHOP I (ELECTIVE)

Rationale: The major goal of the SBHS Studio Art Program is to empower students with the knowledge and means to express themselves creatively through the visual arts. Instruction will be delivered through hands on activities in a relaxed and supportive atmosphere. Projects will allow for personal interpretation and provide opportunities for students to make aesthetic and/or content adjustments and use decision-making skills.

Course Description: The Photoshop I curriculum is designed to provide students with strong art content and utilize the elements and principles of design in creating their individual artistic vision. Content experiences will encompass surrealism, theme, color, and design as expression and emphasis. Technical instruction will include basic tool functions, editing, image adjustments, use of layers, and experimentation with filters. Students will be able to apply knowledge gained from this course into their personal and social life.

Big Idea: Projects are designed to introduce artistic movements and incorporate the principles and elements of design. Projects are also designed to foster students' creative interpretation and develop digital media skills.

Enduring Understandings:

- Art is a language that can express ideas, mood, and feelings and Photoshop is a dialect of that language.
- Students will recognize themselves as artists and capable of creating and evaluating digital art.
- Photoshop and related computer technology are art tools that help students to create their individual artistic expression.

Essential Questions:

- What are the advantages and disadvantages of creating art digitally?
- How can you use the elements and principles of design to create an original digital work of art?
- How can knowledge and skills in Photoshop prepare you for the workplace?
- How can you use Photoshop as an art media to express yourself?
- What are the advantages and disadvantages of using images found online?
- What are the advantages and disadvantages of shooting your own photographs?
- Philosophically, does obtaining images from the Internet make them your own? How does it infringe on copyright laws?

Students will know the following terminology...

- The principles of elements and design Perspective
- Lighting Theme/Genre
- Critique Composition
- Color adjustments Color theory
- Surrealism Fauvism
- Cubism Contrast

Knowledge and Skills (What students will know and be able to do)

- Students will be able to utilize Adobe Photoshop as an integral tool for their creative process.
- Students will apply their knowledge of the principles and elements of design in their work using Adobe Photoshop.
- Students will be able to discuss and critique a work of art using appropriate vocabulary.
- Students will be introduced to opportunities and careers in art.

- Students will also be exposed to a selection of Surrealist artists, contemporary artists, and graphic artists.
- Students will learn how to problem solve when processes fail/change and learn success from the experience.
- Students will learn that visual art is a process of creative problem solving using media and tools.
- Students will become decision makers in the creative process.

Standards:

- 1.1 The Creation
- 1.2 The History of Arts and Culture
- 1.3 Performance
- 1.4 Aesthetic Responses & Critique Methodologies
 - 1.4A Aesthetic Responses
 - 1.4B Critique Methodologies

Learning Activities:

- Teacher presentation and demonstration.
- Student discussion and checking for understanding.
- Studio performance and hands-on activities.
- Refer to Unit Plans- scope and sequence chart.

Assessments:

- Content
- Technical Skill
- Creativity/Originality
- Time on Task, Effort, and Participation
- Follows Directions and Classroom Procedures
- Ongoing teacher-student critique, and classroom critique.
- Best Works selection for exhibition.
- Analysis of preparatory exercises
- Risk Taking
- Rubric

21st Century Connections:

Primary Cross Curricular:

- LANGUAGE ARTS Writing Forms, Audiences, and Purposes (exploring a variety of forms)
- MATH Number & Numerical Operations
- MATH Geometry and Measurement
- SOCIAL STUDIES World History
- Language Arts – rationalization of artwork, critique, and interpretation.

Technology:

Use of image search engines and selective websites.

Character Education (Core Values): Appreciation of individuality, integrity, responsibility, cooperation, and accept individual differences.

Career: Photo re-toucher, art director, design editor, photographer, animator, graphic designer, and illustrator.

Resources:

Technologies: Teacher laptops, airport, Cintiques, Wacom tablets, Digital SLRs, Projector and Screen for each room, card readers, color laser printers, jump drives, scanners and iMac computers.

www.google.com, www.ffffound.com, www.notcot.com, www.yahoo.com, www.flickr.com/, www.abduzeedo.com

Text: Photoshop User Magazine, Creative PhotoShop magazine, Digital Photography Pro, CMYK, I.D., and Fantasy Illustration.

SCOPE AND SEQUENCE (SUGGESTED PACING CHART)**ONGOING TOPICS (Half year course)**

Use of principles of elements and design in multi-media application and expression

Critique processes and reflection

FIRST QUARTER

Standards

- 1.1, 1.2, 1.3, 1.4A and 1.4B

Topics Addressed in Curriculum

- The computer is an art medium.
- The important role light source plays in Photoshop.
- Theme/ genre
- Scale/ size
- Color theory and color adjustments
- Emphasis

SECOND QUARTER

Standards

- 1.1, 1.2, 1.3, 1.4A and 1.4B

Topics Addressed in Curriculum

- Realism
- Perspective
- Surrealism and abstraction
- Typography

DEPARTMENT AGREEMENTS ON MINIMUM COURSE PROFICIENCIES:

In order to receive credit for this course, students must exhibit proficiency in the topics described below.

GRADING / ASSESSMENTS

Rubric that assess:

- Content
- Technical Skill
- Creativity/Originality
- Time on Task, Effort, and Participation
- Follows Directions and Classroom Procedures

Pre/Post Assessment

MINIMUM PROFICIENCY

- Grades 10th- 12th
- 65% of all projects to pass Photoshop I

80% as a prerequisite for Photoshop I

●

COURSE: PHOTOSHOP II (ELECTIVE)

Rationale: The major goal of the SBHS Studio Art Program is to empower students with the knowledge and means to express themselves creatively through the visual arts. Instruction will be delivered through hands on activities in a relaxed and supportive atmosphere. Projects will allow for personal interpretation and provide opportunities for students to make aesthetic and/or content adjustments and use decision-making skills.

Course Description: The Photoshop II curriculum is designed to provide students with strong art content and utilizes the elements and principles of design in creating their individual artistic vision. Technical instruction will expand tool functions, editing, layers, image adjustments, and experimentation with filters. The text tool, pen tool and vector imagery, masking, layer functions, and original digital photography, both in and beyond the classroom, will be added. Content experiences will focus on personal interpretation of ideas and expression through original imagery. Students will explore how to alter and change realistic imagery and move towards abstraction.

Big Idea: Projects are designed to introduce artistic movements and incorporate the principles and elements of design. Projects are also designed for students' creative interpretation.

Enduring Understandings:

- Art is a language that can express ideas, mood, and feelings and Photoshop is a dialect of that language.
- Students will recognize themselves as artists and capable of creating and evaluating digital art.
- Photoshop and related computer technology are art tools that help students to create their individual artistic expression.

Essential Questions:

- What are the advantages and disadvantages of creating art digitally?
- How can you use the elements and principles of design to create an original digital work of art?
- How can knowledge and skills in Photoshop prepare you for the workplace?
- What is the standard PPI for print production?
- What is the web standard PPI?
- How can you use Photoshop as an art media to express yourself?
- How can Photoshop be used to enhance other subject areas?
- How has Photoshop impacted society?
- What are the differences between pixel and vector based programs?
- How is arithmetic tied into art?

Students will know the following terminology...

- The principles of elements and design Composition
- Custom Brushes Typography
- Fractal New Adjustment Layer
- Dodging and Burning Photo stitching
- Masking Theme/Genre
- Cropping Resolution
- Positive and Negative Space Surrealism

Knowledge and Skills (what students will know and do):

Students will be able to utilize custom brushes, brightness and contrast, layer order, levels, curves, and layer blend mode.

Standards:

- 1.1 The Creation
- 1.2 The History of Arts and Culture
- 1.3 Performance
- 1.4 Aesthetic Responses & Critique Methodologies
 - 1.4A Aesthetic Responses
 - 1.4B Critique Methodologies

Learning Activities:

Teacher presentation and demonstration.
Student discussion and checking for understanding.
Studio performance and hands-on activities
Refer to Unit Plans- scope and sequence chart.

Assessments:

Content
Technical Skill
Creativity/Originality
Time on Task, Effort, and Participation
Follows Directions and Classroom Procedures
Ongoing teacher-student critique, and classroom critique.
Best Works selection for exhibition.
Analysis of preparatory exercises
Risk Taking
Rubric

21st Century Connections:

Primary Cross Curricular:

- LANGUAGE ARTS Writing Forms, Audiences, and Purposes (exploring a variety of forms)
- MATH Number & Numerical Operations
- MATH Geometry and Measurement
- SOCIAL STUDIES World History
- Language Arts – rationalization of artwork, critique, and interpretation.

Technology: Use of image search engines and selective websites.

Technology: Use of Wacom tablets, Photoshop CS4, Internet, digital cameras and image search engines.

Character Education (Core Values): Appreciation of individuality, integrity, responsibility, cooperation, and accept individual differences.

Career: Photo editor, art director, design editor, photographer, graphic designer, and illustrator.

Resources:

Technologies:

Teacher laptops, airport, Cintiques, Wacom tablets, Digital SLRs, Projector and Screen for each room, card readers, color laser printers, jump drives, scanners and iMac computers. www.google.com, www.ffffound.com, www.notcot.com, www.yahoo.com, www.flickr.com, www.abduzeedo.com

Text:

Photoshop User Magazine, Creative PhotoShop magazine, Digital Photography Pro, CMYK, I.D., and Fantasy Illustration.

SCOPE AND SEQUENCE (SUGGESTED PACING CHART)

COURSE LONG TOPICS (half year course)

Use of principles of elements and design in multimedia application and expression

Critique processes and reflection

QUARTER #1

Standards

- 1.1, 1.2, 1.3, 1.4A and 1.4B

Topics Addressed in Curriculum

- Typography
- Custom Brushes
- Composition
- Masking/ New adjustment layer
- Cropping

QUARTER #2

Standards

- 1.1, 1.2, 1.3, 1.4A and 1.4B

Topics Addressed in Curriculum

- Photo editing (Dodging and burning, contrast, & etc.)
- Fractals
- Resolution
- Page layout

DEPARTMENT AGREEMENTS ON MINIMUM COURSE PROFICIENCIES:

In order to receive credit for this course, students must exhibit proficiency in the topics described below.

GRADING / ASSESSMENTS

Rubric that assess:

- Content
- Technical Skill
- Creativity/Originality
- Time on Task, Effort, and Participation
- Follows Directions and Classroom Procedures

Pre/Post Assessment

MINIMUM PROFICIENCY

- Grades 10th- 12th
- 65% of all projects to Photoshop II

COURSE: PORTFOLIO I (HONORS)

Course: Studio course in Drawing and Painting on the honors level.

Content: Strong creative experiences in drawing and painting to improve skills, knowledge, and content.

Rationale: The major goal of the SBHS Studio Art Program is to empower students with the knowledge and means to express themselves creatively through the visual arts. Instruction will be delivered through hands on activities in a relaxed and supportive atmosphere. Projects will allow for personal interpretation and provide opportunities for students to make aesthetic and/or content adjustments and use decision-making skills.

Course Description: The Honors Art Portfolio I curriculum will include strong experiences in drawing and painting. Individual students may opt to include sculpture, printmaking, and/or mixed media when personal interest warrants, as this course offers some individual flexibility. This course focuses on improving students' technique, and understanding of content, in the production of a breadth of artwork. The aim is to begin to develop a comprehensive art portfolio that may meet requirements for entry into college-level art programs and/or art schools, and to prepare students to enter AP Portfolio the following year. It is also designed to accommodate serious art students who desire to work at an honors advanced level.

Studio projects will include complex still lifes from direct observation- focusing on symbolism and the effects of dramatic lighting and composition, expressive portraiture- focusing on interpreting character and the human condition, and figure drawing/painting- focusing on line, form, and movement. Students will use a variety of drawing and painting materials including drawing pencils, colored pencils, charcoal, oil pastels, acrylic paint, etc. Color theory, and the use of subjective color to create mood will be explored. Students will learn how to manipulate, interpret and incorporate original photo references as tools. Emphasis will also be placed on choosing subject matter, choosing media, using expressive style, mark making, brushwork, advanced shading techniques, and on intellectual and conceptual concerns. Students will use the organizational elements and principles of design to solve visual problems. Various artists and "isms", past and contemporary, will be introduced with each project and to individual students where applicable. The class will culminate with a gallery-like art show to be viewed by friends, family, the school, and the community.

Course Description (as appears in Course Booklet): This studio course focuses on the production of an independent body of artwork. The teacher provides guidance in assigned projects and in the progression of individual works as outlined in a studio proposal. The experience is enhanced by studio exchanges and critiques with peers and teachers.

Big Idea: Students will develop advanced level art skills and knowledge for personal growth, and/or in preparation for entrance into AP Art Courses, art schools, and/or colleges. Projects will be designed to stimulate problem-solving strategies in design and composition, and in original and personal content exploration.

Enduring Understandings:

- Students will understand that art is a language that can communicate ideas, moods, feelings, and the world around them.
- Students will recognize themselves as artists, and capable of creating and evaluating art.
- Students will understand that by manipulating the elements and principles of design in their art, they can better express their ideas and feelings and illicit desired responses in a viewer.

- Students will understand that visual art is a process of creative problem solving using both traditional and innovative media, tools, techniques and processes to interpret and express their ideas and feelings, and that training in art can make them more creative and inventive problem solvers and decision makers.
- Students will see how artists past and present have found individual artistic solutions that reflect history, culture, ideas, and the human condition.
- Students will understand that a portfolio is a collection of their best art works that represent a broad spectrum of their visual skills and creativity.

Essential Questions:

- What are the purposes of art?
- What can we learn from looking at and studying art? (History, Culture, Ideas, Humanity)
- How do you evaluate art? (Masterworks, contemporary works, and own efforts)
- How can you use art media, and the elements and principles of design, and subject matter and content, to express yourself and your own style?
- How is creating art an intellectual activity?
- What is the purpose of an art portfolio?
- What should be included in a portfolio?

Students will know the following terminology...

- Elements and Principles of Design Terminology
- Critique Terminology
- Composition
- Content and Concept
- Genre Terminology (Still life, Landscape, Portrait, Figure, etc.)
- Style Terminology
- Terminology related to Media, Tools, and Processes.
- Perspective
- Theme
- Concentration (according to the Advanced Placement College Board)

Knowledge and Skills (what students will know and do):

Knowledge:

- Students will know how to use a variety of art materials, methods, techniques and processes (as outlined in the course description) to create art.
- Students will know the elements and principles of design.
- Students will know the difference between representation, interpretation, and expression, as these terms refer to art.
- Students will know a selection of artists and artistic styles (historical and contemporary)
- Students will understand that there are many creative solutions to the same problem and be able to problem-solve and make informed decisions concerning their art.
- Students will know how to put together an art portfolio.

Skills

- Students will be able to demonstrate improved drawing and painting skills.
- Students will be able to demonstrate improved perceptual skills and aesthetic judgment.
- Students will be able to manipulate the elements and principles of design to communicate ideas, moods, feelings, and the world around them, through art media.
- Students will be able to evaluate, discuss and critique art using appropriate vocabulary.

- Students will be able to formulate ideas, reflect upon and solve design and content problems, select and defend the use of media, techniques, and processes, relative to intended meaning/expression/product, and synthesize their use of art concepts.

Standards:

- 1.1 The Creation
 - 1.2 The History of Arts and Culture
 - 1.3 Performance
 - 1.4 Aesthetic Responses & Critique Methodologies
 - 1.4A Aesthetic Responses
 - 1.4B Critique Methodologies
- Social Studies (World History)

Learning Activities:

- Teacher presentation and demonstration
- Student discussion and checking for understanding
- Studio performance and hands on activities
- Individual instruction
- Peer demonstration and instruction
- Cooperative interaction
- Self-assessment
- Independent activities
- Critique and constructive criticism
- Refer to Unit Plans- scope and sequence chart.

Assessments:

- Ongoing individual conferences and assessments
- Rubric:
 - Content
 - Technical Skill
 - Creativity/Originality
- Time on Task, Effort, and Participation
- Follows Directions and Classroom Procedures
- Ongoing teacher-student critique, and classroom critique.
- Best Works selection for portfolio inclusion and for public display
- Risk Taking

21st Century Connections:

Technology:

- Students use the digital camera and Photoshop, for composition and reference, and for creative idea brainstorming.
- Students use search engines and selective web sites for research and reference.

Character Education (Core Values): Students gain an appreciation of individuality, integrity, responsibility, cooperation, and accept individual differences as they observe, reflect upon, and constructively critique each other's work.

Career: Students will be made aware of many art-related careers through literature, posters, and guest speakers.

Primary Cross Curricular: - Social Studies: Students will learn about world history through the study of art history.

Resources:

Technologies: In addition to a teacher computer, a computer for student use is essential with access to a color printer. Students need access to Google Images, and Photoshop software would aid in making creative decisions. Projector and screen for each room would be very beneficial. Digital camera is a necessity

Supplies:

- Drawing, painting, sculpture, printmaking, and mixed media supplies: (acrylic paints, canvas, brushes, watercolors, watercolor paper, oil pastels, and chalk pastels, clay, etc.)
- Easels
- Room with a sink
- Color Wheel Poster, Elements and Principles of Design Posters

Text: “Art News,” and “Art in America” magazines; Reference to *Art Fundamentals: Theory and Practice*

PORTFOLIO SCOPE AND SEQUENCE (SUGGESTED PACING CHART)

YEAR LONG TOPICS

- What is a Portfolio? What should it include?
- Elements and Principles of Design- Knowledge and Application
- Composition- Knowledge and Application
- Media- Exploration
- Technique- Exploration and Skill Development
- Style- Research, Exploration, Synthesis and Application
- Content and Concept- Exploration, Synthesis and Application
- Keeping a Sketchbook
- The Study of Art History and How Artists Past and Present Have Solved Similar Design, Style, and Content Problems
- The Process of Critique- Knowledge and Application

FIRST QUARTER

Standards

- 1.1, 1.2, 1.3, 1.4A and 1.4B
- SOCIAL STUDIES World History

Topics Addressed in Curriculum

- Artistic Integrity
- Still Life from Observation
- The Unique Composition and Viewpoint
- Realism and Interpretation
- Distortion
- The Effects of Light and Shadow
- Repetition and Variation
- Drawing Exploration (Technique, Style, Mark Making)
- Drawing Materials Exploration (Options, Tools, Techniques, Processes)
- Content- “Drawing” on Personal Experience
- Painting Exploration (Brushwork and Style)
- Color Theory

SECOND QUARTER

Standards

- 1.1, 1.2, 1.3, 1.4A and 1.4B
- SOCIAL STUDIES World History

Topics Addressed in Curriculum

- Portraits from Observation
- The Unique Composition and Viewpoint
- Expression (Subject, Color, Style)
- Content (Tell a Story- Ideas/Moods/Feelings)
- Use of Dramatic Lighting
- Symbolism
- Drapery
- Figure Drawing/Painting (Proportion)

THIRD QUARTER

Standards

- 1.1, 1.2, 1.3, 1.4A and 1.4B
- SOCIAL STUDIES World History

Topics Addressed in Curriculum

- Abstraction
- Organic Forms and Nature
- The Environment
- Perspective
- Theme
- Alternate Formats
- Media Exploration (drawing media, painting media, ceramic clay, collage, assemblage, etc.- student choice)
- Mixed Media Exploration

FOURTH QUARTER

Standards

- 1.1, 1.2, 1.3, 1.4A and 1.4B
- SOCIAL STUDIES World History

Topics Addressed in Curriculum

- What is a Concentration?
- Individual Studio Proposals
- Presentation and Display

DEPARTMENT AGREEMENTS ON MINIMUM COURSE PROFICIENCIES:

In order to receive credit for this course, students must exhibit proficiency in the topics described below.

GRADING / ASSESSMENTS

- Projects
- Rubrics
- Portfolios
- Pre-Mid-Post- Assessments

MINIMUM PROFICIENCY

- 65 % of all projects and assessments to pass course.
- 75% prerequisite for Honors Portfolio II
- 85% and signature of Portfolio Teacher with Portfolio Review for AP Portfolio, or for Drawing III or Painting III

COURSE: PORTFOLIO II (HONORS)

Rationale: The major goal of the SBHS Art Program is to empower students with the knowledge and the means to express themselves creatively through the visual arts. Instruction will be delivered through hands on activities in a relaxed and pleasant, non-threatening atmosphere. (Due to the purpose of the course, it is more rigorous than other studio courses.) Projects will allow for personal interpretation and provide opportunities for students to make aesthetic and/or content adjustments and use decision-making skills.

Content: Strong experience in painting and drawing to develop a comprehensive art portfolio that meets the requirements for entry into college-level art programs and/or art schools.

Course Description: The Portfolio II curriculum will include strong experiences in drawing and painting on an honors level. Individual students may opt to include sculpture, printmaking, and/or mixed media when personal interest warrants, as this course offers some individual flexibility. This course focuses on improving students' technique, and understanding of content, in the production of a breadth of artwork.

The aim is to begin to prepare a comprehensive art portfolio that will meet requirements for entry into college-level art programs and/or art schools. It is also designed to accommodate serious art students who desire to work at an advanced level. Students further explore painting and other media and content of their choice with teacher involvement and approval. Projects will be assigned to showcase student strengths and improve on areas of weakness.

Big Idea: Students will develop advanced skills in painting and drawing, with a comprehensive art portfolio that meets the requirements for entry into college-level art programs and/ or art schools.

Enduring Understandings:

- Students will understand that art is a language that can communicate ideas, moods, feelings, and the world around them. There are many medias, styles and technique to express dialect of that language.
- Students will recognize themselves as artist, and capable of creating and evaluating art.
- Students will understand that by manipulating the elements and principles of design in their art, they can better express their ideas and feelings and elicit desired responses in a viewer.
- Students will see how artists past and present have found individual painting solutions that reflect history, culture, ideas, human condition, and have expressed these solutions in personal styles.
- Students will understand that a portfolio is a collection of their best art works that represent a broad spectrum of their visual skills and creativity.

Essential Questions:

- What is a portfolio?
- What should be included in a portfolio?
- What can we learn from looking at and studying art? (History, Culture, Ideas, Humanity)
- How do you evaluate art? (Masterworks, contemporary, works, and own efforts)
- How can you manipulate the art materials, the elements and principles of design, and subject matter and content, to communicate ideas, moods, or feelings moods, or feelings?
- How can you use art media to express yourself and your style?
- How is creating art an intellectual activity?
- How does art encourage conversion and allow for multiple interpretations?

Students will know the following terminology...

- Elements and principles of design,

- Genre terminology (portrait, gesture , perspective/ foreshortening, still life, etc.)
- Composition
- Critique
- Concept/Content
- Style, terminology
- Terminology related to media tools and processes.

Standards: Visual and Performing Arts Standards:

- 1.1 The Creation
- 1.2 The History of Arts and Culture
- 1.3 Performance
- 1.4 Aesthetic Responses & Critique Methodologies
 - 1.4A Aesthetic Responses
 - 1.4B Critique Methodologies
- Math Numerical Operations & Estimation
- Math Geometry and Measurement
- Social Studies World History

Assessments:

- Ongoing teacher- student critique and classroom critique.
- Best Works selection for exhibition
- Rubrics: (each type of assessment must have a rubric available for review, for example, if case studies will be used as a performance assessment, there should be one for all case studies):
- Every art project and exercise is rubric assessed using the categories:
 - Content/Concept
 - Technical Skill
 - Creativity & Originality
 - Time on Task, Effort, and Participation
 - Follow Directions and Classroom Procedures
 - + 5 Bonus Risk Taking

CURRICULUM OVERVIEW: JOURNALISM

Course Title: Internet and Newspaper Journalism I-VII

Course Description or Content Overview:

The Internet and Newspaper Journalism courses are semester-long courses. Enrolled students will write, layout, and produce the school's award-winning newspaper, *The Viking Vibe*. Students will write various types of newspaper stories: news, feature, sports, entertainment and opinion. In addition, most students' work is published in the online newspaper *vikingvibe.com* throughout the year. Students will gain experience in all phases of newspaper publication and online posting: proofreading, writing, creating headlines and designing layout. The skills learned in this course will benefit students in college and future careers, even those outside of journalism. Students will develop interpersonal skills, interviewing techniques, and proficiency in the journalistic style of writing.

Students will learn skills that will enable them to learn on their own, think critically and apply knowledge to new situations. Career Preparation will be stressed by exposure to various post secondary options within the 16 Career Clusters, tools to assess interests and skills, and interactions with professionals from the field. A variety of media tools will be taught, with a focus on the ethical, safe and legal behaviors that should be followed. Character education will be woven through the content as an underlying theme. As students work through problem-based activities, a focus will be placed on soft skills such as accountability and collaboration. These skills will foster life-long learners who are productive citizens and workers in a global community.

The course also adopts a "team-teaching" approach wherein the journalism and art teachers exchange relevant expertise with the other's classes. The art teacher provides journalism students with much needed principles of layout and design. The journalism teacher helps integrate writing into his classes to better aid his students in writing experiences which will enhance the projects s/he is doing.

It is hoped that through this partnership, our students may also eventually be able to collaborate on publishing projects. Some examples of these may include:

- Students from both classes could collaborate on designing the layout for a page or more of *The Viking Vibe* print issue.
- Students could collaboratively design ads.
- This would work through coordinating the scheduling of both the *Internet and Newspaper Journalism* classes and/or the *Computer Art* and *Desktop Design* classes. Teachers will "team teach" in each other's classes 2-3 times per month.

Course Rationale: In the context of Internet and Newspaper Journalism, students will learn to communicate, connect and collaborate in a dynamic global society.

Primary Interdisciplinary Connections:

21st Century Connections

S= Skills; A= Awareness; L= Literacy; T= Traits

S Critical Thinking & Problem Solving Creativity & Innovation Communication & Collaboration Core Ethical Values

A Global Cross Cultural Career

L Content Financial Civic Health Information Technology Media

T Initiative Productivity Accountability Responsibility Self Direction Leadership

Humor Resilience Perseverance Empathy Responding with wonderment and awe Take

responsible risks Other:

Standards:

[New Jersey Core Curriculum Standards \(NJCCS\)](#)

- **STANDARD 6.3 Active Citizenship in the 21st-Century:** All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.
- **STANDARD 8.1 Educational Technology:** All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.
- **STANDARD 9.1 21st-Century Life & Career Skills:** All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.
- **STANDARD 9.3 Career Awareness, Exploration, and Preparation:** All students will apply knowledge about and engage in the process of career awareness, exploration, and preparation in order to navigate the globally competitive work environment of the information age.

[Common Core State Standards Initiative \(CCSSI\)](#)

- **English Language Arts Standards** » Reading Informational Texts » Grade 9-10
- **English Language Arts Standards** » Writing » Grade 9-10
- **English Language Arts Standards** » Speaking & Listening » Grade 9-10
- **English Language Arts Standards** » Language » Grade 9-10

Enduring Understandings:

- In the 21st-century, it is imperative to acquire the skills needed to stay current in the global landscape in order to protect and sustain democracy in a world that does not share the same cultural beliefs.
- Success in the 21st-century is dependent on the ability to utilize digital tools and new technologies for collecting, organizing and managing data in order to stay competitive in an ever changing global business environment.
- The global economy and access to digital tools have created an environment in the 21st-century that is dependent on problem solving through collaboration to reflect diverse opinions in order to stay competitive in a connected world.
- Students must begin to explore their talents and interests during their primary years and continue throughout their lives. In order to effectively explore and prepare for a career in a world that is consistently evolving, students must understand that lifelong learning and skill building is imperative to sustain employment in the 21st-century.
- The newspaper (including online) and freedom of the press are essential for democracy.
- The “power of the press” is a force which may be used for good or bad.
- Today’s newspapers may also be considered “art” in their own sphere.
- The future of “print” newspapers is irrevocably intertwined with technology.
- The rise of online journalism presents different advantages and challenges to writers, publishers and readers.

Essential Questions (open ended questions that are worthy of wonder; connected to EU):

- Why are problem solving and critical thinking skills necessary to be successful in the 21st-century?
- Why is understanding other cultures so imperative when working collaboratively in a global economy?
- Why is gathering and learning how to evaluate data from multiple sources so important in the 21st-century?
- How does collaboration enable groups to achieve common goals more efficiently?
- Why are collaboration and the opportunity to compete necessary in order to develop leadership skills?
- How do we learn to effectively communicate with people from different cultural backgrounds in order to understand their cultural perspective?
- How will career plans be affected and altered in response to changes in society and the economy?
- Why are digital tools and their effective use so vital for success in the 21st-century?
- How do we as citizens in the 21st-century navigate through the ethical and unethical uses of communication and media?
- How and why is freedom of the press essential to democracy?
- What is the “power of the press” and how should it be properly used?
- How may a newspaper also serve as “art”?
- What role does technology play in the publication process?
- What are the implications of online news publishing versus hard-copy publishing?

Knowledge and Skills

Knowledge: Students will know...

- There are a variety of technologies and tools available to create, access, and share information.
- Online learning communities are a viable source for knowledge sharing.
- There are safety, societal, ethical, and legal concerns regarding the use of technology.
- Critical thinking, collaboration and problem solving skills are necessary to function both as a global citizen and worker in the 21st-century.
- Teamwork and leadership enable groups to achieve common goals with greater efficiency.
- Understanding other cultures’ perspectives will facilitate communication with people from different backgrounds.

- Digital media can be used for both local and global communication; there are ethical and unethical uses of these 21st-century tools.
- The 21st-century workplace will demand greater individual collaboration, productivity and collaboration from its workers.
- Career preparation is a process that requires purposeful planning based on research, self-knowledge, and informed choices.
- Workers are entitled to a safe and healthy work environment by state and federal laws and regulations that regulate employment practices and workplace safety.
- Employers and employees are responsible to act professionally, legally, and ethically in the workplace and global marketplace.
- Journalism requires the use of the “top-down-pyramid” method writing.
- The media (specifically *print*) has various ways of impacting society.
- Freedom of the press entails responsibility for fair, accurate, and balanced reporting by writing articles that reflect these values.
- It is important to research, evaluate and properly cite sources within an article.

Skills: Students will be able to...

- Select and utilize information from a variety of digital resources and databases
- Select appropriate digital tools to assemble, evaluate, and utilize information
- Appropriately use a variety of digital technology and communication tools
- Use information and resources to accomplish real-world tasks
- Construct spreadsheets and utilize functions to interpret results
- Use multiple resources to create and manage documents (MS Office, Google Docs, Open Office)
- Participate in online learning environments
- Adhere to Fair Use and Multimedia Copyright Guidelines and cite sources of copyrighted materials in all work
- Practice safe, legal and ethical behaviors around technology and the internet
- Share knowledge and participate ethically and productively in group settings
- Communicate and collaborate with others both locally and globally
- Evaluate the impact that digital media has on international business and globalization
- Demonstrate leadership skills when participating in classroom settings and online learning communities
- Explore post-secondary options and investigate areas of interest for future career pursuits
- Develop transferrable work and life skills that will make them valuable workers and citizens
- Assess and predict both current and future employment trends across various industries
- work individually or with one partner.
- Use the “top-down-pyramid” method of journalistic writing.
- demonstrate a working knowledge of all of the following journalistic writing: news, features, sports, editorials, music/entertainment reviews through writing articles in the journalistic style worthy of publication in the *Viking Vibe*.
- Revise and edit their own articles for publication.
- Engage in peer revision of articles using HSPA format and symbols.
- Take responsibility for fair, accurate, and balanced reporting by writing articles that reflect these values.
- Explore various positions of the *Vibe* staff.
- Read and analyze professionally produced publications including the *New York Times*
- Prepare for and ask questions during interviews.
- Become proficient in using computer technology to produce and publish articles.
- Use email, thumbnail drives and/or other electronic media to submit articles for publication.
- Evaluate and cite internet sites in their articles.

Terminology: Journalism

<p>Advertisement (or Ad) - Printed notice of something for sale paid for by the advertiser.</p> <p>Advertising manager - the person who oversees the sales representatives who sell space to advertisers, and ensures that ads are in the appropriate section</p> <p>Advertorial - an advertisement section in a magazine that looks like an article or a feature</p> <p>Advocacy - a style of journalism in which a reporter takes sides in controversial issues and develops a point of view OR a style of journalism which is opposite of mainstream journalism, in which reporters are expected to be objective</p> <p>Angle - particular emphasis of a media presentation, sometimes called a <i>slant</i></p> <p>Art - Any photo, map graph or illustration</p> <p>Assignment - A story a reporter is given to cover.</p> <p>Associated Press Stylebook (or AP Stylebook)- The standard reference source for reporters and editors on word usage, libel, numbers, titles, capitalization and commonly used words and phrases.</p> <p>Attribution - credit given to who said what or the source of facts</p> <p>Background - information that is not intended for publication</p> <p>Banner - A headline stretching across the top of a page</p> <p>Beat - A reporter's regular assignment, for covering news like sports or music</p> <p>Bias - a position that is partial or slanted</p> <p>Bleed- An illustration filling one or more</p> <p>Conflict of interest - the conflict that is created when a writer allows personal interests (friendship,</p>	<p>margins and running off the edge of the page or border; used frequently in magazines and advertisements</p> <p>Body Copy - The main part of a story</p> <p>Body Type- Type used in stories, not in headlines; generally under 12-point size; opposite of display type</p> <p>Box - Refers to type that is framed in a border to give it prominence</p> <p>Break - Initial news coverage of an event</p> <p>Budget - The lineup of news stories scheduled for the next day's newspaper</p> <p>Byline - The author's name, which is printed at the beginning of an article</p> <p>Caption - copy which accompanies a photograph or graphic</p> <p>Classified ads - categories of products or services OR short, direct text ads which clearly indicate WHAT is being advertised, the PRICE, WHERE, and HOW the advertiser can be contacted</p> <p>Circulation - The total number of copies of a publication distributed to subscribers and vendors in one day</p> <p>Clip Art - A variety of art provided to newspapers on a subscription basis, for use in ads</p> <p>Column - an article in which a writer or columnist gives an opinion on a topic</p> <p>Columnist - A person who writes a regular column giving a personal opinion.</p> <p>Feature article - the main article on the front page of a newspaper, or the cover story in a magazine</p>
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<p>family, business connections, etc.) to influence the outcome of the story</p> <p>Copy - All material for publication, whether written stories or pictures Copy Editor- The person who corrects or edits copy written by a reporter and writes headlines</p> <p>Copyediting - Correcting, improving and marking copy to be printed</p> <p>Credibility - believability of a writer or publication</p> <p>Cover - To gather information and get facts for a story</p> <p>Dateline - The line at the beginning of a story giving the place and date of the articles origination</p> <p>Deadline - A time at which all copy for an edition must be submitted</p> <p>Deck - a smaller headline which comes between the headline and the story</p> <p>Display ads - ads that include a visual image to advertise a product or service</p> <p>Dummy- A preliminary layout of a newspaper page, showing the placement of stories, headlines, pictures and advertisements</p> <p>Edition- The issue for one press run: home edition, state edition, final home edition, extra</p> <p>Editor- A person who directs the editorial policies; or a person who decides what news will go in the paper and where it will appear</p> <p>Editorial- An article expressing the opinion of the newspaper regarding a certain subject.</p> <p>Exclusive - A story printed by only one paper</p> <p>Face - The style of type</p> <p>Jump line - line of type at the bottom of a column which directs the reader to somewhere else in the</p>	<p>Filler- Short informational stories or advertisements, usually timeless, used to fill small spaces where needed</p> <p>Five Ws and H - the primary questions a news story answers --Who? What? When? Where? Why? How?</p> <p>Flag - The printed title (i.e., name and logo) of a newspaper at the top of the front page</p> <p>Folio - Newspaper name, date and page number that appear at the top of each page</p> <p>Gutter - narrow margin of white space in the center area in a magazine, newspaper, or book, where two pages meet</p> <p>Hard news stories - factual accounts of important events, usually appearing first in a newspaper</p> <p>Headline - the "title" of a newspaper or magazine story</p> <p>Human interest story - a story that focuses on the human side of news and often appeals to the readers' emotion</p> <p>Inverted pyramid - the structure of a news story which places the important facts at the beginning and less important facts and details at the end, enabling the editor to cut bottom portion of the story if space is required</p> <p>Investigative journalism - a story that requires a great amount of research and hard work to come up with facts that might be hidden, buried, or obscured by people who have a vested interest in keeping those facts from being published</p> <p>Issue - All the copies which a newspaper publishes in one day</p> <p>Jargon - any overly obscure, technical, or bureaucratic words that would not be used in everyday language</p> <p>News angle - the aspect, twist, or detail of a feature story that pegs it to a news event or gives it</p>
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<p>paper where the story is completed, allowing more space for stories to begin on the front page</p> <p>Kicker - an ending that finishes a story with a climax, surprise, or punch line</p> <p>Kill - To eliminate all or part of a story</p> <p>Layout - (1) A sketch or drawing that indicates the arrangement of pictures and copy on a printed page. Used synonymously with "dummy." (2) A combination of stories, pictures, etc., about a single subject</p> <p>Layout editor - the person who begins the layout plan, considering things like placement and amount of space allotted to news and advertising copy, graphics, photos, and symbols</p> <p>Lead (pronounced "led")- The space between lines of type. This space is often altered so that stories form perfect boxes</p> <p>Lead (pronounced "lede")- (1) The first few sentences or the first paragraph of a story. (2) A tip that may lead to a story</p> <p>Libel - publishing in print (or other media) false information that identifies and deframes an individual</p> <p>Managing editor - the person who co-ordinates all news departments by collecting all copy and ensuring that all instructions for printer or typist are clear and consistent OR the person who meets and consults with the staff to make a plan</p> <p>Masthead the "banner" across the front page which identifies the newspaper and the date of publication</p> <p>Media relations - a function of public relations that involves dealing with the communications media in seeking publicity for, or responding to media interest in, an organization</p> <p>Morgue - newsroom library</p> <p>Press Run - Total number of copies printed</p> <p>Proof- A page on which newly set copy is</p>	<p>news value for the reader</p> <p>Newspaper styles - styles of various newspapers including dailies, tabloids, and weeklies</p> <p>Newsspeak - language that distorts, confuses, or hides reality</p> <p>Off the record - something a source does not want repeated in a news story</p> <p>Op-ed page - a page in a newspaper that is opposite the editorial page, and contains columns, articles, letters for readers, and other items expressing opinions</p> <p>Pad - To make a story longer by using more words than are necessary</p> <p>Paraphrase - an indirect quote or summary of the words the news maker said</p> <p>Photos - still images which communicate the photojournalist's angle or perceived reality</p> <p>Photo Credit - A photographer's byline. The name of the person or organization responsible for making or distributing a photograph, usually appearing small type under the reproduced picture. Also called credit line</p> <p>Pica- (1) 12-point type; (2) Unit of linear measurement equal to 1/6 of an inch (i.e., six picas = one inch.).</p> <p>Plagiarism - using the work of another person (both written words and intellectual property) and calling that work your own</p> <p>Plate- A plate contains the image of several pages, in multiples of 4, and is installed onto the press.</p> <p>Pre-date - An edition issued before its announced date of publication</p> <p>Press - Machine that prints the newspaper</p> <p>Single Copy - Sales of newspapers from a newsstand or rack; Papers sold one at a time</p>
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<p>reproduced to make possible the correction of errors</p> <p>Proofreader - One who reads proof pages and marks errors for corrections</p> <p>Put to Bed - When the paper heads to press and newsroom has signed off all pages.</p> <p>Public affairs - various activities and communications that organizations undertake to monitor, evaluate, influence, and adjust to the attitudes, opinions, and behaviours of groups or individuals who constitute their publics</p> <p>Q and A- Copy in question and answer form, as in verbatim reports of court proceeding</p> <p>Quotes- (1) Quotation marks; (2) A quote is a portion of a story that consists of direct quotations</p> <p>Railroad - To rush copy through to the paper without careful editing</p> <p>Register - Correct placement of plates to ensure ink is properly aligned</p> <p>Reporters - the people who gather facts for the stories they are assigned to write</p> <p>Rough - A preliminary layout not in finished form</p> <p>Rules - lines used to separate one story from another on a newspaper page</p> <p>Screens - shaded areas of copy in a newspaper</p> <p>Scoop- A story obtained before other newspapers or other media receive the information</p> <p>Series - A group of related stories generally run on successive days or weeks</p> <p>Sidebar - A secondary news story that supports or amplifies a major story</p> <p>Thumbnail - A half-column picture.</p>	<p>Sidebar - a column of copy and/or graphics which appears on the page of a magazine or newspaper to communicate information about the story or contents of the paper</p> <p>Slander - similar to libel, but spoken instead of published</p> <p>Soft news - stories that are interesting but less important than hard news, focusing on people as well as facts and information and including interviews, reviews, articles, and editorials</p> <p>Sound bite - the videotaped quote in television news</p> <p>Source - a person who talks to a reporter on the record, for attribution in a news story</p> <p>Spin - hidden slant of a press source, which usually casts the client in a positive light</p> <p>Straight News - A plain account of news facts written in standard style and structure</p> <p>Style - conformity of language use by all writers in a publication (e.g., AP style is conformity to the rules of language according to the Associated Press)</p> <p>Subhead - Small, one-line headline inserted in the body of a story to break up the monotony of a solid column of small type</p> <p>Summary lead - the traditional journalism tool used to start off most hard news stories; the first few sentences of a news story which usually summarizes the event and answers the questions: Who? What? When? Where? Why? How?</p> <p>Tabloid - technically, a publication half the size of a standard newspaper page; but commonly, any newspaper that is splashy and heavily illustrated</p> <p>Target audience - a specific group of people that media producers or advertisers want to re</p>
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Transition - a rhetorical device used in writing to move the story smoothly from one set of ideas to the next by finding a way to connect the ideas logically

Trend story - a feature story that focuses on the current fads, directions, tendencies, and inclinations of society

Typographical Error (or Typo) - A mechanical error in typing a story.

Web Press - Machine used to print the newspaper. Paper is woven through the press to facilitate printing

Widow - A single word or short line of type at the end of a paragraph, particularly at the top or bottom of a column or page

Wire services - services that provide news from around the world to publications that subscribe for a fee (e.g., Associated Press, Reuters, and United Press International)

Yellow Journalism - Sensational journalism

Assessments

Formative (interim)
Summative (final)

Formative Assessments

Performance Assessment Article Writing
Newspaper Layout and Design

Summative Assessment (end point)

Unit Quizzes
Proficiency Test

Cross Curricular / Interdisciplinary:

- Language Arts (Reading, Writing, Listening, and Speaking)
- Social Studies
- Fine Arts

Course Resources:

Technologies: www.vikingvibe.com
Various email providers
Various word-processing programs
Various internet search engines
Google Drive
Ipads/Chromebooks
Thumbnail drives
Computers
smartphones

Text: Instructor notes based on *Journalism Today!* and other resources
Direct Instruction from art teacher
The Newspaper Designer's Handbook – Tim Harrower
Associated Press Stylebook and Briefing on Media Law: With Internet Guide and Glossary

Other: www.asne.org
www.gsspa.org
www.jea.org

Pacing Chart (Scope & Sequence) - Units of Study**FIRST QUARTER**

1. News, News Values and Newswriting
2. Transitions and Quotations
3. Interviewing Skills
4. Ethics and Credibility
5. Features and In-Depth Reporting
6. Sports Writing
7. Writer's Workshop I
8. Principles of design: things to avoid/things to do when laying out (basics) – fine arts
9. Hyphenations (although I think it helps) – fine arts
10. Advanced techniques- using harder tools – fine arts

11. How to make it attractive (pop) – fine arts

SECOND QUARTER

12. Serif vs sans serif – fine arts
13. Photoshop - editing image, improving image quality – fine arts
14. Golden ratio – fine arts
15. Shortcut keys – fine arts
16. Kerning/tracking – fine arts
17. Letting – fine arts
18. Adjusting space between letters – fine arts
19. Typing on path – fine arts
20. Using the pen tool – fine arts
21. Writer's Workshop II
22. Writer's Workshop III
23. Writer's Workshop IV
24. Writer's Workshop V

SUPPLEMENTAL TOPICS

Besides all of the above, the instructor may alter the scope and sequence as instructionally appropriate. From time-to-time, additional supplemental material/topics may also be introduced in order to enhance the delivery of instructional.

AP Art History is designed to provide the same benefits to secondary school students as those provided by an introductory college course in art history. In the course, students examine major forms of artistic expression from the ancient world to the present and from a variety of cultures. They learn to look and analyze works of art within their historical context, and to articulate what they see or experience in a meaningful way. A meaningful way to experience works of art is learning to frame an understanding that relates how and why works of art communicate visual meaning.

An introductory college art history course content generally covers the various art forms in the following proportions: 40-50% painting and drawing, 25% architecture, 25% sculpture, and 5-10% other media (printmaking, photography, ceramics, fiber arts, etc.). The AP Art History course content and AP Examination reflect these distributions.

College art history survey courses vary in approaches to interpreting art, including selection of chronological frameworks, themes, and the emphasis on analytical skills. The AP Development Committee regularly monitors the ways in which art history is taught at the college level and the choices they make in devising the course and the examination are compatible with college level curricular objectives.

The main objectives of AP curriculum in Art History are to develop in students:

- the ability to apply fundamental art and art historical terminology.
- an appreciation for the process of making and displaying art.
- an understanding of purpose and function of art.
- the ability to analyze works of art in context of historical evidence and interpretation, examining such issues as politics, religion, patronage, gender, and ethnicity.
- an understanding of cross-cultural and global nature of art.
- the ability to perform higher order thinking skills and articulate visual and art historical concepts in verbal and written forms.

Syllabus

Advanced Placement Art History is an in-depth exploration of subject, style, and the significance of global art in terms of the art's original setting, as well as, the social, political, and religious forces shaping civilization of the time. Extensive study will cover the elements and principles of artistic design as they appear throughout pre-history to present day in architecture, sculpture, painting, and other media. The development of European traditions in Western Art will come to light by comparing and contrasting global perspectives through the study of **Gardner's Art Through the Ages**, other text, online resources, visual examples, discussion, and museum work. This course is strongly recommended for those students who intend to pursue a career in any branch of the fine arts. Art history also parallels and enhances other areas of academic study. Class participation is required and homework is extensive. Students will be required to complete a summer reading assignment.

Prerequisite: A grade of B or better in most recent courses of Social Studies and English.

AP Art History is a chronological study of architecture, sculpture, painting and photography of the western tradition and select non-western works from a variety of cultures. Daily discussion, group activities and hands-on art that are incorporated into the Power Point lecture series. South Brunswick High School is rich with a student population from various cultures and religions. For this reason I place some emphasis on the art of India, Islam, Asia, Southeast Asia, and African cultures. Cross-cultural parallels are continually made using, for example, images of the divine and sacred spaces, whether these be Pagan, Islamic, Buddhist,

Hindu, Judaic, or Christian. Previously studied images and new images can be compared and contrasted at any given point to parallel any cross-cultural concepts.

A strong underlying theme throughout my survey is the human figure in art and its relation to changing canons. This topic lends itself to the role that woman play throughout art history as they appear in their time of history as subject matter, rulers, patrons, and artists.

The 2009-2010 school year will be my fifth year teaching AP Art History. I constantly seek out strategies for making improvements to the course of study. I begin the school year using portions of Gardner's Study Guide and find that it provides a disciplined approach for students reading the Gardner text. Students quickly gain knowledge of vocabulary, concepts, and writing rubrics. After the study chapter on Gothic Art, I reduce portions of the study guides and use more varied homework assignments that focus more on short essay writing and specific AP exam question types and topics. After the study of Rome student chapter readings are assessed through a 3SR? format. Students survey the chapter, noting its headings and bold topics. Then students write down five questions pertaining to: Who? What? When? Where? And Why? Students read and recite the chapter reading. Students hand in the five questions answered in paragraph form. This process fulfills individual interests and reinforces in depth research topics, while providing more student involvement and variety in the classroom lecture discussion.

Weekly carousel activities allow students to get up on their feet and work in groups while exploring images and using vocabulary to describe their observations. Many different venn diagrams are used in this procedure to compare and contrast images. Students use the vocabulary to develop sentence structures and share a dialog review with the entire class. The written results prove to be perfect plans for essays writing.

Kinesics activities are great group activities that I apply when teaching about sculpture and architecture. Students become the architectural elements, working together; their bodies become columns, barrel vaults, grain vaults, hypostyle halls, central planned structures, etc. A digital camera can document these living structures and be displayed beside actual buildings or sculpture.

Periodic hands-on art projects provide students with firsthand knowledge of the potential and limitations of art media. Experienced and non-experienced art students find these activities insightful in terms of understanding artistic processes and the artist's intensions. I often demonstrate the procedure in class and students complete the art project for homework. One of my favorite activities is having students press an authentic 1000BCE cylinder seal into clay. To actually hold a museum quality artifact in your hands is a memorable experience and to create with it is another.

Students will create 100 flashcards throughout the year. Images must be fully identified. After the study of Greek Art, images will be paired on flashcards according to AP exam topics. Students will end up with 200 images and many AP exam topics that will be beneficial for exam review.

I assimilate my AP Art History **objectives** to a wide brimmed chalice. The brim of the chalice is filled up, at times overflowing, with vocabulary, concepts, dates, images, artists, historical events, religions, powerful figures of authority, rituals, conjectures, and documented facts. Writing, discussion, poetry, any and all means of communication and analysis, are mixed up with the added ingredients of group conclusions and diverse ways of seeing and then finally synthesized. The fermented mixture rests at the bottom of the cup and is funneled through the narrow stem as students grasp all that knowledge and condense it into AP test preparation.

This course fulfills all of the New Jersey State standards for Visual Arts with an emphasis on: **1.1 Aesthetics** – Using aesthetic Knowledge in the creation of and in response to the Visual Arts. **1.2 Creation and**

Performance – Utilizing skills, media, methods, and technologies appropriate to each art form in creation, performance, and presentation of Visual Arts. **1.3 Elements and Principles** – Demonstrate an understanding of the elements and principles of Visual Arts. **1.4 Critique** – Develop, apply, and reflect upon knowledge of the process of critique. **1.5 History/Culture** – Understand and analyze the role, development, and continuing influence of the arts in relation to world cultures, history and society.

My **goal** lies in the base of the chalice, the foundation that supports the whole. My goal is for my students to come away from this course with a life-long love of art history. It is my hope that students will be able to look any piece of art or architecture and examine it objectively in terms of its subject, style, and significance in order to see its purpose in a given time and place within the global world in which they live now and participate in. The goal is for art history to continue enriching their lives.

Students will be able to write essays and complete quizzes/exams defining vocabulary from the field of art history, fully identify specific works of art (title, artist, media, culture, artistic movement or period, and approximate date) and analyze composition, symbolism and psychological function of those works of art in their time and in our own time.

Summer Reading Assignment: All students are to read and outline the Introductory chapter of Gardner’s “Art Through the Ages”. Students read two of the selected books and write a report on the role art plays within the story. Further Internet research and a book group activity will follow when students report to class in September. These book selections are powerful motivators for students and the Internet follow up research demonstrates the need for further research when proving what is fact and fiction. Book group discussions are lively and encourage group-learning.

COURSE OUTLINE:

Each day represents a 90-minute block class. Block scheduling allows for two to three rotating blocks per week. The number in parentheses indicates the number of days spent on each topic. All projects: homework, hands-on art, essays, quizzes, flashcards, etc. are weighted at 100 points each with the exception of one binder check (200 points) and a participation grade (300 points). All students are encouraged to take the AP Art History exam. As of 2009, all students must pay for their own AP exam.

(The bold italicized acronyms in parenthesis are accredited to Barbara Putman at St. Mark’s in Southborough, Massachusetts.)

Sample of Topics, Concepts and Assessments

Topic: Introduction

- How old is it? Types of evidence
- Elements and Principles of Design
- Subject/Style/Signification

Topic: The Stone Age (1)

- Paleolithic Art- 30,000 BCE
- Neolithic Art- Near East 8000 BCE
- Europe 4000 BCE

Assessment

- Gardner’s Study Guide Quiz/Vocabulary; Book Groups
- Essay: How and why did art change between the Paleolithic and Neolithic periods?

Concept: “Conjecture”

- Conceptual
- Cave Art
- Animals
- Civilization

Suggested AP Topics for FLASHCARDS: Discuss why the images in this chapter can not be used on the AP Exam. Human Figure in Art; Animals in Art.

Topic: Ancient Near East (2)

- Sumerian Art
- Akkadian, Neo-Sumerian, Babylonian and Hittite Art
- Middle Elamite and Assyrian Art
- Neo-Babylonian and Persian Art
- Sasanian Art

Assessment

- Gardner’s Study Guide Quiz/Vocabulary
- Hand-on- Cylinder seal

Concept: “SABAN”

- Hierarchy
- Narrative

Suggested AP Topics for FLASHCARDS: Narrative in Art; Power and Authority

Topic: Ancient Egypt (2)

- The Pre Dynastic and Early Dynasties
- The Old Kingdom Dynasties
- The Middle Kingdom
- The New Kingdom - Amarna Period
- The Late Kingdom

Assessment

- Gardner’s Study Guide Quiz/Vocabulary; Book Groups
- Hands-On: Relief Sculpture (Balsa Foam); High-Low Relief

Concept: “Tombs, Temples and Timelessness”

- Canons
- Idealism/Naturalism
- Tomb Design

Suggested AP Topics for FLASHCARDS:

- Funerary Art
- Historical Narrative
- Human Figure
- Marriage
- Social Status
- Women in Art

- Animals in Art

COURSE MATERIALS:

Primary Text (Textbook provided to all students.)

Kleiner, Fred S., Christin T. Mamiya, *Gardner's Art Through the Ages*. 12th Edition
Wadsworth Publishing Company, 2005

Kleiner, Fred S., *Gardner's Art Through The Ages*, 13th Edition, Thomson/Wadsworth Publishing Company, 2009

Supplemental Materials and Additional Resources

Study Guide for Gardner's Art Through The Ages, 12th Edition, Volume I & II

Past AP Art History Exams

Study Guide for Gardner's Art Through The Ages, 13th Edition, Volume I & II

Past AP Art History Exams

Text

Janson, H. W., Anthony F. *Janson's History of Art*. 5th Edition

Harry N. Abrams, Inc., Publishers 1997

Carol Strickland, Ph.D., John Boswell, *The Annotated Mona Lisa*.

Andrews and McMeel, A Universal Press Syndicate Company, 1992

Gerald F. Brommer, *Discovering Art History*, 3rd Edition, Davis Publications, 1997

Marilyn Stokstad, *Art History*, Revised 2nd Edition, Pearson Education, Inc., 2005

Image Sources: Multimedia Manager, For Gardner's Art Through the Ages

Teacher Supplemental Materials and Additional Resources:

Student Test Packet for Gardner's *Art Through the Ages*, by Lilla Sweatt, 12th Edition, Volume I & II,
Thomson/Wadsworth, 2005

General Websites:

www.apcentral.collegeboard.com

www.wadsworth.com Companion Book Web Site

www.metmuseum.org

www.panoramas.dk

www.Goggle.com (Images)

www.GoogleEarth.com

and more on 5 page student listing

Specific Websites - examples

<http://www.edtech.vt.edu/edtech/arthistory/intro/introp1.html>

<http://www.egyptvoyager.com/virtualtours.html>

<http://www.learner.org/resources/series.html>

www.pbs.org/empires/thegreeks/htmlver

<http://www8.georgetown.edu/departments/medieval>

www.mcah.columbia.edu/Amiens.html

<http://humanities.uchicago.edu/images/heures/heures.html>

Glossary

Visual Arts Curriculum Glossary

Abstract: Non-objective. Not aiming to depict an object in the world but composed with the focus on internal structure and form. Example: Pollack

Abstract Representational: Partial abstraction. Has a recognized subject. Example: Picasso-like.

Adobe In Design: is a desktop publishing (DTP) software application produced by Adobe Systems which can be used to create things such as posters, flyers, brochures, magazines and books.

Adobe Photoshop: is a graphics editing program developed and published by Adobe Systems.

Aesthetics: **1.** an idea of what is beautiful or artistic. **2.** The way something looks, especially when considered in terms of how expressive it is. (Creative, expressive qualities of form vs. more recording)

Artsonia: This is an optional student art museum. It is one the largest online, global museums in the world. A child can have an online art gallery and preserve their artwork in this format. Some art teachers in the District post their students' work in the gallery.

Assemblage: A work of art made from a collection of different objects.

Assessment: A method of evaluating student performance and attainment.

Bulk Loading: Photography term for loading film into canister

Casting: An object made using a mold.

Collagraphy: A printmaking process in which materials are applied to a rigid substrate (such as cardboard or wood).

Complementary Color: Colors opposite on the color wheel. Most contrasting. Example- purple and yellow.

Contact Sheet: A photographic image produced from a film, usually a negative, occasionally from a film positive.

Contour drawing: A method of drawing that uses only line to describe a form.

Corel Painter: is a raster-based digital art application created to simulate as accurately as possible the appearance and behavior of traditional media associated with drawing, painting, and printmaking.

Critique: A written or broadcast assessment of something, usually a creative work, with comments on its good and bad qualities.

Cubism: An artistic style, chiefly in painting and sculpture that developed in the early 20th century and emphasizes the representation of natural forms as geometric shapes seen from several angles.

Dry Brush: a painting technique in which a paint brush that is relatively dry, but still holds paint, is used.

Elements and Principles of Design: describe fundamental ideas about the practice of good visual design that are assumed to be the basis of all intentional visual design strategies. The **elements** form the 'vocabulary' of the design, while the **principles** constitute the broader structural aspects of its composition.

Elements of Design:

- **Color:** The property of objects that depends on the light that they reflect and is perceived as red, blue, green, or other hues.
- **Form:** The three-dimensionality of an object.
- **Line:** An element of art that is used to define shape, contours, and outlines, also to suggest mass and volume. It may be a continuous mark made on a surface with a pointed tool or implied by the edges of shapes and forms.
- **Shape:** When a line crosses itself or intersects with other lines to enclose a space.
- **Space:** With sculpture: refers to its three-dimensionality. Two dimensionality: refers to the arrangement of objects.

- **Texture:** Real Texture is the actual texture of an object. Implied Texture is the where a two-dimensional piece of art is made to look like a certain texture. How it appears to feel (e.g. smooth)
- **Value:** The range of lightness and darkness within the artwork.

Principles of Design:

- **Balance:** To arrange the different parts of something so that they form a harmonious and well-proportioned whole.
- **Contrast:** The occurrence of opposing elements, such as color, value, size, etc. It creates interest and pulls the attention toward the focal point.
- **Emphasis:** Areas of interest. Guides the eye into through and out of the image through the use of sequence of various levels of focal points, primary focal point, secondary, tertiary, etc.
- **Harmony:** achieved through the sensitive balance of variety and unity.
- **Proportion:** The relationship of size between objects.
- **Repetition:** The recurrence of elements within a piece: colors, lines, shapes, values, etc.
- **Variety:** The use of dissimilar elements, which creates interest.
- **Unity:** refers to a sense that everything in the artwork belongs there, and makes a whole piece.
Integrative of all elements

Etching: The art or process of creating etched or incised designs or making prints from etched surfaces.

Expressionism: An artistic movement that flourished in Germany between 1905 and 1925 whose adherents sought to represent feelings and moods rather than objective reality, often distorting color and form.

Fauvism: An early 20th-century movement in painting, begun in about 1905 by a group of French artists, including Matisse, and characterized by the use of simple forms and bright colors.

Gesture Drawing: The practice of drawing a series of poses taken by a model in a short amount of time, often as an exercise with which to begin a life drawing session.

Hue: A color.

Impasto: The technique of applying paint so thickly that brush or knife strokes can be seen.

Impressionism: A style of painting that concentrates on the general tone and effect produced by a subject, without elaboration of details. Monet and Renoir were practitioners of impressionism.

Intaglio: a printing technique such as engraving or etching in which the design is cut into the plate instead of protruding from it.

Kerning: The addition or removal of space between individual characters in a piece of typeset text to improve its appearance or alter its fit.

Leading: The spacing between lines of type.

Media/Medium: (1) The materials that an artist uses in creating a work. (2) A method that an artist uses or a category such as sculpture in which an artist works

Minimalism: A movement of abstract artists who produce uncluttered paintings and sculptures that make use of basic colors and geometric shapes in impersonal arrangements. The movement originated in New York in the 1960s.

Monochromatic: Having only one color (or its tints and shades)

Mono-printing: A form of printmaking that has images or lines that can only be made once. Single impression made from a re-printable block. Repeated, patterned. Example: etching or woodcutting.

Mono-typing: A form of printmaking that has images or lines that cannot exactly be reproduced. It's a unique print. Drawing or painting on clean, non-absorbent surface.

Motor Skills: A learned series of movements that combine to produce a smooth, efficient action.

Perspective: The appearance of objects to an observer allowing for the effect of their distance from the observer.

Photogram: Sun sensitive paper

Photo-Realism: The genre of painting based on making a painting from a photograph.

Plate: A template for printing.

Pop Art: An art movement in the 1950s to 1970s that incorporated modern popular culture and the mass media. It included such artists as Andy Warhol and Roy Lichtenstein.

Primary Color: Red, yellow, and blue: colors from which all other colors can be blended.

Realism: Replicates real life.

Renaissance: Period 1400-160, Age of Enlightenment.

Rubric: A scoring tool for subjective assessments. It is a set of criteria and standards linked to learning objectives that is used to assess a student's academic performance

Secondary Color: A color produced by mixing two primary colors in roughly equal quantities, e.g. orange, green, or purple

Shade: Color mixed with black.

Tertiary Color: A color made by mixing two secondary colors together or by mixing a primary color with the secondary color closest to it.

Tint: A color mixed with white.

Tone: Color mixed with gray.

Typography: The appearance of printed characters on the page.

Understanding by Design: Overall design of the curriculum. Based on essential questions that reflect the end goal of the big idea.

Wacom tablet: Equipment used in digital art making

South Brunswick School District



DISTRICT APPENDIX

There are the various strands that cross content.

They have relevance to every curricular area and all grade levels.

The strands are interwoven into content and integrated into instruction.

They do not stand alone.

A synopsis of each strand is included in this document.

**The full SBSB K-12 District Appendix, with detailed information about each strand,
can be found as a separate document.**

Topics

Teaching for the 21st Century

Educational Technology Standards

21st Century Life and Career Education Skills

Character Education

Differentiation

Understanding by Design (UbD): “Reader’s Digest” Version

Topic
<p>Teaching for the 21st Century: What does this mean and how do you do it?</p> <p>Students need to gain skills that will enable them to learn on their own, think critically and creatively, and apply knowledge to new situations. An emphasis needs to be placed on problem solving, teamwork skills, global awareness, and proficiency in using technology. Students need to learn to collaborate and work on authentic problems that they will likely encounter in their future careers. This section will outline what this means and how you “teach” for the 21st century: Elementary, Middle and High.</p>
<p>Tools for the 21st Century: Life, Careers, and Digital Environments</p> <p>21st Century Life and Career Education Skills and Educational Technology Skills outline the NJ Core Curriculum Content Standards for these areas that align with PK-12 learning.</p> <p>These standards are written into the curriculum documents for all areas of content—English Language Arts, Mathematics, Science, Social Studies, PE/Health Education, Visual Art, Music, World Language and Library-Media. They are integrated into curriculum and instruction in places where it is relevant and meaningful to do so, and in ways that enhance learning. You will see these integrations explicitly noted in the curriculum guides: Elementary, Middle and High.</p>
<p>Character Education: Safe and Caring Learning Communities</p> <p>South Brunswick takes an “approach” to character education that fosters the social, emotional and academic growth of each child. The intent is to create a safe and caring community while building life skills based on the five core values (CARES):</p> <ul style="list-style-type: none"> C Cooperation A Assertion R Responsibility (and Respect) E Empathy S Self-Control <p>For over ten years, the K-5 teachers have been trained in and have followed the <i>Responsive Classroom (RC)</i> approach.</p> <p>The middle school teachers have studied and/or been trained in the <i>Developmental Designs (DD)</i> approach to character education.</p> <p>The high school approach has been named “Strive for Five” and includes an annual theme with</p>

related activities to bring Character Education to the forefront. There is always a service-learning project connected to the theme. In addition, the high school also follows the *Institute of Excellence and Ethics* (IEE) approach. The IEE approach allows for explicit teaching of Character Education through a series of multimedia lessons that are embedded into the students' schedules.

Differentiation

Differentiation of instruction is a deliberate and conscious method of planning and teaching that provides multiple avenues of learning. It means different challenges to different students. It is characterized by strategies that use an assessment of each individual student for readiness, interest and learning style to modify instruction in three ways: by content, process and product.

In this document, there is a brief description of several approaches and methods that have long been utilized in South Brunswick to meet the differentiated needs of students within the classroom.

- Bloom's Taxonomy
- Gardner's Multiple Intelligences
- Learning Styles
- Inclusion Classrooms
- Kagan Cooperative Learning
- Principles of Differentiation

It is expected that classroom instruction will be differentiated. This expectation is predicated upon the belief or disposition that "all students can learn."

Understanding by Design

For nearly two decades, the South Brunswick School District has held much value in the Understanding by Design (UbD) or Backward Design model of curriculum writing by Grant Wiggins. This model and the process of curriculum development, has been used in the district for many years. The curriculum template—which was recommended by the State of NJ and adopted/adapted by the District, includes elements of the UbD approach.)

You will note that in every curricular area, we begin with the end in mind (that is, the big idea). Enduring understandings, essential questions and performance assessments—all based on standards- - are used in the process of curriculum development.

With this being said, it is not only important to understand the process of UbD, but also how to implement curriculum designed in such a way.

A brief overview of how to use Understanding by Design in delivering curriculum is included in the Appendix.