CARLSTADT-EAST RUTHERFORD REGIONAL HIGH SCHOOL DISTRICT
VISUAL AND PERFORMING ARTS DEPARTMENT
ART III

Pacing Guide: **Art III is a full year course that meets on a rotating basis for three (3) 55-minute blocks and one (1) 40-minute block for every five (5) day cycle.**	Unit 1- LINE AND SHAPE (FOLDER DESIGN, TECHNICAL ILLUSTRATION)- (2 weeks) Unit 2- VALUE & FORM (MEDICAL ILLUSTRATION AND SCULPTURE)-(9 weeks) Unit 3- COLOR AND FORM (COLOR THEORY, WATERCOLOR, FASHION/COSTUME DESIGN, FINE ARTIST)-(8 weeks) Unit 4- USE OF SPACE (PERSPECTIVE, INTERIOR DESIGN, GRAPHIC DESIGN, ARCHITECTURE)-(10 weeks) Unit 5- FORM AND SHAPE (MODERN ART OR EXPRESSIONISM-ART THERAPY, CARTOONING/ANIMATION)- (6 weeks) Unit 6- BERGEN COUNTY TEEN ARTS FESTIVAL - (1 day)
Interdisciplinary Standards:	ELA-LIT.W.11-12.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

Technology Standards:		
8.1 Educational Technology	8.1.12.A.1	Create a personal digital portfolio, which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.
	8.1.12.D.1	Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.
	8.1.12.D.5	Analyze the capabilities and limitations of current and emerging technology resources and assess their potential to address personal, social, lifelong learning, and career needs.
8.2 Technology Education, Engineering, Design, and Computational Thinking- Programming	8.2.12.A.2	Analyze a current technology and the resources used, to identify the trade-offs in terms of availability, cost, desirability and waste.
	8.2.12.C.1	Explain how open source technologies follow the design process.
	8.2.12.C.2	Analyze a product and how it has changed or might change over time to meet human needs and wants.
21st Century Skills Standards:		
9. 2 Career Awareness, Exploration, and Preparation	9.2.12.C.1	Review career goals and determine steps necessary for attainment.
	9.2.12.C.3	Identify transferable career skills and design alternate career plans.
Career Ready Practices:	CRP2-Apply appropriate academic and technical skills. CRP4-Communicate clearly and effectively and with reason. CRP5-Consider the environmental, social, and economic impacts of decisions. CRP6-Demonstrate creativity and innovation. CRP7-Employ valid and reliable research strategies. CRP8-Utilize critical thinking to make sense of problems and persevere in solving them. CRP10-Plan education and career paths aligned to personal goals. CRP11-Use technology to enhance productivity.	

Differentiation/Accommodations/Modifications

Gifted and Talented	English Language Learners	Students with Disabilities	Students at Risk of School Failure
(Content, process, product and learning environment) **Extension Activities** ● Assisting another peer ● Exploration of a more advanced medium ● Research possible careers in art ● Sketchbook assignments not directly related to our unit. ● Utilize advanced materials and resources to meet the needs of students. ● Independent projects requiring research skills for assessing information ● Possible Individual Anchor Activity ● Advanced discussion techniques	**Modifications for Classroom Assignments** ● Modified in-class assignments, quizzes, and exams. ● Simplifying language for presentation ● Internet or electronic bilingual dictionaries during class and during assignments. ● Word banks for tests and quizzes ● Developing content area vocabulary ● Extended time for all assessments ● Use of graphic organizers ● Internet text translators ● Simplification of requirements ● Access to teacher designed Power Points and notes ● Concept development ● Collaboration between ESL and mainstream classroom teachers. ● Pair novice ELLs with advanced ELL's or another student who speaks the same language **Modifications for Homework:** ● Extended time to complete assignments ● Internet text translators	*(Appropriate accommodations, instructional adaptations, and/or modifications as determined by the IEP or 504 team)* ● In-Class-Support (Visions Students) ● Modified in-class assignments, quizzes, and exams. ● Grading based on effort ● Graphic Organizers ● Provide study guides ● Extended time on assessments ● Research guides ● Highlighting/underlining ● Establish timelines/pacing of projects ● Clarify assignments, directions, instructions ● PowerPoint presentation/lecture notes ● Assistive technology ● Highlight key vocabulary ● Model skills/techniques ● Parent/teacher communication and or parent signed assignment list ● Assign peer helper in class ● Pair visual prompts with verbal presentations ● Repetition and practice	**Modifications for Classroom** ● Intervention and Referral Team (I&RS) in-house strategies for teachers. ● Extended time for assignments ● Highlight key vocabulary ● Modified in-class assignments, quizzes, and exams where necessary ● Pair visual prompts with verbal presentations ● Model skills/techniques ● Preferential seating as noted by teacher and student and or 504 plan. ● Parent/teacher communication ● Provide books on tape/CD/digital media as requested by student when appropriate. ● Assign peer helper in class ● Pair visual prompts with verbal presentations ● Repetition and practice ● Provide copy of class notes/presentation ● Use of computers to complete assignments as requested by a student ● Provide verbal reminder of assignments

	● Use of graphic organizers ● Modified homework assignments ● Internet/electronic bilingual dictionaries. ● Provide student with clearly stated and written expectations and grading criteria for homework	● Provide verbal reminder of assignments ● Preferential seating as noted by teacher and student or IEP ● Check student progress ● Assist student with planning of assignments **Modifications for Homework and Assignments:** ● Extended time to complete assignments ● Grade effort ● Simplify complicated assignments into smaller units in phases as needed by student ● Provide student with clearly stated and written expectations and grading criteria for assignments. **Modifications for Assessments:** ● Extended time for exams, quizzes, and or projects ● Restate and clarify directions and questions ● Provide study guides for classroom tests ● Establish procedures for accommodations/modifications for assessments	● Check student progress ● Assist student with planning of assignments ● Assist with technology **Modifications for Homework and Assignments:** ● Extended time to complete assignments ● Grade effort ● Simplify complicated assignments into smaller units in phases as needed by student ● Provide student with clearly stated and written expectations and grading criteria for assignments **Modifications for Assessments** ● Extended time for exams, quizzes, and or projects ● Restate and clarify directions and questions ● Provide study guides for classroom tests ● Establish procedures for accommodations/modifications for assessment

CONTENT: ART III UNIT 1			
Theme: LINE AND SHAPE (FOLDER DESIGN, TECHNICAL ILLUSTRATION)			
Essential Questions: How well do you understand use of contour lines in your drawings? What drawing technique are you using to help you portray the objects? Are you also making use of texture and form in your drawing by using various types of lines?		Does your final drawing communicate what it is or it's function to an audience? How well did you use space? How well does your technical illustration communicate to an audience?	
Content *(As a result of this learning segment, students will know…)* ● Types of contour drawing: Continuous, Blind, cross, etc. ● How to better use positive and negative space by overlapping and using contour lines. ● The fundamentals of the career of a technical illustrator. ● How to creatively use line thickness and develop various textures in their drawings.	**Skills** *(As a result of this learning segment, students will be able to…)* ● Render mechanical/ technical objects as an illustrator would. ● Consider the function and direction of the contour lines in these artworks. ● Better understand the interaction of the elements of art line and shape. ● Develop strength and confidence in drawing and train the eye by sketching practice mechanical objects to show accuracy and enlargement. ● Use the skills of a technical illustrator to compose a final piece of art emphasizing line, shape, and space.	**Assessments** (The above Essential Questions will be assessed with the following formative and summative measures:) ● Sketchbook Practices ● Drawing from Observation ● Student and or Teacher scored rubrics ● Individual assistance ● Powerpoints ● Do now or Ticket to leave/ Closure questions ● Sketchbook HW ● Homework ● Time Management ● Class participation/progress/discussion	**Standards (NJSLS)** 1.3.12.D.1, 1.3.12.D.2 1.4.12.B.3 **Technology Standards:** 8.1.12.A.1 8.1.12.D.1, 8.1.12.D.5 8.2.12.A.2 8.2.12.C.1, 8.2.12.C.2 **21ST Century Life & Career Skills:** 9.2.12.C.1,9.2.12.C.3 **Career Ready Practices:** CRP2,4,5,6,7,8,10,11 **Time Frame:** 2 Weeks **Materials**: Internet Resources & Websites Drawing Pencils, Sketchbooks, Drawing paper, Objects for observational drawing, sharpies, PowerPoint presentation, and student examples, black permanent marker, photo references, career handout

CONTENT: ART III UNIT 2
Theme: VALUE & FORM (MEDICAL ILLUSTRATION AND SCULPTURE)

Essential Questions:	
How well do you understand "gradation" in your shaded drawings?	How well do you understand "gradation" in your shaded drawings by using graphite pencils?
Are you able to make comparisons with real-life objects to shaded drawings in relationship to the 5 parts of a shadow?	Are you able to understand proper proportions and rendering when completing the human head?
Are you able to understand better use of Form, Value, Contrast, and Space in drawings of other artists that we have looked at?	How do you see your project as a means of medical illustration?
	What techniques are you using similar to medical illustrators?

Content *(As a result of this learning segment, students will know…)*	**Skills** *(As a result of this learning segment, students will be able to…)*	**Assessments** (The above Essential Questions will be assessed with the following formative and summative measures:)	**Standards (NJSLS)**
● *How to render objects and make them 3D by properly shading for application to future projects. ● *How to create a composition such as a portrait for example, using a variety of tones and textures. ● *How to use value terminology to create a balanced and cohesive work of art. ● *How to shade basic objects, placements and parts of a face, anatomy of the skull and or muscles, and proportions of the human head. ● *The proper proportions of the human hand and how to show realism.	● Make contour drawings/objects more 3D and realistic showing a range of values. ● Successfully illustrate a value scale. ● Make use of new tools/pencils for shading. ● See examples of proper value rendering through works of artists various portrait artists. ● Apply the parts of a shadow to portraiture and future projects. ● How to draw and shade human hands and or muscles proportionally and how to render different hand gestures.	● Sketchbook Practices/ Worksheets ● Drawing from Observation ● Student and or Teacher scored rubrics ● Individual assistance ● Powerpoints ● Do now or Ticket to leave/ Closure questions ● Sketchbook HW ● Homework ● Time Management ● Shading and value quiz ● Class participation/progress/discussion	1.3.12.D.1 1.3.12.D.2 1.4.12.B.3 **Technology Standards:** 8.1.12.A.1 8.1.12.D.1, 8.1.12.D.5 8.2.12.A.2 8.2.12.C.1, 8.2.12.C.2 **21ST Century Life & Career Skills:** 9.2.12.C.1 9.2.12.C.3 **Career Ready Practices:** CRP2,4,5,6,7,8,10,11
			Time Frame: 9 Weeks

● *About a particular artist, such as a Surrealist when building their sculpture.			**Materials**: Internet Resources & Websites. Medical illustration website, graphite and ebony pencils, blending stumps, drawing paper, PowerPoint presentation, examples, rulers, model skull for observation, hand manikins for observation, photo references, medical illustration career handout, plaster, clay and clay tools, acrylic paint, bowls for molds.

CONTENT: ART III UNIT 3			
Theme: COLOR AND FORM (COLOR THEORY, WATERCOLOR, FASHION/COSTUME DESIGN, FINE ARTIST)			
Essential Questions:		How do you create neutral colors or realism with mixing?	
How well can you control the brush with watercolor?		How do you show tonal value with different mediums?	
How are you influenced by a particular watercolor (fine) artist?		Is student influenced by a style/theme of fashion/costumes to use it to execute	
How well do you apply all elements of art to your painting or drawing?		a drawing of croquis figures?	
How well do you use positive and negative space?		How well do you understand human figure proportions?	
Content *(As a result of this learning segment, students will know…)* ● *How to use color theory to complete future projects using different mediums such as watercolor colored pencil. ● *How to demonstrate value, form, variety, and gradation in a final composition. ● *How to create neutral colors using basic primary and secondary colors ● *How to use a style of a particular artist to create a final painting(s). ● *How to use a style or theme and apply it to a line of fashion/costume. ● *How to utilize foreground and background and learn to create depth with color.	**Skills** *(As a result of this learning segment, students will be able to…)* ● Properly clean up and mix paint. ● Mix complementary colors and black and white to illustrate value change of a subject ● Apply knowledge of color of color schemes to his/her works. ● Create various textures using the techniques taught such as with watercolor and colored pencil. ● Experiment with techniques used by a particular famous painter in his/her work. ● Understand the purpose/ theme of a particular art movement and how it affected the culture of that time.	**Assessments** (The above Essential Questions will be assessed with the following formative and summative measures:) ● Color studies practices ● Worksheet of an artist (Could be a critique of the artist.) ● Croquis figure worksheets ● Student and or Teacher scored rubrics ● Individual assistance ● Powerpoints ● Do now or Ticket to leave/ Closure questions ● Color Theory Quiz ● Sketchbook HW ● Homework ● Time Management ● Class participation/progress/discussion ● Midpoint critique	**Standards (NJSLS)** 1.1.12.D.1 1.3.12.D.1 1.3.12.D.2 1.3.12.D.5 1.4.12.A.4 1.4.12.B.2 **Technology Standards:** 8.1.12.A.1 8.1.12.D.1, 8.1.12.D.5 8.2.12.A.2 8.2.12.C.1, 8.2.12.C.2 **21ST Century Life & Career Skills:** 9.2.12.C.1, 9.2.12.C.3 **Career Ready Practices:** CRP2,4,5,6,7,8,10,11 **Time Frame:** 8 Weeks

			Materials: Internet Resources & Websites, Fashion websites, Watercolor, salt, toothpicks, wax crayon, sponges, colored pencil, fashion magazines or fabric, brushes, palettes, PowerPoint, samples, video clip, of an artist, pastels, water color, photos for reference, the color wheel, manikins, career handouts, and video clips of a fashion designer at work.

CONTENT: ART III UNIT 4			
Theme: USE OF SPACE (PERSPECTIVE, INTERIOR DESIGN, GRAPHIC DESIGN, ARCHITECTURE)			

Essential Questions:

Do you understand use of vanishing point(s) and horizon line?

Can you apply perspective terminology and concepts to real life scenarios?

Do you use correct proportions in your drawing (foreground/background)?

Are you able to see linear perspective in other works of art?

How well do you understand how to create depth in a work of art by using perspective?

How well can you show depth with color?

How well can you use fundamentals of interior design or architecture to create a work of art?

What is the importance of fonts in Graphic Design?

How is graphic art different from fine art?

During the graphic design project, did you learn something about Photoshop not taught in class?

Content *(As a result of this learning segment, students will know…)*	Skills *(As a result of this learning segment, students will be able to…)*	Assessments (The above Essential Questions will be assessed with the following formative and summative measures:)	Standards:(NJSLS)
- How to use a ruler and perspective terminology such as horizon line, vanishing point, orthogonal, foreground, and background to make 2D shapes into 3D forms for future artworks. - How to understand elements of art such as form, color, value, and space better in relation to linear perspective. - How to apply knowledge of linear perspective to an interior or exterior design and their components. - The job descriptions of an interior designer, graphic designer/typographer, and or architect.	- Understand use of depth using Linear Perspective and applying this to making forms 3D and an indoor/outdoor scene. - Look at how famous artists used perspective to compare to their own works. - Use the ruler and measurements to create an interior/exterior space and or floor plan. - Layer with colored pencils to show depth and gradation with value. - Become familiar with the basics and toolbar of Photoshop such as the paint bucket, paintbrush tool, and incorporating text.	- Sketchbook Practices/ lettering practices, and or worksheets - Student and or Teacher scored rubrics - Individual assistance - Powerpoints - Do now or Ticket to leave/ Closure questions - Sketchbook HW - Homework - Time Management - Class participation/progress - Presentation boards - Graphic Design writing component for presentation board	1.1.12.D.1 1.3.12.D.1, 1.3.12.D.2 1.4.12.B.2, 1.4.12.B.3 **Technology Standards:** 8.1.12.A.1 8.1.12.D.1, 8.1.12.D.5 8.2.12.A.2 8.2.12.C.1, 8.2.12.C.2 **21ST Century Life & Career Skills:** 9.2.12.C.1 9.2.12.C.3 **Career Ready Practices:** CRP2,4,5,6,7,8,10,11 **Time Frame:** 10 Weeks

● The significance of presenting a clean design on presentation board for an interview or client. ● The basics of working on an apple computer such as student network folders, storage, saving, and printing. ● The interaction of text and graphics within a composition	● Save, print, and move work to the school's student network folder. ● Experiment with Photoshop with the possibilities of discovering new commands or techniques/filters not discussed in class. ● Develop a clean vector line art image to scan into Photoshop.		**Materials**: Internet Resources & Websites, Color/upholstery swatches, fabric, rug swatches, rulers, colored pencils, paper, sketchbooks, PowerPoint presentation, video clip of an artist, interactive perspective website and or HGTV design show video clip for inspiration. Perspective building and or furniture references, architecture magazines, furniture websites or floor plan websites.

CONTENT: ART III UNIT 5			
Theme: FORM AND SHAPE (MODERN ART OR EXPRESSIONISM-ART THERAPY, CARTOONING/ANIMATION)			
Essential Questions: How well can you apply cartoon techniques learned to your own unique character and story? How well can you use stop-motion animation to describe your own character/story? Are you aware of the career possibilities with cartooning or animation and terminology?		How was Expressionism viewed? How can we apply emotion and critical thinking to an acrylic painting either done as a Modern or Expressionist inspired piece? How will understanding the career of Art Therapy help you to use similar techniques in your Expressionist painting? How will your visit to an art museum inspire your painting?	
Content (*As a result of this learning segment, students will know…*) ● Basic cartoon drawing techniques for creating characters, frames, scenarios, and or stop-motion animation. ● Further techniques in rendering forms using all the elements of art. ● How to use critical thinking and brainstorming for a final painting. ● Visiting an art museum or learning about the career of art therapy to inspiring our works ● Proper cleanup and use of acrylic paints ● The possible careers related to either cartooning or animation and art therapy or museum studies.	**Skills** (*As a result of this learning segment, students will be able to…*) ● Create a one- frame cartoon (political, editorial, or original) or stop-motion animation piece using cartoon expressions and or poses. ● Create cartoons/animation using proper cartooning/animation terminology. ● Create a cohesive and balanced acrylic painting as inspired by art therapy/Expressionism or Modern art techniques. ● Properly mix, use, and cleanup using acrylics.	**Assessments** (The above Essential Questions will be assessed with the following formative and summative measures:) ● Sketchbook Practices/ Worksheets ● Student and or Teacher scored rubrics ● Individual assistance ● Powerpoints ● Do now or Ticket to leave/ Closure questions ● Sketchbook HW ● Homework ● Writing component for Acrylic painting ● Time Management ● Class participation/progress ● Possible field trip to museum for inspiration for acrylic painting (short writing component included).	**Standards (NJSLS)** 1.1.12.D.1, 1.1.12.D.2 1.3.12.D.1, 1.3.12.D.2 1.3.12.D.5 1.4.12.A.4 1.4.12.B.2, 1.4.12.B.3 **Technology Standards:** 8.1.12.A.1 8.1.12.D.1, 8.1.12.D.5 8.2.12.A.2 8.2.12.C.1, 8.2.12.C.2 **21ST Century Life & Career Skills:** 9.2.12.C.1, 9.2.12.C.3 **Career Ready Practices:** CRP2,4,5,6,7,8,10,11 **Time Frame:** 6 Weeks

			Materials:
			Internet Resources& Websites, Canvas, acrylics, brushes, palette paper, canvas paper, drawing paper, colored pencils, black permanent markers, Internet, sketchbooks, magazines, photo references, camera, Power point presentations, the color wheel

CONTENT: ART III UNIT 6
Theme: BERGEN COUNTY TEEN ARTS FESTIVAL
Essential Questions: Are you using appropriate art terminology and critique/aesthetic methodologies when viewing various student artworks? Are you inspired by any particular music/theater performance, artwork, workshop, video, and or writing? If you were critiqued regarding an artwork, writing submission, performance, etc., what have you learned in relation to your current career goals? Did you participate in at least one visual art, theater, music, or writing workshop? Do you see similarities in the various disciplines of the visual and performing arts? If your work was exhibited or you performed, did you feel a sense of accomplishment and were you interested in techniques demonstrated by other student artists?

Content *(As a result of this learning segment, students will know…)*	Skills *(As a result of this learning segment, students will be able to…)*	Assessments (The above Essential Questions will be assessed with the following formative and summative measures:)	Standards (NJSLS)
● *How to be respectful during performances, readings, and when viewing artwork. ● *That taking part in the visual and performing arts requires critical thinking and problem solving. ● *If he or she may be interested in a career in the arts. ● *How various disciplines in the visual and performing arts are related.	● Experiment with and further develop skills learned at a particular workshop in any arts discipline. ● Appreciate the value of critique, critical thinking, and participating in arts related activities at the Teen Arts Festival.	● Workshop attendance stub signed by instructor. ● Questions answered or discussion about any workshop at the festival. ● Possible critiques on performance, writings, and visual artwork exhibited.	**Standards (NJSLS)** 1.4.12.A.1 1.4.12.A.4 1.3.12.D.1 1.3.12.D.5 **Technology Standards:** 8.1.12.A.1 8.1.12.D.1, 8.1.12.D.5 8.2.12.A.2 8.2.12.C.1, 8.2.12.C.2 **21ST Century Life & Career Skills:** 9.2.12.C.1,9.2.12.C.3 **Career Ready Practices:** CRP2,4,5,6,7,8,10,11
			Time Frame: 1 Day
			Materials: Internet Resources & Websites. Necessary tools, materials, and or handouts included in each workshop.