

BERKELEY HEIGHTS PUBLIC SCHOOLS
BERKELEY HEIGHTS, NEW JERSEY

**GOVERNOR LIVINGSTON HIGH SCHOOL
ART DEPARTMENT**

OPEN STUDIO/ADVANCED ART
#VPS0017, #VPY0018, #VPD0018

Curriculum Guide

Date: September 2018
Updated: December 2019

Dr. Melissa Varley, Superintendent
Mr. Scott McKinney, Assistant Superintendent
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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

Open Studio is a visual arts education course, which includes experiences in art creating, art history, art criticism, analysis, and aesthetics that offers students a total sensory experience and a basic understanding of the arts that transcend language barriers. It unites aspects of human expression and allows students to discriminate, in their responses to visual images.

Students will utilize prior knowledge of composition, color theory, and design related principles. This course will include required portfolio preparation for review through self-reflection and teacher evaluation. This course will also include career guidance and direction toward art as an avocation and/or personal enrichment experience.

The Open Studio/Advanced Art Program may be taken for one period or two periods for a semester or a full year. It may also be repeated a second year for credit. This course earns 2.5, 5.0, or 10.00 credits towards graduation, depending on the number of periods taken and whether for a semester or a full year. This course addresses the New Jersey Core Curriculum Content Standards for Visual and Performing Arts, as well as aspects of the Technological Literacy and Career Education and Consumer, Family, and Life Skills.

COURSE PROFICIENCIES
COURSE OBJECTIVES

Students will explore, analyze, develop, evaluate, and understand the process of making art.

- To utilize prior knowledge and skills that strengthens and heightens 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 student 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 artwork.
- Accept constructive criticism and use it to evaluate student artwork.
- 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 skill in the operations of computer hardware and graphics software.
- Demonstrate critical-thinking skills by observing, describing, analyzing, interpreting, and evaluating the artistic content and form in the visual arts.

METHODS OF EVALUATION

1. Art Projects (classroom and homework)
2. Class participation
3. Tests and quizzes
4. Group critique and Teacher/student critique
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

ELL's

- 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

504's

- 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
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- Exploration Activities
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- Interactive Study Guides
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- 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: 2 ½ to 3 weeks

Overview: Students will develop their observation and accuracy skills in the creation of their drawings. A wide range of drawing media may be used: (graphite, charcoal, pastels, oil pastels, and colored pencils). Students will develop compositional understanding by applying the elements and principles of design to their sketches and drawings. A variety of artists will be studied as students discover how they are relevant in art history and to the individual student's work.

Standards: 1.3.12.D.1; 1.3.12.D.2; 1.3.12.D.5; 1.4.12.B.1; 1.4.12.B.2; 1.4.12.A.3; 1.3.12.D.3

Technology: 8.1.12.A.1; 8.1.12.A.3; 8.2.12.C.4

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

Cross-Curricular: NJSLSA.R7; RH.9-10.2; RH.9-10.9; RH.11-12.9; 6.1.12.D.10.d; 6.2.12.D.2.a; 6.1.12.D.3.e

Essential Questions:

- What is art?
- How does art expand and enhance our thinking?
- How does art represent personal expression, exploration, and/or insight?
- What can we learn about a culture through its art forms?
- Why is art necessary?

Student Learning Objectives:

Students will know and be able to...

- Create a gesture, contour, and value drawing.
- Create an iPad drawing.
- Use media variation.
- Apply problem solving skills.
- Understand related art.

Possible Activities

- Still life
- Portrait
- Figure Drawing
- Landscape
- iPad drawing

Unit 2: Painting

Duration: 3 to 4 weeks

Overview: Students will develop their observation and accuracy skills in the creation of their paintings. A wide range of painting media may be used: (acrylic, watercolor, oil pastels, and watercolor pencils). Students will develop compositional understanding by applying the elements and principles of design to their thumbnail sketches. A variety of artists will be studied as students discover how they are relevant in art history and to the individual student's work.

Standards: 1.3.12.D.1; 1.3.12.D.2; 1.3.12.D.5; 1.4.12.B.1; 1.4.12.A.2; 1.4.12.A.3; 1.3.12.D.3

Technology: 8.1.12.A.1; 8.1.12.A.3; 8.2.12.C.4

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

Cross-Curricular: NJSLSA.R7; RH.9-10.2; RH.9-10.9; RH.11-12.9; 6.1.12.D.10.d; 6.2.12.D.2.a; 6.1.12.D.3.e

Essential Questions:

- What is art?
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- How does art represent personal expression, exploration, and/or insight?
- What can we learn about a culture through its art forms?
- Why is art necessary?

Student Learning Objectives:

Students will know and be able to...

- Choose hot pressed or cold pressed paper for watercolor painting.
- Create a watercolor painting.
- Create an acrylic painting.
- iPad painting.
- Use surface variation.
- Use media variation.
- Problem solving.
- Understand related art.

Possible Activities

- Still life
- Portrait
- Figure Drawing
- Landscape
- Mixed Media

Unit 3: Sculpture

Duration: 3 ½ to 4 weeks

Overview: Students will develop their observation and accuracy skills in the creation of their sculptures. A wide range of materials may be used: (wood, plaster, modeling paste, paper, clay, and miscellaneous materials). Students will develop compositional understanding by applying the elements and principles of design to their thumbnail sketches. A variety of artists will be studied as students discover how they are relevant in art history and to the individual student's work.

Standards: 1.3.12.D.1; 1.3.12.D.2; 1.3.12.D.5; 1.4.12.B.1; 1.4.12.B.2; 1.3.12.D.4; 1.3.12.D.3

Technology: 8.1.12.A.1; 8.1.12.A.3; 8.2.12.C.4

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

Cross-Curricular: NJSLSA.R7; RH.9-10.2; RH.9-10.9; RH.11-12.9; 6.1.12.D.10.d; 6.2.12.D.2.a; 6.1.12.D.3.e

Essential Questions:

- What is art?
- How does art expand and enhance our thinking?
- How does art represent personal expression, exploration, and/or insight?
- What can we learn about a culture through its art forms?
- Why is art necessary?

Student Learning Objectives:

Students will know and be able to...

- Three dimensional formats.
- Media Explorations.
- Use surface variation.
- Use media variation.
- Problem solving.
- Understand related art.

Possible Activities

- One material
- Plaster
- Tape
- Wire
- Mixed Media

Unit 4: Printmaking

Duration: 3 to 4 weeks

Overview: Students will develop their observation and accuracy skills in the creation of their prints. A wide range of printmaking may be used: (monotypes, screen printing, and relief printing -linocut, rubber stamp, and foam). Students will develop compositional understanding by applying the elements and principles of design to their prints. A variety of artists will be studied as students discover how they are relevant in art history and to the individual student's work.

Standards: 1.3.12.D.1; 1.3.12.D.2; 1.3.12.D.5; 1.4.12.B.1; 1.1.12.D.1; 1.3.12.D.4; 1.3.12.D.3

Technology: 8.1.12.A.1; 8.1.12.A.3; 8.2.12.C.4

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

Cross-Curricular: NJSLSA.R7; RH.9-10.2; RH.9-10.9; RH.11-12.9;

Essential Questions:

- What is art?
- How does art expand and enhance our thinking?
- How does art represent personal expression, exploration, and/or insight?
- What can we learn about a culture through its art forms?
- Why is art necessary?

Student Learning Objectives:

Students will know and be able to...

- Choose from a variety of printmaking paper for projects.
- Create a relief print.
- Create a silk screen print.
- Use photoshop to create design.
- Use surface variation.
- Use media variation.
- Problem solving.
- Understand related art.

Possible Activities

- Still life
- Portrait
- Figure
- Landscape
- Mixed Media

Unit 5: Graphic Design

Duration: 2 ½ to 4 weeks

Overview: Students will develop their observation and accuracy skills in the creation of their graphic designs. A wide range of graphic design programs may be used: (Adobe Photoshop, Adobe Illustrator, and Adobe InDesign). Students will develop compositional understanding by applying the elements and principles of design to their graphic designs. A variety of artists will be studied as students discover how they are relevant in art history and to the individual student's work.

Standards: 1.3.12.D.1; 1.3.12.D.2; 1.3.12.D.5; 1.4.12.B.1; 1.2.12.A.2; 1.4.12.B.3; 1.3.12.D.3

Technology: 8.1.12.A.1; 8.1.12.A.3; 8.2.12.C.4

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

Cross-Curricular: NJSLSA.R7; RH.9-10.2; RH.9-10.9; RH.11-12.9;

Essential Questions:

- What is art?
- How does art expand and enhance our thinking?
- How does art represent personal expression, exploration, and/or insight?
- What can we learn about a culture through its art forms?
- Why is art necessary?

Student Learning Objectives:

Students will know and be able to...

- Choose from variety of graphic design programs.
- Create a poster.
- Create a logo.
- Use text variation.
- Problem solving.
- Understand related art

Possible Activities

- Poster
- Logo
- Advertisement
- Brand name
- Stationary

SUGGESTED MATERIALS AND RESOURCES

A variety of materials, supplies, and equipment will be used to allow students to develop their art knowledge and skills. Instruction and materials will be in line with the AP Portfolio guidelines.

Materials:

- Pencils – charcoal, colored, and graphite
- Conte crayons, charcoal, and pastels
- Watercolors
- Pen and ink
- Brushes
- Oil pastels and oil paint sticks
- Acrylic paint
- Stretched canvas
- Metal
- Wood
- Collage
- Clay
- Photography
- Mixed Media
- Adobe Photoshop
- Adobe Illustrator
- Adobe InDesign

Reference Sources:

- Art history books, computer software, and laser discs that can be found in the IMC and the art rooms
- Class trips to the museum and art galleries
- Computer CD ROMs
- Opaque projector/art reproduction transparencies
- Proxima (for PowerPoint portfolios, Internet surfing, and presentations)
- DVDs/Videos of artists' lives and art techniques
- <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.newmuseum.org>
- <http://www.moma.org>
- <http://www.APcentral>

Resources for Students:

- Arnason, H. H. History of Modern Art. New York: Abrams Inc., 1977.
- Brommer, Gerald, and Nancy Kline. Exploring Painting. Worcester, Mass: David Publications, Inc., 1998.
- De la Croix, Horst, and Richard G. Tansey. Gardner's Art Through the Ages. 5th ed. New York: Harcourt, Brace & World, Inc., 1970.
- Lowenfeld, V. and W. L. Britain. Creative and Mental Growth. 8th ed. New Jersey: Prentice-Hall, Inc., Simon & Schuster Company, 1987.
- Nicolaidis, Kimon. The Natural Way to Draw. Boston: Houghton Mifflin Company, 1969.
- Ritter, D. Multicultural Art Activities. Cypress, CA: Creative Teaching Press, Inc., 1993.
- Smith, N. R. Experience & Art. New York: Teachers College Press, 1993.
- The College Board. Taking Full Measure. New York: The College Board Publications, 1991.

Resources for Teacher:

- Arnason, H. H. History of Modern Art. New York: Abrams Inc., 1977.
- Brommer, Gerald, and Nancy Kline. Exploring Painting. Worcester, Mass: David Publications, Inc., 1998.
- De la Croix, Horst, and Richard G. Tansey. Gardner's Art Through the Ages. 5th ed. New York: Harcourt, Brace & World, Inc., 1970.
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