

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

# **Art 3: Portfolio Preparation**

## **COURSE OF STUDY**

**Fine Art Department**

Written by:

**Leon Moustakas  
David Johnson**

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**Supervisor:  
Glenn Smith**

**Approved by:  
Glenn Smith**

**BLACK HORSE PIKE REGIONAL SCHOOL DISTRICT**

**Highland - Timber Creek - Triton**

**Fine Art Department**

**Art 3: Portfolio Preparation**

**SYLLABUS**

**Expectations and Studio Management**

- Studio and school procedures
- Studio care and organization
- Studio and equipment safety
- Aesthetics
- The planning process
  - Project proposal
  - Sketch
  - Mockup
  - Completed artworks
  - Art Criticism

**Advanced Drawing**

- Visual Elements
  - Line
  - Shape
  - Space
  - Value
  - Form
  - Color
  - Texture
- Principles of Design
  - Pattern
  - Contrast
  - Emphasis
  - Balance
  - Proportion and Scale
  - Harmony
  - Rhythm and Movement
  - Unity
  - Variety
- Composition
- Skill development through advanced level techniques and projects
- Project- relevant art history discussion

- Develop individual aesthetic
- Art criticism and reflection

### **Advanced Painting**

- Skill development through advanced level techniques and projects.
  - Watercolor
  - Tempera
  - Acrylic
  - Oil
- Composition
- Project- relevant art history discussion
- Art criticism and reflection

### **Printmaking**

- Skill development through advanced level techniques and projects using advanced printmaking techniques
  - Linocut/ Woodcut
  - Plexiglass engraving
  - Stencil Printing
  - Monotype
  - Collograph
- Project- relevant art history discussion
- Art criticism and reflection

### **Breadth: Development of artwork with a range of approaches**

- Teacher-assigned topics designed to encourage student interpretation
- Photographic documentation of stages in the creative process
- Art criticism and reflection
- Written descriptions on the artistic intent

### **Sustained Investigation**

- Creation of independent work of art that display a cohesive theme
- Photographic documentation of stages in the creative process
- Art criticism and reflection
- Written descriptions on the artistic intent

## Core Skills and Grading Rubric

Art & Design is the process of developing an understanding of the elements and principles of design and applying that knowledge in the following four core skill areas:

- **Art Creation** - Practically applying the elements and principles of design in the art making process to promote mastery and communicate intent.
- **Art History** - Identify and appreciate the use of the art elements and principles of design through the contributions of artists from different cultures and historical periods.
- **Art Aesthetics** - Understand how personal and cultural aesthetics can influence use of the elements and principles of design in art and affect its intent, interpretation, and value.
- **Art Criticism** - Responding to and making judgments about how the elements and principles of design are applied and interpreted within visual works.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

### Visual Art Grading Rubric

	Level 1 - Incomplete - No Planning Materials/Equipment used inappropriately. -Poor communication of ideas.	Level 2 - Partially Complete and Lack of Understanding -Little Planning -Inadequate use of materials/equipment and materials. -Unoriginal ideas	Level 3 -Complete & meeting minimum requirements. - Satisfactory Planning - Adequate use of materials/equipment. -Has some unique features	Level 4 -Average understanding of elements & principles. - Some detail and care. - Original ideas - Appropriate use of materials/equipment	Level 5 -Above average understanding of elements & principles. -Neat, Clean, Pristine. -Could push concepts/originality further. - Appropriate use of materials/equipment	Level 6 -Professional level understanding of elements & principles. -Neat, Clean, Pristine -Advanced understanding of concepts/originality - Appropriate use of materials/equipment
<b>Visual Elements &amp; Principles of Design</b> Careful planning. Effective use of elements and principles.						
<b>Craftsmanship &amp; Neatness</b> Neat, Clean, Pristine. Project is detailed and carefully made.						
<b>Creativity &amp; Originality</b> Design is unique. Pattern or unique application. Experimentation and risk taking.						
<b>Use of Materials</b> Shows respect for materials and facility.						

## COURSE DESCRIPTION

### Art 3: Portfolio Preparation - 5 Credits, Grade 11-12

The visual arts offer a unique opportunity for students to explore their creative, intuitive, and imaginative talents. Art making involves time management, creativity, tactile development, problem solving and tapping into deeper thoughts and emotions. It is essential for human development, especially in young minds. Portfolio Preparation offers a deeper study and investigation into advanced skills and focuses more on the overall creative process. Students will gain a high level of drawing and painting skills by focusing on the detailed processes associated with creation of art. After focusing on advanced skills in drawing, painting, and printmaking, students will focus on the advanced stages of the creative process of given topics, which will include proposals, sketches, mockups, completed works, and both individual critiques and class critiques. Creation of a focused, sustained portfolio topic later in the year will help to create either a portfolio ready to be used as a college entry portfolio, or as a stepping stone into their sustained investigation for AP Art. Students will be assessed on the production of their work according to the district developed rubric, and students will be required to produce an original artwork to be submitted to the annual juried Art Show for their final assessment. After completion of this course, students' level of mastery of the elements and principles of design and their portfolio of work, will determine if pursuit of more in-depth study in AP 2D Art and Design is warranted.

### GRADING SCALE

<b>Homework/ Critique</b>	<b>Classwork/ Participation</b>	<b>Projects</b>
<b>20%</b>	<b>30%</b>	<b>50%</b>
Critiques will be based on the traditional outline of description, analysis, interpretation and judgement, and will consist of a variety of self and group reflections. Homework assignments will be completed regularly in a required sketchbook.	Students will earn weekly participation grades judged on meeting general classroom etiquette and expectations, and will complete a variety of classwork assignments that supplement projects.	Projects are evaluated through a rubric based on art media application and use of the art elements and principles of design. There will be at least three major project assessments per marking period.

# Black Horse Pike Regional School District Curriculum

ENGAGING STUDENTS - FOSTERING ACHIEVEMENT - CULTIVATING 21ST CENTURY GLOBAL SKILLS

## PART 1: UNIT RATIONALE

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

<p><b>Course/Unit Title:</b> Art 3: Portfolio Preparation/ Unit 1: Expectations and Studio Management</p> <p><b>Grade Level(s): 11-12</b></p>	<p><b>Unit Summary:</b> This first unit is to introduce students to the challenging nature of advanced level art production and to familiarize the students with the trials associated with production of works of art in a demanding time frame. The time frame and level of challenge will mirror expectations of collegiate level work and prepare the students for high learning in 2D design. Students will investigate various media and grounds (surfaces) in the art making process while they become reacquainted with art elements and principles of design. Through critiques and examination of their own work and the work of their peers, the students will develop an aesthetic that they will use to generate artwork that could serve as a basis for the AP Art: 2D Design portfolio for the college board, or for a body of artwork that can be used for as an entrance portfolio for college admission. The students will be informed and held accountable for the proper care of supplies and studio space to promote a safe, organized, and creative art environment.</p>
<p><b>Essential Question(s):</b> How much work will I be required to do in the pursuit of a career in 2D Design?</p> <p>How can I implement the art elements and principles of 2D design into my work?</p> <p>How will developing a personal aesthetic change the way I view and create art?</p> <p>Will keeping my studio and supplies organized and clean promote better personal art creation?</p>	<p><b>Enduring Understanding(s):</b> A portfolio is necessary in pursuing further education or employment in the arts. The amount of assigned work and the specific timeline for an assignment will have a significant effect on the media and grounds used by the student. Recognizing the art elements and principles of design or their absence in a work of art is integral in generating an aesthetic judgment on the work. Through the critical examination of art throughout history and among peers, students will develop the visual acuity to recognize aesthetic choices and use artistic vocabulary to describe them and pass individual judgment on their success. An organized and clean studio helps to promote sophisticated art making habits.</p>

## PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES

### DESCRIBE THE LEARNING TARGETS.

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

<u>Learning Target</u>	<u>NJCCCS or CCS</u>
<p><b>1.</b> Understanding how a person recognizes and prefers to use certain elements and principles of design in art work is how they develop a personal aesthetic.</p> <p><i>Intent</i></p> <ul style="list-style-type: none"><li>● Demonstrate an understanding of artistic integrity with regard to image, idea, and composition</li><li>● Develop mood and intention through idea, composition, color, value, and use of media.</li><li>● Establish sense of voice in the execution and development of the work.</li></ul>	<p><b>1.</b> 1.5.12acc.Cr1b, 1.5.12adv.Cr1b, 1.5.12adv.Cr2b; 1.5.12adv.Cn10a</p>
<p><b>2.</b> All art incorporates and is dependent upon the proper use of elements and principles of 2D design to be successful.</p> <p><i>Composition</i></p> <ul style="list-style-type: none"><li>● Generate multiple solutions to compositional problems.</li><li>● Combine multiple drawing/design issues in an artwork.</li><li>● Demonstrate the use of Eastern and Western design principles in composition.</li><li>● Use the elements of art alone or in combination to creatively explore composition: line, shape, form, space (depth, perspective), value, texture, and color.</li><li>● Apply principles of design to creatively develop composition: rhythm and movement, repetition, emphasis (focal points), balance, proportion, unity, variety.</li><li>● Create the illusion of depth through angle of view and perspective.</li></ul> <p><i>Form</i></p> <ul style="list-style-type: none"><li>● Analyze proportions and shapes within a form or among forms.</li><li>● Synthesize information to create form or the illusion of form.</li><li>● Use value and/or color to create or enhance the illusion of form.</li><li>● Develop original, creative imagery.</li></ul>	<p><b>2.</b> 1.5.12acc.Cr1b, 1.5.12adv.Cr1b, 1.5.12adv.Cr2b, 1.5.12acc.Cn10a; 1.5.12adv.Cn10a</p>
<p><b>3.</b> Create projects that show understanding of the elements and principles of 2D art and keep them to be submitted in a portfolio requiring the student to show a fundamental competence and range of understanding in visual concerns (and methods).</p> <p><i>Tools, processes, concepts, vocabulary terms, and historical references</i></p> <ul style="list-style-type: none"><li>● Develop visual literacy.</li><li>● Define and recognize vocabulary terms.</li></ul>	<p><b>3.</b> 1.5.12acc.Cr1b, 1.5.12adv.Cr1b, 1.5.12adv.Cr2b, 1.5.12adv.Cr3a, 1.5.12adv.Pr4a; 1.5.12adv.Cn10a</p>

- Recognize tools and processes.
- Recognize, identify, and define elements and principles and explain how they are used in a work of art.
- Recognize traditional Eastern and Western design aesthetics.
- Demonstrate use of media and techniques.
- Demonstrate the use of creative and critical thinking methods in the design process.
- Reference historical, contemporary, or cultural styles and art movements in works of art.
- Demonstrate proper care of tools and supplies.

*Presentation*

- Demonstrate professional standards in the presentation of artwork.

**Interdisciplinary Connections:**

**Language Arts:**

**LA.9-12.3.1.12.F.1** - [Progress Indicator] - Use knowledge of word origins and word relationships, as well as historical and literary context clues, to determine the meanings of specialized vocabulary.

**LA.9-12.3.1.12.H.1** - [Progress Indicator] - Select appropriate electronic media for research and evaluate the quality of the information received.

**Students will engage with the following text:**

Once a week the teacher and students will bring in current internet periodicals and newspaper/magazine publications that relate to the current lessons and projects.

These will be shared with the class and discussed to gauge their relevance to the 2D design process and their visual inspirational content. All documents brought in must have proof of author and origination.

Examples of recommend publications and websites:

School Arts Magazine  
 The Artist's Magazine  
 Time Magazine  
 National Geographic  
 Local Newspaper  
 The Art Newspaper

artistsnetwork.com  
 philamuseum.org  
 2dartistmag.com  
 moma.org  
 metmuseum.org



**Students will write:**

Weekly individual critiques on peers' projects.

Short answers to questions about current artist and artist of historical significance.

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

**DESCRIBE THE LEARNING EXPERIENCE.**

**How will students uncover content and build skills.**

Students will create three projects that incorporate the elements and principles of 2D design.

Students will participate in guided classroom critiques and individual written critiques on the successful use of the elements and principles of 2D design.

Students will be held accountable to participate in 2 extra hours of studio time each week to further their artistic studies.

The teacher will model to the class and individually the proper techniques and use of various media.

The students will participate in bi-weekly examples of current and historical art that correlates to the current art project for their portfolio.

The students will be required to answer short questions about the work shown.

The teacher will give demonstrations on the proper use and organization of the studio and its various tools and supplies.

Students will participate in an overall unit art show where they will explain the aesthetic qualities of their work and the work of their peers.

Students will keep their portfolio work stored in archival drawers for future use.

Students will keep supplies in a personal art box that they will be required to keep organized and at hand at all times when in the studio.

The teacher will give handouts and visual examples of all portfolio requirements of the College Board.

Produce an ongoing visual diary/journal that includes sketches and writings used for critical thinking and process experimentation for the following projects.

**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:**

Produce an ongoing visual diary/journal that includes sketches and writings used for critical thinking and process experimentation for the following projects.

One on one critiques and class group critiques that will take place during the creation of each project to gauge the student decision-making/ choices in developing elements and principles of design with their chosen medium and ground.

**Accommodations/Modifications:**

The students will be made aware of art contests for monetary and scholarship prizes. Information for these contests will be displayed throughout the year in a designated location in the art room. All students are welcome to participate in these contests as a way to improve their 2D art skills and add to the quality of their portfolios. The students may come after school to receive extra guidance from the teacher in the pursuit of these contests. These works will be graded and held to the same standards of all other coursework.

**Summative Assessments:**

A Unit Art Show will be held in the LMC where all 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 basis.

**Accommodations/Modifications:**

- Use of visual aides, 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
- 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

### **Performance Assessments:**

Produce a 2-D Design that incorporates a figure and emphasis the use of contour lines with various line qualities, thicknesses and pressures.

Produce a Still Life using objects that represent opposition/opposites. The 2-D Design must have a full range of value and an interesting viewpoint that increases tension in the piece.

Produce a 2-D Design that uses repeated shapes and geometric designs to create pattern/texture. The piece must use color in some way and there should be an established and obvious mood to the piece.

### **Accommodations/Modifications:**

- Provide or implement adaptive devices or modification to current devices to increase usability.
- Provide written or visual aids when auditory learning is compromised.

# Black Horse Pike Regional School District Curriculum

ENGAGING STUDENTS - FOSTERING ACHIEVEMENT - CULTIVATING 21ST CENTURY GLOBAL SKILLS

## PART 1: UNIT RATIONALE

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

<p><b>Course/Unit Title:</b> ART 3: Portfolio Preparation/ Unit 2: Advanced Drawing</p> <p><b>Grade Level(s): 11-12</b></p>	<p><b>Unit Summary:</b> This Unit is designed to permit students to utilize their drawing skills while working with advanced drawing skills, utilizing color, variations in stroke, texture, and value. Topics may include the following media: Graphite, Charcoal, Pastel, Ink, Colored Pencil, Oil Pastel, Metalpoint, and Digital media. Artworks will be created using the previously mentioned materials to create multiple discipline styles of drawing.</p>
<p><b>Essential Question(s):</b></p> <p>What techniques do artists use to draw accurately?</p> <p>How does an artist depict texture and space through advanced drawing techniques?</p> <p>What compositional strategies can I utilize to make a pleasing arrangement?</p>	<p><b>Enduring Understanding(s):</b></p> <p>This unit will permit students to sharpen drawing skills.</p> <p>Students will use their understanding of visual elements like line, shape, value, and space, and use shading to create the illusion of form.</p> <p>Students will review and utilize drawing strategies like measurement and proportion, as well as intuitive perspective.</p> <p>Students will review compositional strategies to determine placement/arrangement of their subject.</p>

## PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES

### DESCRIBE THE LEARNING TARGETS.

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

<u>Learning Target</u>	<u>NJCCCS or CCS</u>
1. Students will utilize compositional strategies when laying out/composing drawings.	1. 1.5.12acc.Cr1b, 1.5.12adv.Cr1b; 1.5.12acc.Cr2a
2. Students will combine observation of light and value and/or color on their subject to effectively utilize knowledge of values/color theories to create works of art.	2. 1.5.12acc.Cr1b, 1.5.12adv.Cr1b, 1.5.12acc.Cr2a
3. Students will utilize visual elements and principles of design to create drawings.	3. 1.5.12acc.Cr1b
4. Students will use observation to accurately depict space through the	4. 1.5.12acc.Cr1b,

<p>use of light and shade.</p> <p>5. Students will participate in a group discussion/critique of works produced which will also include written responses.</p>	<p>1.5.12adv.Cr1b; 1.5.12acc.Cr2a</p> <p>5. 1.5.12adv.Cr3a; 1.5.12adv.Re9a</p>
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**Interdisciplinary Connections:**

<p><b>English:</b>  <b>ELL.9-12.S.B</b> - Demonstrate the effective use of a variety of questions and responses including literal, inferential, and evaluative forms to communicate through speaking.  <b>ELL.9-12.S.B.4</b> - Question to clarify others' opinions.  <b>ELL.9-12.L.A</b> - Demonstrate active listening behaviors in a variety of situations and for a variety of purposes.</p> <p><b>Mathematics:</b>  <b>MA.K-12.4.5.C.4</b> - Apply mathematics in practical situations and in other disciplines.</p>
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**Students will engage with the following text:**

<p>The students will bring in current internet periodicals and newspaper/ magazine publications that relate to the current lessons and projects.</p> <p>These will be shared with the class and discussed to gauge their relevance to the 2D design process and their visual inspirational content. All documents brought in must have proof of author and origination.</p> <p>Examples of recommend publications and websites:</p> <p>School Arts Magazine  The Artist's Magazine  Time Magazine  National Geographic  Local Newspaper  The Art Newspaper</p> <p>artistsnetwork.com  philamuseum.org  2dartistmag.com  moma.org  metmuseum.org</p>
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### **Students will write:**

Bi-weekly individual critiques on either their own project experience or peers' projects.

Short reflections about current artist and artist of historical significance and how it pertains to their current framework of the present project.

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

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

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

Students will create three or more advanced projects that incorporate the elements and principles of 2D design.

Students will participate in guided classroom critiques and individual written critiques on the successful use of the elements and principles of 2D design.

Teacher will model the use of drawing strategies like the use of an angle finder, using a cropping window, comparing positive and negative shapes, as well as the use of a measuring unit when drawing complex forms as well as modeling to the class and individually the proper techniques and use of various media.

The teacher will give demonstrations on the proper use and organization of the studio and its various tools and supplies.

The teacher will demonstrate further shading techniques, discussing and demonstrating quality of materials through different manufacturers.

Students will practice skills through studies of geometric shapes, so that students may observe reflective light, residual light, and cast shadows.

Students will practice skills through life drawings of organic materials such as fruits, vegetables, and other such perishable products. A use of a refrigerator may be necessary to prolong the life of the materials.

Students will take part in the creation artwork topics utilizing the style, but not limited to illustration, linear perspective, still life, plein air, portraiture, anatomical studies, and/or other observational drawing styles.

Students will take part in the creation of artworks utilizing above topics while utilizing mediums such as, but not limited to graphite, charcoal, pastel, ink, color pencil, oil pastel, block printing, digital art, and/or metalpoint (copper, silver).

Produce an ongoing visual diary/journal that includes sketches and writings used for critical thinking and process experimentation for the following projects.

**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 of work.

Teacher monitored progress.

Management of project completion deadlines.

Produce an ongoing visual diary/journal that includes sketches and writings used for critical thinking and process experimentation for the following projects.

One on one critiques and class group critiques that will take place during the creation of each project to gauge the student decision-making/ choices in developing elements and principles of design with their chosen medium and ground.

**Accommodations/Modifications:**

- Use of visual aides, 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
- 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:**

Project Rubric

### **Accommodations/Modifications:**

- Use of visual aides, 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
- Reinforce positive behaviors for following class rules.
- Provide activities for students during free time.

## **Performance Assessments:**

Project Grade- completion of projects by deadlines following criteria outlined in project rubric

Critique Grade- Analyzing and evaluation artwork through written and verbal responses

Homework and Quiz 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.
- 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 folders/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 the area of instruction. - Provide individual or small group instruction when possible.



# Black Horse Pike Regional School District Curriculum

ENGAGING STUDENTS - FOSTERING ACHIEVEMENT - CULTIVATING 21ST CENTURY GLOBAL SKILLS

## PART 1: UNIT RATIONALE

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

<p><b>Course/Unit Title:</b> ART 3: Portfolio Preparation/ Unit 3: Advanced Painting</p> <p><b>Grade Level(s): 11-12</b></p>	<p><b>Unit Summary:</b> In this unit students will utilize their knowledge of color theories while painting from life (direct observation), as well as from imagination. Topics might include any of the following media: watercolor, gouache, tempera, digital painting, acrylic and oil paint. Students will continue to develop skills in each medium as well as explore the varied applications of acrylic and oil, including learning about the advantages and limitations of these media.</p>
<p><b>Essential Question(s):</b></p> <p>What is the relationship between drawing and painting?</p> <p>What is the difference between local and optical color?</p> <p>How can I employ different color theories in my work?</p> <p>Where are transparent and opaque areas of color best utilized?</p>	<p><b>Enduring Understanding(s):</b></p> <p>Students will learn how to translate techniques traditionally associated with drawing into painting.</p> <p>Students will use their understanding of visual elements like shape, value, space, and color to create the illusion of form.</p> <p>Students will use layered applications of color to create the more complex effects of light that are observed on their subject.</p> <p>Students will learn how to mix paint using indirect methods of layering with separate layers, in conjunctions with working in a direct manner using single layers of mixed color.</p> <p>Students will also explore variation in paint films from transparent to opaque and the application of these with regard to how these contribute to space and the illusion of depth.</p>

## PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES

### DESCRIBE THE LEARNING TARGETS.

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

<u>Learning Target</u>	<u>NJCCCS or CCS</u>
<p>1. Students will utilize compositional strategies incorporating principles of design when laying out /composing paintings.</p>	<p>1. 1.5.12acc.Cr1b, 1.5.12adv.Cr1b; 1.5.12acc.Cr2a</p>
<p>2. Students will combine observation of light and color on their subject to effectively utilize their knowledge of color theories to create works of art.</p>	<p>2. 1.5.12acc.Cr1b, 1.5.12adv.Cr1b, 1.5.12acc.Cr2a</p>
<p>3. Students will utilize visual elements and principles of design to create paintings.</p>	<p>3. 1.5.12acc.Cr1b</p>

<p>4. Utilize the techniques of exemplary historic and contemporary artists in the creation of original works of art.</p>	<p>4. 1.5.12acc.Cr1b, 1.5.12adv.Cr1b; 1.5.12acc.Cr2a</p>
<p>5. Students will participate in individual critique, and group discussion of works produced which will also include written responses.</p>	<p>5. 1.5.12adv.Cr3a; 1.5.12adv.Re9a</p>
<p>6. Students will prepare grounds (surfaces) suitable for varied types of painting to create works of art.</p>	<p>6. 1.5.12acc.Cr1b</p>

**Inter-Disciplinary Connections:Interdisciplinary Connections:**

<p><b>English:</b>  <b>ELL.9-12.S.B</b> - Demonstrate the effective use of a variety of questions and responses including literal, inferential,and evaluative forms to communicate through speaking.  <b>ELL.9-12.S.B.4</b> - Question to clarify others' opinions.  <b>ELL.9-12.L.A</b> - Demonstrate active listening behaviors in a variety of situations and for a variety of purposes.</p> <p><b>Mathematics:</b>  <b>MA.K-12.4.5.C.4</b> - Apply mathematics in practical situations and in other disciplines.</p>
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**Students will engage with the following text:**

<p>The students will bring in current internet periodicals and newspaper/ magazine publications that relate to the current lessons and projects.</p> <p>These will be shared with the class and discussed to gauge their relevance to the 2D design process and their visual inspirational content. All documents brought in must have proof of author and origination.</p> <p>Examples of recommend publications and websites:</p> <p>School Arts Magazine  The Artist's Magazine  Time Magazine  National Geographic  Local Newspaper  The Art Newspaper</p> <p>artistsnetwork.com  philamuseum.org</p>
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2dartistmag.com  
moma.org  
metmuseum.org

**Students will write:**

Bi-weekly individual critiques on either their own project experience or peers' projects.

Short reflections about current artist and artist of historical significance and how it pertains to their current framework of the present project.

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

**DESCRIBE THE LEARNING EXPERIENCE.**

**How will students uncover content and build skills.**

Teacher will demonstrate and reinforce familiar techniques in painting, and introduce more complex indirect layering methods that require more careful planning and strategy.

Students will learn to identify the qualities that they desire in their work, and plan for these desired outcomes, pulling from their set of skills.

Teacher will demonstrate the preparation of surfaces for paintings, which can include paper, canvas, panel (hardboard or wood), stretched canvas, as well as non-traditional supports/surfaces.

Teacher will demonstrate how to assemble and square a frame of stretcher strips for canvas stretching, as well as how to stretch a canvas.

Teacher will present examples of painting in relevant media by significant artists in their own respective media, including artists who work in realist and non-objective styles.

Students will create paintings that incorporate varied techniques which display a utilization of color theories as observed in their chosen subject matter.

Students may practice encaustic painting skills, which is achieved by melting certain types of colored waxes. A use of a microwave or small burner may be necessary to melt the materials.

Students will utilize and apply sophisticated draftsmanship skills to develop artworks in varied painting media.

Maintain a sketchbook journal that will contain sketches and notes where they can make reflective statements about personal progress and artistic development.

**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 utilize knowledge of color theories to create painted works of art.

Student artworks will utilize a thoughtful use of visual elements and carefully planned use of principles of design.

Students may produce an abstract/ non-objective painting to develop technical skills.

Students will write short reflective statements about their work to document their own critical thinking about assignments, which will be centered on challenges encountered as well as ideas to try, and thoughts on how to improve their work.

Students will participate in a class critique/ discussion about the works produced. Students will also write about their own work and that of their peers where they will be asked to identify exemplary use of color, as well as other visual elements and principles of design.

**Accommodations/Modifications:**

- Use of visual aides, 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
- 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:**

Student paintings will be graded using a rubric.

### **Accommodations/Modifications:**

- Some students might require extra time to complete works in acrylic or oil that require multiple layers and drying time between stages. Observation as well as determination of accurate color-mixing can take time. Students will work on multiple assignments within specific timeframes to accommodate for such potential setbacks and allow for more careful decision-making before resuming work.
- Use of visual aides, 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
- Reinforce positive behaviors for following class rules.
- Provide activities for students during free time.

### **Performance Assessments:**

Project Grade- completion of projects by deadlines following criteria outlined in project rubric

Critique Grade- Analyzing and evaluation artwork through written and verbal responses

Homework and Quiz Grade- completing materials that reinforce concepts

Classwork Grade- working consistently and using time wisely in class.

Students will create painted compositions where they utilize a variety of techniques. Separate paintings should be created for each media.

Students will create representational compositions (such as a still-life, landscape, portrait, or figurative) utilizing specific painting media (watercolor, gouache, acrylic, oil, etc).

### **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 folders/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 the area of instruction. - Provide individual or small group instruction when possible.

# Black Horse Pike Regional School District Curriculum

ENGAGING STUDENTS - FOSTERING ACHIEVEMENT - CULTIVATING 21ST CENTURY GLOBAL SKILLS

## PART 1: UNIT RATIONALE

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

<p><b>Course/Unit Title:</b> ART 3: Portfolio Preparation /Unit 4: Advanced Printmaking</p> <p><b>Grade Level(s): 11-12</b></p>	<p><b>Unit Summary:</b> This unit is designed to permit students to utilize printmaking techniques that allow for the production of multiple copies of a single work. Possible techniques that could be addressed are single or multi color linocut/woodcut, reduction linocut/ woodcut, collograph, plexiglass engraving, monoprint, stencil spray printing, and laser engraving.</p>
<p><b>Essential Question(s):</b></p> <p>What steps are necessary to ensure a successful, good quality print?</p> <p>Which printing technique will allow me to portray the feeling or mood I wish to capture with my subject matter?</p> <p>How can I create space in a printed artwork?</p>	<p><b>Enduring Understanding(s):</b></p> <p>Printmaking is an often underrated art form, especially compared to painting, that can become a lucrative enterprise, since images can be sold at a lower cost, where a larger amount will be earned when the entire edition (total number of prints made) is sold. Printmaking techniques can also replicate techniques that are associated with both drawing and painting, and as a result, can capture the qualities of both of these.</p> <p>Students will learn how to create and utilize textural effects that are unique to each printmaking process.</p> <p>Students will use their understanding of visual elements like line, value, color, shape, texture, and space, and use shading techniques to create the illusion of form.</p>

## PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES

### DESCRIBE THE LEARNING TARGETS.

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

<u>Learning Target</u>	<u>NJCCCS or CCS</u>
<p>1. Students will utilize compositional strategies when layout out imagery.</p>	<p>1. 1.5.12acc.Cr1b, 1.5.12adv.Cr1b ;</p>
<p>2. Students will use variations in texture to represent the character or appearance of their subject (if using representational techniques).</p>	<p>1.5.12acc.Cr2a 2. 1.5.12acc.Cr1b,</p>

<p>3. Students will utilize visual elements and principles of design to create images.</p> <p>4. Utilize the techniques of exemplary historic and contemporary artists in the creation of original works of art.</p> <p>5. Students will participate in a group discussion/ critique of works produced which will also include written responses.</p>	<p>1.5.12adv.Cr1b , 1.5.12acc.Cr2a</p> <p>3. 1.5.12acc.Cr1b</p> <p>4. 1.5.12acc.Cr1b, 1.5.12adv.Cr1b ; 1.5.12acc.Cr2a</p> <p>5. 1.5.12adv.Cr3a</p>
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**Interdisciplinary Connections:**

**English:**

**ELL.9-12.S.B** - Demonstrate the effective use of a variety of questions and responses including literal, inferential, and evaluative forms to communicate through speaking.

**ELL.9-12.S.B.4** - Question to clarify others' opinions.

**ELL.9-12.L.A** - Demonstrate active listening behaviors in a variety of situations and for a variety of purposes.

**Mathematics:**

**MA.K-12.4.5.C.4** - Apply mathematics in practical situations and in other disciplines.

**Students will engage with the following text:**

The students will view internet periodicals/ newspaper/ magazine/ publications that relate to the current lessons and projects.

These will be shared with the class and discussed to gauge their relevance to the 2D design process and their visual inspirational content. All documents brought in must have proof of author and origination.

Examples of recommend publications and websites:

**Modern Printmaking: A Guide to Traditional & Digital Techniques** by Sylvie Covey

School Arts Magazine

The Artist's Magazine

Time Magazine

National Geographic

Local Newspaper

The Art Newspaper

artistsnetwork.com

philamuseum.org



2dartistmag.com  
moma.org  
metmuseum.org

**Students will write:**

Bi-weekly individual critiques on either their own project experience or peers' projects.

Short reflections about current artist and artist of historical significance and how it pertains to their current framework of the present project.

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

**DESCRIBE THE LEARNING EXPERIENCE.**

**How will students uncover content and build skills.**

Students will plan and create 2D designs/ imagery to serve as a foundation for printed artworks.

Students will create matrices (blocks, plates, stencil sheets, etc.) that incorporate visual elements and principles of design, for making printed artworks.

Teacher will demonstrate the creation of different values and textural effects in specific media.

Teacher will present examples of work in specified media by significant historic and contemporary artists.

Teacher will demonstrate the creation / or pulling of a high- quality print for students to observe.

Students will maintain a sketchbook journal that will contain sketches and notes and reflective statements about personal progress and artistic development.

**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 make preliminary sketches to plan out the creation of their imagery.

Students will utilize techniques modeled in class to create print matrices.

Students will write short reflective statements about their work to document their own critical thinking about assignments, which will be centered on challenges encountered as well as ideas to try, and thoughts on how to improve their work.

Students will participate in a class critique/ discussion about the works produced. Students will also write about their own work and that of their peers where they will be asked to identify exemplary use of visual elements and principles of design.

**Accommodations/Modifications:**

- Use of visual aides, 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
- 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:**

Student matrices and prints will be graded using a rubric.

### **Accommodations/Modifications:**

- Use of visual aides, 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
- Reinforce positive behaviors for following class rules.
- Provide activities for students during free time.

### **Performance Assessments:**

Project Grade- completion of projects by deadlines following criteria outlined in project rubric. For example, students will create prints where ink or paint is uniform in appearance, and the images pulled are clearly legible in order to form an acceptable edition.

Critique Grade- Analyzing and evaluation artwork through written and verbal responses.

Homework and Quiz Grade- completing materials that reinforce concepts.

Classwork Grade- working consistently and using time wisely in class. Students will produce matrices where texture and other visual elements are used to create an image.

### **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 folders/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 the area of instruction.
- Provide individual or small group instruction when possible.

# Black Horse Pike Regional School District Curriculum

ENGAGING STUDENTS - FOSTERING ACHIEVEMENT - CULTIVATING 21ST CENTURY GLOBAL SKILLS

## PART 1: UNIT RATIONALE

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

<p><b>Course/Unit Title:</b> ART 3: Portfolio Preparation/ Unit 5: Creative Process with Guided Topics - "Breadth"</p> <p><b>Grade Level(s):11-12</b></p>	<p><b>Unit Summary:</b> This unit will focus on the advanced stages of the creative process of given topics, which will be provided by the instructor. The process will include proposals, sketches, mockups, completed works, and both individual critiques and class critiques.</p> <p>Students will be given a topic with choice of materials. Students can then interpret the given topic in any way they see fit to create the imagery. Students must go through the entire creative process of a sketch and a short write up of what, why, and how. Complete a mockup and a formal proposal, then, with approval, complete the artwork. Photographing artwork at milestones and logging their hours of how long they worked on each piece. Follow up artwork must be accompanied by an artist statement/critique.</p> <p>This unit will give students a "breadth" or core of varied work that would be useful in creating a college ready portfolio.</p>
<p><b>Essential Question(s):</b> How do I recognize a breadth in a body of art by a current artist and those throughout history?</p> <p>How can I implement the art elements and principles of 2D design while creating a variety of work that shows breadth through guided topics?</p> <p>How will my personal aesthetic help me sort through my personal work to pick a range of pieces that proves my artistic competence?</p> <p>Will taking part in written</p>	<p><b>Enduring Understanding(s):</b></p> <p>For a portfolio to have successful breadth it must demonstrate the student's ability to incorporate 2D design principles that include unity\variety, balance, emphasis, contrast, rhythm, repetition, proportion\scale, and figure-ground relationship.</p> <p>The amount of work due and the specific timeline for an assignment will have a significant effect on your choice mediums, grounds, and technique.</p> <p>Recognizing the art elements and principles of design in various artworks and understand how their relationships and use in the work helps create breadth and shows artistic versatility and competence.</p>

<p>and group critiques and viewing other artist breadth help me better define my own?</p>	
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**PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES**

**DESCRIBE THE LEARNING TARGETS.**

**After each target, identify the NJCCCS or Common Core Standards that are applicable.**

<u>Learning Target</u>	<u>NJCCCS or CCS</u>
<p>1. Understanding that a person's personal aesthetic will have a direct influence on the creation of the work and the viewer's aesthetic will affect how he\she views that diversity.</p> <p><i>Intent/Concept</i></p> <ul style="list-style-type: none"> <li>- Demonstrate an understanding of artistic integrity with regard to image, idea, and composition.</li> <li>- Develop mood and intention through idea, composition, color and value, and use of media.</li> <li>- Demonstrate an understanding of assignment parameters.</li> <li>- Establish a sense of voice in the execution and development of the work.</li> <li>- Establish depth of idea and use of multiple design/drawing issues in the work.</li> </ul>	<p>1. 1.5.12acc.Cr1b, 1.5.12adv.Cr1b, 1.5.12adv.Cr2b; 1.5.12adv.Cn10;</p>
<p>2. Creating a thorough and diverse investigation in your body of work is dependent upon the proper use of elements and principles of 2D design and how they relate to your various media, technique and ground choices.</p> <p><i>Technique</i></p> <ul style="list-style-type: none"> <li>- Demonstrate skill and exploration with the media.</li> <li>- Create interest and express personal style through mark making and expressive use of media.</li> </ul> <p><i>Composition</i></p> <ul style="list-style-type: none"> <li>- Generate multiple solutions to compositions.</li> <li>- Combine multiple drawing/design issues in the work.</li> <li>- Demonstrate use of Eastern and Western design principles in composition.</li> <li>- Use the elements of art alone or in combination to creatively explore composition: line, shape, form, space (depth, perspective), value, texture, and color.</li> <li>- Apply principles of design to creatively develop composition: rhythm and movement, repetition, emphasis (focal points), balance, proportion, unity, variety.</li> <li>- Create the illusion of depth through angle of view and perspective.</li> </ul>	<p>2. 1.5.12acc.Cr1b, 1.5.12adv.Cr1b, 1.5.12adv.Cr2b; 1.5.12adv.Cr3a, 1.5.12adv.Cn10;</p>

*Form*

- Analyze proportions and shapes within a form or among forms.
- Synthesize information to create form or illusion of form.
- Use value and/or color to create or enhance the illusion of form.
- Develop creative imagery.

*Critique*

- Analyze the effectiveness of a work of art.
- Participate in self-assessment processes.
- Participate in group, peer critiques

*Tools, processes, concepts, vocabulary terms, and historical references*

- Develop visual literacy
- Define and recognize vocabulary terms.
- Recognize tools and processes.
- Recognize, identify, and define elements and principles and explain how they are used in a work of art.
- Recognize traditional Eastern and Western design aesthetics.
- Demonstrate use of media and techniques.
- Demonstrate the use of creative and critical thinking methods in the design process.
- Reference historical, contemporary, or cultural styles and art movements in works of art.
- Demonstrate proper care of tools and supplies

3. Create multiple projects that show understanding of the elements and principles of 2D art and keep them to be submitted in a portfolio.

*Presentation*

- Demonstrate professionalism in presentation of artwork.

3. 1.5.12acc.Cr1b,  
1.5.12adv.Cr1b,  
1.5.12adv.Cr2b,  
1.5.12adv.Cr3a,  
1.5.12adv.Pr4a;  
1.5.12adv.Cn10;

## **Interdisciplinary Connections:**

### **Social Studies:**

SOC.9-12.6.2.12.D - History, Culture, and Perspectives

SOC.9-12.6.3.12.3 - Collaboratively evaluate possible solutions to problems and conflicts that arise in an interconnected world.

### **English:**

ELL.9-12.R.G - Apply basic reading comprehension skills using context to construct meaning.

ELL.9-12.W.B - (Resulting in a Formal Product or Publication) Create a formal product in a variety of genres by building upon skills and knowledge through the writing process.

## **Students will engage with the following text:**

The students will bring in current internet periodicals and newspaper/ magazine publications that relate to the current lessons and projects.

These will be shared with the class and discussed to gauge their relevance to the 2D design process and their visual inspirational content. All documents brought in must have proof of author and origination.

Examples of recommend publications and websites:

School Arts Magazine

The Artist's Magazine

Time Magazine

National Geographic

Local Newspaper

The Art Newspaper

artistsnetwork.com

philamuseum.org

2dartistmag.com

moma.org

metmuseum.org

## **Students will write:**

Bi-weekly individual critiques on either their own project experience or peers' projects.

Short reflections about current artist and artist of historical significance and how it pertains to their current framework of the present project.

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

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

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

Students will create a minimum of three projects that incorporate the elements and principles of 2D design.

Students will learn the steps of the creative process, which includes: sketches, mockups, proposals, creation, and reflection/artist statement.

Students will be given a general topic for each assignment by the teacher. Students can interpret the given topic in any way they see fit.

Students may select the medium of their choice to complete the topic that was assigned by the teacher.

Students will participate in guided classroom critiques and individual written critiques on the successful use of the elements and principles of 2D design.

The teacher will model to the class and individually the proper techniques and use of various mediums.

The students will be responsible for photographing their work when a milestone is reached (i.e. sketch, underdrawing, base coat/base values, etc.).

Students will journal about the process of the creation in their sketchbooks and keep working time logs for each assignment and keep a photographic, digital version of their work.

Students will participate in an overall unit art show where they will go over the aesthetic quality of their work and the work of their peers.

Produce an ongoing visual diary/journal that includes sketches and writings used for critical thinking and process experimentation for the following projects.



**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:**

Teacher/ Student project evaluation of work.

Teacher monitored progress.

Management of project completion deadlines.

Produce an ongoing visual diary/journal that includes sketches and writings used for critical thinking and process experimentation for the following projects.

One on one critiques and class group critiques that will take place during the creation of each project to gauge the student decision-making/ choices in developing elements and principles of design with their chosen medium and ground.

**Accommodations/Modifications:**

- Use of visual aides, 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
- 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:**

Project Rubric

### **Accommodations/Modifications:**

- Use of visual aides, 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
- Reinforce positive behaviors for following class rules.
- Provide activities for students during free time.

### **Performance Assessments:**

Project Grade- completion of projects by deadlines following criteria outlined in project rubric

Critique Grade- Analyzing and evaluation artwork through written and verbal responses

Homework and Quiz 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.
- 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 folders/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 the area of instruction. - Provide individual or small group instruction when possible.

# Black Horse Pike Regional School District Curriculum

ENGAGING STUDENTS - FOSTERING ACHIEVEMENT - CULTIVATING 21ST CENTURY GLOBAL SKILLS

## PART 1: UNIT RATIONALE

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

<p><b>Course/Unit Title:</b> ART 3: Portfolio Preparation Unit 6: Creative Process through Sustained Investigation</p> <p><b>Grade Level(s):11-12</b></p>	<p><b>Unit Summary:</b> This unit is to introduce students to the challenging nature of what would become advanced level art production and to familiarize the students with the trials associated with production of works of art in a demanding time frame.</p> <p>The focus of the projects and lessons will be on understanding what an artistic concentration is and how to create a body of work with a concentration in mind.</p> <p>Students will continue to investigate various mediums and grounds in the art making process while they become more competent with the use of art elements and principles of design. Through critiques and examination of their own work and the work of their peers, the students will use their aesthetic to create a personal concentration. The students will identify and write a short artist statement that describes their own intentions in creating their concentrations.</p>
<p><b>Essential Question(s):</b> How do I recognize a concentration in a body of art by a current artist and those throughout history?</p> <p>How do I create my own concentration?</p> <p>How will developing a personal aesthetic contribute to making a personal concentration?</p> <p>Will taking part in written and group critiques make my personal concentration better?</p> <p>How can I implement the art elements and principles of 2D design while communicating a concentration?</p>	<p><b>Enduring Understanding(s):</b> For a concentration to be successful it must have coherence, quality of concept, quality of technique, mastery of craft, an evocative original theme, and a degree of development and investigation that is evident in the work.</p> <p>The amount of work due and the specific timeline for an assignment will have a significant effect on your choice of concentration and what mediums, grounds, and technique you will implement in its creation.</p> <p>Recognizing the art elements and principles of design in various artwork and how they combine to communicate a body of work unified by an underlying idea that has visual coherence\ concentration.</p> <p>Through the critical examination of art throughout history and among peers, you will develop the visual acuity to recognize aesthetic choices and use artistic vocabulary to describe them and pass individual judgment on their success and how it relates to a chosen concentration</p>

## PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES

### DESCRIBE THE LEARNING TARGETS.

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

<u>Learning Target</u>	<u>NJCCCS or CCS</u>
<p>1. Understanding that a person's personal aesthetic will have a direct influence on the creation of the work and the viewer's aesthetic will affect how he/she views that diversity.</p> <p><i>Intent/Concept</i></p> <ul style="list-style-type: none"><li>- Demonstrate an understanding of artistic integrity with regard to image, idea, and composition.</li><li>- Develop mood and intention through idea, composition, color and value, and use of media.</li><li>- Demonstrate an understanding of assignment parameters</li><li>- Establish sense of voice in the execution and development of the work.</li><li>- Establish depth of idea and use of multiple design/drawing issues in the work.</li></ul>	<p>1. 1.5.12acc.Cr1b, 1.5.12adv.Cr1b, 1.5.12adv.Cr2b; 1.5.12adv.Cn10a</p>
<p>2. Creating a thorough and diverse investigation in your body of work is dependent upon the proper use of elements and principles of 2D design and how they relate to your various medium, technique and ground choices.</p> <p><i>Technique</i></p> <ul style="list-style-type: none"><li>- Demonstrate skill and exploration with the media.</li><li>- Create interest and express personal style through mark making and expressive use of media.</li></ul> <p><i>Composition</i></p> <ul style="list-style-type: none"><li>- Generate multiple solutions to compositions</li><li>- Combine multiple drawing/design issues in the work.</li><li>- Demonstrate use of Eastern and Western design principles in composition</li><li>- Use the elements of art alone or in combination to creatively explore composition: line, shape, form, space (depth, perspective), value, texture, and color.</li><li>- Apply principles of design to creatively develop composition: rhythm and movement, repetition, emphasis (focal points), balance, proportion, unity, variety.</li><li>- Create the illusion of depth through angle of view and perspective.</li></ul> <p><i>Form</i></p> <ul style="list-style-type: none"><li>- Analyze proportions and shapes within a form or among forms.</li><li>- Synthesize information to create form or illusion of form.</li><li>- Use value and/or color to create or enhance the illusion of form.</li><li>- Develop creative imagery.</li></ul>	<p>2. 1.5.12acc.Cr1b, 1.5.12adv.Cr1b, 1.5.12adv.Cr2b; 1.5.12adv.Cr3a, 1.5.12acc.Cn10a; 1.5.12adv.Cn10a</p>

<p><i>Critique</i></p> <ul style="list-style-type: none"> <li>- Analyze the effectiveness of a work of art.</li> <li>- Participate in self-assessment processes.</li> <li>- Participate in group, peer critiques</li> </ul> <p><i>Tools, processes, concepts, vocabulary terms, and historical references</i></p> <ul style="list-style-type: none"> <li>- Develop visual literacy</li> <li>- Define and recognize vocabulary terms.</li> <li>- Recognize tools and processes.</li> <li>- Recognize, identify, and define elements and principles and explain how they are used in a work of art.</li> <li>- Recognize traditional Eastern and Western design aesthetics.</li> <li>- Demonstrate use of media and techniques.</li> <li>- Demonstrate the use of creative and critical thinking methods in the design process.</li> <li>- Reference historical, contemporary, or cultural styles and art movements in works of art.</li> <li>- Demonstrate proper care of tools and supplies</li> </ul> <p>3. Create multiple projects that show understanding of the elements and principles of 2D art and keep them to be submitted in a portfolio.</p> <p><i>Presentation</i></p> <ul style="list-style-type: none"> <li>- Demonstrate professionalism in presentation of artwork.</li> </ul>	<p><b>3.</b> 1.5.12acc.Cr1b, 1.5.12adv.Cr1b, 1.5.12adv.Cr2b, 1.5.12adv.Cr3a, 1.5.12adv.Pr4a; 1.5.12adv.Cn10a</p>
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**Interdisciplinary Connections:**

<p><b>Social Studies</b> SOC.9-12.6.2.12.D - [Strand] - History, Culture, and Perspectives</p> <p><b>Language Arts:</b> LA.K-12.K-5.a - To build a foundation for college and career readiness, students must have ample opportunities to take part in a variety of rich, structured conversations-as part of a whole class, in small groups, and with a partner. Being productive members of these conversations requires that students contribute accurate, relevant information; respond to and develop what others have said; make comparisons and contrasts; and analyze and synthesize a multitude of ideas in various domains.</p> <p><b>Mathematical:</b> MA.K-12.5.A - Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example,</p>
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mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts

**Students will engage with the following text:**

The students will bring in current internet periodicals and newspaper/ magazine publications that relate to the current lessons and projects.

These will be shared with the class and discussed to gauge their relevance to the 2D design process and their visual inspirational content. All documents brought in must have proof of author and origination.

Examples of recommend publications and websites:

School Arts Magazine  
The Artist's Magazine  
Time Magazine  
National Geographic  
Local Newspaper  
The Art Newspaper

artistsnetwork.com  
philamuseum.org  
2dartistmag.com  
moma.org  
metmuseum.org

**Students will write:**

Bi-weekly individual critiques on either their own project experience or peers' projects.

Short reflections about current artist and artist of historical significance and how it pertains to their current framework of the present project.

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

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

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

Students will create three or more projects that incorporate the elements and principles of 2D design.

Students will continue the steps of the creative process, which includes: sketches, mockups, proposals, creation, and reflection/artist statement.

Students will be responsible for the creation of their own concentration that has a recurring theme, concept, or imagery and determine how it will be communicated in their work through the use of art elements and principles of design.

Students will participate in guided classroom critiques and individual written critiques on the successful use of the elements and principles of 2D design.

The teacher will model to the class and individually the proper techniques and use of various mediums.

The students will be responsible for photographing their work when a milestone is reached (i.e. sketch, underdrawing, base coat/base values, etc.)

Students will journal about the process of the creation in their sketchbooks and keep working time logs for each assignment and keep a digital version of their work.

Students will participate in an overall unit art show where they will go over the aesthetic quality of their work and the work of their peers.

Produce an ongoing visual diary/journal that includes sketches and writings used for critical thinking and process experimentation for the following projects.

The teacher will give handouts and visual examples of the portfolio requirements for the concentration section of the college board AP portfolio for students who may be interested in pursuing Advanced Placement Art - 2D the following year.

**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:**

Teacher/ Student project evaluation of work.

Teacher monitored progress.

Management of project completion deadlines.

Produce an ongoing visual diary/journal that includes sketches and writings used for critical thinking and process experimentation for the following projects.

One on one critiques and class group critiques that will take place during the creation of each project to gauge the student decision-making/ choices in developing elements and principles of design with their chosen medium and ground.

**Accommodations/Modifications:**

- Use of visual aides, 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
- 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:**

Project Rubric



### **Accommodations/Modifications:**

- Use of visual aides, 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
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- Give students a checklist of materials which will be needed for each class
- Reinforce positive behaviors for following class rules.
- Provide activities for students during free time.

### **Performance Assessments:**

Project Grade- completion of projects by deadlines following criteria outlined in project rubric

Critique Grade- Analyzing and evaluation artwork through written and verbal responses

Homework and Quiz 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.
- 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 folders/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 the area of instruction. - Provide individual or small group instruction when possible.