

CARLSTADT-EAST RUTHERFORD REGIONAL HIGH SCHOOL DISTRICT  
ART DEPARTMENT  
ART I

<p><b>Pacing Guide:</b> <b>Art I 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.</b></p>	<p>Unit 1 -Left/ Right Brain/ Illusions (1 week) Unit 2- Perspective (3 weeks) Unit 3- Contour Lines (4 weeks) Unit 4- Shading (4 weeks) Unit 5- Color Theory (10 weeks) Unit 6- Cartooning (3 weeks) Unit 7-Sculpture (4 weeks) Unit 8-Pastels (3 weeks) Unit 9- Bergen County Teen Arts Festival</p>
<p><b>Interdisciplinary Standards:</b></p>	<p>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. NJSLA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. NJSLA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p>

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<p><b>Technology Standards:</b> 8.1 Educational Technology</p> <p>8.2. Technology Education, Engineering, Design, and Computational Thinking- Programming</p> <p><b>21st Century Skills Standards:</b> 9. 2 Career Awareness, Exploration, and Preparation</p>	<p>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.</p> <p>8.1.12.D.1 Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.</p> <p>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.</p> <p>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.</p> <p>8.2.12.C.1 Explain how open source technologies follow the design process.</p> <p>8.2.12.C.2 Analyze a product and how it has changed or might change over time to meet human needs and wants.</p> <p>9.2.12.C.1 Review career goals and determine steps necessary for attainment.</p> <p>9.2.12.C.3 Identify transferable career skills and design alternate career plans.</p>
<p><b>Career Ready Practices:</b></p>	<p>CRP2-Apply appropriate academic and technical skills.</p> <p>CRP4-Communicate clearly and effectively and with reason</p> <p>CRP6 -Demonstrate creativity and innovation.</p> <p>CRP10- Plan education and career paths aligned to personal goals.</p> <p>CRP11-Use technology to enhance productivity</p>

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**Differentiation/Accommodations/Modifications**

<b>Gifted and Talented</b>	<b>English Language Learners</b>	<b>Students with Disabilities</b>	<b>Students at Risk of School Failure</b>
<p><i>(Content, process, product and learning environment)</i></p> <p><b>Extension Activities</b></p> <ul style="list-style-type: none"> <li>• Assisting another peer</li> <li>• Exploration of a more advanced medium</li> <li>• Research possible careers in art</li> <li>• Sketchbook assignments not directly related to our unit.</li> <li>• Utilize advanced materials and resources to meet the needs of students.</li> <li>• Independent projects requiring research skills for assessing information</li> <li>• Possible Individual Anchor Activity</li> <li>• Advanced discussion techniques</li> </ul>	<p><b>Modifications for Classroom Assignments</b></p> <ul style="list-style-type: none"> <li>• Modified in-class assignments, quizzes, and exams.</li> <li>• Simplifying language for presentation</li> <li>• Internet or electronic bilingual dictionaries during class and during assignments.</li> <li>• Word banks for tests and quizzes</li> <li>• Developing content area vocabulary</li> <li>• Extended time for all assessments</li> <li>• Use of graphic organizers</li> <li>• Internet text translators</li> <li>• Simplification of requirements</li> <li>• Access to teacher designed Power Points and notes</li> <li>• Concept development</li> <li>• Collaboration between ESL and mainstream classroom teachers.</li> <li>• Pair novice ELLs with advanced ELL's or another student who speaks the same language</li> </ul> <p><b>Modifications for Homework:</b></p> <ul style="list-style-type: none"> <li>• Extended time to complete assignments</li> </ul>	<p><i>(Appropriate accommodations, instructional adaptations, and/or modifications as determined by the IEP or 504 team)</i></p> <ul style="list-style-type: none"> <li>• In-Class-Support (Visions Students)</li> <li>• Modified in-class assignments, quizzes, and exams.</li> <li>• Grading based on effort</li> <li>• Graphic Organizers</li> <li>• Provide study guides</li> <li>• Extended time on assessments</li> <li>• Research guides</li> <li>• Highlighting/underlining</li> <li>• Establish timelines/pacing of projects</li> <li>• Clarify assignments, directions, instructions</li> <li>• PowerPoint presentation/lecture notes</li> <li>• Assistive technology</li> <li>• Highlight key vocabulary</li> <li>• Model skills/techniques</li> <li>• Parent/teacher communication and or parent signed assignment list</li> <li>• Assign peer helper in class</li> <li>• Pair visual prompts with verbal presentations</li> </ul>	<p><b>Modifications for Classroom</b></p> <ul style="list-style-type: none"> <li>• Intervention and Referral Team (I&amp;RS) in-house strategies for teachers.</li> <li>• Extended time for assignments</li> <li>• Highlight key vocabulary</li> <li>• Modified in-class assignments, quizzes, and exams where necessary</li> <li>• Pair visual prompts with verbal presentations</li> <li>• Model skills/techniques</li> <li>• Preferential seating as noted by teacher and student and or 504 plan.</li> <li>• Parent/teacher communication</li> <li>• Provide books on tape/CD/digital media as requested by student when appropriate.</li> <li>• Assign peer helper in class</li> <li>• Pair visual prompts with verbal presentations</li> <li>• Repetition and practice</li> <li>• Provide copy of class notes/presentation</li> <li>• Use of computers to complete assignments as requested by a student</li> <li>• Provide verbal reminder of</li> </ul>

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	<ul style="list-style-type: none"> <li>• Internet text translators</li> <li>• Use of graphic organizers</li> <li>• Modified homework assignments</li> <li>• Internet/electronic bilingual dictionaries.</li> <li>• Provide student with clearly stated and written expectations and grading criteria for homework</li> </ul>	<ul style="list-style-type: none"> <li>• Repetition and practice</li> <li>• Provide verbal reminder of assignments</li> <li>• Preferential seating as noted by teacher and student or IEP</li> <li>• Check student progress</li> <li>• Assist student with planning of assignments</li> </ul> <p><b>Modifications for Homework and Assignments:</b></p> <ul style="list-style-type: none"> <li>• Extended time to complete assignments</li> <li>• Grade effort</li> <li>• Simplify complicated assignments into smaller units in phases as needed by student</li> <li>• Provide student with clearly stated and written expectations and grading criteria for assignments.</li> </ul> <p><b>Modifications for Assessments:</b></p> <ul style="list-style-type: none"> <li>• Extended time for exams, quizzes, and or projects</li> <li>• Restate and clarify directions and questions</li> <li>• Provide study guides for classroom tests</li> <li>• Establish procedures for accommodations/modifications for assessments</li> </ul>	<p>assignments</p> <ul style="list-style-type: none"> <li>• Check student progress</li> <li>• Assist student with planning of assignments</li> <li>• Assist with technology</li> </ul> <p><b>Modifications for Homework and Assignments:</b></p> <ul style="list-style-type: none"> <li>• Extended time to complete assignments</li> <li>• Grade effort</li> <li>• Simplify complicated assignments into smaller units in phases as needed by student</li> <li>• Provide student with clearly stated and written expectations and grading criteria for assignments</li> </ul> <p><b>Modifications for Assessments</b></p> <ul style="list-style-type: none"> <li>• Extended time for exams, quizzes, and or projects</li> <li>• Restate and clarify directions and questions</li> <li>• Provide study guides for classroom tests</li> <li>• Establish procedures for accommodations/modifications for assessment</li> </ul>
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<b>CONTENT:</b> Art 1- Unit 1			
<b>Theme:</b> Left/ Right Brain./ Illusions			
<b>Essential Questions:</b> How does our brain dominance affect how we view art? How can lines and color affect our perception in art? How are illusions used today in art? Why is it important to apply proportional units of measure for illusion grid drawing?			
<p><b>Content</b> <i>(As a result of this learning segment, students will know...)</i></p> <p>More about their intrapersonal self How to describe left and right brain characteristics How their brain-dominance affects how to view artwork How to work with positive and negative space to create an illusion</p>	<p><b>Skills</b> <i>(As a result of this learning segment, students will be able to...)</i></p> <p>Train their right brain to produce art Produce an original illusion Identify positive and negative space</p>	<p><b>Assessments</b> (The above Essential Questions will be assessed with the following formative and summative measures:)</p> <p>Illusion animations group participation Contour Line Drawing exercises Right/Left brain test Time-management skills Quizzes Homework Observation Classwork Self-assessment/ Rubric Discussion Weekly sketch assignments</p>	<p><b>Standards:</b> 1.1.12.D.1 1.3.12.D.1</p>
			<p><b>Time Frame:</b> 1 week</p>
			<p><b>Materials:</b> PowerPoint presentations Paper Rulers Colored pencils Handouts Samples Teacher demonstration</p>

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<b>CONTENT: ART 1 - Unit 2</b>			
<b>Theme:</b> Perspective			
<b>Essential Questions:</b> How can you use lines to create depth? Where is perspective used in art? How are patterns used in art?			
<p><b>Content</b> <i>(As a result of this learning segment, students will know...)</i></p> <p>Terms associated with perspective How lines can be used to change perspective Identify principles and elements of art</p>	<p><b>Skills</b> <i>(As a result of this learning segment, students will be able to...)</i></p> <p>Utilize lines to produce a 3-dimensional drawing Application of the principles and elements of art Produce a one point perspective work of art</p>	<p><b>Assessments</b> (The above Essential Questions will be assessed with the following formative and summative measures:)</p> <p>Time management skills Self-assessment Observation Worksheets Weekly sketch assignments Do Nows Quiz</p>	<p><b>Standards:</b> 1.1.12.D.1, 1.1.12.D.1, 1.2.12.A.1, 1.2.12.D.1, 1.3.12.D.2, 1.3.12.D.4</p>
			<p><b>Time Frame:</b> 3 weeks</p>
			<p><b>Materials:</b> PowerPoint presentations Paper Pencils Visuals Samples Teacher Demonstration Handouts</p>

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<b>CONTENT: Art 1- Unit 3</b>			
<b>Theme:</b> Contour Lines			
<b>Essential Questions:</b> How are lines used to create imagery? What are different types of lines used in art? How can positive and negative space through line be used to create imagery?			
<b>Content</b> <i>(As a result of this learning segment, students will know...)</i>  How to identify different types of lines used in drawing How lines can be used to create texture and pattern How to use line to create positive and negative space Where contour lines are used in art today	<b>Skills</b> <i>(As a result of this learning segment, students will be able to...)</i>  Create an original work of art using contour lines Produce a positive and negative space original body of art Creatively apply zentangle methods to an original work of art Assemble pieces of art into one large composition Create a thematic piece of artwork	<b>Assessments</b> (The above Essential Questions will be assessed with the following formative and summative measures:)  Observation Worksheets Participation Ability to follow directions Time management Random sampling Weekly sketch assignments Self-assessment Do Nows Quiz	<b>Standards:</b> 1.1.12.D.1, 1.2.12.A.2, 1.3.12.D.1, 1.3.12.D.2, 1.3.12.D.3, 1.3.12.D.4, 1.4.12.B.1 8.2.12.A.2  <b>Time Frame:</b>  4 weeks  <b>Materials:</b>  Student samples Teacher demonstration Foam core board Scratch art paper Scratch tools/ scratch sticks Foam dots Tempera paint Zentangle visuals and samples Zentangle worksheet Meditation music

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<b>CONTENT: ART 1 - Unit 4</b>			
<b>Theme:</b> Shading			
<b>Essential Questions:</b> What is value? What is balance and how is it used in art? How is value drawing used to produce a more realistic drawing? How can contour lines be incorporated into value drawing?			
<b>Content:</b> <i>(As a result of this learning segment, students will know...)</i>  How to combine the use of art elements (line and value) Terms associated with shading How to train their eye to see value How to balance composition with shading pencils.	<b>Skills:</b> <i>(As a result of this learning segment, students will be able to...)</i>  Produce a value drawings How to show a range of value within an object Produce a balanced pencil drawing	<b>Assessments</b> (The above Essential Questions will be assessed with the following formative and summative measures:)  Observation Shading Worksheets Participation Ability to follow directions Time management Random sampling Weekly sketch assignments Self-assessment Do Now Quiz Ball Pass- Interactive Assessment	<b>Standards:</b> 1.1.12.D.1, 1.2.12.A.2,
			<b>Time Frame:</b> 4 weeks
			<b>Materials:</b>  Shading pencils Power point presentations Paper Samples Handouts Artist information



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<b>CONTENT: ART 1 UNIT 5</b>			
<b>Theme: COLOR WHEEL AND COLOR THEORY</b>			
<b>Essential Questions:</b> How well do you understand the mixing of colors, the color wheel, and groups? What does complementary, analogous, primary, secondary, and monochromatic mean? How well do you understand the elements of art in a specific painting during art criticism?		How well can you apply the color wheel and color terminology to creating works in different mediums? How well do you utilize value and form through color? Do you show a variety of techniques by using the following mediums: watercolor, tempera, and pastels? Does your final painting or drawing reflect techniques by a particular movement or master artist studied?	
<b>Content</b> <i>(As a result of this learning segment, students will know...)</i>  *How to use color theory to complete future projects using different mediums such as tempera, watercolor, and pastels.  *The proper application and cleanup of tempera paint, watercolor, and pastels.  *How to demonstrate value, 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 of a particular artist to create a final pastel drawing.	<b>Skills</b> <i>(As a result of this learning segment, students will be able to...)</i>  • Understand the mixing of colors, the color wheel, and groups, color terminology • Use complementary, analogous, primary, secondary, and or monochromatic color schemes • Mix complementary colors and black and white to illustrate value change of a subject • Understand the elements of art in a specific painting during art criticism • Apply knowledge of color theory to a color wheel to final artworks by master artists. • Use the grid technique to draw more accurately	<b>Assessments</b> c  • Sketchbook Practices/ Worksheets • Student and or Teacher scored rubrics • Individual assistance • PowerPoint's • Do now or Ticket to leave/ Closure questions • Color Theory Quiz • Sketchbook HW • Homework • Art Criticism: Non-objective artwork (Writing) • Time Management Class participation/progress • Possible field trip to museum	<b>Standards:</b> 1.1.12.D.1, D.2; 1.2.12.A.1; 1.3.12.D.3, D.5; 1.4.12.A.1-A.4; 1.4.12.B.1; 8.1.12. D.4, D.5; 8.2.12.C.2;  <b>Time Frame:</b>  10 weeks  <b>Materials:</b>  Tempera, brushes, palettes, PowerPoint, samples, video of an artist, pastels, watercolor, photos for reference.

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<b>CONTENT: ART 1 - Unit 6</b>			
<b>Theme:</b> Cartooning			
<b>Essential Questions:</b> How can we use basic lines and shapes to produce cartoon illustrations? Where do we see cartoons used today? What is cartooning used for?			
<p><b>Content</b> <i>(As a result of this learning segment, students will know...)</i></p> <p>How to connect shapes and lines to produce simplified cartoons How to convey a story through imagery How to utilize a storyboard or comic strip</p>	<p><b>Skills</b> <i>(As a result of this learning segment, students will be able to...)</i></p> <p>Create a simple cartoon figure Illustrate an original cartoon on paper and with clay/ sculpey Design and render imagery for an original comic strip</p>	<p><b>Assessments</b> (The above Essential Questions will be assessed with the following formative and summative measures:)</p> <p>Observation Worksheets Participation Ability to follow directions Time management Random sampling Weekly sketch assignments Self-assessment Do Nows Quiz Plan Sheets/ Rough Draft</p>	<p><b>Standards:</b> 1.3.12.D.1, 9.2.12.C.3, 8.1.12.A.1</p>
			<p><b>Time Frame:</b> 3 weeks</p>
			<p><b>Materials:</b></p> <p>Paper Pencils Colored pencils Rulers Clay Toothpicks PowerPoints Teacher Demo Samples Thin Point Markers Video Clips of cartoons</p>

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<b>CONTENT: ART 1 - Unit 7</b>			
<b>Theme:</b> Sculpture			
<b>Essential Questions:</b> How can we use the additive method of sculpture creation to produce a sculpture? How can we use folk art as inspiration to create our own sculptures? How can we apply elements and principles of art to produce original sculptures?			
<b>Content:</b> <i>(As a result of this learning segment, students will know...)</i>  History of folk art How to use new materials in sculpture creation How to implement a plan/ design for sculpture creation	<b>Skills:</b> <i>(As a result of this learning segment, students will be able to...)</i>  Create a large sculpture inspired by folk art Utilize materials such as papier mache or plaster to create shape in sculpture Implement a creation plan Incorporate various elements and principles in art	<b>Assessments</b> (The above Essential Questions will be assessed with the following formative and summative measures:)  Observation Worksheets Participation Ability to follow directions Time management Random sampling Weekly sketch assignments Self-assessment Do Nows Quiz Design Plan Sheets	<b>Standards:</b> 1.3.12.B.1, 1.3.12.D.1 1.2.12.A.1, 1.4.12.A.4, 9.2.12.C.5,
			<b>Time Frame:</b> 4 weeks
			<b>Materials:</b> Papier mache Tape Glue Paint brushes Acrylic paint Samples Teacher demonstrations

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<b>CONTENT: Art 1- Unit 8</b>			
<b>Theme:</b> Pastels			
<b>Essential Questions:</b> How does art history shape how we view artwork? How does art provoke thought? How does an artist's style inspire current artwork? What methods are used in oil pastel?			
<b>Content</b> <i>(As a result of this learning segment, students will know...)</i>  History of famous artists How to identify methods used in pastel drawings What pastels are made from and how to properly use them How to mimic a style or technique	<b>Skills</b> <i>(As a result of this learning segment, students will be able to...)</i>  Produce an work of art in pastel inspired by a famous artist Apply pastel techniques to their own body of work	<b>Assessments</b> (The above Essential Questions will be assessed with the following formative and summative measures:)  Observation Worksheets Participation Ability to follow directions Time management Random sampling Weekly sketch assignments Self-assessment Do Nows Quiz	<b>Standards:</b> 1.1.12.D. 1, 1.2.12.A.1, 1.4.12.A.4, 8.1.12.D.1,
			<b>Time Frame:</b> 3 weeks
			<b>Materials:</b> paper Oil pastel Samples Teacher demo PowerPoint presentations

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<b>CONTENT: ART 1 UNIT 9</b>				
<b>Theme: BERGEN COUNTY TEEN ARTS FESTIVAL</b>				
<b>Essential Questions:</b> 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?				
<p><b>Content</b> <i>(As a result of this learning segment, students will know...)</i></p> <p>*How to be respectful during performances, readings, and when viewing artwork.</p> <p>*That taking part in the visual and performing arts requires critical thinking and problem solving.</p> <p>*If he or she may be interested in a career in the arts.</p> <p>*How various disciplines in the visual and performing arts are related.</p>	<p><b>Skills</b> <i>(As a result of this learning segment, students will be able to...)</i></p> <ul style="list-style-type: none"> <li>• Experiment with and further develop skills learned at a particular workshop in any arts discipline.</li> <li>• Appreciate the value of critique, critical thinking, and participating in arts related activities at the Teen Arts Festival.</li> </ul>	<p><b>Assessments</b> (The above Essential Questions will be assessed with the following formative and summative measures:)</p> <ul style="list-style-type: none"> <li>• Workshop attendance stub signed by instructor.</li> <li>• Questions answered or discussion about any workshop at the festival.</li> <li>• Possible critiques on performance, writings, and visual artwork exhibited.</li> </ul>	<p><b>Standards:</b> 1.4.12.A.1-A.5 1.3.12.D.1-D.5 8.2.12.C.2 9.2.12.C.1;</p>	
			<p><b>Time Frame:</b> 1 day</p>	
			<p><b>Materials:</b> Necessary tools, materials, and or handouts included in each workshop.</p>	