

Fine Art I

Unit 1: Foundations of Art

Stage 1: Desired Results

Standards & Indicators:

1.5.12prof.Re7b: Analyze how one's understanding of the world is affected by experiencing visual arts.

1.5.12prof.Re8a: Interpret an artwork or collection of works, supported by relevant and sufficient evidence found in the work and its various contexts.

Career Readiness, Life Literacies and Key Skills

Standard	Performance Expectations	Core Ideas
9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).	With a growth mindset, failure is an important part of success
9.4.12.CT.1	Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).	Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.

Central Idea/Enduring Understanding:

- Students will recognize and identify the elements of art and the importance of critique.

Essential/Guiding Question:

- Why Create?
- What are the Elements of Art and Principles of Design?
- How are the Elements of Art Principles of Design utilized in Art?
- Why is it important to critique your artwork?

Content:

- Elements and Principles of Art
- Critique of an artwork

Skills(Objectives):

- SWBAT identify the elements and principles of art and incorporate them in their own work
- SWBAT critique an artwork using 5 steps: interpret, analyze, reflect, evaluate, describe

Interdisciplinary Connections:

History- The study of artists throughout history.

English- Critique of an artwork.

Computer Science and Design Thinking

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- 8.2.12.EC.3: Synthesize data, analyze trends, and draw conclusions regarding the effect of a technology on the individual, culture, society, and environment and share this information with the appropriate audience.
- 8.2.12.EC.2: Assess the positive and negative impacts of emerging technologies on developing countries and evaluate how individuals, non-profit organizations, and governments have responded.
- 8.2.12.ETW.3: Identify a complex, global environmental or climate change issue, develop a systematic plan of investigation, and propose an innovative sustainable solution.

Career Readiness, Life Literacies, and Key Skills

- 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
- 9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).

English Language Arts Companion Standards

- WHST.11-12.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- NJSLSA.W1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

Stage 2: Assessment Evidence

Performance Task(s):

As new lessons are introduced and new projects are begun, students will use their sketchbooks to write definitions, investigate artists' work, and explore their approach to solving artistic challenges.

- Projects
- Critiques
- End-of-Unit Assessments

Other Evidence:

- Daily Do-Now activities
- Vocabulary
- Sketches/research
- Participation
- Following Class Procedures
- Projects assessed using rubrics focused on skills taught, safety protocols and processes used

Stage 3: Learning Plan

Learning Opportunities/Strategies:

-Whole group learning with teacher lecture, discussion, and demonstration

-Guided practice

Resources:

- In-class resource books, and materials for each project
- Google classroom for video tutorials and examples
- Websites and teacher examples

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<div>-Independent practice</div> <div>-Small group instruction</div> <div>-Individual instruction</div> <div>-Cooperative learning</div>		<div>Social Studies Resources:</div> <div><div><div></div><div>The New Jersey Amistad Commission Interactive Curriculum</div></div><div><div></div><div>NJ Commission on Holocaust Education</div></div><div><div></div><div>Learning for Justice</div></div></div> <div>LGBT and Disabilities Law Resources:</div> <div><div><div></div><div>GLSEN Educator Resources</div></div><div><div></div><div>Supporting LGBTQIA Youth Resource List</div></div><div><div></div><div>Respect Ability: Fighting Stigmas, Advancing Opportunities</div></div></div>	
<div>Differentiation *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation</div>			
<div>High-Achieving Students</div>	<div>On Grade Level Students</div>	<div>Struggling Students</div>	<div>Special Needs/ELL</div>
<div>Development of personal ideas, voice, and style.</div> <div>Development of a portfolio of original artwork in anticipation of pursuing post-secondary art education. Production of advanced artwork for exhibitions and competitions in the community.</div> <div>Promoting student leadership and competency to instruct fellow students.</div> <div>Use of visual charts, demonstrations, student examples.</div>	<div>Development of personal ideas, voice, and style.</div> <div>Promoting student leadership and competency to instruct fellow students.</div> <div>Use of a visual chart, demonstrations, student and teacher examples.</div> <div>Independent and guided practice.</div> <div>Use of notes and online resources.</div>	<div>Development of personal ideas, voice, and style.</div> <div>Use of visual charts, demonstrations, student and teacher examples.</div> <div>Independent and guided practice.</div> <div>Use of notes and online resources.</div> <div>Extra time for projects and tests.</div> <div>One on one instruction and oral examination as an alternative to a written exam.</div> <div>Repeated lesson instruction and procedures.</div>	<div>Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing</div> <div>ELL supports should include, but are not limited to, the following: Extended time Provide visual aids Repeated directions Differentiate based on proficiency Provide word banks</div>

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Use of notes and online resources.			Allow for translators, dictionaries
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Unit 2: Drawing

Stage 1: Desired Results

Standards & Indicators:

1.5.12 acc.Cr1a: Individually and collaboratively formulate new creative problems based on the student's existing artwork.

1.5.12acc.Cr3a: Engage in constructive critique with peers, then reflect on, re-engage, revise, and refine works of art and design in response to personal artistic vision.

1.5.12acc.Re7b: Evaluate the effectiveness of visual artworks to influence ideas, feelings, and behaviors of specific audiences.

Career Readiness, Life Literacies and Key Skills

Standard	Performance Expectations	Core Ideas
9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).	With a growth mindset, failure is an important part of success
9.4.12.CT.1	Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).	Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.

Central Idea/Enduring Understanding:

Students will recognize and master basic drawing techniques.

- Interpret light and shade on a surface plane
- Relate value to color in drawing
- Interpret 1 and 2 point perspective on a surface plane
- Analyze in discussion and writing the work of famous artists to develop their own ideas and explore visual concepts

Essential/Guiding Question:

- How do artists use the Elements of Art (line, color, shape, value, form, texture, and space) to enhance visual expression?
- How do artists use the Principles of Design (balance, movement, gradation, variety/contrast, emphasis, harmony, rhythm, proportion, and unity) to organize the Elements of Art in an artwork and create visually stimulating artworks?
- How do you create the illusion of a 3-dimensional object on a 2-dimensional surface?

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<ul style="list-style-type: none"> • Learn how to critique work during class discussion 	<ul style="list-style-type: none"> • How do you create the illusion of depth on a 2-dimensional surface? • How can analyzing the work of others help improve your own work? • How can reflecting on your own work help you improve as an artist? • Why do we need visual art terminology when responding to art?
<p><u>Content:</u></p> <ul style="list-style-type: none"> • Value • Contour line • Figure drawing • 1 and 2 point Perspective • Critique of an artwork 	<p><u>Skills(Objectives):</u></p> <ul style="list-style-type: none"> • SWBAT use techniques like stippling, cross-hatching, hatching to create value in an artwork • SWBAT utilize blind contour, Contour line • SWBAT complete gesture drawings using a variety of mediums • SWBAT identify and create using 1 and 2 point Perspective • SWBAT critique an artwork using 5 steps: interpret, analyze, reflect, evaluate, describe
<p><u>Interdisciplinary Connections:</u></p> <p>History- The study of artists throughout history. Math- Connecting lines in perspective and the degree angle used to connect points. English- Critique of an artwork.</p> <p>Computer Science and Design Thinking</p> <ul style="list-style-type: none"> • 8.2.12.EC.3: Synthesize data, analyze trends, and draw conclusions regarding the effect of a technology on the individual, culture, society, and environment and share this information with the appropriate audience. • 8.2.12.EC.2: Assess the positive and negative impacts of emerging technologies on developing countries and evaluate how individuals, non-profit organizations, and governments have responded. • 8.2.12.ETW.3: Identify a complex, global environmental or climate change issue, develop a systematic plan of investigation, and propose an innovative sustainable solution. <p>Career Readiness, Life Literacies, and Key Skills</p> <ul style="list-style-type: none"> • 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12.prof.CR3a). • 9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12.acc.C1b, 2.2.12.PF.3). 	

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English Language Arts Companion Standards

- WHST.11-12.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- NJSLSA.W1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

Stage 2: Assessment Evidence

Performance Task(s):

As new lessons are introduced and new projects are begun, students will use their sketchbooks to write definitions, investigate artists' work, and explore their approach to solving artistic challenges.

- Projects
- Critiques
- End-of-Unit Assessments

Other Evidence:

- Daily Do-Now activities
- Vocabulary
- Sketches/research
- Participation
- Following Class Procedures
- Projects assessed using rubrics focused on skills taught, safety protocols and processes used

Stage 3: Learning Plan

Learning Opportunities/Strategies:

-Whole group learning with teacher lecture, discussion, and demonstration

-Guided practice

-Independent practice

-Small group instruction

-Individual instruction

-Cooperative learning

Resources:

- In-class resource books, and materials for each project
- Google classroom for video tutorials and examples
- Websites and teacher examples

Social Studies Resources:

- [The New Jersey Amistad Commission Interactive Curriculum](#)
- [NJ Commission on Holocaust Education](#)
- [Learning for Justice](#)

LGBT and Disabilities Law Resources:

- [GLSEN Educator Resources](#)
- [Supporting LGBTQIA Youth Resource List](#)
- [Respect Ability: Fighting Stigmas, Advancing Opportunities](#)

Differentiation *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation

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High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
<p>Development of personal ideas, voice, and style.</p> <p>Development of a portfolio of original artwork in anticipation of pursuing post-secondary art education. Production of advanced artwork for exhibitions and competitions in the community.</p> <p>Promoting student leadership and competency to instruct fellow students.</p> <p>Use of visual charts, demonstrations, student examples.</p> <p>Use of notes and online resources.</p>	<p>Development of personal ideas, voice, and style.</p> <p>Promoting student leadership and competency to instruct fellow students.</p> <p>Use of a visual chart, demonstrations, student and teacher examples.</p> <p>Independent and guided practice.</p> <p>Use of notes and online resources.</p>	<p>Development of personal ideas, voice, and style.</p> <p>Use of visual charts, demonstrations, student and teacher examples.</p> <p>Independent and guided practice.</p> <p>Use of notes and online resources.</p> <p>Extra time for projects and tests.</p> <p>One on one instruction and oral examination as an alternative to a written exam.</p> <p>Repeated lesson instruction and procedures.</p>	<p>Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing</p> <p>ELL supports should include, but are not limited to, the following: Extended time Provide visual aids Repeated directions Differentiate based on proficiency Provide word banks Allow for translators, dictionaries</p>

Unit 3: Painting Techniques

Stage 1: Desired Results

Standards & Indicators:

1.5.12acc.Cr2b: Demonstrate awareness of ethical implications of making and distributing creative work.

1.5.12acc.Cr3a: Engage in constructive critique with peers, then reflect on, re-engage, revise, and refine works of art and design in response to personal artistic vision.

1.5.12acc.Re7a: Recognize and describe personal aesthetic and empathetic responses to the natural world and constructed environments.

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Career Readiness, Life Literacies and Key Skills		
Standard	Performance Expectations	Core Ideas
9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).	With a growth mindset, failure is an important part of success
9.4.12.CT.1	Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).	Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.
<u>Central Idea/Enduring Understanding:</u> Students will recognize and master basic painting techniques. <ul style="list-style-type: none"> • Interpret color and recognize the color wheel • Analyze color theory/color schemes and the effects on the human mind • Recognize and create artworks inspired by the following styles: Surreal, Abstract, Plein Air • Practice and master basic techniques in the following mediums: Acrylic painting, Oil pastel, Watercolor 		<u>Essential/Guiding Question:</u> <ul style="list-style-type: none"> • How does color theory impact the final work of art? • How does basic knowledge of paint media, tools, techniques, and processes provide a foundation for painted artworks? • How can the principles of perspective be applied to painting? • What are the characteristics that make an artwork surreal? • How can an artist utilize a single brush to create different effects on an artwork? • What are the characteristics of an abstract
<u>Content:</u> <ul style="list-style-type: none"> • Color Wheel • Color theory • Surrealism, Abstract, Plein Air • Acrylic painting techniques • Oil pastel techniques • Watercolor techniques 		<u>Skills(Objectives):</u> <ul style="list-style-type: none"> • SWBAT identify the color wheel and how to create secondary and tertiary colors • SWBAT identify color schemes: analogous, monochromatic, complementary, warm and cool • SWBAT identify and create surreal, abstract and plein air style artworks • SWBAT utilize acrylic painting, oil pastel and watercolor painting techniques to create original artwork

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	<ul style="list-style-type: none"> SWBAT identify and create using various painting techniques including: wet on wet, dry brushing, sgraffito, glazing, stippling, gestural, splattering, and dabbing.
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Interdisciplinary Connections:

History- The study of artists throughout history.

Psychology- The study of color theory and how colors can change emotions.

English- Critique of an artwork.

Computer Science and Design Thinking

- 8.2.12.EC.3: Synthesize data, analyze trends, and draw conclusions regarding the effect of a technology on the individual, culture, society, and environment and share this information with the appropriate audience.
- 8.2.12.EC.2: Assess the positive and negative impacts of emerging technologies on developing countries and evaluate how individuals, non-profit organizations, and governments have responded.
- 8.2.12.ETW.3: Identify a complex, global environmental or climate change issue, develop a systematic plan of investigation, and propose an innovative sustainable solution.

Career Readiness, Life Literacies, and Key Skills

- 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
- 9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).

English Language Arts Companion Standards

- WHST.11-12.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- NJSLSA.W1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

Stage 2: Assessment Evidence

Performance Task(s):

As new lessons are introduced and new projects are begun, students will use their sketchbooks to write definitions, investigate artists' work, and explore their approach to solving artistic challenges.

Other Evidence:

- Daily Do-Now activities
- Vocabulary
- Sketches/research
- Participation
- Following Class Procedures
- Projects assessed using rubrics focused on

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<ul style="list-style-type: none"> • Projects • Critiques • End-of-Unit Assessments 	skills taught, safety protocols and processes used
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Stage 3: Learning Plan

<p><u>Learning Opportunities/Strategies:</u></p> <ul style="list-style-type: none"> -Whole group learning with teacher lecture, discussion, and demonstration -Guided practice -Independent practice -Small group instruction -Individual instruction -Cooperative learning 	<p><u>Resources:</u></p> <ul style="list-style-type: none"> • In-class resource books, and materials for each project • Google classroom for video tutorials and examples • Websites and teacher examples <p>Social Studies Resources:</p> <ul style="list-style-type: none"> • The New Jersey Amistad Commission Interactive Curriculum • NJ Commission on Holocaust Education • Learning for Justice <p>LGBT and Disabilities Law Resources:</p> <ul style="list-style-type: none"> • GLSEN Educator Resources • Supporting LGBTQIA Youth Resource List • Respect Ability: Fighting Stigmas, Advancing Opportunities
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Differentiation *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
<p>Development of personal ideas, voice, and style.</p> <p>Development of a portfolio of original artwork in anticipation of pursuing post-secondary art education. Production of advanced artwork for exhibitions and competitions in the community.</p>	<p>Development of personal ideas, voice, and style.</p> <p>Promoting student leadership and competency to instruct fellow students.</p> <p>Use of a visual chart, demonstrations,</p>	<p>Development of personal ideas, voice, and style.</p> <p>Use of visual charts, demonstrations, student and teacher examples.</p> <p>Independent and guided practice.</p> <p>Use of notes and online resources.</p> <p>Extra time for projects</p>	<p>Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group</p>

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<p>Promoting student leadership and competency to instruct fellow students.</p> <p>Use of visual charts, demonstrations, student examples.</p> <p>Use of notes and online resources.</p>	<p>student and teacher examples.</p> <p>Independent and guided practice.</p> <p>Use of notes and online resources.</p>	<p>and tests.</p> <p>One on one instruction and oral examination as an alternative to a written exam.</p> <p>Repeated lesson instruction and procedures.</p>	<p>instruction for reading/writing</p> <p>ELL supports should include, but are not limited to, the following:</p> <p>Extended time</p> <p>Provide visual aids</p> <p>Repeated directions</p> <p>Differentiate based on proficiency</p> <p>Provide word banks</p> <p>Allow for translators, dictionaries</p>
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Unit 4: Paper Arts

Stage 1: Desired Results

Standards & Indicators:

1.5.12prof.Cr2a: Engage in making a work of art or design without having a preconceived plan.

1.5.12prof.Pr6a: Analyze and describe the impact that an exhibition or collection has on personal awareness of social, cultural or political beliefs and understandings

1.5.12prof.Re7a: Hypothesize ways in which art influences perception and understanding of human experiences.

Career Readiness, Life Literacies and Key Skills

Standard	Performance Expectations	Core Ideas
9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).	With a growth mindset, failure is an important part of success
9.4.12.CT.1	Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).	Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.

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<p><u>Central Idea/Enduring Understanding:</u></p> <ul style="list-style-type: none"> Students will explore paper art forms and the cultures/history behind different techniques. 	<p><u>Essential/Guiding Question:</u></p> <ul style="list-style-type: none"> How can paper be manipulated to create 3 dimensional design? How have different cultures impacted art making methods?
<p><u>Content:</u></p> <ul style="list-style-type: none"> Sketchbooks Origami Quilling 	<p><u>Skills(Objectives):</u></p> <ul style="list-style-type: none"> SWBAT create a sketchbook SWBAT identify and create various origami folds SWBAT create various quills to construct a singular artwork
<p><u>Interdisciplinary Connections:</u> History- The study of artists throughout history. English- Critique of an artwork. Math- Folding at different angles to create origami.</p> <p>Computer Science and Design Thinking</p> <ul style="list-style-type: none"> 8.2.12.EC.3: Synthesize data, analyze trends, and draw conclusions regarding the effect of a technology on the individual, culture, society, and environment and share this information with the appropriate audience. 8.2.12.EC.2: Assess the positive and negative impacts of emerging technologies on developing countries and evaluate how individuals, non-profit organizations, and governments have responded. 8.2.12.ETW.3: Identify a complex, global environmental or climate change issue, develop a systematic plan of investigation, and propose an innovative sustainable solution. <p>Career Readiness, Life Literacies, and Key Skills</p> <ul style="list-style-type: none"> 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a). 9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3). <p>English Language Arts Companion Standards</p> <ul style="list-style-type: none"> WHST.11-12.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. NJSLSA.W1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. 	

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Stage 2: Assessment Evidence

Performance Task(s):

As new lessons are introduced and new projects are begun, students will use their sketchbooks to write definitions, investigate artists' work, and explore their approach to solving artistic challenges.

- Projects
- Critiques
- End-of-Unit Assessments

Other Evidence:

- Daily Do-Now activities
- Vocabulary
- Sketches/research
- Participation
- Following Class Procedures
- Projects assessed using rubrics focused on skills taught, safety protocols and processes used

Stage 3: Learning Plan

Learning Opportunities/Strategies:

-Whole group learning with teacher lecture, discussion, and demonstration

-Guided practice

-Independent practice

-Small group instruction

-Individual instruction

-Cooperative learning

Resources:

- In-class resource books, and materials for each project
- Google classroom for video tutorials and examples
- Websites and teacher examples

Social Studies Resources:

- [The New Jersey Amistad Commission Interactive Curriculum](#)
- [NJ Commission on Holocaust Education](#)
- [Learning for Justice](#)

LGBT and Disabilities Law Resources:

- [GLSEN Educator Resources](#)
- [Supporting LGBTQIA Youth Resource List](#)
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Differentiation *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
Development of personal ideas, voice, and style.	Development of personal ideas, voice, and style.	Development of personal ideas, voice, and style. Use of visual charts, demonstrations, student	Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or

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Development of a portfolio of original artwork in anticipation of pursuing post-secondary art education. Production of advanced artwork for exhibitions and competitions in the community.	Promoting student leadership and competency to instruct fellow students.	and teacher examples.	IEP. These might include, but are not limited to:
Promoting student leadership and competency to instruct fellow students.	Use of a visual chart, demonstrations, student and teacher examples.	Independent and guided practice.	breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing
Use of visual charts, demonstrations, student examples.	Independent and guided practice.	Use of notes and online resources.	ELL supports should include, but are not limited to, the following:
Use of notes and online resources.	Use of notes and online resources.	Extra time for projects and tests.	Extended time
		One on one instruction and oral examination as an alternative to a written exam.	Provide visual aids
		Repeated lesson instruction and procedures.	Repeated directions
			Differentiate based on proficiency
			Provide word banks
			Allow for translators, dictionaries

Unit 5: Sculpture

Stage 1: Desired Results

Standards & Indicators:

1.5.12acc.Cr3a: Engage in constructive critique with peers, then reflect on, re-engage, revise, and refine works of art and design in response to personal artistic vision.

1.5.12acc.Pr6a: Make, explain and justify connections between artists or artwork and social, cultural and political history.

1.5.12acc.Pr4a: Analyze, select and critique personal artwork for a collection or portfolio presentation.

1.5.12acc.Cn10a: Utilize inquiry methods of observation, research and experimentation to explore other subjects through artmaking.

1.5.12acc.Cr2c: Redesign an object, system, place, or design in response to contemporary issues.

1.5.12acc.Re9a: Determine the relevance of criteria used by others to evaluate a work of art or collection of works.

1.5.12acc.Cn11a: Compare uses of art in a variety of societal, cultural and historical contexts and make connections to uses of art in contemporary and local contexts.

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Career Readiness, Life Literacies and Key Skills		
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9.4.12.CT.1	Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).	Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.
<u>Central Idea/Enduring Understanding:</u> Students will recognize and master basic sculpture techniques. <ul style="list-style-type: none"> Manipulate clay to create a unique form through the pinch method Analyze different masks in various cultures and create a unique plaster mask Wire sculpture Recognize elements in architecture 		<u>Essential/Guiding Question:</u> <ul style="list-style-type: none"> How can clay be manipulated to create different forms? Why is it important to understand protocol on how to handle different mediums in the art room? How can plaster be manipulated to create different forms? What are the elements that make up architecture?
<u>Content:</u> <ul style="list-style-type: none"> Clay (pinch method) Plaster masks Wire sculpture Architecture 		<u>Skills(Objectives):</u> <ul style="list-style-type: none"> SWBAT utilize proper clay hand building techniques to create an artwork using the pinch method SWBAT create a unique mask using plaster, inspired by research of various cultures and sculpture techniques SWBAT identify various elements of architecture (facade, column, foundation, scaffold) and create an artwork utilizing those elements
<u>Interdisciplinary Connections:</u> History- The study of artists throughout history. Math- Architecture and angles needed to create different structures. English- Critique of an artwork.		

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Computer Science and Design Thinking

- 8.2.12.EC.3: Synthesize data, analyze trends, and draw conclusions regarding the effect of a technology on the individual, culture, society, and environment and share this information with the appropriate audience.
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Career Readiness, Life Literacies, and Key Skills

- 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
- 9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).

English Language Arts Companion Standards

- WHST.11-12.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- NJSLSA.W1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

Stage 2: Assessment Evidence

Performance Task(s):

As new lessons are introduced and new projects are begun, students will use their sketchbooks to write definitions, investigate artists' work, and explore their approach to solving artistic challenges.

- Projects
- Critiques
- End-of-Unit Assessments

Other Evidence:

- Daily Do-Now activities
- Vocabulary
- Sketches/research
- Participation
- Following Class Procedures
- Projects assessed using rubrics focused on skills taught, safety protocols and processes used

Stage 3: Learning Plan

Learning Opportunities/Strategies:

-Whole group learning with teacher lecture, discussion, and demonstration

-Guided practice

Resources:

- In-class resource books, and materials for each project
- Google classroom for video tutorials and examples

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<ul style="list-style-type: none"> -Independent practice -Small group instruction -Individual instruction -Cooperative learning 	<ul style="list-style-type: none"> • Websites and teacher examples <p>Social Studies Resources:</p> <ul style="list-style-type: none"> • The New Jersey Amistad Commission Interactive Curriculum • NJ Commission on Holocaust Education • Learning for Justice <p>LGBT and Disabilities Law Resources:</p> <ul style="list-style-type: none"> • GLSEN Educator Resources • Supporting LGBTQIA Youth Resource List • Respect Ability: Fighting Stigmas, Advancing Opportunities
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Differentiation *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
<p>Development of personal ideas, voice, and style.</p> <p>Development of a portfolio of original artwork in anticipation of pursuing post-secondary art education. Production of advanced artwork for exhibitions and competitions in the community.</p> <p>Promoting student leadership and competency to instruct fellow students.</p> <p>Use of visual charts, demonstrations, student examples.</p>	<p>Development of personal ideas, voice, and style.</p> <p>Promoting student leadership and competency to instruct fellow students.</p> <p>Use of a visual chart, demonstrations, student and teacher examples.</p> <p>Independent and guided practice.</p> <p>Use of notes and online resources.</p>	<p>Development of personal ideas, voice, and style.</p> <p>Use of visual charts, demonstrations, student and teacher examples.</p> <p>Independent and guided practice.</p> <p>Use of notes and online resources.</p> <p>Extra time for projects and tests.</p> <p>One on one instruction and oral examination as an alternative to a written exam.</p> <p>Repeated lesson instruction and procedures.</p>	<p>Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing</p> <p>ELL supports should include, but are not limited to, the following: Extended time Provide visual aids Repeated directions Differentiate based on proficiency</p>

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Use of notes and online resources.			Provide word banks Allow for translators, dictionaries
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Unit 6: Weaving

Stage 1: Desired Results

Standards & Indicators:

1.5.12prof.Cr2a: Engage in making a work of art or design without having a preconceived plan.

1.5.12prof.Cr3a: Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on and plan revisions for works of art and design in progress.

1.5.12prof.Re9a: Establish relevant criteria in order to evaluate a work of art or collection of works.

1.5.12prof.Cn11b: Describe how knowledge of global issues, including climate change, may influence personal responses to art.

Career Readiness, Life Literacies and Key Skills

Standard	Performance Expectations	Core Ideas
9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).	With a growth mindset, failure is an important part of success
9.4.12.CT.1	Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).	Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.

Central Idea/Enduring Understanding:

- Students will explore weaving techniques and functional artworks

Essential/Guiding Question:

- What is the significance of learning a traditional Craft form from a different culture?
- What is the role of function within craft objects?
- What criteria is used to determine good craftsmanship?

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<u>Content:</u> <ul style="list-style-type: none"> • Tapestry • Reed basketry weaving • Dream catcher 	<u>Skills(Objectives):</u> <ul style="list-style-type: none"> • SWBAT follow techniques to create an original tapestry • SWBAT follow instructions to create a reed basket • SWBAT create a unique dream catcher and designate a purpose for their artwork
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Interdisciplinary Connections:

History- The study of artists throughout history.

English- Critique of an artwork.

Computer Science and Design Thinking

- 8.2.12.EC.3: Synthesize data, analyze trends, and draw conclusions regarding the effect of a technology on the individual, culture, society, and environment and share this information with the appropriate audience.
- 8.2.12.EC.2: Assess the positive and negative impacts of emerging technologies on developing countries and evaluate how individuals, non-profit organizations, and governments have responded.
- 8.2.12.ETW.3: Identify a complex, global environmental or climate change issue, develop a systematic plan of investigation, and propose an innovative sustainable solution.

Career Readiness, Life Literacies, and Key Skills

- 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
- 9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).

English Language Arts Companion Standards

- WHST.11-12.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- NJSLSA.W1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

Stage 2: Assessment Evidence

<u>Performance Task(s):</u> As new lessons are introduced and new projects are begun, students will use their sketchbooks to write definitions,	<u>Other Evidence:</u> <ul style="list-style-type: none"> • Daily Do-Now activities • Vocabulary • Sketches/research • Participation
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investigate artists' work, and explore their approach to solving artistic challenges.	<ul style="list-style-type: none">• Projects• Critiques• End-of-Unit Assessments	<ul style="list-style-type: none">• Following Class Procedures• Projects assessed using rubrics focused on skills taught, safety protocols and processes used	
Stage 3: Learning Plan			
<p><u>Learning Opportunities/Strategies:</u></p> <p>-Whole group learning with teacher lecture, discussion, and demonstration</p> <p>-Guided practice</p> <p>-Independent practice</p> <p>-Small group instruction</p> <p>-Individual instruction</p> <p>-Cooperative learning</p>	<p><u>Resources:</u></p> <ul style="list-style-type: none">• In-class resource books, and materials for each project• Google classroom for video tutorials and examples• Websites and teacher examples <p>Social Studies Resources:</p> <ul style="list-style-type: none">• The New Jersey Amistad Commission Interactive Curriculum• NJ Commission on Holocaust Education• Learning for Justice <p>LGBT and Disabilities Law Resources:</p> <ul style="list-style-type: none">• GLSEN Educator Resources• Supporting LGBTQIA Youth Resource List• Respect Ability: Fighting Stigmas, Advancing Opportunities		
<p><u>Differentiation</u> *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation</p>			
High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
Development of personal ideas, voice, and style.	Development of personal ideas, voice, and style.	Development of personal ideas, voice, and style.	Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels
Development of a portfolio of original artwork in anticipation of pursuing post-secondary art education. Production of advanced artwork	Promoting student leadership and competency to instruct fellow students.	Use of visual charts, demonstrations, student and teacher examples.	
		Independent and guided practice.	
		Use of notes and online	

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<p>for exhibitions and competitions in the community.</p> <p>Promoting student leadership and competency to instruct fellow students.</p> <p>Use of visual charts, demonstrations, student examples.</p> <p>Use of notes and online resources.</p>	<p>Use of a visual chart, demonstrations, student and teacher examples. Independent and guided practice.</p> <p>Use of notes and online resources.</p>	<p>resources.</p> <p>Extra time for projects and tests.</p> <p>One on one instruction and oral examination as an alternative to a written exam.</p> <p>Repeated lesson instruction and procedures.</p>	<p>(auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing</p> <p>ELL supports should include, but are not limited to, the following: Extended time Provide visual aids Repeated directions Differentiate based on proficiency Provide word banks Allow for translators, dictionaries</p>
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Unit 7: Mixed Media

Stage 1: Desired Results

Standards & Indicators:

1.5.12acc.Cr2a: Through experimentation, practice and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.

1.5.12acc.Cr3a: Engage in constructive critique with peers, then reflect on, re-engage, revise, and refine works of art and design in response to personal artistic vision.

1.5.12acc.Re8a: Identify types of contextual information useful in the process of constructing interpretations of an artwork or collection of works.

1.5.12acc.Cr1b: Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design.

1.5.12acc.Pr5a: Evaluate, select and apply methods or processes appropriate to display artwork in a specific place.

1.5.12acc.Cn11b: Compare uses of art in a variety of societal, cultural and historical contexts and make connections to global issues, including climate change.

Career Readiness, Life Literacies and Key Skills

Standard	Performance Expectations	Core Ideas
9.4.12.Cl.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).	With a growth mindset, failure is an important part of success

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9.4.12.CT.1	Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).	Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.
<u>Central Idea/Enduring Understanding:</u> Students will recognize and master basic mixed media techniques. <ul style="list-style-type: none">• Use printmaking tools to create an original linoleum print block• Create a portrait using mixed Media• Students will explore ceramic and mosaic techniques as well as influential artists• Create an original artwork inspired by a deeper meaning		<u>Essential/Guiding Question:</u> <ul style="list-style-type: none">• How did printmaking revolutionize the artmaking process?• What is a big idea?• How can an artist express a big idea in their artwork?
<u>Content:</u> Printmaking <ul style="list-style-type: none">• Mixed Media• Mosaics• Idea based choice project		<u>Skills(Objectives):</u> <ul style="list-style-type: none">• SWBAT identify printmaking tools and techniques and create an original artwork using the proper methods• SWBAT create a portrait using mixed media and a variety of techniques• SWBAT follow step by step technique to create an original mosaic• SWBAT create an original artwork using a variety of mediums like paper, wood, clay, textiles, etc while expressing a deeper meaning behind their artwork
<u>Interdisciplinary Connections:</u> History- The study of artists throughout history. English- Critique of an artwork. Computer Science and Design Thinking <ul style="list-style-type: none">• 8.2.12.EC.3: Synthesize data, analyze trends, and draw conclusions regarding the effect of a technology on the individual, culture, society, and environment and share this information with the appropriate audience.		

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- 8.2.12.EC.2: Assess the positive and negative impacts of emerging technologies on developing countries and evaluate how individuals, non-profit organizations, and governments have responded.
- 8.2.12.ETW.3: Identify a complex, global environmental or climate change issue, develop a systematic plan of investigation, and propose an innovative sustainable solution.

Career Readiness, Life Literacies, and Key Skills

- 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
- 9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).

English Language Arts Companion Standards

- WHST.11-12.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- NJSLSA.W1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

Stage 2: Assessment Evidence

Performance Task(s):

As new lessons are introduced and new projects are begun, students will use their sketchbooks to write definitions, investigate artists' work, and explore their approach to solving artistic challenges.

- Projects
- Critiques
- End-of-Unit Assessments

Other Evidence:

- Daily Do-Now activities
- Vocabulary
- Sketches/research
- Participation
- Following Class Procedures
- Projects assessed using rubrics focused on skills taught, safety protocols and processes used

Stage 3: Learning Plan

Learning Opportunities/Strategies:

-Whole group learning with teacher lecture, discussion, and demonstration

-Guided practice

-Independent practice

-Small group instruction

Resources:

- In-class resource books, and materials for each project
- Google classroom for video tutorials and examples
- Websites and teacher examples

Social Studies Resources:

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<p>-Individual instruction</p> <p>-Cooperative learning</p>	<ul style="list-style-type: none"> • The New Jersey Amistad Commission Interactive Curriculum • NJ Commission on Holocaust Education • Learning for Justice <p>LGBT and Disabilities Law Resources:</p> <ul style="list-style-type: none"> • GLSEN Educator Resources • Supporting LGBTQIA Youth Resource List • Respect Ability: Fighting Stigmas, Advancing Opportunities
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Differentiation *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
<p>Development of personal ideas, voice, and style.</p> <p>Development of a portfolio of original artwork in anticipation of pursuing post-secondary art education. Production of advanced artwork for exhibitions and competitions in the community.</p> <p>Promoting student leadership and competency to instruct fellow students.</p> <p>Use of visual charts, demonstrations, student examples.</p> <p>Use of notes and online resources.</p>	<p>Development of personal ideas, voice, and style.</p> <p>Promoting student leadership and competency to instruct fellow students.</p> <p>Use of a visual chart, demonstrations, student and teacher examples.</p> <p>Independent and guided practice.</p> <p>Use of notes and online resources.</p>	<p>Development of personal ideas, voice, and style.</p> <p>Use of visual charts, demonstrations, student and teacher examples.</p> <p>Independent and guided practice.</p> <p>Use of notes and online resources.</p> <p>Extra time for projects and tests.</p> <p>One on one instruction and oral examination as an alternative to a written exam.</p> <p>Repeated lesson instruction and procedures.</p>	<p>Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing</p> <p>ELL supports should include, but are not limited to, the following: Extended time Provide visual aids Repeated directions Differentiate based on proficiency Provide word banks Allow for translators, dictionaries</p>

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Pacing Guide

Fine Art I	Content	Standards
MP 1		
<p><u>UNIT 1</u></p> <p>Foundations of Art</p> <p>Lesson 1.1: Elements and Principles (5 days)</p> <p>Lesson 1.2: Critique (3 days)</p>	<p>Vocabulary <i>Elements of Art:</i> line, shape, color, value, form, space texture <i>Principles of Art:</i> balance, proportion, variety, movement, pattern, unity, emphasis <i>Sketchbook-</i> thumbnail sketches <i>Critique-</i> interpret, analyze, reflect, evaluate, describe</p> <p>Projects and Media (Examples) -Artwork demonstrating the elements and principles of art -Critique of an artwork</p>	<p>1.5.12prof.Re7b: Analyze how one's understanding of the world is affected by experiencing visual arts.</p> <p>1.5.12prof.Re8a: Interpret an artwork or collection of works, supported by relevant and sufficient evidence found in the work and its various contexts.</p> <p>WHST.11-12.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>NJSLSA.W1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p>
MP 1		
<p><u>UNIT 2</u></p> <p>Drawing</p> <p>Lesson 2.1: Drawing Basics (25 Days)</p> <p>Lesson 2.2: Perspective Drawing (13 Days)</p> <p>Lesson 2.3: Critique (3 days)</p>	<p>Vocabulary <i>Contour lines-</i> cross contour, gesture, continuous line, blind contour <i>Value-</i> hatch, cross hatch, stipple <i>Perspective-</i> 1 and 2-point, vanishing point, horizon line <i>Critique-</i> interpret, analyze, describe, reflect, evaluate</p> <p>Projects & Media (Examples) -Value and contour line studies in pencil -Still life focusing on depth, value and contour line -Colored pencil Project focusing on contour line, value and color blending -Mandala Project focusing on</p>	<p>1.5.12 acc.Cr1a: Individually and collaboratively formulate new creative problems based on the student's existing artwork.</p> <p>1.5.12acc.Cr3a: Engage in constructive critique with peers, then reflect on, re-engage, revise, and refine works of art and design in response to personal artistic vision.</p> <p>1.5.12acc.Re7b: Evaluate the effectiveness of visual artworks to influence ideas, feelings, and behaviors of specific audiences.</p> <p>9.4.12.CI.1: Demonstrate the ability to reflect, analyze and use creative skills and ideas. Innovative ideas or innovation can lead to career opportunities.</p>

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	<p>symmetry, shape, and color</p> <ul style="list-style-type: none"> -Figure drawing -1 and 2 point perspective studies -Perspective Project focusing on 2 point perspective -Critique of artwork <p>Artists to Study (Examples)</p> <p>Michelangelo Buonarroti Sofonisba Anguissola Leonardo DaVinci William Kentridge Leon Battista Alberti Filippo Brunelleschi Katshushika Hokusai Charles Shultz Cy Twombly Kehinde Wiley</p> <p>Unit Assessment</p> <ul style="list-style-type: none"> • Grading based on rubric • Class critique • Online assessment 	<p>WHST.11-12.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>NJSLSA.W1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p>
MP 1		
<p><u>UNIT 3</u></p> <p>Painting</p> <p>Lesson 3.1: The Color Wheel (5 days)</p> <p>Lesson 3.2: Color Theory (5 Days)</p> <p>Lesson 3.3: Surreal Painting (15 Days)</p> <p>Lesson 3.4: Abstract (5 Days)</p> <p>Lesson 3.5: Watercolor (8 Days)</p> <p>Lesson 3.6: Plein Air in Oil Pastel (3 Days)</p>	<p>Vocabulary</p> <p><i>Value-</i> tint, tone, shade,opaque, translucent/transparent</p> <p><i>Color Theory-</i> primary, secondary, tertiary, complementary, monochromatic, analogous, warm and cool</p> <p><i>Mediums-</i> tempera, acrylic, watercolor, oil pastel</p> <p><i>Brushes-</i> flats and rounds</p> <p><i>Surrealism</i></p> <p>Projects and Media (Examples)</p> <ul style="list-style-type: none"> -Color Wheel in tempera -Color Theory studies -Surreal facial features Project 	<p>1.5.12acc.Cr2b: Demonstrate awareness of ethical implications of making and distributing creative work.</p> <p>1.5.12acc.Cr3a: Engage in constructive critique with peers, then reflect on, re- engage, revise, and refine works of art and design in response to personal artistic vision.</p> <p>1.5.12acc.Re7a: Recognize and describe personal aesthetic and empathetic responses to the natural world and constructed environments.</p> <p>9.4.12.Cl.1: Demonstrate the ability to reflect, analyze and use</p>

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	<p>focusing on surrealism, color theory and acrylic painting methods</p> <ul style="list-style-type: none"> -Still Life in Acrylic -Abstract Watercolor -Plein Air in Oil Pastel -Critique of artwork <p>Artists to Study (Examples) Eugene Delacroix Edward Hopper Janet Fish Henri Matisse Paul Cezanne Vincent Van Gogh</p> <p>Unit Assessment</p> <ul style="list-style-type: none"> ● Grading based on rubric ● Class critique ● Online assessment 	<p>creative skills and ideas. Innovative ideas or innovation can lead to career opportunities.</p> <p>WHST.11-12.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>NJSLSA.W1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p>
MP 2		
<p><u>UNIT 4</u></p> <p>Paper Arts</p> <p>Lesson 4.1: Sketchbooks (4 days)</p> <p>Lesson 4.2: Origami (5 days)</p> <p>Lesson 4.3: Quilling (13 days)</p>	<p>Vocabulary <i>Origami</i>- kite fold, samurai fold, crease pattern, mountain fold, valley fold <i>Radial symmetry</i> <i>Quilling</i>- slotted tool, dowel, teardrop, diamond, coil, marquis</p> <p>Projects and Media (Examples) - Sketchbook project - Explosion book project - Origami radial symmetry project - Quilling project</p> <p>Artists and cultures to Study (Examples) Yulia Brodskaya Japanese culture</p> <p>Unit Assessment</p> <ul style="list-style-type: none"> ● Grading based on rubric ● Class critique ● Online assessment 	<p>1.5.12prof.Cr2a: Engage in making a work of art or design without having a preconceived plan.</p> <p>1.5.12prof.Pr6a: Analyze and describe the impact that an exhibition or collection has on personal awareness of social, cultural or political beliefs and understandings.</p> <p>1.5.12prof.Re7a: Hypothesize ways in which art influences perception and understanding of human experiences.</p> <p>9.4.12.Cl.1: Demonstrate the ability to reflect, analyze and use creative skills and ideas. Innovative ideas or innovation can lead to career opportunities.</p> <p>9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice</p>

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MP 2		
<p><u>UNIT 5</u></p> <p>Sculpture</p> <p>Lesson 5.1: Hand-Building in Clay (10 Days)</p> <p>Lesson 5.2: Plaster Masks (10)</p> <p>Lesson 5.3: Working with Wire (2 Days)</p> <p>Lesson 5.4: Fantasy Architecture (3 Days)</p>	<p>Vocabulary <i>Ceramic Terms-</i> coil, pinch, slab, score, slip, fire, kiln, stilts, pottery wheel, ribs, needle tool, elastic or plastic, low-fired clay, leatherhard, greenware, bisqueware, glazeware, additive and subtractive sculpting <i>Wire-</i> wire gauge, pliers, cutting dykes <i>Architecture-</i> facade, foundation, scaffold, and columns <i>Plaster</i> <i>Texture</i></p> <p>Projects and Media (Examples) -Plaster masks -Pinch project -Gestural Wire Figure -Fantasy Architecture -Critique of artwork</p> <p>Artists to Study (Examples) Maria Martinez Robert Arneson Pablo Picasso Viola Frey Constantin Brancusi Alexander Calder Alberto Giacometti Frank Furness Frank Lloyd Wright Frank Gehry</p> <p>Unit Assessment</p> <ul style="list-style-type: none"> ● Grading based on rubric ● Class critique ● Online assessment 	<p>1.5.12acc.Cr3a: Engage in constructive critique with peers, then reflect on, re-engage, revise, and refine works of art and design in response to personal artistic vision.</p> <p>1.5.12acc.Pr6a: Make, explain and justify connections between artists or artwork and social, cultural and political history.</p> <p>1.5.12acc.Pr4a: Analyze, select and critique personal artwork for a collection or portfolio presentation.</p> <p>1.5.12 acc.Cn10a: Utilize inquiry methods of observation, research and experimentation to explore other subjects through artmaking.</p> <p>1.5.12acc.Cr2c: Redesign an object, system, place, or design in response to contemporary issues.</p> <p>1.5.12acc.Re9a: Determine the relevance of criteria used by others to evaluate a work of art or collection of works.</p> <p>1.5.12acc.Cn11a: Compare uses of art in a variety of societal, cultural and historical contexts and make connections to uses of art in contemporary and local contexts.</p> <p>9.4.12.Cl.1: Demonstrate the ability to reflect, analyze and use creative skills and ideas. Innovative ideas or innovation can lead to career opportunities.</p> <p>9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice.</p>

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		<p>WHST.11-12.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>NJSLSA.W1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>8.2.12.EC.2: Assess the positive and negative impacts of emerging technologies on developing countries and evaluate how individuals, non-profit organizations, and governments have responded.</p>
MP 2		
<p><u>UNIT 6</u></p> <p>Weaving</p> <p>Lesson 6.1: Textiles (8 days)</p> <p>Lesson 6.2: Wood Weaving (8 days)</p>	<p>Vocabulary <i>Tapestry</i>- Warp, weft, tabby, chaining, twining, loom, shed <i>Reed basketry</i>- staves, spokes, round and flat reed <i>Dream catcher</i></p> <p>Projects and Media (Examples) -Tapestry -Reed basket -Dream Catcher -Critique of artwork</p> <p>Artists and Cultures to Study (Examples) Native American Culture Egyptian Culture Faith Ringgold</p> <p>Unit Assessment</p> <ul style="list-style-type: none"> • Grading based on rubric • Class critique • Online assessment 	<p>1.5.12prof.Cr2a: Engage in making a work of art or design without having a preconceived plan.</p> <p>1.5.12prof.Cr3a: Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on and plan revisions for works of art and design in progress.</p> <p>1.5.12prof.Re9a: Establish relevant criteria in order to evaluate a work of art or collection of works.</p> <p>1.5.12prof.Cn11b: Describe how knowledge of global issues, including climate change, may influence personal responses to art.</p> <p>9.4.12.Cl.1: Demonstrate the ability to reflect, analyze and use creative skills and ideas. Innovative ideas or innovation can lead to career opportunities.</p> <p>9.4.12.CT.1: Identify problem-solving strategies used</p>

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		in the development of an innovative product or practice 8.2.12.EC.3: Synthesize data, analyze trends, and draw conclusions regarding the effect of a technology on the individual, culture, society, and environment and share this information with the appropriate audience
MP 2		
UNIT 7 Printmaking and Mixed Media Lesson 7.1: Printmaking (6 days) Lesson 7.2: Mixed Media (5 days) Lesson 7.2: Mixed Mosaics (10 days) Lesson 7.3: Big Idea (6 days)	Vocabulary <i>Printmaking</i> - brayer, bench hook, baron, ink, linoleum, linoleum cutters <i>Collage</i> - juxtaposition, cobbing-cutting out background, foreground, middle ground, background <i>Abstract Art</i> - automatic drawing <i>Mixed Media</i> <i>Big idea</i> <i>Mosaics</i> - tesserae, grout, motif, tile nipper Projects and Media -Relief prints -Abstract Explosion book -Mixed Media self portraits -Collage -Mosaics -Big idea Project focusing on any medium worked on throughout the course -Critique of artwork Artists to Study Kathe Kollwitz Andy Warhol Pablo Picasso Romare Bearden Jess Robert Rauchenberg Albrecht Durer Katsushika Hokusai	1.5.12acc.Cr2a: Through experimentation, practice and persistence, demonstrate acquisition of skills and knowledge in a chosen art form. 1.5.12acc.Cr3a: Engage in constructive critique with peers, then reflect on, re- engage, revise, and refine works of art and design in response to personal artistic vision. 1.5.12acc.Re8a: Identify types of contextual information useful in the process of constructing interpretations of an artwork or collection of works. 1.5.12acc.Cr1b: Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design. 1.5.12 acc.Pr5a: Evaluate, select and apply methods or processes appropriate to display artwork in a specific place. 1.5.12acc.Cn11b: Compare uses of art in a variety of societal, cultural and historical contexts and make connections to global issues, including climate change. 9.4.12.Cl.1: Demonstrate the ability to reflect, analyze and use creative skills and ideas.

Fine Art I

	<p>Unit Assessment</p> <ul style="list-style-type: none">● Grading based on rubric● Class critique● Online assessment	<p>Innovative ideas or innovation can lead to career opportunities.</p> <p>9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice</p> <p>WHST.11-12.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>8.2.12.EC.2: Assess the positive and negative impacts of emerging technologies on developing countries and evaluate how individuals, non-profit organizations, and governments have responded.</p> <p>8.2.12.EC.3: Synthesize data, analyze trends, and draw conclusions regarding the effect of a technology on the individual, culture, society, and environment and share this information with the appropriate audience.</p> <p>8.2.12.ETW.3: Identify a complex, global environmental or climate change issue, develop a systematic plan of investigation, and propose an innovative sustainable solution.</p>
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