

BERKELEY HEIGHTS PUBLIC SCHOOLS
BERKELEY HEIGHTS, NEW JERSEY

**COLUMBIA MIDDLE SCHOOL
ART DEPARTMENT**

ADVANCED DRAWING AND PAINTING
Grades 7-8

Curriculum Guide

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Dr. Melissa Varley, Superintendent
Mr. Scott McKinney, Assistant Superintendent
Mr. James Finley, District Supervisor

Developed by: Joe Lanni

This curriculum may be modified through varying techniques,
strategies, and materials, as per an individual student's
Individualized Educational Plan (IEP).

Approved by the Berkeley Heights Board of Education
at the regular meeting held on 12/5/19.

VISION STATEMENT

The global economy of the 21st century requires that students be able to think creatively. Creativity is a driving force in the global economy. The workforce of the 21st century needs to apply unconventional ideas, new technologies, and new ways of thinking to their world and to their participation in the global economy. In addition, they will need to have an understanding of themselves and the world around them, and to be able to organize and express their thoughts and feelings.

Art education is, therefore, an integral part of the school curriculum. The production of visual arts encourages students to develop creative and critical decision-making skills, as well as creative problem-solving skills, production skills, and technology-based skills. It helps students to develop values and provides them with an understanding of the past, present and future.

Additionally, the goal of art education is to help students achieve a better understanding of themselves and their world, by using visual materials. Human beings have the basic need to organize their thoughts and feelings. They want to make sense of their experiences and order their ideas. They do this in a number of practical, scientific, and artistic ways. The arts are different from other means of doing this, because in art it is important to consider the expressive qualities of form.

Visual art experiences lead us to a more developed self through exploration and growth personally, socially, and culturally contributing to a sense of identity and fulfillment. An aesthetically aware person is more prepared to contribute positively to society. It is imperative that we realize the impact that visual stimuli exert. Study in the visual arts teaches students to shape and build an aesthetically sound future in a highly technical society, participate more fully in a diverse society, and express and evaluate the human condition.

MISSION STATEMENT

The Advanced Drawing and Painting Class is designed for students who enjoy creating art and who wish to take their visual creations to the next level. We will be building upon the skills learned in Experimental Art Media and further exploring different drawing materials and subject matter. Students will learn about a variety of art movements and artists and will develop paintings in several artistic styles. The focus will be pushing artistic limits and helping students to find their own artistic voice.

COURSE PROFICIENCIES

COURSE OBJECTIVES

- To utilize prior knowledge and skills that strengthen and heighten aesthetic awareness in the visual arts.
- To evaluate works of art based on aesthetic principles and artistic elements, using higher order working skills.
- To identify historical, social, and cultural influences and traditions, which continue to shape contemporary arts.
- To develop critical-thinking skills by observing, describing, analyzing, interpreting, and evaluating the artistic content and form in the visual arts.
- To understand the academic importance of the visual arts and it's potential for interdisciplinary relationships with all the curricula.
- To acquire an awareness and understanding of the possibilities in art related careers, leisure activities, and personal life skills in the visual arts.
- To practice skills, for the safe handling of materials, tools, and technology.
- To demonstrate an acceptance of constructive criticism and the ability for ongoing self-evaluation.
- To demonstrate self-awareness, creative-thinking, self-discipline, collaboration, and risk-taking through the visual arts.

STUDENT PROFICIENCIES

The students will be able to:

- Demonstrate aesthetic awareness of the visual arts.
- Create a work of art, based on perceptual and technical skills.
- Recognize and utilize various design elements and media in their artwork.
- Use observation to analyze and evaluate art work.
- Accept constructive criticism and use it to evaluate student art work.
- Examine and identify various art careers and activities that will be available to them in their future.
- Understand the academic importance of the visual arts and its interdisciplinary relationship to the rest of the curriculum.
- Analyze and identify the relatedness of art history, from historical to contemporary art.
- Produce artwork in a variety of mediums and techniques.
- Practice safe use of tools, machinery, and other art room materials.
- Demonstrate critical-thinking skills by observing, describing, analyzing, interpreting, and evaluating the artistic content and form in the visual arts.

METHODS OF EVALUATION

1. Homework and class work
2. Class participation
3. Tests and quizzes
4. Activities and Projects
5. Cooperative learning assignments
6. Cumulative and final examinations

MODIFICATIONS & ACCOMMODATIONS

Modifications and Accommodations for Special Education students, students with 504s, English Language Learners and Gifted and Talented students may include but are not limited to the following:

Special Education

- Individualized Education Plans (IEPs)
- Exemplars of varied performance levels
- Multimedia presentations
- Sheltered instruction
- Consultation with ESL teachers
- Manipulatives
- Tiered/Scaffolded Lessons
- Mnemonic devices
- Visual aids
- Modeling
- Guided note-taking
- Study Guides
- Modified homework
- Differentiated pre-typed class notes and example problems
- Use of the special education teacher to re-instruct in flexible small groups for the struggling learner
- Manipulatives
- Flipped Instruction
- Word banks
- Reduced choice on assessments
- Preferential seating
- Choice activities
- Modified time requirements
- Modified notes
- Modified lesson, assessment and study guide format
- Provide an enriched curriculum and activities
- Independent projects
- Contracts/behavior support plans
- Open-ended responses
- Project-based learning
- Group activities

- Guided Notes
- Functional learning incorporated into each lesson
- Exploration Activities
- Assessment read aloud
- Small group assessments
- Organizational Support
- Oral questioning assessments to supplement written response
- Pre-writing Structural Supports for extended writing tasks
- Ongoing teacher feedback as part of the writing process
- Interactive Study Guides
- Multi-sensory approach to instruction
- Written and spoken step-by-step directions
- Content-focused assessment (not grading for spelling/grammar)
- Graphic organizers
- Non-verbal cues to begin task/remain on task/refocus
- Individual monitoring for understanding/reinforced instruction
- Printed copies of class readings for application of Active Reading Strategies

Gifted & Talented

- Provide one-to-one teacher support
- Curriculum Compacting
- Advanced problems to extend the critical thinking skills of the advanced learner
- Supplemental reading material for independent study
- Elevated questioning techniques using Webb's Depth of Knowledge matrix
- Curriculum Compacting
- Flexible grouping
- Tiered assignments
- Topic selection by interest
- Manipulatives
- Tiered Lessons
- Flipped Instruction
- Multimedia Presentations
- Open-ended responses
- Project-based learning
- Group activities
- Guided Notes
- Conclusions and analysis of exploratory activities
- Career based learning incorporated into each lesson
- Exploration Activities

- Student choice

ELLs

- Exemplars of varied performance levels
- Multimedia presentations
- Sheltered instruction
- Consultation with ESL teachers
- Manipulatives
- Tiered/Scaffolded Lessons
- Mnemonic devices
- Visual aids
- Modeling
- Guided note-taking
- Study Guides
- Modified homework
- Differentiated pre-typed class notes and example problems
- Individualized instruction plans
- Manipulatives
- Flipped Instruction
- Words banks
- Reduced choice on assessments
- Preferential seating
- Choice activities
- Modified time requirements
- Modified notes
- Modify lesson, assessment and study guide format
- Provide an enriched curriculum and activities
- Contracts/management plans
- Open-ended responses
- Project-based learning
- Group activities
- Guided Notes
- Exploration Activities
- Assessment read aloud
- Small group assessments
- Oral questioning assessments to supplement written response
- Pre-writing Structural Supports for extended writing tasks
- Ongoing teacher feedback as part of the writing process
- Interactive Study Guides

- Multi-sensory approach to instruction
- Written and spoken step-by-step directions
- Graphic organizers
- Non-verbal cues to begin task/remain on task/refocus
- Individual monitoring for understanding/reinforced instruction
- Printed copies of class readings for application of Active Reading Strategies

504s

- Exemplars of varied performance levels
- Multimedia presentations
- Sheltered instruction
- Tiered/Scaffolded Lessons
- Mnemonic devices
- Visual aids
- Modeling
- Guided note-taking
- Study Guides
- Differentiated pre-typed class notes and example problems
- Manipulatives
- Words banks
- Reduced choice on assessments
- Preferential seating
- Modified time requirements
- Modified notes
- Modify lesson, assessment and study guide format
- Modified homework
- Independent projects
- Contracts/management plans
- Open-ended responses
- Project-based learning
- Group activities
- Guided Notes
- Exploration Activities
- Assessment read aloud
- Small group assessments
- Organizational Support
- Oral questioning assessments to supplement written response
- Pre-writing Structural Supports for extended writing tasks
- Ongoing teacher feedback as part of the writing process
- Interactive Study Guides
- Multi-sensory approach to instruction
- Written and spoken step-by-step directions
- Content-focused assessment (not grading for spelling/grammar)
- Graphic organizers

- Non-verbal cues to begin task/remain on task/refocus
- Individual monitoring for understanding/reinforced instruction
- Printed copies of class readings for application of Active Reading Strategies

Students at Risk of Failure

- Exemplars of varied performance levels
- Multimedia presentations
- Tiered/Scaffolded Lessons
- Modeling
- Guided note-taking
- Study Guides
- Differentiated pre-typed class notes and example problems
- Individualized instruction plans
- Words banks
- Reduced choice on assessments
- Preferential seating
- Choice activities
- Modified time requirements
- Modified notes
- Modified lesson, assessment and study guide format
- Modified homework
- Provide an enriched curriculum and activities
- Contracts/management plans
- Open-ended responses
- Project-based learning
- Group activities
- Guided Notes
- Exploration Activities
- Assessment read aloud
- Small group assessments
- Oral questioning assessments to supplement written response
- Pre-writing Structural Supports for extended writing tasks
- Ongoing teacher feedback as part of the writing process
- Interactive Study Guides
- Multi-sensory approach to instruction
- Written and spoken step-by-step directions
- Graphic organizers
- Non-verbal cues to begin task/remain on task/refocus
- Individual monitoring for understanding/reinforced instruction
- Printed copies of class readings for application of Active Reading Strategies

SCOPE AND SEQUENCE

COURSE OUTLINE/STUDENT OBJECTIVE

Unit 1: Drawing

Duration: 3-4 weeks

Overview: In this unit , students will learn drawing a variety of subjects with a variety of drawing materials. We will be exploring techniques with a more in depth approach.

Standards: 1.3.8.D.1; 1.3.8.D.2; 1.3.8.D.4; 1.3.8.D.5; 1.2.8.A.2; 1.2.8.A.3

Technology: 8.2.8.C.1; 8.2.8.C.3; 8.2.8.C.4

21st Century: CRP2; CRP4; CRP6; 9.3.12.AR-VIS.2; 9.3.12.AR-VIS.3

Cross-Curricular: NJSLSA.R7; RH.6-8.2; RH.6-8.9; 6.2.8.D.4.g

Essential Questions:

- How can you choose the appropriate materials to achieve the desired effect?
- How can you draw the same subject in a variety of ways with a variety of outcomes?

Student Learning Objectives:

Students will know and be able to...

- Create drawings from life, visual reference and imagination
- Develop drawings with a unique voice
- Demonstrate knowledge of different tools, papers and techniques
- Develop a visual response to the local community, world and environment
- Identify some visual artists and their work

Possible Activities

- Create several still-life drawings for realism with different materials
- Create abstract drawings including the use of texture
- Define terms like crosshatch, contour, value, shade, volume, composition etc.

Unit 2: Painting

Duration: 3-4 weeks

Overview: In this unit , students will learn painting a variety of subjects with a variety of painting materials. We will be exploring painting techniques with a more in depth approach.

Standards: 1.3.8.D.1; 1.3.8.D.2; 1.3.8.D.4; 1.3.8.D.5; 1.3.8.D.3; 1.4.8.A.3

Technology: 8.2.8.C.1; 8.2.8.C.3; 8.2.8.C.4

21st Century: CRP2; CRP4; CRP6; 9.3.12.AR-VIS.2; 9.3.12.AR-VIS.3

Cross-Curricular: NJSLSA.R7; RH.6-8.2; RH.6-8.9; 6.2.8.D.4.g

Essential Questions:

- How can you choose the appropriate painting materials to achieve the desired effect?
- How can you paint the same subject in a variety of ways with a variety of outcomes?

Student Learning Objectives:

Students will know and be able to...

- Create paintings from life, visual reference and imagination
- Develop paintings with a unique voice
- Demonstrate knowledge of different painting tools, papers, canvas, brushes and techniques
- Develop a visual response to the local community, world and environment
- Identify different painting styles and some of the famous artists associated with the specific style

Possible Activities

- Create paintings to achieve realism with different materials
- Create abstract paintings including the creation of texture
- Define terms such as brushstroke, transparent, opaque, impasto, brushes (round, flat, bright, filbert, fan) etc.

Unit 3: Drawing and Painting

Duration: 4 weeks

Overview: In this unit , students will experiment and learn to push their artistic boundaries both with drawings, paintings and a combination of both. Non traditional materials will be explored as well as non-traditional shape and larger sized pieces.

Standards: 1.3.8.D.1; 1.3.8.D.2; 1.3.8.D.4; 1.3.8.D.5; 1.3.8.D.3; 1.4.8.A.6; 1.4.8.B.1

Technology: 8.2.8.C.1; 8.2.8.C.3; 8.2.8.C.4

21st Century: CRP2; CRP4; CRP6; 9.3.12.AR-VIS.2; 9.3.12.AR-VIS.3

Cross-Curricular: NJSLSA.R7; RH.6-8.2; RH.6-8.9; 6.2.8.D.4.g

Essential Questions:

- How can you choose the appropriate drawing, painting materials or combination to achieve the desired effect?
- How can you use non-traditional tools and methods to capture a subject or an original thought in a variety of ways with a variety of outcomes?

Student Learning Objectives:

Students will know and be able to...

- Create original pieces with choice of materials
- Develop work with a modern approach
- Create pieces from visual reference and imagination
- Develop pieces with a unique voice
- Demonstrate knowledge of tools, surfaces and techniques
- Develop a visual response to the local community, world and environment

Possible Activities

- Create original drawings and paintings with both traditional and non-traditional materials
- Create both realistic and abstract drawing and painting work
- Define terms such as realistic, abstract, original, concept, traditional, non-traditional

SUGGESTED MATERIALS AND RESOURCES

A variety of materials, supplies, and equipment will be used to allow students to develop their knowledge base and skills.

Materials

- Pencils (charcoal, colored, and drawing)
- Conte crayons, charcoal, and pastels
- Watercolors
- Acrylic paint and stretched canvas
- Metal
- Wood
- Collage
- Clay
- Photography
- Graphic Design Software

Reference Sources

Art history books and computer/iPad software are accessible to students and can be found in the library and/or the art rooms. Class trips and/or virtual tours of museums and art galleries.

Websites

<http://www.artres.com/c/htm/Homes.aspx>

<http://www.metmuseum.org/home.asp>

<http://www.icp.org/>

<http://www.guggenheim.org>

<http://www.guggenheim.org/artscurriculum/lessons/start.php>

<http://www.frick.org> <http://www.newsmuseum.org>

<http://www.moma.org>