

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

**ART II**  
**COURSE OF STUDY**

Fine Arts Department

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Date:  
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Approved by:  
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Date:

Board Approval date:

# SYLLABUS

## ART II

### Course Content

**1. Drawing.** Students will become reacquainted with art elements and principles of design through direct instruction and independent practice. Students will complete drawings of a variety of subjects to sharpen drawing skills before embarking on more focused still-life drawing.

**2. Collage.** Utilize the elements of value and shape to create imagery from recycled material.

**3. Pen, Ink, and Wash Drawing.** Use and develop typical drawing skills with the additional utilization of wet media techniques. The addition of washes will allow students to continue work in monochrome and gain some experience that will develop skills in painting.

**4. Printmaking.** Utilize printmaking techniques that allow for the production of multiple copies of a single work. Possible techniques that could be addressed are linocut or woodcut, collograph, and stenciling/ serigraphy.

**5. Drawing with Color.** Create drawings in color where knowledge of color theories and direct observations are employed. Utilize traditional drawing techniques that will be manipulated with the addition of a brush and solvent and layering.

**6. Painting.** Utilize 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, and acrylic. Explore varied techniques in watercolor, such as the indirect English method of layering and lifting, dry-brush, wet-into-wet, flicking, sponging, and blotting, etc.

**7. Portraiture.** Acquire skills in portrait drawing, where you will learn about facial anatomy, including the structure of the skull and musculature, as well as proportions. Utilize knowledge of facial structure to produce drawings of individual features with their surrounding anatomy before combining these to produce portraits.

**8. Figure Drawing.** Acquire skills in drawing the figure, where you will learn about anatomical structure, musculature, and proportions. You will then utilize your knowledge of these to produce quick gesture drawings and gradually proceed to finished drawings of longer duration

### Course Expectations and Skills

1. Keep and maintain a sketch notebook.
2. Participate in class discussions and critiques.
3. Become proficient in drawing and painting techniques.
4. Prepare students to be successful in AP Art.
5. Develop a style and formulate a personal aesthetic.

## Grading Scale

Projects	50 percent
Class Participation and Technique Studies	30 percent
Homework	10 percent
Critique	<u>10 percent</u>
	100 percent

# 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?

<b>Course/Unit Title:</b> ART 2/ DRAWING	<b>Unit Summary:</b> <b>This Unit is designed to permit students to become reacquainted with art elements and principles of design through direct instruction and independent practice. Students will complete drawings of a variety of subjects to sharpen drawing skills before embarking on more focused still-life drawing.</b>
<b>Grade Level(s):</b> 10-12	<b>This Unit is designed to permit students to become reacquainted with art elements and principles of design through direct instruction and independent practice. Students will complete drawings of a variety of subjects to sharpen drawing skills before embarking on more focused still-life drawing.</b>
<b>Essential Question(s):</b> What techniques do artists use to draw accurately? How does an artist depict space? What compositional strategies can I utilize to make a pleasing arrangement?	<b>Enduring Understanding(s):</b> This unit will permit students to sharpen drawing skills.  Students will review and utilize drawing strategies like measurement and proportion, as well as intuitive perspective.  Students will review compositional strategies to determine placement/ arrangement of their subject.  Students will use their understanding of visual elements like line, shape, value, and space, and use shading to create the illusion of form.

## 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. 1.1.12.D.1 1.2.12.D.1,2
2. Students will create drawings that display utilization of measurement techniques.	1.3.12.D.1-5 4.2.12.E
3. Students will utilize visual elements and principles of design to create drawings.	2. 1.1.12.D.1
4. Students will use observation to accurately depict space through the use of light and shade.	1.2.12.D.1,2 1.3.12.D.1-5 4.2.12.D
5. Students will participate in a group discussion/ critique of works produced which will also include written responses.	3. 1.1.12.D.1 1.2.12. D.1,2 1.3.12.D.1-5  4. 1.1.12.D.1 5.1.12.A.2  5. 1.1.12.A.1-3 1.1.12.B.1-2

### Inter-Disciplinary Connections:

Mathematics: Composition involves creating a direct relationship with the subject matter and the geometry of the picture plane that is divided to create harmonious proportions, such as the Golden Rectangle, interior diagonals, rule of thirds, etc. Drawing with a measuring unit is a technique that permits students to achieve precision.

Science: Students will use observation skills to depict their understanding of space using light and shade.

### Students will engage with the following text:

Understanding Art, by Lois Fichner-Rathus, Chapter 5 Drawing.  
Supplemental readings on specific artists may also be included.

**Students will write:**

Critique on individual work as well as those made by peers.

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

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

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

Students will create a small group of drawings that will be executed during single class periods.

Students will create drawings that incorporate visual elements and principles of design.

Teacher will discuss arrangement strategies that can be used to create pleasing compositions.

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.

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:**

The initial group of single period drawings will establish the level of drawing ability and identify areas in need of development.

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 drawings 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
- Preferential seating near area of instruction
- Provide individual or small group instruction when possible

### **Performance Assessments:**

A group of drawings of varied subject matter that were executed one at a time during a single class period.

A still- life drawing that is drawn and shaded using a full range of values.

### **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

# 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?

<b>Course/Unit Title:</b> ART 2/ COLLAGE	<b>Unit Summary:</b> This unit is designed to permit students to use value and shape (and color if executed with magazine clippings) to create an image (Suggested subjects are self-portraits, portraits or pets).
<b>Grade Level(s):</b> 10-12	
<b>Essential Question(s):</b> How can I create a representational image from two-dimensional shapes?  Does collage allow me to create the appearance of shading?	<b>Enduring Understanding(s):</b> The purpose of this unit is to allow students to use the value and color of recycled material as an alternative to traditional drawing and shading done with pencil or charcoal.  Students will learn to break form into shapes that have a distinct value or color as a way to deconstruct what they observe and reconstruct it in different way.  Students will use their understanding of visual elements like line, shape, value, color (if used), and space to create the illusion of form.

## 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 knowledge of compositional strategies when laying out/composing their image.	1. 1.1.12.D.1 1.2.12.D.1,2 1.3.12.D.1-5 4.2.12.E
2. Students will create a work that displays utilization of drawing techniques, such as measurement and proportion.	2. 1.1.12.D.1 1.2.12.D.1,2 1.3.12.D.1-5 4.2.12.D
3. Students will utilize visual elements and principles of design to create an original work.	3. 1.1.12.D.1 1.2.12. D.1,2 1.3.12.D.1-5
4. Students will participate in a group discussion/ critique of works produced which will also include written responses.	4. 1.1.12.A.1-3 1.1.12.B.1-2

### Inter-Disciplinary Connections:

Mathematics: Composition involves creating a direct relationship with the subject matter and the geometry of the picture plane that is divided to create harmonious proportions, such as the Golden Rectangle, interior diagonals, rule of thirds, etc. Drawing with a measuring unit is a technique that permits students to achieve precision.

### Students will engage with the following text:

Students will read essays related to the development of collage by Picasso and Braque.

### Students will write:

Critique on individual work as well as those made by peers.



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

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

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

Students will select and sort through newspaper or magazines group them into different values or colors to use.

Students will make preparatory drawings where values are indicated to help plan out the final work (this can be executed on the ground that will be used for the final collage).

Teacher will present examples of collage done this way by fine and commercial artists.

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 categorize collage material by value and color.

Students will depict the values they observe in their subject using the appropriately matched values using their collage material.

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:**

Collages will be graded using a rubric.

**Accommodations/Modifications:**

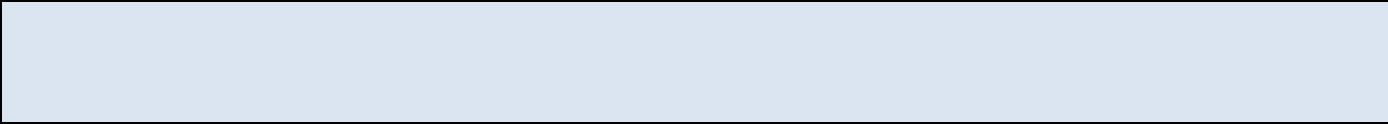
- Use of visual aides, such as whiteboard, overhead, Smartboard, project samples
- Read the directions and/or writing prompt aloud
- Repeat and clarify directions
- Give step by step directions, outline the steps in writing
- Underline or highlight important words in the directions
- Break long assignments into parts. Set a separate due date for each part
- Reduce the total amount of work when appropriate
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- 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:**

A collage made from recycled newspaper or magazine clippings that depicts (represents) their subject.

**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
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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?

<b>Course/Unit Title:</b> ART 2/ WASH DRAWING	<b>Unit Summary:</b> This Unit is designed to permit students to use and develop typical drawing skills with the addition utilization of wet media techniques. The addition of washes will allow students to continue work in monochrome and gain some experience that will develop skills in painting.
<b>Grade Level(s):</b> 10-12	
<b>Essential Question(s):</b> How can I create an interesting balance between dry and wet applications?  Which technique will allow me to portray the textures of my subject?	<b>Enduring Understanding(s):</b> The purpose of this unit is to further develop skills in drawing and to learn how to incorporate washes that serve as an alternate way of shading.  Students will learn how to create washes in different values using a brush.  Students will use their understanding of visual elements like line, shape, value, and space, and use shading to create the illusion of form.

## 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 layout out /composing drawings.	1. 1.1.12.D.1 1.2.12.D.1,2
2. Students will create drawings that combine dry and wet drawing techniques.	1.3.12.D.1-5 4.2.12.E
3. Students will utilize visual elements and principles of design to create drawings.	2. 1.1.12.D.1
4. Utilize the techniques of exemplary artists in the creation of original works of art.	1.2.12.D.1,2 1.3.12.D.1-5
5. Students will participate in a group discussion/ critique of works produced which will also include written responses.	3. 1.1.12.D.1 1.2.12. D.1,2 1.3.12.D.1-5  4. 1.1.12.D.1 1.1.12.D.1-2 1.2.12.D.2 1.3.12.D.1-5  5. 1.4.12.A.1-3 1.4.12.B.1-3

### Inter-Disciplinary Connections:

Mathematics: Composition involves creating a direct relationship with the subject matter and the geometry of the picture plane that is divided to create harmonious proportions, such as the Golden Rectangle, interior diagonals, rule of thirds, etc.

### Students will engage with the following text:

Students will receive a packet of short critical readings about drawings created by artists who worked with pen and ink (assembled from artist monographs).

### Students will write:

Critique on individual work as well as those made by peers.

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

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

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

Students will create drawings that incorporate visual elements and principles of design.

Teacher will demonstrate the creation of washes to make different values and discuss ways of combining typical dry drawing techniques with washes created with a brush. Discussion will include a comparative analysis of the textural effects that are characteristic of each technique.

Teacher will present examples of work by artists who make use of washes in their work such as Jim Dine (Glyptothek drawings) and A.E. London (animal artist).

Teacher will present examples of work by artists who have worked with pen and ink, which could include Rembrandt, Giambattista Tiepolo, and Van Gogh.

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 utilize techniques modeled in class to create studies.

Students will practice creating washes with the production of an ink wash drawing where forms are drawn with a brush using Japanese techniques.

Students will practice working with a pen to create line variations, hatching and cross-hatching, stippling, etc. to determine how they might utilize these techniques in a drawing.

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
- Extra time for projects
- 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 drawings 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
- Preferential seating near area of instruction
- Provide individual or small group instruction when possible

### **Performance Assessments:**

Students will create a drawing where washes in different values are used to create the illusion of form. Drawings should display a combination of typical dry drawing techniques and shading along with the target skill of using washes.

Students will create a drawing using pen and ink with (or without) wash to create the illusion of form.

### **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

- Extra time for projects
- 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
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- Preferential seating near area of instruction
- Provide individual or small group instruction when possible

# 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?

<b>Course/Unit Title:</b> ART 2/ PRINTMAKING	<b>Unit Summary:</b> This unit is designed to permit students to utilize printmaking techniques
<b>Grade Level(s):</b> 10-12	that allow for the production of multiple copies of a single work. Possible techniques that could be addressed are linocut/ woodcut, collograph, and stenciling/ serigraphy.
<b>Essential Question(s):</b> How steps are necessary to insure a successful do make a good quality print?  Which technique will allow me to portray the textures of my subject?	<b>Enduring Understanding(s):</b> 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) of prints is sold.  Students will learn how to create and utilize textural effects that are unique to each printmaking process.  Students will use their understanding of visual elements like line, shape, value, and space, and use shading to create the illusion of form.



## 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 layout out /composing images	1. 1.1.12.D.1 1.2.12.D.1,2
2. Students will use variations in texture to represent the character or appearance of their subject.	1.3.12.D.1-5 4.2.12.E
3. Students will utilize visual elements and principles of design to create images.	2. 1.1.12.D.1 1.2.12.D.1,2
4. Utilize the techniques of exemplary artists in the creation of original works of art.	1.3.12.D.1-5 5.1.12.A.2
5. Students will participate in a group discussion/ critique of works produced which will also include written responses.	3. 1.1.12.D.1 1.2.12. D.1,2 1.3.12.D.1-5  4. 1.1.12.D.1 1.1.12.D.1-2 1.2.12.D.2 1.3.12.D.1-5  5. 1.1.12.A.1-3 1.1.12.B.1-2

### Inter-Disciplinary Connections:

Mathematics: Composition involves creating a direct relationship with the subject matter and the geometry of the picture plane that is divided to create harmonious proportions, such as the Golden Rectangle, interior diagonals, rule of thirds, etc.

Science: Students use observation to describe the character of the subject's appearance.

### Students will engage with the following text:

Understanding Art, by Lois Fichner-Rathus, Chapter 7 Printmaking.

**Students will write:**

Critique on individual work as well as those made by peers.

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

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

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

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

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 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
- Extra time for projects
- 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
- Extra time for projects
- 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:**

Students will matrices where texture and other visual elements are used to create an image.

Students will create prints where ink or paint is uniform in appearance, and the image is clearly readable.

**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
- Extra time for projects
- 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

# 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?

<b>Course/Unit Title:</b> ART 2/ DRAWING WITH COLOR	<b>Unit Summary:</b> This Unit is designed to allow students to create drawings in color where knowledge of color theories and direct observations are employed. Students will utilize traditional drawing techniques which they can manipulate with the addition of a brush and solvent and layering.
<b>Grade Level(s):</b> 10-12	
<b>Essential Question(s):</b> What is the difference between local and optical color?  How can I employ different color theories in my work?	<b>Enduring Understanding(s):</b> Students will use their understanding of visual elements like line, shape, value, and space, and use shading to create the illusion of form.  Students will use layered applications of color to create the more complex effects of light that are observed on their subject.  Students are learning how to mix color using drawing materials like colored pencil and oil pastel or watercolor pencils and crayons. Technically this will serve as a foundation for creating work in painting.

## 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 layout out /composing drawings.	1. 1.1.12.D.1 1.2.12.D.1,2
2. Students will create drawings that combine dry and wet drawing techniques to create the textures observed in their subject.	1.3.12.D.1-5 4.2.12.E
3. Students will utilize visual elements and principles of design to create drawings.	2. 1.1.12.D.1 1.2.12.D.1,2
4. Students will combine their knowledge of color theories with observation of light phenomena to create works of art.	1.3.12.D.1-5 5.1.12.A.2
5. Utilize the techniques of exemplary artists in the creation of original works of art.	3. 1.1.12.D.1 1.2.12. D.1,2
6. Students will participate in a group discussion/ critique of works produced which will also include written responses.	1.3.12.D.1-5
	4. 1.1.12.D.1 1.3.12.D.1-5 5.1.12.A.2
	5. 1.1.12.D.1-2 1.2.12.D.2 1.3.12.D.1-5
	6. 1.4.12.A.1-3 1.4.12.B.1-2

### Inter-Disciplinary Connections:

Science: Working with color entails the need for students to observe the light and color effects of their subject to accurately employ their knowledge of color theories.

Mathematics: Composition involves creating a direct relationship with the subject matter and the geometry of the picture plane that is divided to create harmonious proportions, such as the Golden Rectangle, interior diagonals, rule of thirds, etc.

Students will engage with the following text:



Students will receive a packet of critical readings of drawings made by significant artists (taken from artist monographs).

**Students will write:**

Critique on individual work as well as those made by peers.

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

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

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

Teacher will demonstrate the creation of washes made from pastel or watercolor crayon. Teacher will discuss ways of combining typical drawing techniques and layering with washes created with a brush. Discussion will include a comparative analysis of the textural effects that are characteristic of each technique.

Teacher will present examples of work by artists whose work is dominated by the use of color. Exemplary artists who work with pastel could include Chardin, Degas and Monet. Exemplary painters could include work by Impressionists and Post-Impressionists such as Monet, Renoir, and Seurat.

Students will create studies of fruit where they may experiment with layering and mixing color with a brush.

Students will create drawings that incorporate visual elements and principles of design.

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 utilize knowledge of color theories to create studies using dry and wet techniques modeled in class.

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
- Extra time for projects
- 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 drawings will be graded using a rubric.

### **Accommodations/Modifications:**

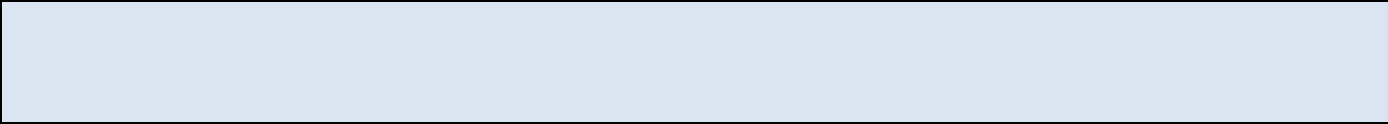
- Use of visual aides, such as whiteboard, overhead, Smartboard, project samples
- Read the directions and/or writing prompt aloud
- Repeat and clarify directions
- Give step by step directions, outline the steps in writing
- Underline or highlight important words in the directions
- Break long assignments into parts. Set a separate due date for each part
- Reduce the total amount of work when appropriate
- Extra time for projects
- 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:**

Students will create a drawing where they utilize their knowledge of color theories and layering to portray their subject. Students should also combine this layering with color washes and mixing of color with a brush to create the effects that are typical of painting.

### **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
- Extra time for projects
- 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



# 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?

<b>Course/Unit Title:</b> ART 2/ PAINTING	<b>Unit Summary:</b> In this unit students will utilize their knowledge of color theories while
<b>Grade Level(s):</b> 10-12	painting from life (direct observation), as well as from imagination. Topics might include any of the following media: watercolor, gouache, and acrylic. Students will explore varied techniques in watercolor, such as the indirect English method of layering and lifting, dry-brush, wet-into-wet, flicking, sponging, and blotting, etc.
<b>Essential Question(s):</b> <b>What is the difference between local and optical color?</b>  <b>How can I employ different color theories in my work?</b>  <b>Where are transparent and opaque areas of color best utilized?</b>	<b>Enduring Understanding(s):</b> Students will use their understanding of visual elements like shape, value, space, and color to create the illusion of form.  Students will use layered applications of color to create the more complex effects of light that are observed on their subject.  Students will learn how to mix watercolor using an indirect method of layering with separate washes of color, rather than through using single layers of mixed color (direct).  Students will also explore variation in paint films from transparent to opaque and the application of these with regard to space and the illusion of depth.

## 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 layout out /composing paintings.	1. 1.1.12.D.1 1.2.12.D.1,2
2. Students will combine observation of light and color on their subject to effectively utilize knowledge of color theories to create works of art.	1.3.12.D.1-5 4.2.12.E
3. Students will utilize visual elements and principles of design to create paintings.	2. 1.1.12.D.1 1.2.12.D.1,2
4. Utilize the techniques of exemplary artists in the creation of original works of art.	1.3.12.D.1-5 5.1.12.A.2
5. Students will participate in a group discussion/ critique of works produced which will also include written responses.	3. 1.1.12.D.1 1.2.12. D.1,2 1.3.12.D.1-5  4.1.1.12.D.1 1.1.12.D.1-2 1.2.12.D.2 1.3.12.D.1-5  5. 1.4.12.A.1-3 & 1.4.12.B.1-3

### Inter-Disciplinary Connections:

Science: Working with color entails the need for students to observe the light and color effects of their subject to accurately employ their knowledge of color theories.

Mathematics: Composition involves creating a direct relationship with the subject matter and the geometry of the picture plane that is divided to create harmonious proportions, such as the Golden Rectangle, interior diagonals, rule of thirds, etc.

### Students will engage with the following text:

Understanding Art, by Lois Fichner-Rathus, Chapter 6 Painting.  
Teacher may also assign readings that could be relevant to a specific artist or group of artists whose painting

techniques/ methods or style are being utilized in the classroom.

**Students will write:**

Critique on individual work as well as those made by peers.



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

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

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

Teacher will demonstrate watercolor techniques, focusing on the English method of layering.

Students will practice skills through studies of simple solids like cubes made from bright colors to arrange, so that students may observe reflected colors, as well as the variations one can observe on the same object.

Teacher will present examples of watercolors by abstract / nonobjective artists such as W. Kandinsky, etc.

Teacher will present examples of work by artists whose produced significant watercolors such as Winslow Homer (called the father of American watercolor), John Singer Sargent, Edward Hopper, etc.

Teacher will present examples of paintings (in oil, acrylic, gouache, tempera) done by exemplary artists, depending on the techniques or historic styles discussed.

Students will create paintings that incorporate varied techniques and displays utilization of color theories as observed in their subject.

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 utilize knowledge of color theories to create color studies.

Students may produce an abstract/ nonobjective 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
- Extra time for projects
- 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 color studies and paintings 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
- Extra time for projects
- 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:**

Students will create an abstract (non-objective) composition where they utilize a variety of techniques. Separate paintings should be created for each media.

Students will create representational compositions (such as a still-lifes or landscape) utilizing specific painting media (watercolor, gouache, acrylic).

**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
- Extra time for projects

- 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

# 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?

<b>Course/Unit Title:</b> ART 2/ PORTRAITURE	<b>Unit Summary:</b> In this unit, students will acquire skills in portrait drawing, where they will
<b>Grade Level(s):</b> 10-12	learn about facial anatomy, including the structure of the skull and musculature, as well as proportions. Students will use what they know about the facial structure to produce drawings of individual features with their surrounding anatomy before combining these to produce portraits.
<b>Essential Question(s):</b> Why is it important to know about the anatomy of the head and face to draw a portrait?	<b>Enduring Understanding(s):</b> This unit will permit students to further develop and refine their observational skills.  Students will acquire an understanding of the relationship between anatomical structure and exterior appearance.  Students will utilize drawing strategies like measurement and proportion to maintain accuracy.  Students will use their understanding of visual elements like line, shape, value and space, and use shading to create the illusion of form.

## 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 identify important features of the skull, musculature, and anatomy of facial features.	1. 5.1.12.A.2 5.3.12.D.1
2. Students will utilize measurement and their understanding about facial and skull structure to accurately draw the forms they observe.	2. 1.1.12.D.1 1.2.12.D.1,2
3. Students will utilize visual elements and principles of design to create portrait drawings.	1.3.12.D.1-5 4.2.12.D 5.3.12.D.1
4. Students will participate in a group discussion/ critique of works produced which will also include written responses.	3. 1.1.12.D.1 1.2.12. D.1,2 1.3.12.D.1-5  4. 1.4.12.A.1-3 1.4.12.B.1-3

### Inter-Disciplinary Connections:

Science: Students learn to identify landmark areas of the skull, and anatomy of facial features.

Mathematics: Drawing with a measuring unit is a technique that permits students to achieve precision.

### Students will engage with the following text:

Students receive a packet on facial structure from *Atlas of Human Anatomy for the Artist* by Stephen Rogers Peck.

### Students will write:

Critique on individual work as well as those made by peers.

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

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

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

Teacher will present historical examples of portraits for discussion.

Teacher will discuss the structure of the face and how the outward appearance is governed by the skull and musculature. Teacher will also describe the mathematical divisions of the face to aid in the placement of facial features.

Teacher will model the execution of a portrait for students to observe (using dry media).

Students will formulate measuring units to draw complex forms.

Students will produce drawings devoted to the study of single facial features.

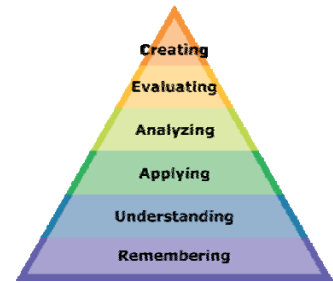
Students will produce portraits from direct observation.

Students will maintain a sketchbook journal that will contain sketches and notes, as well as 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 produce detailed drawings that are devoted to single facial features.

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 drawing skill, as well as usage 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
- Extra time for projects
- 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 drawings 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
- Extra time for projects
- 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:**

Students will produce portrait drawings.

### **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
- start with simple stages of the project and gradually increase difficulty
- Reduce the total amount of work when appropriate
- Extra time for projects
- 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



# 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?

<b>Course/Unit Title:</b> ART 2/ FIGURE DRAWING	<b>Unit Summary:</b> <b>In this unit, students will acquire skills in drawing the figure, where they will</b>
<b>Grade Level(s):</b> 10-12	<b>learn about anatomical structure, musculature, and proportions. Students will use what they learn to produce gesture drawings and gradually proceed to finished drawings.</b>
<b>Essential Question(s):</b> What strategies do artists use to portray a human figure?	<b>Enduring Understanding(s):</b> This unit will permit students to further develop and refine their observational skills.  Students will acquire an understanding of the proportions of the human figure and learn about the relationship between skeletal structure and muscles and the exterior appearance.  Students will utilize drawing strategies like measurement and proportion to maintain accuracy.  Students will use their understanding of visual elements like line, shape, value and space, and use shading to create the illusion of form.

## 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 learn about the skeletal structure of the structure of the human body as well as major muscle groups that contribute/ affect the outward appearance.	1. 5.3.12.D.1
2. Students will utilize measurement and their knowledge of anatomical structure to produce drawings of the human figure [from quick gesture drawings ( <i>croquis</i> ) to developed and fully realized drawings.	2. 1.1.12.D.1 1.2.12.D.1,2 1.3.12.D.1-5 4.2.12.D
3. Students will participate in a group discussion/ critique of works produced which will also include written responses.	5.3.12.D.1  3. 1.4.12.A.1-3 1.4.12.B.1-3

### Inter-Disciplinary Connections:

Science: Students learn to identify landmark areas and general anatomical structure of the human figure.

Mathematics: Drawing with a measuring unit is a technique that permits students to achieve precision.

### Students will engage with the following text:

Students receive a packet on body structure from *Atlas of Human Anatomy for the Artist* by Stephen Rogers Peck.

### Students will write:

Critique on individual work as well as those made by peers.

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

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

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

Teacher will present historical figure drawings for discussion which will include both gesture and finished drawings.

Teacher will discuss the skeletal and muscular structure of the body and proportions.

Teacher will model the execution of gesture drawings for students to observe.

Students will formulate measuring units to draw complex forms.

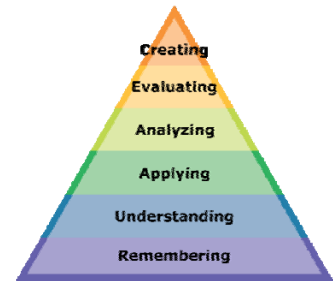
Students will produce gesture drawings of varied poses.

Students will produce life drawings from direct observation.

Students will maintain a sketchbook journal that will contain sketches and notes, as well as 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 produce (*croquis*) gesture drawings.

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 drawing skill, as well as usage 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
- Extra time for projects
- 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 drawings 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
- Extra time for projects
- 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:**

Students will produce figure drawings.

### **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
- Extra time for projects
- 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



