

BERKELEY HEIGHTS PUBLIC SCHOOLS
BERKELEY HEIGHTS, NEW JERSEY

**GOVERNOR LIVINGSTON
ART DEPARTMENT**

Foundations of Studio Art / Project Connect Art

Course #VPS0009

Curriculum Guide

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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

The mission of the Foundations of Studio Art curriculum, in both the standard and Project Connect format, is to empower students, with an understanding of the elements of art and design principles, which impact the creative process. The visual art process is an integral part of the school curriculum and a key component to a wide-range of interdisciplinary approaches. The study of visual arts seeks to inspire the creative spirit and develop an understanding of key concepts related to art in a global society. The study of visual art history offers insights into world culture issues past, present, and future.

The art making process offers students a unique opportunity to plan, analyze, evaluate, reconstruct, and reflect on creative endeavors, leading to an appreciation of fine and applied arts in a variety of mediums and technologies. The course encourages study, exploration, and experimentation in a variety of art mediums, including technology. Study in the visual arts allows students to develop practical skills, working both independently and collaboratively. Students use a wide-range of tools and materials, to develop lifelong awareness of our rich cultural diversity and to develop their own individual style.

- Furthering the development of self-esteem and self-image where conformity is nonessential and individuality is encouraged
- Developing an awareness of art history, diversity, and culture
- Encouraging the safe and accurate application of tools and materials, as part of the art making process
- Developing a respect for the art community, classroom environment, and school through collaborative and individual work
- Developing an understanding of, and an appreciation for, the art and aesthetics of other cultures

The objective in both the standard and PC classes is for the students to demonstrate mastery of the course standards by meeting the performance expectations. The PC Art course follows the same overall curriculum as the standard Foundations of Art course, but the units are grouped thematically to create an interdisciplinary connection between other subject areas.

The standard Foundations of Studio Art is a one semester course open to all students in grades 9-12 and earns 2.50 credits towards graduation. The Project Connect Foundations of Art course is a one marking period Art course that counts towards graduation as well. The Foundations of Studio Art course, in both standard and Project Connect format, meet the prerequisite for other more advanced art courses offered at Governor Livingston High School.

COURSE PROFICIENCIES

COURSE OBJECTIVES

1. Distinguish innovative applications, of the elements of art and principles of design in visual artwork, from diverse culture perspectives and identify specific cross-cultural themes.
2. Translate visual art composition, by using them as stimulus/inspiration for corresponding visual art works.
3. Determine how visual arts have influenced world cultures throughout history.
4. Justify the impact of innovations in the arts (e.g., the availability of art online), societal norms, and habits of mind in various historical eras.
5. Synthesize the elements of art and principles of design in an original portfolio of two and three-dimensional art works, which reflect personal style and a high degree of technical proficiency and expressivity.
6. Produce an original body of art work, in one or more art mediums that demonstrates mastery of visual literacy, methods, techniques, and cultural understanding.
7. Organize an exhibit, of personal works of visual art that convey a high level of understanding, of how the expression of ideas relates to the art media, art mediums, and techniques used.
8. Analyze the syntax and compositional and stylistic principles, of two and three-dimensional art works in multiple art media (including computer-assisted), and interpret themes and symbols suggested by the art work.
9. Identify the styles and artistic process used, in the creation of culturally and historically diverse two and three-dimensional art works, and emulate those styles by creating an original body of work.

STUDENT PROFICIENCIES

The students will be able to:

1. Develop an appreciation for the visual arts and demonstrate how aesthetics fosters interpretation, imagination, and value in all artistic expression.
2. Develop a means to seek the deeper meaning, significance, and value in visual art, through inventive decision-making and developing emotional connections.
3. Demonstrates their understanding of the ways in which the visual arts educates, enlightens, and entertains us by observing, describing, analyzing, interpreting, and evaluating works of art.
4. Develop an understanding of the process, practice, and discipline required to translate innovations into fine art work.
5. Demonstrate an understanding of historical, geographic, social, and cultural influences and traditions relating to the visual arts.
6. Create original hand-crafted, functional, and two and three-dimensional art work in a variety of art materials.
7. Develop an understanding, of the academic importance of the visual arts and its potential for interdisciplinary relationships with all criteria.
8. Utilize available technology tools and applications, to research and create new platforms for artistic endeavors.
9. Develop a personal body of work, in a variety of art making mediums.
10. Identify the applications, of the elements of art and principles of design, incorporated in the unique qualities of the visual arts.
11. Determine the cultural impact of careers, in the visual arts and crafts mediums, and how they influence world cultures in a global society.
12. Demonstrate an understanding of the abilities, talents, skills, and education necessary to pursue a career or vocation, in the production of visual arts.

METHODS OF EVALUATION

Rubrics will be used to guide students in addressing and evaluating student proficiencies in the following categories:

- I. Production/Process
 - A. Demonstrate craftsmanship and safe use of tools and materials.
 - B. Demonstrate inventiveness and creativity, in the design and production of visual arts.
 - C. Demonstrate a positive work ethic in various settings, including classroom
 - D. Determine the role of art and art making in a global society, by analyzing the influence of technology on the visual arts for consumers and creators.
- II. Tests/Quizzes
 - A. Apply critical-thinking and problem-solving strategies, during structured learning.
 - B. Awareness of other cultures past and present.
 - C. Identify the work of other artists.
- III. Presentation/Exhibits
 - A. Demonstrate and communicate ideas and concepts through visual arts.
 - B. Work independently and collaboratively, to display original works of art.
 - C. Students will develop an original body of work and maintain a personal portfolio.
- IV. Aesthetics/Reflection/Critique
 - A. Students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis of works of visual art.
 - B. Evaluate how exposure to different cultures influences individual, emotional, and kinesthetic responses to art.
 - C. Formulate criteria for arts evaluation, using principles of positive critique and observation of the elements of art and principles of design to evaluate works of visual art.

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 OBJECTIVES

The student will be able to:

Standards	Course Outline/Student Objectives
<p>Standards: 1.3.12.D.1; 1.3.12.D.2; 1.3.12.D.5;</p> <p>Technology: 8.1.12.A.1; 8.1.12.A.3; 8.2.12.C.4</p> <p>21st Century: CRP2; CRP4; CRP6; 9.3.12.AR-VIS.2; 9.3.12.AR-VIS.3</p> <p>Cross-Curricular: NJSLSA.R7; RH.9-10.2; RH.9-10.9; RH.11-12.9;</p>	<ul style="list-style-type: none"> I. Drawing Fundamentals (2 Weeks) <ul style="list-style-type: none"> A. Form/Shape <ul style="list-style-type: none"> 1. Recognize, identify, and demonstrate by expressive quality of shapes and forms, by rendering 3-D shapes on a 2-D surface 2. Articulate the difference between organize and geometric forms B. Value <ul style="list-style-type: none"> 1. Construct the concept of relative lightness and darkness <ul style="list-style-type: none"> a) creating value scale b) using shading techniques c) creating a mood w/contrast 2. Recognize and identify extremes from light to dark C. Space <ul style="list-style-type: none"> 1. Identify and recognize that space indicates areas between, around, above, and below or within something 2. Articulate and demonstrate the difference between positive and negative space and to use this within a drawing D. Perspective <ul style="list-style-type: none"> 1. Develop methods for 3-D space and objects on a 2-D surface 2. Utilize several of the following methods in conjunction with one another to achieve the illusion of depth <ul style="list-style-type: none"> a) linear perspective b) Overlapping c) Size d) Placement e) Detail f) color E. Composition <ul style="list-style-type: none"> 1. Understand and demonstrate their ability to arrange and place objects, to create harmoniously unified whole 2. Utilize a variety of methods that enhances the unity of a piece of art work such as: <ul style="list-style-type: none"> a) Scale b) Foreshortening c) proportion and distortion d) contrasting caricatures e) space that is aesthetically pleasing F. Line

	<ol style="list-style-type: none"> 1. Demonstrate different ways lines can be created and varied by: <ol style="list-style-type: none"> a) Length b) Width c) Texture d) Direction e) Curve 2. Demonstrate the qualities of line and subjective appearance: <ol style="list-style-type: none"> a) Static b) Active c) Moods 3. Contour drawing – demonstrate development of perceptual skills and eye/hand coordination: <ol style="list-style-type: none"> a) Size b) Proportion c) Shape d) Form e) Composition 4. Gesture drawing – observation/action 5. Calligraphic drawing and technique, of flowing thick to thin with a: <ol style="list-style-type: none"> a) Brush b) Marker c) pen and ink
<p>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</p> <p>Technology: 8.1.12.A.1; 8.1.12.A.3; 8.2.12.C.4</p> <p>21st Century: CRP2; CRP4; CRP6; 9.3.12.AR-VIS.2; 9.3.12.AR-VIS.3</p> <p>Cross-Curricular: NJLSA.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</p>	<p>II. Color Theory (1 Week)</p> <ol style="list-style-type: none"> A. Create a Color Wheel B. Name the Properties of the Color Wheel and the Color Spectrum: <ol style="list-style-type: none"> 1. Hue 2. Value 3. Intensity C. Identify Different Schemes D. Mix Their Own Paints, Using Different Pigments and Vehicles E. Demonstrate and Understand Monochromatic Color Schemes F. Make a Value Scale, Defining and Illustrating Lines and Shades G. Demonstrate and Understand the Use of Complementary Color Schemes H. Demonstrate and Understand Warm and Cool Color Schemes I. Recognize and Identify Expressive Characteristics of Art Works, from Various Historical Periods and Cultures

<p>Standards: 1.3.12.D.1; 1.3.12.D.2; 1.3.12.D.5; 1.4.12.A.1</p> <p>Technology: 8.1.12.A.1; 8.1.12.A.3; 8.2.12.C.4</p> <p>21st Century: CRP2; CRP4; CRP6; 9.3.12.AR-VIS.2; 9.3.12.AR-VIS.3</p> <p>Cross-Curricular: NJSLSA.R7; RH.9-10.2; RH.9-10.9; RH.11-12.9</p>	<p>III. Crafts (1 Week)</p> <p>A. Understand and Demonstrate Skills and Techniques in Works of Art That May be Expressive but Generally Have Utilitarian Purpose. Material Used Can be Man Made or Natural, such as:</p> <ol style="list-style-type: none"> 1. Fiber arts 2. Ceramics 3. Fabrics 4. Woodworks 5. Basketry 6. Leather <p>B. Demonstrate the Different Skills, Techniques, Processes, and Construction that Accompanies the Craft</p> <p>C. Demonstrate and Articulate Specific Tools and Materials Associated with Individual Crafts</p> <p>D. Demonstrate Their Knowledge of Specific Vocabulary Associated with These Crafts</p>
<p>Standards: 1.3.12.D.1; 1.3.12.D.2; 1.3.12.D.5</p> <p>Technology: 8.1.12.A.1; 8.1.12.A.3; 8.2.12.C.4</p> <p>21st Century: CRP2; CRP4; CRP6; 9.3.12.AR-VIS.2; 9.3.12.AR-VIS.3</p> <p>Cross-Curricular: NJSLSA.R7; RH.9-10.2; RH.9-10.9; RH.11-12.9</p>	<p>IV. Printmaking (1 Week)</p> <p>A. Understand and Articulate That Prints Can be Reproduced Several Times, Through the Use of Different Techniques</p> <p>B. Demonstrate the Correct Techniques Used in the Following Processes:</p> <ol style="list-style-type: none"> 1. Relief 2. Intaglio <p>C. Demonstrate the Care and Use of the Tools and Materials</p> <p>D. Articulate and Demonstrate Knowledge of Vocabulary Associated with Printmaking</p>
<p>Standards: 1.3.12.D.1; 1.3.12.D.2; 1.3.12.D.5;</p> <p>Technology: 8.1.12.A.1; 8.1.12.A.3; 8.2.12.C.4</p> <p>21st Century: CRP2; CRP4; CRP6; 9.3.12.AR-VIS.2; 9.3.12.AR-VIS.3</p> <p>Cross-Curricular: NJSLSA.R7; RH.9-10.2; RH.9-10.9; RH.11-12.9</p>	<p>V. Painting (1 Week)</p> <p>A. Demonstrate Their Ability to Use Paint for Expressing Visual Images Whether They are Realistic or Imagined by:</p> <ol style="list-style-type: none"> 1. Using different tools, techniques, and material 2. Experimenting with a variety of painting media on various surfaces <p>B. Articulate and Demonstrate Their Knowledge of Different Types of Paints, Such as Opaque and Transparent, and Experiment with Different Methods and Usages Like:</p> <ol style="list-style-type: none"> 1. Mixed media 2. Collage 3. Drawing tools and transfers <p>C. Become Aware of and Demonstrate Their Knowledge of Different Painting Surfaces, Such as:</p> <ol style="list-style-type: none"> 1. Canvas board 2. Illustration board 3. Watercolor board 4. Pastel paper

	<ul style="list-style-type: none"> 5. Drawing paper 6. Fabric D. Demonstrate Their Knowledge for the Care and Use of Tools E. Demonstrate and Experiment with Various Tools and Applicators, Such as: <ul style="list-style-type: none"> 1. Wire and ink 2. Cardboard strips 3. Rollers and sponges 4. Fingers 5. Toothbrushes
<p>Standards: 1.3.12.D.1; 1.3.12.D.2; 1.3.12.D.5; 1.3.12.D.4</p> <p>Technology: 8.1.12.A.1; 8.1.12.A.3; 8.2.12.C.4</p> <p>21st Century: CRP2; CRP4; CRP6; 9.3.12.AR-VIS.2; 9.3.12.AR-VIS.3</p> <p>Cross-Curricular: NJSLSA.R7; RH.9-10.2; RH.9-10.9; RH.11-12.9</p>	<p>VI. Three Dimensional Art (1 Week)</p> <ul style="list-style-type: none"> A. Sculpture – be Able to Execute an Additive and Subtractive Process by Having the Knowledge of: <ul style="list-style-type: none"> 1. Technique 2. Form 3. Content <ul style="list-style-type: none"> a) modeling in clay (pinch, coil, slab) b) relief sculpture c) plaster d) Wood e) soft sculpture f) mixed media g) Paper B. Ceramics – Become Familiar with Pinch, Coil, Slab, and Wheel Methods and Development of Pottery
<p>Standards: 1.3.12.D.1; 1.3.12.D.2; 1.3.12.D.5;</p> <p>Technology: 8.1.12.A.1; 8.1.12.A.3; 8.2.12.C.4; 8.2.12.C.5</p> <p>21st Century: CRP2; CRP4; CRP6; 9.3.12.AR-VIS.2; 9.3.12.AR-VIS.3</p> <p>Cross-Curricular: NJSLSA.R7; RH.9-10.2; RH.9-10.9; RH.11-12.9;</p>	<p>VII. Design (1 Week)</p> <ul style="list-style-type: none"> A. Be Able to Critically Define and Organize the Elements and Principles of Art and Apply This Knowledge B. Elements <ul style="list-style-type: none"> 1. Line – demonstrate an ability to render various lines: <ul style="list-style-type: none"> a) describing, recalling, listing b) expressive qualities 2. Space – understanding its relationship to both 2-D and 3-D works of art <ul style="list-style-type: none"> a) positive and negative b) viewing frame 3. Color – exhibit a working knowledge and understanding between color and light <ul style="list-style-type: none"> a) Hue b) Value c) Intensity 4. Form – distinguish between: <ul style="list-style-type: none"> a) geometric, free-form, natural, or manufactured b) depth and point-of-view 5. Texture – making the illusion of tactile surfaces

- a) rubbings, collage, drawings to imitate
 - b) identify, collect, and organize qualities:
 - (1) Rough
 - (2) Smooth
 - (3) Matte
 - (4) Shiny
6. Shape – render a 2-D shape and comprehend the expressive qualities of:
- a) outline, surface, density, and openness
 - b) hard-edge, opaque, and transparent

C. Principles

1. Balance – introduce the idea that balance is the principle of life and understand the three types of art:
 - a) Symmetrical
 - b) Asymmetrical
 - c) Radial
2. Rhythm and movement – identify repetition of lines, shapes, colors, and patterns of visual rhythms, create a sensation of movement by:
 - a) Pattern
 - b) Motif
 - c) Random
 - d) Alternating
 - e) Flowing
 - f) Progressive
3. Proportion – recognize and understand how we perceive proportion and scale through:
 - a) Distortion
 - b) Exaggeration
 - c) golden mean
 - d) Sighting
 - e) Expression
4. Variety – render the assortment of elements of design and understand how the principles work properly in a unified piece of artwork:
 - a) identify variety and contrast
 - b) identify bold and subtle
5. Emphasis – recognize and understand how to stress the dominance over other parts in the artwork by:
 - a) emphasizing the element
 - b) emphasizing an area
 - (1) focal point
 - (2) Contrast
 - (3) Isolation

	<ul style="list-style-type: none"> (4) Unusual (5) Convergence <p>6. Unity – organize all the elements of an artwork by:</p> <ul style="list-style-type: none"> a) considering the following techniques the artist uses for <ul style="list-style-type: none"> (1) Harmony (2) Simplicity (3) Repetition (4) Proximity (5) Continuation b) explaining the abstract concept of unity of natural to man made
<p>Standards: 1.4.12.A.4; 1.2.12.A.1; 1.1.12.D.1; 1.4.12.A.1</p> <p>Technology: 8.1.12.A.1; 8.1.12.A.3; 8.2.12.C.4</p> <p>21st Century: CRP2; CRP4; CRP6; 9.3.12.AR-VIS.2; 9.3.12.AR-VIS.3</p> <p>Cross-Curricular: NJLSA.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</p>	<p>VIII. History Of Arts And Culture (1 Week, ongoing)</p> <ul style="list-style-type: none"> A. Parallel Historical Events and the Development of Visual Art by: <ul style="list-style-type: none"> 1. Identifying various art movements and how they relate to historical events 2. Compare and contrast movements in art to other arts B. Summarize and Reflect on How Various art Forms and Cultural Resources Preserve Cultural Heritage and Influence Contemporary Art <ul style="list-style-type: none"> 1. Understand and discuss how contemporary artists have borrowed images from different cultures 2. Describe how various art forms reflect current or past societies C. Evaluate the Impact of Innovations in the Arts of Various Historical Periods by: <ul style="list-style-type: none"> 1. Distinguish historical periods based on innovations 2. Create a work of art in a historical style D. Compare and Contrast the Characteristics of a Given Historical Period by: <ul style="list-style-type: none"> 1. Choosing a time period and identifying the stylistic similarities that are common with the arts <ul style="list-style-type: none"> a) Music b) Dance c) Theatre d) Art 2. Describing the differences that occur within an artistic period

<p>Standards: 1.4.12.B.1; 1.4.12.A.2; 1.4.12.A.3; 1.2.12.A.2</p> <p>Technology: 8.1.12.A.1; 8.1.12.A.3; 8.2.12.C.4</p> <p>21st Century: CRP2; CRP4; CRP6; 9.3.12.AR-VIS.2; 9.3.12.AR-VIS.3</p> <p>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</p>	<p>IX. Aesthetics (1 Week; ongoing)</p> <ul style="list-style-type: none"> A. Formulate Responses Within the Art Form, Based on Observation and Using the Proper Terminology <ul style="list-style-type: none"> 1. Identify and discuss the elements, principles, and techniques of various art work 2. Compare and contrast the use of elements in two different works of art and how they reflect the time B. Discern the Value of Works of Art, Based on Historical Significance, Craftsmanship, Cultural Acceptance, and Originality <ul style="list-style-type: none"> 1. Identify and discuss the purpose of intent from different historical periods 2. Identify and describe different techniques and styles specific to time periods 3. Identify and describe characteristics of well-crafted art work C. Categorize Historical Responses to Various Artistic Styles, Trends, and Movements in an Art Form <ul style="list-style-type: none"> 1. Recognize and identify how historical events influences the artistic style 2. Compare and contrast how styles changed and evolved 3. Explain what motivated man to create art in that time D. Identify Metaphoric Cultural Messages in Works of Art <ul style="list-style-type: none"> 1. Identify and interpret symbolism 2. Use technology as an aid to create an image reflect current events E. Discuss the Meaning of Art and Beauty as Philosophical Concepts <ul style="list-style-type: none"> 1. Differentiate this meaning for different cultures 2. Determine how cultural meaning evolved through different time periods F. Construct a Personal Philosophy on the Meaning(s) of Art
<p>Standards: 1.4.12.B.1; 1.4.12.A.2; 1.4.12.A.3; 1.3.12.D.4</p> <p>Technology: 8.1.12.A.1; 8.1.12.A.3; 8.2.12.C.4</p> <p>21st Century: CRP2; CRP4; CRP6; 9.3.12.AR-VIS.2; 9.3.12.AR-VIS.3</p> <p>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</p>	<p>X. Critique (1 Week, ongoing)</p> <ul style="list-style-type: none"> A. Examine Historical Period in Both Western and Non Western Culture(s) and Analyze Art Periods B. Identify and Describe the Style and Historical Period of an Artwork, Using the Correct Art Terms C. Determine the Influence of Tradition on Art Experiences of Both the Creator and Consumer D. Use a Teacher-Generated Rubric as a Guideline for Self Evaluation and Critique of Peer Work E. Critique Works in Progress for Improvements in Technique and Design F. Recall or Apply Appropriate vocabulary During Critique

RESOURCES/ACTIVITIES GUIDE

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

Materials:

- Pencils (charcoal, colored, drawing)
- Conte crayons, charcoal, and pastels
- Watercolors
- Pen, brush, and ink
- Oil pastels and oil paint sticks
- Acrylic paint and stretched canvas/panels
- Sheet metals
- Wire
- Wood
- Papers/chipboard, colored tissue, construction sheets
- Fibers
- Paper Mache
- Plaster of Paris
- Clays and glazes

Reference Resources:

- Art history books and prints
- Computer software

Located in the IMC and in the art classrooms.

Class trips to museums and galleries.

SUGGESTED AUDIO VISUAL/COMPUTER AIDS

Digital cameras

Graphic design software

iPads

Applications for iPads

Computer CD-ROMS – Gardener's Art Through the Ages Exploring Art.

LCD projects for PowerPoint of student electronic portfolios, presentations, Internet surfing, etc.

Overhead projector, for transparencies of teacher lessons.

Video tapes/DVDs of artists' biographies, methods, and techniques.

<http://www.artres.com/c/htm/Home.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>

SUGGESTED MATERIALS

Resources for Student

Arnason, H. H. History of Modern Art. New York: Abrams Inc., 1977.

de la Croix, Horst, and Richard G. Tansey. Gardner's Art Through the Ages. 5th ed. New York: Harcourt, Brace & World, Inc., 1970.

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

Materials:

- Pencils – charcoal, colored, drawing, watercolor)
- Papers – watercolor, drawing, pastel, colored, newsprint
- Watercolors
- Pen, brush, and ink
- Oil pastels and oil paint sticks
- Acrylic paint and stretched canvas/panels
- Illustration board
- Sheet metals
- Wire
- Wood
- Papers/chipboard, colored tissue, construction sheets
- Fibers
- Paper Mache
- Plaster of Paris
- Clays and glazes

Resources for Teacher

Arnason, H. H. History of Modern Art. New York: Abrams Inc., 1977.

de la Croix, Horst, and Richard G. Tansey. Gardner's Art Through the Ages. 5th ed. New York: Harcourt, Brace & World, Inc., 1970.