

Black Horse Pike Regional School District  
580 Erial Road, Blackwood, NJ 08012

# **Art Fundamentals**

## **COURSE OF STUDY**

Fine Art Department

Written by:

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Date:

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**BLACK HORSE PIKE REGIONAL SCHOOL DISTRICT**

**Highland Timber Creek Triton**

**Fine Art Department**

**ART FUNDAMENTALS**

## SYLLABI

### **Art & Design, First Half of First Semester:**

- Introduction to Art Elements of Design
- Realistic and/ or Expressive Drawing
- Color Theory/ Mixing
- Art History

### **Ceramics & Sculpture, Second Half of First Semester:**

- Introduction to Ceramic and Sculpture tools and techniques
- Hand Building with Ceramics
- Relief Sculpture
- Sculpture in the Round
- Art History

### **Fashion Trends and Interior Design, First Half of Second Semester:**

- Introduction to Fashion and Interior Design tools and techniques
- Pattern Making
- One Point Perspective
- Color Theory
- Figure Proportion
- Art History

### **Digital Photography, Second Half of Second Semester:**

- Introduction to Photography tools and techniques
- Portrait
- Editorial and Journalistic storytelling
- Art History

## CORE SKILLS

Art in school is both a body of knowledge and a series of activities. Fundamentally, learning in art has four major components. The goal of art education is the development of these areas:

- Art production** – The process of making art.
- Art criticism** - Responding to and making judgments about the properties and qualities that exist in visual forms.
- Art history** - Acquiring knowledge about the contributions artists and art make to culture and society.
- Aesthetics** - Understanding the nature, meaning, and value of art.

## COURSE DESCRIPTION

### Art Fundamentals – 2.5 Credits, Grade 9-12

The visual arts offer a unique opportunity for students to explore their creative, intuitive, and imaginative talents. This is an introductory Art course that offers a wide variety of experiences that explores content from Art & Design, Ceramics & Sculpture, Digital Photography, and Fashion Trends & Interior Design. Art Fundamentals will address the basic art elements and principles of design and their use within the various art disciplines offered within the black horse pike regional school district. Multiple art mediums, tools, vocabulary, historical and cultural references will be utilized to improve student familiarity with the arts and its place in today’s society. After completion of this course students will have enough basic knowledge of the arts to make an informed decision on whether they want to pursue a more in-depth study later on in their high school education.

### GRADING SCALE

Projects	Classwork / Exercises	Critique/ Homework	Total
50%	30%	20%	=100%
Total # of points earned on projects <hr/> # of assignments  <b>The final grades for all Projects are worth 50% of total grade for the Marking Period.</b>	Each Week you will be given a possibility of 10 points a day. If you choose not to work 10 points a day will be deducted from your class work grade.  <b>The final Class Work grade is worth 30% of total grade for the Marking Period.</b>	Total # of points earned on critiques/evaluations and homework/references/prep <hr/> # of assignments  <b>The final Critique/ Homework grade is worth 20% of total grade for the Marking Period.</b>	

# Black Horse Pike Regional School District Curriculum Template

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21<sup>ST</sup> CENTURY GLOBAL SKILLS

## PART I: UNIT RATIONALE

### WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

<p><b>Course/Unit Title:</b> <b>Art &amp; Design,</b> <b>First half of first semester:</b> Introduction to drawing for beginners. Introduction to beginner color theory/ mixing.</p>	<p><b>Unit Summary:</b> Students will be introduced to various drawing techniques, mediums and applications of the elements of line, shape, space, value, color, and texture within the drawing process. Color theory will be introduced and basic color mixing will be practiced in project creation. Art History is introduced with a focus on examples that show how drawing and color theory are foundational art skills that should grow through use over time.</p>
<p><b>Grade Level(s):</b> 9-12</p>	
<p><b>Essential Question(s):</b> <b>How does the artist use drawing to improve their perceptions of lines, shapes, and forms of a subject?</b>  <b>How is drawing a core skill that is used throughout many forms of art making?</b>  <b>What is proportion and how does a grid assist an artist in its creation?</b>  <b>How can the art elements of color and value be used to enhance the application of form and/ or design concepts?</b>  <b>What are the different color schemes and how can they be used to enhance works of art.</b></p>	<p><b>Enduring Understanding(s):</b></p> <ul style="list-style-type: none"><li>• Line, Value, and Color are all basic elements of art that are essential to sequential learning.</li><li>• Utilizing the grid in drawing helps develop the understanding of proper proportion while creating art.</li><li>• Value allows and artist to create the illusion of form and space to enhance interest and aesthetic appeal.</li><li>• Color theory allows an artist to utilize a color wheel and incorporate various combinations to increase aesthetic appeal.</li></ul>

## PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES

### DESCRIBE THE LEARNING TARGETS.

After each target, identify the NJSLS or Common Core Standards that are applicable

<u>Learning Target</u>	<u>NJSLS or CCS</u>
1. Create and identify various types of line and their role in different types of art making.	1. 1.1.12.D.1
2. Explore, Identify, and compare the differences between the various methods used for creating value.	2. 1.3.12.D.1
3. Create the illusion of form and space using value in artistic works.	3. 1.3.12.D.2
4. Explore and utilize the grid as a tool to assist in artistic works.	4. 1.2.12.A.1
5. Identify and explore hue as pure saturated color.	
6. Use color theory to mix primary, secondary, and tertiary colors and use these colors to create art.	
7. Use black and white with color hues to create tints and shades	
8. Define, identify, analyze and interpret the incorporation of drawing and color theory in artistic works throughout history.	
9. Identify and interpret how and why artist's use drawing techniques and color in various artworks throughout history.	

### Inter-Disciplinary Connections:

**Math** - Incorporate rulers while measuring, gridding and dividing project composition.

**History** - Introduce Art styles, meaning and symbolism through exposure to relevant artworks.

**Intrapersonal Connections** - Allowing the students to incorporate their own creativity, ideas and personality into various works of art using texture, space and movement.

**Writing**-Having students write during formal critiques to have them reflect on the work they have created and justify their design decisions.

### Students will engage with the following text:

Students will be exposed to different artists and art styles through various Teacher guided Power points, Worksheets, and activities.

### Students will write:

Analyze artwork and write critiques based on the concepts and techniques introduced.

**Responses to “Do Now” or “Warm up” activities reinforcing concepts and vocabulary.**

**Do Now/Warm-up examples:**

- Why should an artist know how to draw?**
- Can color evoke emotion in a viewer?**
- If an artist has the colors red, blue, and yellow, how many different color hues can they create?**
- List 3 different types of line.**
- Does all drawing have to be realistic to be considered art or good?**
- How can you create the illusion of space using line and shape?**
- Is a pencil the only tool you can do a drawing with? If not, give some other examples of usable tools.**

## PART III: TRANSFER OF KNOWLEDGE AND SKILLS

### DESCRIBE THE LEARNING EXPERIENCE.

#### How will students uncover content and build skills?

##### Introduction to Drawing

##### Suggested Projects that use identified skills

**Blind Contour Line Drawing** – use line to create a drawing from a reference without looking at the paper.

**Contour Line Drawing** – use varying lines to define edges of recognizable objects and their mass.

**Ruled or Measured Line Drawing** – use measured and ruled lines to create an original composition.

**Expressive Line Drawing** – use line to create a non-representational composition that evokes emotion.

**Grid Assisted Drawing** – Use a ruler to create a grid to maintain correct proportion and minimize distortion.

**Plein Air Drawing** – Create drawings while observing subjects outside in nature.

**Pencil Still Life**- Drawing from observation of still-life objects.

##### Color Theory

##### Suggested Projects that use identified skills

**Collage color wheel** – Create a color wheel using cut colored paper.

**Water color wheel** – Create a color wheel using water color.

**Close up O’Keeffe flowers and objects** – Use the grid to take a small reference and blow it up larger and color the image using color theory.

**Monochromatic object drawing** – Create an image using on hue with tints and shades.

## PART IV: EVIDENCE OF LEARNING

IDENTIFY THE METHODS BY WHICH STUDENTS WILL DEMONSTRATE THEIR

UNDERSTANDING OF CONTENT AND THEIR ABILITY TO APPLY SKILLS.

IDENTIFY BLOOM’S LEVELS.





### **Formative Assessments:**

Completion of project, skill exercises and activities.

Teacher/ Student project evaluation.

Teacher monitored progress.

Management of project completion deadlines.

### **Accommodations/Modifications:**

- Use of visual aids, such as whiteboard, overhead, Smartboard, project samples.
- Read the directions and/or writing prompt aloud.
- Repeat and clarify directions.
- Give step by step directions, outline the steps in writing.
- Underline or highlight important words in the directions.
- Break long assignments into parts. Set a separate due date for each part.
- Reduce the total amount of work when appropriate.
- Give partial credit for late or incomplete work until the students are able to complete their work on time.
- Provide students with folder/binder to assist with organization.
- Give students a checklist of materials which will be needed for each class.
- Grade content and mechanics separately for writing assignments.
- Reinforce positive behaviors for following class rules.
- Provide activities for students during free time.
- Preferential seating near area of instruction.
- Provide individual or small group instruction when possible.

### **Summative Assessments:**

At the end of each half semester projects will be put up and viewed by the teacher and the students. The work will be discussed as a whole about aesthetic decisions as well as on a student to teacher bases.

### **Accommodations/Modifications:**

- Use of visual aids, such as whiteboard, overhead, Smartboard, project samples.
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- Preferential seating near area of instruction.
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### **Performance Assessments:**

**Project Grade – completion of projects by deadlines**

Each project graded on the following [Project Rubric:](#)

- Creativity/Originality-20%**
- Craftsmanship/Neatness-20%**
- Work Ethic/Cooperation-20%**
- Use of tools and Materials-20%**
- Effort and Ability-20%**

**Critique Grade – Analyzing and evaluating artwork through written and verbal responses.**

**Homework Grade – completing materials that reinforce concepts**

**Classwork Grade – working consistently and using time wisely in class**

### **Accommodations/Modifications:**

- Use of visual aids, such as whiteboard, overhead, Smartboard, project samples.
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# Black Horse Pike Regional School District Curriculum Template

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21<sup>ST</sup> CENTURY GLOBAL SKILLS

## PART I: UNIT RATIONALE

### WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

<p><b>Course/Unit Title:</b> <b>Ceramics &amp; Sculpture, Second Half of First Semester:</b> Introduction to ceramic hand building. Introduction to relief sculpture. Introduction to sculpture in the round.</p>	<p><b>Unit Summary:</b> Students will be introduced to a variety of hand building ceramic techniques to manipulate clay to achieve a wide range of results. Students will also be introduced to maintaining clay wetness and finishing techniques after the clay has been fired. Students will create sculpture relief and in the round using various techniques, mediums, and applications while keeping design elements and principles in mind.</p>
<p><b>Grade Level(s):</b> 9-12</p>	
<p><b>Essential Question(s):</b> <b>How does the construction method of a work of art affect its form and/or function?</b>  <b>What can be created in clay by only manipulating it by hand?</b>  <b>What is a relief sculpture?</b>  <b>What is sculpture in the round?</b>  <b>What is the difference between positive and negative sculpting and its relation to relief and sculpture in the round?</b></p>	<p><b>Enduring Understanding(s):</b></p> <ul style="list-style-type: none"><li>• Working with clay combines personal expression with form and function</li><li>• Varied characteristics, tools, and techniques that are specific to clay influence artistic interpretation and execution.</li><li>• Relief sculptures are 3-D forms that are meant to be viewed from only one angle.</li><li>• Sculpture in the round is a 3-D form that is meant to be viewed from all sides.</li><li>• Art History helps students form an understanding of intent of previous artist and use the knowledge to inspire their art.</li></ul>

## PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES

### DESCRIBE THE LEARNING TARGETS.

After each target, identify the NJSLS or Common Core Standards that are applicable

<u>Learning Target</u>	<u>NJSLS or CCS</u>
1. Create works of art using slab, pinch, coil, building up, incising, piercing, scoring, slipping, and surface treatment.	1. 1.1.12.D.1
2. Create works of art using relief additive and subtractive techniques.	2. 1.3.12.D.1
3. Explore tools and techniques used in the creation of sculpture in the round.	3. 1.3.12.D.2
4. Utilize vocabulary and tools through the planning, construction, finishing, and critiquing stages of hand building, relief, and sculpture in the round.	4. 1.2.12.A.1
5. Identify and interpret why and how artists use sculpture throughout history.	

### Inter-Disciplinary Connections:

**Math**-incorporate rulers while measuring, gridding and dividing project composition.

**History**- Introduce Art styles, meaning and symbolism through exposure to relevant artworks.

**Intrapersonal Connections**- Allowing the students to incorporate their own creativity, ideas and personality into various works of art using value and color.

**Writing**-Having students write during formal critiques to have them reflect on the work they have created and justify their design decisions.

### Students will engage with the following text:

Students will be exposed to different artists and art styles through various Teacher guided Power points, worksheets and activities.

**Students will write:**

Analyze artwork and write critiques based on the concepts and techniques introduced.

Responses to “Do Now” or “Warm up” activities reinforcing concepts and vocabulary.

Do Now/Warm up Examples:

- What is the difference between sculpture in the round and relief?
- Can a sculpture have a use as well as be viewed as art?
- How many hand building techniques can you list?
- What is the difference between additive and subtractive techniques?

## PART III: TRANSFER OF KNOWLEDGE AND SKILLS

### DESCRIBE THE LEARNING EXPERIENCE.

#### How will students uncover content and build skills?

##### Hand Building

##### **Suggested Materials, Techniques, and projects**

Use coil, pinch, slab, building up, incising, piercing, scoring, slipping, and surface treatment to build various functional and non-functional vessels.

##### Relief Sculpture

##### **Suggested Materials, Techniques, and projects**

**Cardboard Relief**-Create a sculpture overlapping cardboard shapes and textures.

**Shadow Boxes**-Combine found objects within a box or container.

**Metal Foiling**-Use metal tooling to create a relief image on metal.

##### Sculpture in the round

##### **Suggested Materials, Techniques, and projects**

**Cardboard 3-D Sculpture**-Create a sculpture in the round using combined cardboard shapes and textures.

**Paper Mache Monsters**-Create original monsters using papier-mâché for form and volume.

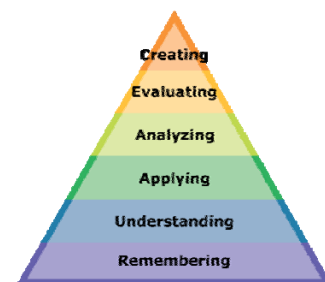
**Recycled Materials/ Found Objects**-Combine and build a sculpture using found objects that are manipulated to be viewed as a whole.

## PART IV: EVIDENCE OF LEARNING

IDENTIFY THE METHODS BY WHICH STUDENTS WILL DEMONSTRATE THEIR

UNDERSTANDING OF CONTENT AND THEIR ABILITY TO APPLY SKILLS.

IDENTIFY BLOOM'S LEVELS.



##### Formative Assessments:

Completion of project, skill exercises and activities.

Teacher/ Student project evaluation.

Teacher monitored progress.

## Management of project completion deadlines.

### Accommodations/Modifications:

- Use of visual aids, such as whiteboard, overhead, Smartboard, project samples.
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- Grade content and mechanics separately for writing assignments.
- Reinforce positive behaviors for following class rules.
- Provide activities for students during free time.
- Preferential seating near area of instruction.
- Provide individual or small group instruction when possible.

### Summative Assessments:

At the end of each half semester projects will be put up and viewed by the teacher and the students. The work will be discussed as a whole about aesthetic decisions as well as on a student to teacher bases.

### Accommodations/Modifications:

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## Performance Assessments:

**Project Grade – completion of projects by deadlines**

Each project graded on the following Project Rubric:

**Creativity/Originality-20%**

**Craftsmanship/Neatness-20%**

**Work Ethic/Cooperation-20%**

**Use of tools and Materials-20%**

**Effort and Ability-20%**

**Critique Grade – Analyzing and evaluating artwork through written and verbal responses.**

**Homework Grade – completing materials that reinforce concepts**

**Classwork Grade – working consistently and using time wisely in class**

## Accommodations/Modifications:

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ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21<sup>ST</sup> CENTURY GLOBAL SKILLS

## PART I: UNIT RATIONALE

### WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

<p><b>Course/Unit Title:</b>  <b>Fashion Trends and Interior Design, First Half of Second Semester:</b>          Introduction to sewing for beginners.          Introduction to fashion design.          Introduction to interior design.</p>	<p><b>Unit Summary:</b>          Students will be introduced to various techniques, mediums and applications of the elements of art and its relation to fashion and Interior Design. Utilizing previously introduced color theory and grid-making into various design projects. Art History is introduced with a focus on its appreciation and relationship with Fashion and Design.</p>
<p><b>Grade Level(s):</b>          9-12</p>	<p><b>Enduring Understanding(s):</b></p> <ul style="list-style-type: none"> <li>• The art elements and principles of design are incorporated throughout the different art disciplines along with fashion and interior design.</li> <li>• One-point perspective is a tool used by artist to create an illusion of space on a flat surface.</li> <li>• The human form can be easily rendered with a basic understanding of its universal proportions.</li> <li>• Sewing is a practical skill use by all fashion designers in the creation of garments and other fabric-based products.</li> <li>• Fashion and Interior Design is highly influenced by current popular cultural trends and vice versa.</li> </ul>
<p><b>Essential Question(s):</b>  <b>How do we decide what is good or bad design?</b>   <b>What is sewing and how can we use it to create works with various fabrics?</b>   <b>How is 2-D and 3-D Art elements and principles relevant in Fashion and Interior Design?</b>   <b>How can I create the illusion of space within Interior design illustration using one-point perspective?</b>   <b>What are the basic proportions of the human body?</b></p>	

## PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES

### DESCRIBE THE LEARNING TARGETS.

After each target, identify the NJSL or Common Core Standards that are applicable

<u>Learning Target</u>	<u>NJSLS or CCS</u>
1. Recognize and utilize color theory and the color wheel in the creation of patterns and designs.	1. 1.1.12.D.1 2. 1.3.12.D.1 3. 1.3.12.D.2
2. Create the illusion of 3-D form using one-point perspective in original Interior designs.	4. 1.2.12.A.1 5. 1.4.12.A.1
3. Identify and use basic human proportions in original fashion drawings.	6. 1.4.12.A.3
4. Incorporate safe hand sewing skills while creating original project designs.	
5. Explore art history and its relevance to the fashion and interior design industry.	

### Inter-Disciplinary Connections:

**Math**-incorporate rulers while measuring, gridding and dividing project composition.

**History**- Introduce Art styles, meaning and symbolism through exposure to relevant artworks.

**Intrapersonal Connections**- Allowing the students to incorporate their own creativity, ideas and personality into various works of art using value and color.

**Writing**-Having students write during formal critiques to have them reflect on the work they have created and justify their design decisions.

### Students will engage with the following text:

Students will be exposed to different artists and art styles through various Teacher guided Power points, worksheets and activities.

### Students will write:

Analyze artwork and write critiques based on the concepts and techniques introduced.

Responses to “Do Now” or “Warm up” activities reinforcing concepts and vocabulary.

Do Now/Warm up Examples:

- How can one point perspective be used to create the illusion of space on a 2D surface?
- Describe the difference between fashion and interior design.
- List as many different sewing skills as you can.
- Why should we have rules for safe hand sewing?
- How important is an understanding of human proportions to fashion design?



## **PART III: TRANSFER OF KNOWLEDGE AND SKILLS**

### **DESCRIBE THE LEARNING EXPERIENCE.**

#### **How will students uncover content and build skills?**

##### **Pattern making and Sewing**

###### **Suggested Projects that use identified skills**

**Pattern painting** – Create a non-objective pattern using various techniques and elements of Art

**Pillow Pal** – Create a pillow using recycled fabric and basic stitching techniques.

##### **Fashion Drawing**

###### **Suggested Projects that use identified skills**

**Gesture Drawing** – Have students use basic human proportion to create quick drawings from a model.

**Fashion Designs** – Students will design and draw fashion illustrations using basic human proportions for their figures

**Paper Doll** – Dress a blank human form using cut out clothing from ads in magazines and photos.

##### **Interior Design**

###### **Suggested Projects that use identified skills**

**Design your dream room** – Use one-point perspective and color theory to create an interior design drawing for your dream room.

**Design board Room Collage**– Create a design board that utilizes collage that focuses on color theory and Interior design. mediums.

## **PART IV: EVIDENCE OF LEARNING**

**IDENTIFY THE METHODS BY WHICH STUDENTS WILL DEMONSTRATE THEIR UNDERSTANDING OF CONTENT AND THEIR ABILITY TO APPLY SKILLS. IDENTIFY BLOOM'S LEVELS.**



### **Formative Assessments:**

Students will be evaluated based on the completion of the projects, time management, skill, exercises and activities.

Critiques will take place during the creation of projects to gauge the students' choices in developing the elements and principles of design

### **Accommodations/Modifications:**

- Use of visual aids, such as whiteboard, overhead, Smartboard, project samples.
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- Reinforce positive behaviors for following class rules.
- Provide activities for students during free time.
- Preferential seating near area of instruction.
- Provide individual or small group instruction when possible.

### **Summative Assessments:**

At the end of each half semester projects will be put up and viewed by the teacher and the students. The work will be discussed as a whole about aesthetic decisions as well as on a student to teacher bases.

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### **Performance Assessments:**

**Project Grade – completion of projects by deadlines**

Each project graded on the following [Project Rubric](#):

- Creativity/Originality-20%
- Craftsmanship/Neatness-20%
- Work Ethic/Cooperation-20%
- Use of tools and Materials-20%
- Effort and Ability-20%

**Critique Grade – Analyzing and evaluating artwork through written and verbal responses.**

**Homework Grade – completing materials that reinforce concepts**

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## PART I: UNIT RATIONALE

### WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

<p><b>Course/Unit Title:</b> <b>Digital Photography, Second Half of Second Semester:</b> Introduction to new photo technology. Introduction to portrait. Introduction to photographic story telling.</p>	<p><b>Unit Summary:</b> In this unit there will be a focus of using current technology like smart phones, tablets, and digital cameras to create photography while using the elements and principles of design. Students will be introduced to formal and candid portraiture as well as photo storytelling and journalism. Students will be taught to use current technology to share and store digital imagery. Art history is introduced with a focus on portraiture, sequential shooting, and photo-journalism.</p>
<p><b>Grade Level(s):</b> 9-12</p>	
<p><b>Essential Question(s):</b></p> <p><b>How can I use the art elements to enhance my picture taking?</b></p> <p><b>How can I use current technology to take visual pictures that can be viewed as art?</b></p> <p><b>What are similarities and differences of self-portraiture and portraiture?</b></p> <p><b>How can emotion affect the aesthetics of a photograph?</b></p> <p><b>How is lighting and motion to create dynamic interest in artwork?</b></p> <p><b>How can photography be used to tell a story.</b></p>	<p><b>Enduring Understanding(s):</b></p> <ul style="list-style-type: none"><li>• Introduction to digital camera controls and operation and how this information relates to current smart phone camera technology.</li><li>• Emotion in portraiture allows an artist to connect with the viewer.</li><li>• Introduction to visual reference and how a camera can be used to increase originality to artwork.</li><li>• Incorporation of props, lighting, and emotion in portraiture creates interest and connection between subject and viewer.</li><li>• Movement and lighting help to create a dynamic interest within a work of art.</li><li>• Photography used to tell an impactful and meaningful visual story.</li></ul>

## PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES

### DESCRIBE THE LEARNING TARGETS.

After each target, identify the NJSL or Common Core Standards that are applicable

<u>Learning Target</u>	<u>NJSLS or CCS</u>
1. Students will use smartphones, digital cameras, and the school provided computers to create original photographic art work.	1. 1.1.12.D.1
2. Students will be challenged with understanding photographic terms and tools and how they translate similarly and differently with each technological platform.	2. 1.3.12.D.1
3. Create candid and formal portraits using lighting to enhance and capture detail and emotion.	3. 1.3.12.D.2
4. Compose photography to tell an impactful and meaningful visual story.	4. 1.2.12.A.1
5. Students will use art elements and principles of design vocabulary to evaluate and analyze works of art during critiques.	5. 1.4.12.A.1
	6. 1.4.12.A.3
	7. 1.4.12.A.4

### Inter-Disciplinary Connections:

**Math**-incorporate rulers while measuring, gridding and dividing project composition.

**History**- Introduce Art styles, meaning and symbolism through exposure to relevant artworks.

**Intrapersonal Connections**- Allowing the students to incorporate their own creativity, ideas and personality into various works of art using value and color.

**Writing**-Having students write during formal critiques to have them reflect on the work they have created and justify their design decisions.

**Technology**-Students learn digital organization, printing, and computer processes and saving and submitting digital work.

### Students will engage with the following text:

Students will be exposed to different artists and art styles through various teacher guided power points, online tutorials, and smartphone apps, which provide the most up to date digital art.

### Students will write:



**Analyze artwork and write critiques based on the concepts and techniques introduced.**

**Responses to “Do Now” or “Warm up” activities reinforcing concepts and vocabulary.**

**Do Now/Warm up Examples:**

**-Can photographic journalism be described as art?**

**-How many pieces of technology exist in your home  
that can take pictures?**

**-Is photography as difficult to create as traditional art?**

**-Can pictures tell a story without words?**

**-How can lighting effect the mood of a selfie?**

### **PART III: TRANSFER OF KNOWLEDGE AND SKILLS**

#### **DESCRIBE THE LEARNING EXPERIENCE.**

##### **How will students uncover content and build skills?**

###### **Portraits**

###### **Suggested Projects that use identified skills**

**Artistic Selfie** - use a smart phone to take a selfie that uses art elements and principles in its creation.

**Portraits of friends and family** - Create portraits of family and friends using props and lighting to help give the viewer specific information about the subject.

**Formal Self Portrait** - Use lighting and props to take a portrait that represents your personality.

###### **Journalistic photography/ storytelling**

###### **Suggested Projects that use identified skills**

**My every day** - Take a series of photos that describes a day in the life of the photographer.

**My favorite place** - Take a series of photos that describes a special place or places.

**Special event** - Create a series of photos that documents an event or gathering.

### **PART IV: EVIDENCE OF LEARNING**

#### **IDENTIFY THE METHODS BY WHICH STUDENTS WILL DEMONSTRATE THEIR**

#### **UNDERSTANDING OF CONTENT AND THEIR ABILITY TO APPLY SKILLS.**

#### **IDENTIFY BLOOM'S LEVELS.**



##### **Formative Assessments:**

Students will be evaluated based on the completion of the projects, time management, skill, exercises and activities.

Critiques will take place during the creation of projects to gage the students' choices in developing the elements and principles of design.

##### **Accommodations/Modifications:**

- Use of visual aids, such as whiteboard, overhead, Smartboard, project samples.

- Read the directions and/or writing prompt aloud.
- Repeat and clarify directions.
- Give step by step directions, outline the steps in writing.
- Underline or highlight important words in the directions.
- Break long assignments into parts. Set a separate due date for each part.
- Reduce the total amount of work when appropriate.
- Give partial credit for late or incomplete work until the students are able to complete their work on time.
- Provide students with folder/binder to assist with organization.
- Give students a checklist of materials which will be needed for each class.
- Grade content and mechanics separately for writing assignments.
- Reinforce positive behaviors for following class rules.
- Provide activities for students during free time.
- Preferential seating near area of instruction.
- Provide individual or small group instruction when possible.

### **Summative Assessments:**

At the end of each half semester projects will be put up and viewed by the teacher and the students. The work will be discussed as a whole about aesthetic decisions as well as on a student to teacher bases.

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### **Performance Assessments:**

**Project Grade – completion of projects by deadlines**

Each project graded on the following Project Rubric:

Creativity/Originality-20%

Craftsmanship/Neatness-20%

**Work Ethic/Cooperation-20%**

**Use of tools and Materials-20%**

**Effort and Ability-20%**

**Critique Grade – Analyzing and evaluating artwork through written and verbal responses.**

**Homework Grade – completing materials that reinforce concepts**

**Classwork Grade – working consistently and using time wisely in class**

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