

Pascack Valley Regional High School District

**Pascack Hills High School, Montvale, New Jersey
Pascack Valley High School, Hillsdale, New Jersey**

Course Name: Honors Advanced Studio Art II

Born On: 8/31/17
Previous Revision: August, 2018
Current Revision: August, 2023
Board Approval: 8/28/23

COURSE DESCRIPTION: Honors Advanced Studio Art II

Description of course:

This Honors Advanced Studio Art II course is designed for students who have completed the following courses; Studio Art 1, Photography 1 and/or have demonstrated a strong ability/interest in the experience of art making. Honors Advanced Studio Art II is based on building a body of artwork to create a portfolio for the AP studio art class or for college submission. The course will look at how to make art through personal investigation and critiques. The successful completion of this course will allow the student to take other higher level courses in Art and may be offered for dual enrollment credit.

Course Objectives

- To promote critical thinking as well as development of **art technique, composition, and content**/idea within each piece of art work.
- To emphasize investigation, growth, and discovery within each piece of art work.
- To emphasize art making as an on going process that takes place in and outside of the classroom.
- To develop a strong body of work investigating an underlying theme that grows out of a sound plan of action for art making
- To develop a variety of concepts and approaches that demonstrates a range of problem- solving resolutions in various media.
- To participate in group and individual critiques to allow students to learn how to examine and evaluate their own artwork and the art work of their peers.
- To teach students about artistic integrity
- To develop the student's ability to compose and create works of art
- To enhance problem solving skills and perception
- To teach students to talk about their work with an expanded vocabulary using art terminology

Class Expectations

Students will be required to keep an ongoing sketchbook that will contain all preliminary assignments, homework and Journal entries to be collected on a weekly basis. Students will arrive at class on time and have the proper materials for each class meeting. They will be expected to participate in daily discussions and provide input to the class.

This is an upper level Art course that requires students to be motivated learners who will work independently both in and outside of the classroom to enhance their learning and project based art works. The instructor will guide students on a daily basis with the necessary information and techniques needed to successfully complete their work in a timely manner.

Artistic Integrity

Plagiarism or the duplication of other's imagery is flatly prohibited. Legal issues as well as artistic integrity are covered in length. As an issue of integrity, Art 2 students are not allowed to use anyone else's photographs as the subject, composition, or artistic voice and vision in their own artwork.

Art 2 Students are discouraged from drawing from their own photographs. Students are encouraged to work from direct observation, as working from life is always preferable to working from an image that has been flattened.

Using photographs for source information in the service of their own vision is permitted only in rare situations. Occasionally, the use of one's own photographs is unavoidable if drawing a subject from direct observation is too dangerous or difficult. In rare instances small portions of published generic imagery may be used if incorporated as a small part of a larger composition if it is done in the service of the student's, and not the source's, personal vision.

Homework

As in any Upper level course, it is expected that students will spend a considerable amount of time outside the classroom working on completion of assignments. Ideas for projects or solutions to problems should be worked out in a sketchbook both in & out of class. Sketchbooks will be collected and evaluated on a monthly basis to ensure student involvement in class.

Open Studio

Since this course is so demanding and rigorous, students may find it difficult to meet deadlines. Therefore, students may come into the art room to work on assignments during their study halls, Pascack Periods, lunch periods, and after school (2:53 to 3:30) with teacher's approval.

Portfolio Exhibition

At the conclusion of the Art 2 course students will be expected to create a portfolio for the course. They will also be required to participate in the end of the year Art show and out of district art exhibits as per teacher instruction.

Assessment

Sketchbook: 10% - Must show evidence of informed and critical decision making, written critiques and reactions to art created by self, established artists and peers, and documentation of a coherent plan of investigation for concentration. *(Your sketchbook is the perfect place to try a variety of concepts and techniques as you develop your own voice and style.)*

Class Participation:40% - Must demonstrate daily effort and time on task in & out of class, active engagement in discussion and critiques, and completion of artist article reflections.

Portfolio: 50% - Includes class projects and outside assignments demonstrating successful engagement with art concepts. Project grades are based on the project rubric. Students do a self-evaluation using the rubric and submit it with their project.

Classroom Resources

Art in America magazines

Internet

Art Since Mid-Century – 1945 to the Present, Daniel Wheeler, The Vendome Press, 1991

Drawing on the Right Side of the Brain, Betty Edwards, Penguin Putnam Inc., 1989

The History of Art, Lowe & B. Hould Publishers, 1988

Understanding and Creating Art, Ernest Goldstein, Theodore H. Katz, Jo D. Kowalckuk, & Robert Saunders, Garrard Publishing Company, 1986

Nearby Community Resources

MET Museum of Art, NYC NY STORM KING Art Center, Stormville, NY
Whitney Museum, NYC NY Chelsea art Galleries, NYC NY
JP Morgan Library, NYC NY Grounds For Sculpture, Hamilton NJ

NJ Statutes & Administrative Mandates

[N.J.A.C. 6A:8-1.1](#): The New Jersey Student Learning Standards specify expectations in nine content areas. The standards are further delineated by performance expectations that outline what students should know and be able to do at individual grades or benchmark grades two, five, eight, and twelve.

[N.J.A.C. 6A:8-3.1](#): Requires districts to "ensure that curriculum and instruction are delivered in such a way that all students are able to demonstrate the knowledge and skills specified by the NJSLS specified by the NJSLS and shall ensure that appropriate instructional adaptations are designed and delivered for students with disabilities, for ELLs, for students enrolled in alternative education programs, and for students who are gifted and talented".

[N.J.A.C. 6A:8-3.1\(a\)3](#): Holds school districts accountable for "assessing and publicly reporting on the progress of all students in developing the knowledge and skills specified by the NJSLS".

Curriculum Development: Integration of 21st Century Skills and Themes and Interdisciplinary Connections District boards of education shall be responsible for the review and continuous improvement of curriculum and instruction based upon changes in knowledge, technology, assessment results, and modifications to the NJSLS, according to N.J.A.C. 6A:8-2. 1. District boards of education shall include interdisciplinary connections throughout the K–12 curriculum. 2. District boards of education shall integrate into the curriculum 21st century themes and skills ([N.J.A.C. 6A:8-3.1\(c\)](#)).

"In accordance with P.L.2021, c.416, Local Educational Agencies (LEAs) are required to select and adopt inclusive instructional materials that portray the cultural diversity of Asian Americans and Pacific Islanders for implementation in the 2022-2023 school year."

Amistad Law: [N.J.S.A. 18A 35-4.43](#) Every board of education shall include, in the curriculum of all elementary and secondary school students, instruction that infuses into all courses of the United States, the centuries of accomplishments by African Americans in the building and development of America including, but not limited to, the areas of industry, military, government, and the professions; local communities; math, science, medicine, and space; architecture and the arts; social institutions and culture; and other aspects of life in America.

Holocaust Law: [N.J.S.A. 18A:35-28](#) Every board of education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

LGBT and Disabilities Law: [N.J.S.A. 18A:35-4.35](#) A board of education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district's implementation of the New Jersey Student Learning Standards ([N.J.S.A. 18A:35-4.36](#)) A board of education shall have policies and procedures in place pertaining to the selection of instructional materials to implement the requirements of [N.J.S.A. 18A:35-4.35](#).

Diversity and Inclusion Law: ([N.J.S.A. 18A:35-4.36a](#)) Each school district shall incorporate instruction on diversity and inclusion in an appropriate place in the curriculum of students K-12 as part of the district's implementation of the New Jersey Student Learning Standards.

Elements and Principles of Art Students continue to develop and refine their skills. They gain a greater understanding of art concepts using the Elements and Principles of Art.					
Content/Topic:	Key learning items/concepts:	Observable Proficiencies / Skills:	NJSLS	Benchmark Performance and Assessments	Suggested Materials

<p>Time: All Year</p> <p>Content Statement:</p> <p>Elements of Art</p> <ul style="list-style-type: none"> ● Line ● Shape ● Form ● Color ● Texture ● value <p>Principles of Art</p> <ul style="list-style-type: none"> ● Balance ● Rhythm ● Pattern ● Emphasis ● Contrast ● Unity/ Variety ● Movement <p>Essential Question: How do you use the Elements of Art to represent the Principles of Art in showing artistic intent.</p>	<ul style="list-style-type: none"> ● Use line and shape to achieve Balance and Rhythm ● Use color and texture to achieve Pattern and Repetition ● Use Color to achieve Unity and Contrast ● Use value to achieve Movement and Emphasis ● Use form to show Balance 	<p>Students will be able to use Elements and Principles of Art to show artistic intent.</p>	<p>1.5.12acc.Cr1b: Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design.</p> <p>1.5.12acc.Cr2a: Through experimentation, practice and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.</p> <p>1.5.12acc.Cr3a : Engage in constructive critique with peers, then reflect on, re- engage, revise, and refine works of art and design in response to personal artistic vision.</p> <p>1.5.12acc.Re8a: Identify types of contextual information useful in the process of constructing interpretations of an artwork or collection of works.</p> <p>1.5.12acc.Cr2b: Demonstrate awareness of ethical implications of making and distributing creative work.</p>	<p>Students will demonstrate the ability to use the Elements of Art to represent the Principles of Design (F/S).</p> <p>Students will demonstrate the ability to achieve rhythm, balance, pattern, unity, variety, contrast, emphasis and movement in an artistic composition (S).</p>	<ul style="list-style-type: none"> ● Pencil ● Colored Pencil ● Markers ● Charcoal ● Pastel ● Acrylic Paint ● Watercolor ● Linoleum blocks ● Silk panels ● Sandstone ● Paint <p>Featured Artists</p> <p>Julie Nord</p> <p>Winnie Troung</p>
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<p>Interdisciplinary Connections</p>	<p>WHST.9-10.10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p>
<p>Computer Science</p>	<p>8.2.12.NT.1: Explain how different groups can contribute to the overall design of a product.</p> <p>8.2.12.NT.2: Redesign an existing product to improve form or function.</p> <p>8.1.12.IC.1: Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices.</p>

Career Readiness, Life Literacies, and Key Skills	<p>9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).</p> <p>9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).</p>
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Modifications	Students with Disabilities	Struggling/At-Risk Students	Gifted and Talented	Multilingual Learners
	<ul style="list-style-type: none"> ● Teacher modeling of skills/techniques to be mastered ● Extended time to complete assignments ● Preferential seating to be determined by the student and teacher ● Provide oral reminders and monitor student work during independent work time ● Assist students with long and short term planning of assignments ● Posts and reviews clear criteria for proficient work ● Restate, reread, and clarify directions/questions ● Provide opportunities for students to discuss topics with peers (Think-Pair-Share, Turn-and-Talk, etc.) ● Small group instruction ● Space for movement and breaks ● Flexible seating arrangement ● Maintain a consistent routine/schedule 	<ul style="list-style-type: none"> ● Provide opportunities for repetition and practice ● Teacher modeling of skills/techniques to be mastered ● Extended me to complete assignments ● Provide copy of class notes ● Preferential seating to be determined by the student and teacher ● Provide oral reminders and monitor student work during independent work ● Small group instruction ● Maintain a consistent routine/schedule ● Flexible grouping ● Provide student exemplars to communicate expectations ● Sentence frames/starters ● Provide immediate 	<ul style="list-style-type: none"> ● Provide opportunities for project based learning ● Provide opportunities for independent studies ● Flexible Grouping ● Jigsaw activities 	<p>Using images and other visual aids to support understanding of concepts</p> <ul style="list-style-type: none"> ● Kinesthetic learning experiences (manipulatives, movement, etc.) ● Teacher made adaptations, outlines, study guides ● Use of varied leveled texts to present content ● Sentence frames and starters ● Extended time to complete assignments ● Use of concrete examples ● Provide immediate feedback ● Preferential seating ● Build background information through brainstorming, semantic webbing, or use of visual aids ● Simplifying language for presentation by using speech that is appropriate to students' language proficiency level ● Directions stated clearly and distinctly and delivered in both written and oral forms

	<ul style="list-style-type: none"> Provide immediate feedback when applicable 	feedback when applicable		
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Drawing from Observation Contour & value drawing from observation					
Content/Topic:	Key learning items/concepts:	Observable Proficiencies / Skills:	NJSLS	Benchmark Performance and Assessments	Suggested Materials
<p>Time: 8 weeks /All Year</p> <p>Content Statement: Contour drawing Cross Contour Drawing Value Drawing</p> <p>Essential Question: How do you use line and value to define form/depict 3-dimensional forms on a 2-dimensional surface? How do you use the Elements and Principles of Art to draw from observation?</p> <p>Possible Projects:</p> <ul style="list-style-type: none"> Contour drawing from still life objects Contour drawing of portraits and figures Trompe loeil value drawings from observation 	<ul style="list-style-type: none"> Use line to show 3-dimensional forms on a 2-dimensional surface Use shading techniques and blending to define 3-dimensional forms on a 2-dimensional surface 	<p>Students will learn to use Elements of Art to show Principles of Art in an artistic composition.</p> <p>Students will learn to interpret the observable 3-dimensional world to a 2-dimensional surface</p>	<p>1.5.12acc.Cr1b: Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design.</p> <p>1.5.12acc.Cr3a: Engage in constructive critique with peers, then reflect on, re-engage, revise, and refine works of art and design in response to personal artistic vision.</p> <p>1.5.12acc.Re8a: Identify types of contextual information useful in the process of constructing interpretations of an artwork or collection of works.</p> <p>1.5.12acc.Cn10a: Utilize inquiry methods of observation, research and experimentation to</p>	<p>Students will demonstrate the ability to use line to represent Balance, Contrast, Emphasis, Movement in an artistic composition (S).</p> <p>Students will demonstrate the ability to use shading techniques and blending to achieve Pattern, Unity, and Variety in an artistic composition (S).</p> <p>Students will demonstrate the ability to use line and value to represent 3 dimensional forms on a 2-dimensional surface (S).</p>	<ul style="list-style-type: none"> Viewfinders Pencil Tortillons Charcoal Pastel Ink Markers <p>Featured Artists</p> <p>Njideka Akunyili Crosby Chuck Close Janet Fish Wayne Thiebaud Van Gogh</p> <ul style="list-style-type: none">

			explore other subjects through artmaking.		
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<p>Interdisciplinary Connections</p>	<p>6.1.12.HistoryCC.3.a: Evaluate the role of religion, music, literature, and media in shaping contemporary American culture over different time periods. NJLSA.R7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. WHST.9-10.9: Draw evidence from informational texts to support analysis, reflection, and research.</p>
<p>Computer Science</p>	<p>8.2.12.ED.3: Evaluate several models of the same type of product and make recommendations for a new design based on a cost benefit analysis. 8.2.12.EC.3: Synthesize data, analyze trends, and draw conclusions regarding the effect of a technology on the individual, culture, society, and environment and share this information with the appropriate audience.</p>

<p>Career Readiness, Life Literacies, and Key Skills</p>	<p>9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a). 9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1). 9.4.12.IML.9: Analyze the decisions creators make to reveal explicit and implicit messages within information and media (e.g., 1.5.12acc.C2a, 7.1.IL.IPRET.4).</p>
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Modifications	Students with Disabilities	Struggling/At-Risk Students	Gifted and Talented	Multilingual Learners
	<ul style="list-style-type: none"> ● Teacher modeling of skills/techniques to be mastered ● Extended time to complete assignments ● Preferential seating to be determined by the student and teacher ● Provide oral reminders and monitor student work during independent work time ● Assist students with long and short term planning of assignments ● Posts and reviews clear criteria for proficient work ● Restate, reread, and clarify directions/questions ● Provide opportunities for students to discuss topics with peers (Think-Pair-Share, Turn-and-Talk, etc.) ● Small group instruction ● Space for movement and breaks ● Flexible seating arrangement ● Maintain a consistent routine/schedule 	<ul style="list-style-type: none"> ● Provide opportunities for repetition and practice ● Teacher modeling of skills/techniques to be mastered ● Extended me to complete assignments ● Provide copy of class notes ● Preferential seating to be determined by the student and teacher ● Provide oral reminders and monitor student work during independent work ● Small group instruction ● Maintain a consistent routine/schedule ● Flexible grouping ● Provide student exemplars to communicate expectations ● Sentence frames/starters ● Provide immediate 	<ul style="list-style-type: none"> ● Provide opportunities for project based learning ● Provide opportunities for independent studies ● Flexible Grouping ● Jigsaw activities 	<p>Using images and other visual aids to support understanding of concepts</p> <ul style="list-style-type: none"> ● Kinesthetic learning experiences (manipulatives, movement, etc.) ● Teacher made adaptations, outlines, study guides ● Use of varied leveled texts to present content ● Sentence frames and starters ● Extended time to complete assignments ● Use of concrete examples ● Provide immediate feedback ● Preferential seating ● Build background information through brainstorming, semantic webbing, or use of visual aids ● Simplifying language for presentation by using speech that is appropriate to students' language proficiency level ● Directions stated clearly and distinctly and delivered in both written and oral forms

			issues, including climate change.		
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<p>Interdisciplinary Connections</p>	<p>WHST.9-10.10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p> <p>RH.9-10.9. Compare and contrast treatments of the same topic, or of various perspectives, in several primary and secondary sources; analyze how they relate in terms of themes and significant historical concepts.</p>
<p>Computer Science</p>	<p>8.2.12.ED.2: Create scaled engineering drawings for a new product or system and make modification to increase optimization based on feedback.</p> <p>8.2.12.ED.3: Evaluate several models of the same type of product and make recommendations for a new design based on a cost benefit analysis.</p>

Career Readiness, Life Literacies, and Key Skills	<p>9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).</p> <p>9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).</p>
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Modifications	Students with Disabilities	Struggling/At-Risk Students	Gifted and Talented	Multilingual Learners
	<ul style="list-style-type: none"> ● Teacher modeling of skills/techniques to be mastered ● Extended time to complete assignments ● Preferential seating to be determined by the student and teacher ● Provide oral reminders and monitor student work during independent work time ● Assist students with long and short term planning of assignments ● Posts and reviews clear criteria for proficient work ● Restate, reread, and clarify directions/questions ● Provide opportunities for students to discuss topics with peers (Think-Pair-Share, Turn-and-Talk, etc.) ● Small group instruction ● Space for movement and breaks ● Flexible seating arrangement ● Maintain a consistent routine/schedule 	<ul style="list-style-type: none"> ● Provide opportunities for repetition and practice ● Teacher modeling of skills/techniques to be mastered ● Extended me to complete assignments ● Provide copy of class notes ● Preferential seating to be determined by the student and teacher ● Provide oral reminders and monitor student work during independent work ● Small group instruction ● Maintain a consistent routine/schedule ● Flexible grouping ● Provide student exemplars to communicate expectations ● Sentence frames/starters ● Provide immediate 	<ul style="list-style-type: none"> ● Provide opportunities for project based learning ● Provide opportunities for independent studies ● Flexible Grouping ● Jigsaw activities 	<p>Using images and other visual aids to support understanding of concepts</p> <ul style="list-style-type: none"> ● Kinesthetic learning experiences (manipulatives, movement, etc.) ● Teacher made adaptations, outlines, study guides ● Use of varied leveled texts to present content ● Sentence frames and starters ● Extended time to complete assignments ● Use of concrete examples ● Provide immediate feedback ● Preferential seating ● Build background information through brainstorming, semantic webbing, or use of visual aids ● Simplifying language for presentation by using speech that is appropriate to students' language proficiency level ● Directions stated clearly and distinctly and delivered in both written and oral forms

	<ul style="list-style-type: none"> • Provide immediate feedback when applicable 	feedback when applicable		
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<p>Realism/Abstraction Students learn how to use the Elements and Principles of Art to depict Realism/Abstraction in a work of art.</p>					
Content/Topic:	Key learning items/concepts:	Observable Proficiencies / Skills:	NJSLS	Benchmark Performance and Assessments	Suggested Materials

<p>Time: 8 weeks /All Year</p> <p>Content Statement: Principles of Art</p> <ul style="list-style-type: none"> ● Balance ● Rhythm ● Pattern ● Emphasis ● Contrast ● Unity/ Variety ● Movement <p>Essential Question: How do you use the Elements of Art to represent the Principles of Art in depicting realism and/or abstraction in an artistic composition?</p> <p>Possible Projects:</p> <ul style="list-style-type: none"> ● Typography ● Mosaics ● Notan Designs ● Printmaking ● Sand Painting ● Silk Painting ● Sandstone Carving ● Glass Etching 	<ul style="list-style-type: none"> ● Positive/negative space in a composition/Balance/Typography ● Repetition / Printmaking ● Color / Balance / Emphasis/Silk Painting ● Pattern, Unity, Emphasis/ Mosaics ● Unity/ Variety/ Rhythm/Sand Painting ● Movement/Emphasis/ Sandstone Sculpture ● Surrealism / representing Realism and Abstraction in a work of art. 	<p>Students will learn to use Elements of Art to show Principles of Art in an artistic composition</p> <p>Students will learn to utilize Elements and Principles of Art to depict Realism/Abstraction in a work of art.</p>	<p>1.5.12acc.Cr3a: Engage in constructive critique with peers, then reflect on, re-engage, revise, and refine works of art and design in response to personal artistic vision.</p> <p>1.5.12acc.Pr6a: Make, explain and justify connections between artists or artwork and social, cultural and political history.</p> <p>1.5.12acc.Re7a:Recognize and describe personal aesthetic and empathetic responses to the natural world and constructed environments.</p> <p>1.5.12acc.Cn10a: Utilize inquiry methods of observation, research and experimentation to explore other subjects through artmaking.</p>	<p>Students will demonstrate the ability to utilize Elements & Principles of Art to represent Realism in a work of art (F).</p> <p>Students will demonstrate the ability to utilize Elements & Principles of Art to represent Abstraction in a work of art (S).</p> <p>Students will demonstrate the ability to combine Realism and Abstraction in a work of art based on Surrealism (F/S).</p>	<ul style="list-style-type: none"> ● Tracing paper/Transfer Paper ● Glass and ceramic mosaic tiles ● Linoleum blocks ● Silk panels ● Glass ● Sandstone ● Paint ● Colored Sand <p>Featured Artists</p> <p>Salvador Dali Stefanie Guthiel</p>
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<p>Interdisciplinary Connections</p>	<p>WHST.9-10.10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>
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	<p>6.1.12.HistoryCC.3.a: Evaluate the role of religion, music, literature, and media in shaping contemporary American culture over different time periods.</p> <p>HS-ESS3-4 Evaluate or refine a technological solution that reduces impacts of human activities on climate change and other natural systems</p>
<p>Computer Science</p>	<p>8.2.12.NT.2: Redesign an existing product to improve form or function.</p> <p>8.2.12.NT.1: Explain how different groups can contribute to the overall design of a product.</p> <p>8.2.12.ED.3: Evaluate several models of the same type of product and make recommendations for a new design based on a cost benefit analysis.</p>
<p>Career Readiness, Life Literacies, and Key Skills</p>	<p>9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).</p> <p>9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).</p> <p>9.4.12.DC.7: Evaluate the influence of digital communities on the nature, content and responsibilities of careers, and other aspects of society (e.g., 6.1.12.CivicsPD.16.a).</p> <p>9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).</p>

Modifications	Students with Disabilities	Struggling/At-Risk Students	Gifted and Talented	Multilingual Learners
	<ul style="list-style-type: none"> ● Teacher modeling of skills/techniques to be mastered ● Extended time to complete assignments ● Preferential seating to be determined by the student and teacher ● Provide oral reminders and monitor student work during independent work time ● Assist students with long and short term planning of assignments 	<ul style="list-style-type: none"> ● Provide opportunities for repetition and practice ● Teacher modeling of skills/techniques to be mastered ● Extended me to complete assignments ● Provide copy of class notes ● Preferential seating to be determined by the student and teacher ● Provide oral reminders 	<ul style="list-style-type: none"> ● Provide opportunities for project based learning ● Provide opportunities for independent studies ● Flexible Grouping ● Jigsaw activities 	<p>Using images and other visual aids to support understanding of concepts</p> <ul style="list-style-type: none"> ● Kinesthetic learning experiences (manipulatives, movement, etc.) ● Teacher made adaptations, outlines, study guides ● Use of varied leveled texts to present content ● Sentence frames and starters ● Extended time to complete assignments ● Use of concrete examples ● Provide immediate feedback ● Preferential seating ● Build background

	<ul style="list-style-type: none"> • Posts and reviews clear criteria for proficient work • Restate, reread, and clarify directions/questions • Provide opportunities for students to discuss topics with peers (Think-Pair-Share, Turn-and-Talk, etc.) • Small group instruction • Space for movement and breaks • Flexible seating arrangement • Maintain a consistent routine/schedule • Provide immediate feedback when applicable 	<p>and monitor student work during independent work</p> <ul style="list-style-type: none"> • Small group instruction • Maintain a consistent routine/schedule • Flexible grouping • Provide student exemplars to communicate expectations • Sentence frames/starters • Provide immediate feedback when applicable 		<p>information through brainstorming, semantic webbing, or use of visual aids</p> <ul style="list-style-type: none"> • Simplifying language for presentation by using speech that is appropriate to students' language proficiency level • Directions stated clearly and distinctly and delivered in both written and oral forms
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<p>Self Portrait – Art Style Students learn how to use the Elements and Principles of Art to create a meaningful self-portrait.</p>					
Content/Topic:	Key learning items/concepts:	Observable Proficiencies / Skills:	NJSLS	Benchmark Performance and Assessments	Suggested Materials

<p>Time: 8 weeks /All Year</p> <p>Content Statement: Principles of Art</p> <ul style="list-style-type: none"> ● Balance ● Rhythm ● Pattern ● Emphasis ● Contrast ● Unity/ Variety ● Movement <p>Essential Question: How do you use the Elements of Art to represent the Principles of Art in showing artistic intent? How do you choose an appropriate style/medium to convey artistic intent in a self-portrait?</p> <p>Possible Projects:</p> <ul style="list-style-type: none"> ● Grid Drawing ● Painting ● Pastel ● Digital drawing/painting 	<ul style="list-style-type: none"> ● Major 20th century art movements ● Grid Drawing/Realism in portraiture ● Creating & choosing reference photos ● Choosing appropriate media and style to convey artistic intent 	<p>Students will be able to use Elements of Art to show Principles of Art in an artistic composition</p> <p>Students will be able to identify major 20th century art movements</p> <p>Students will be able to create a self-portrait that expresses a specific mood.</p>	<p>1.5.12acc.Cr1b: Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design.</p> <p>1.5.12acc.Re7b: Evaluate the effectiveness of visual artworks to influence ideas, feelings, and behaviors of specific audiences.</p> <p>1.5.12acc.Cn1 1a: Compare uses of art in a variety of societal, cultural and historical contexts and make connections to uses of art in contemporary and local contexts.</p>	<p>Students will demonstrate the ability to identify 20th century art movements (S).</p> <p>Students will demonstrate the ability to use the grid method to create a self-portrait (F).</p> <p>Students will demonstrate the ability to utilize an appropriate medium and style to convey artistic intent in a self-portrait (S).</p>	<ul style="list-style-type: none"> ● Graphite ● Charcoal ● Pastel ● Colored Pencil ● Tracing paper/Transfer Paper ● Watercolor ● Acrylic ● Gouache ● Greyscale markers <p>Featured Artists</p> <p>Chuck Close</p> <p>Jordan Casteel</p> <p>Kehinde Wiley</p> <ul style="list-style-type: none"> ●
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<p>Interdisciplinary Connections</p>	<p>6.1.12.HistoryCC.3.a: Evaluate the role of religion, music, literature, and media in shaping contemporary American culture over different time periods.</p> <p>RH.9-10.9. Compare and contrast treatments of the same topic, or of various perspectives, in several primary and secondary sources; analyze how they relate in terms of themes and significant historical concepts.</p> <p>RH.9-10.2. Determine the theme, central ideas, key information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</p>
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<p>Computer Science</p>	<p>8.2.12.NT.1: Explain how different groups can contribute to the overall design of a product. 8.1.12.AP.7: Collaboratively design and develop programs and artifacts for broad audiences by incorporating feedback from users. 8.1.12.AP.9: Collaboratively document and present design decisions in the development of complex programs.</p>
<p>Career Readiness, Life Literacies, and Key Skills</p>	<p>9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a). 9.4.12.IML.9: Analyze the decisions creators make to reveal explicit and implicit messages within information and media (e.g., 1.5.12acc.C2a, 7.1.IL.IPRET.4). 9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations (e.g., NJSLSA.R6, 7.1.AL.IPRET.6).</p>

<p>Modifications</p>	<p>Students with Disabilities</p>	<p>Struggling/At-Risk Students</p>	<p>Gifted and Talented</p>	<p>Multilingual Learners</p>
	<ul style="list-style-type: none"> ● Teacher modeling of skills/techniques to be mastered ● Extended time to complete assignments ● Preferential seating to be determined by the student and teacher ● Provide oral reminders and monitor student work during independent work time ● Assist students with long and short term planning of assignments ● Posts and reviews clear criteria for proficient work ● Restate, reread, and clarify directions/questions 	<ul style="list-style-type: none"> ● Provide opportunities for repetition and practice ● Teacher modeling of skills/techniques to be mastered ● Extended me to complete assignments ● Provide copy of class notes ● Preferential seating to be determined by the student and teacher ● Provide oral reminders and monitor student work during independent work ● Small group instruction 	<ul style="list-style-type: none"> ● Provide opportunities for project based learning ● Provide opportunities for independent studies ● Flexible Grouping ● Jigsaw activities 	<p>Using images and other visual aids to support understanding of concepts</p> <ul style="list-style-type: none"> ● Kinesthetic learning experiences (manipulatives, movement, etc.) ● Teacher made adaptations, outlines, study guides ● Use of varied leveled texts to present content ● Sentence frames and starters ● Extended time to complete assignments ● Use of concrete examples ● Provide immediate feedback ● Preferential seating ● Build background information through brainstorming, semantic webbing, or use of visual aids

	<ul style="list-style-type: none"> ● Provide opportunities for students to discuss topics with peers (Think-Pair-Share, Turn-and-Talk, etc.) ● Small group instruction ● Space for movement and breaks ● Flexible seating arrangement ● Maintain a consistent routine/schedule ● Provide immediate feedback when applicable 	<ul style="list-style-type: none"> ● Maintain a consistent routine/schedule ● Flexible grouping ● Provide student exemplars to communicate expectations ● Sentence frames/starters ● Provide immediate feedback when applicable 		<ul style="list-style-type: none"> ● Simplifying language for presentation by using speech that is appropriate to students' language proficiency level ● Directions stated clearly and distinctly and delivered in both written and oral forms
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Independent projects					
Students choose skills/techniques learned over the course of the school year, and develop those skills in an original work of art.					
Content/Topic:	Key learning items/concepts:	Observable Proficiencies / Skills:	NJSLS	Benchmark Performance and Assessments	Suggested Materials/Artists
<p>Time: 4-8 weeks</p> <p>Content Statement:</p> <ul style="list-style-type: none"> • Proposals/Thumbnails • Choosing a medium/concept • Using elements & Principles in an original work of art <p>Essential Question:</p> <p>How do artists use the elements and principles of art and design to create an original artistic composition?</p> <p>How do artists choose the appropriate reference, medium and style to convey artistic intent?</p>	<ul style="list-style-type: none"> • Use proposals and thumbnail sketches to develop concept • Choose a medium to support a concept • Use elements & principles appropriate to an original concept 	<p>Students will be able to engage in the artistic process</p> <p>Students will be able to develop a work of art based on an original concept</p>	<p>1.5.12acc.Cr1a: Individually and collaboratively formulate new creative problems based on student’s existing artwork.</p> <p>1.5.12acc.Cr1b: Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design.</p> <p>1.5.12adv.Cr1b: Choose from a range of materials and methods of traditional and contemporary artistic practices, following or breaking established conventions, to plan the making of multiple works of art and design based on</p>	<p>Students will submit a proposal and thumbnail sketches for their original ideas.</p> <p>Students will submit a proposal describing their intended medium(s) and style that supports their concept</p> <p>Students will be assessed on their work in progress</p> <p>Final work will be assessed on students’ ability to use appropriate elements & principles of art to convey an original idea, and on the student’s ability to engage in the artistic process.</p>	<ul style="list-style-type: none"> • Pencil • Pastel • Watercolor • Acrylic • Linoleum • Paper & Canvas • Silk • Glass • Mosaic • Mixed Media • Collage <p>Featured Artists</p> <ul style="list-style-type: none"> • David Kroll • Andrew Wyeth • Janet Dyer • Peter Doig

			<p>a theme, idea or concept.</p> <p>1.5.12acc.Cr2c: Redesign an object, system, place, or design in response to contemporary issues.</p> <p>1.5.12acc.Cn10a: Utilize inquiry methods of observation, research and experimentation to explore other subjects through artmaking.</p>	
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<p>Interdisciplinary Connections</p>	<p>6.1.12.HistoryCC.3.a: Evaluate the role of religion, music, literature, and media in shaping contemporary American culture over different time periods.</p> <p>NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry based research process, based on focused questions, demonstrating understanding of the subject under investigation.</p> <p>NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>WHST.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>
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<p>Computer Science</p>	<p>8.2.12.ITH.3: Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society’s economy, politics, and culture.</p> <p>8.2.12.ED.4: Design a product or system that addresses a global problem and document decisions made based on research, constraints, trade-offs, and aesthetic and ethical considerations and share this information with an appropriate audience.</p> <p>8.2.12.ED.6: Analyze the effects of changing resources when designing a specific product or system (e.g., materials, energy, tools, capital, labor).</p> <p>8.2.12.EC.3: Synthesize data, analyze trends, and draw conclusions regarding the effect of a technology on the individual, culture, society, and environment and share this information with the appropriate audience.</p>
<p>Career Readiness, Life Literacies, and Key Skills</p>	<p>9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).</p> <p>9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).</p> <p>9.4.12.DC.1: Explain the beneficial and harmful effects that intellectual property laws can have on the creation and sharing of content (e.g., 6.1.12.CivicsPR.16.a).</p> <p>9.4.12.DC.7: Evaluate the influence of digital communities on the nature, content and responsibilities of careers, and other aspects of society (e.g., 6.1.12.CivicsPD.16.a).</p> <p>9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources (e.g., NJSLSA.W8, Social Studies Practice: Gathering and Evaluating Sources).</p>

Modifications	Students with Disabilities	Struggling/At-Risk Students	Gifted and Talented	Multilingual Learners
	<ul style="list-style-type: none"> ● Teacher modeling of skills/techniques to be mastered ● Extended time to complete assignments ● Preferential seating to be determined by the student and teacher ● Provide oral reminders and monitor student work during independent work time ● Assist students with long and short term planning of assignments ● Posts and reviews clear criteria 	<ul style="list-style-type: none"> ● Provide opportunities for repetition and practice ● Teacher modeling of skills/techniques to be mastered ● Extended me to complete assignments ● Provide copy of class notes ● Preferential seating to be determined by the student and teacher ● Provide oral reminders and monitor student 	<ul style="list-style-type: none"> ● Provide opportunities for project based learning ● Provide opportunities for independent studies ● Flexible Grouping ● Jigsaw activities 	<p>Using images and other visual aids to support understanding of concepts</p> <ul style="list-style-type: none"> ● Kinesthetic learning experiences (manipulatives, movement, etc.) ● Teacher made adaptations, outlines, study guides ● Use of varied leveled texts to present content ● Sentence frames and starters ● Extended time to complete assignments ● Use of concrete examples ● Provide immediate feedback ● Preferential seating ● Build background information through

	<p>for proficient work</p> <ul style="list-style-type: none"> ● Restate, reread, and clarify directions/questions ● Provide opportunities for students to discuss topics with peers (Think-Pair-Share, Turn-and-Talk, etc.) ● Small group instruction ● Space for movement and breaks ● Flexible seating arrangement ● Maintain a consistent routine/schedule ● Provide immediate feedback when applicable 	<p>work during independent work</p> <ul style="list-style-type: none"> ● Small group instruction ● Maintain a consistent routine/schedule ● Flexible grouping ● Provide student exemplars to communicate expectations ● Sentence frames/starters ● Provide immediate feedback when applicable 		<p>brainstorming, semantic webbing, or use of visual aids</p> <ul style="list-style-type: none"> ● Simplifying language for presentation by using speech that is appropriate to students' language proficiency level ● Directions stated clearly and distinctly and delivered in both written and oral forms
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<p>Art Show and Displays Students work to select, analyze, and present individual works of art for public display.</p>					
Content/Topic:	Key learning items/concepts:	Observable Proficiencies / Skills:	NJSLS	Benchmark Performance and Assessments	Suggested Materials/Artists

<p>Time: 2-4 weeks</p> <p>Content Statement:</p> <ul style="list-style-type: none"> ● Art portfolio creation ● Analysis ● Critique ● Preservation ● Presentation ● Exhibition Planning <p>Essential Question: How do artists select work for preservation and presentation?</p>	<ul style="list-style-type: none"> ● Use class critiques, small groups and individual reflections to analyze and select work for display ● Use knowledge of museum display to organize art show ● Use methods of artistic preservation and presentation to archive and display work. 	<p>Students will be able to develop a portfolio for public presentation and display.</p>	<p>1.5.12acc.Pr4a: Analyze, select and critique personal artwork for a collection or portfolio presentation.</p> <p>1.5.12adv.Pr4a: Critique, justify and present choices in the process of analyzing, selecting, curating, and presenting artwork for a specific exhibit or event.</p> <p>1.5.12acc.Pr5a: Evaluate, select and apply methods or processes appropriate to display artwork in a specific place</p> <p>1.5.12acc.Re9a: Determine the relevance of criteria used by others to evaluate a work of art or collection of works.</p>	<p>Students will submit a selection of works for display (S).</p> <p>Students will be assessed on their planning of personal artwork for display (F).</p> <p>Final work will be assessed on students' participation in the Art Show with professionally displayed work. (S).</p>	<p>Matt board Archival tape Archival Glue T-pins Display Boards Pedestals Display Cases</p> <p>Featured Museums: MoMA Whitney The MET Brooklyn Museum MoMA PS1 Storm King Grounds For Sculpture Montclair Art Museum</p>
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<p>Interdisciplinary Connections</p>	<p>WHST.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p>
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Computer Science	<p>8.1.12.AP.7: Collaboratively design and develop programs and artifacts for broad audiences by incorporating feedback from users.</p> <p>8.1.12.AP.9: Collaboratively document and present design decisions in the development of complex programs.</p>
Career Readiness, Life Literacies, and Key Skills	<p>9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).</p> <p>9.2.12.CAP.5: Assess and modify a personal plan to support current interests and postsecondary plans.</p> <p>9.4.12.CT.3: Enlist input from a variety of stakeholders (e.g., community members, experts in the field) to design a service learning activity that addresses a local or global issue (e.g., environmental justice).</p> <p>9.4.12.DC.6: Select information to post online that positively impacts personal image and future college and career opportunities.</p>

Modifications	Students with Disabilities	Struggling/At-Risk Students	Gifted and Talented	Multilingual Learners
	<ul style="list-style-type: none"> ● Teacher modeling of skills/techniques to be mastered ● Extended time to complete assignments ● Preferential seating to be determined by the student and teacher ● Provide oral reminders and monitor student work during independent work time ● Assist students with long and short term planning of assignments ● Posts and reviews clear criteria for proficient work ● Restate, reread, and clarify directions/questions 	<ul style="list-style-type: none"> ● Provide opportunities for repetition and practice ● Teacher modeling of skills/techniques to be mastered ● Extended me to complete assignments ● Provide copy of class notes ● Preferential seating to be determined by the student and teacher ● Provide oral reminders and monitor student work during independent work ● Small group instruction ● Maintain a consistent routine/schedule ● Flexible grouping ● Provide student exemplars to 	<ul style="list-style-type: none"> ● Provide opportunities for project based learning ● Provide opportunities for independent studies ● Flexible Grouping ● Jigsaw activities 	<p>Using images and other visual aids to support understanding of concepts</p> <ul style="list-style-type: none"> ● Kinesthetic learning experiences (manipulatives, movement, etc.) ● Teacher made adaptations, outlines, study guides ● Use of varied leveled texts to present content ● Sentence frames and starters ● Extended time to complete assignments ● Use of concrete examples ● Provide immediate feedback ● Preferential seating ● Build background information through brainstorming, semantic webbing, or use of visual aids ● Simplifying language for presentation by using speech that is appropriate to

	<ul style="list-style-type: none"> ● Provide opportunities for students to discuss topics with peers (Think-Pair-Share, Turn-and-Talk, etc.) ● Small group instruction ● Space for movement and breaks ● Flexible seating arrangement ● Maintain a consistent routine/schedule ● Provide immediate feedback when applicable 	<p>communicate expectations</p> <ul style="list-style-type: none"> ● Sentence frames/starters ● Provide immediate feedback when applicable 		<p>students' language proficiency level</p> <ul style="list-style-type: none"> ● Directions stated clearly and distinctly and delivered in both written and oral forms
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Curriculum Time-Line

Semester 1

Week 1 - Class expectations and work ethic/sketchbook requirements

Portfolio expectations and presentations

Critiques: written and oral

Week 2 - **Introduce project 1: The Landscape**
Motivation: Images from observation
Problem: Create a piece of art that explore the landscape
Student will collect images from the site to use in the piece as a Means for mixed media design.

Artists: David Hockney, Richard Diebenkorn, Oliver Akers Douglas, Wayne Theibaud, April Gornik, Peter Duis

Week 3 - **Introduce project 2: My Room observation drawing**

Multiple perspectives and point of view

Student will draw a room showing variable points of view and perspective

Group critique

Sketchbooks due – images from observation

Artists: Njideka Akunyili Crosby

Week 4 - **Introduce project 3: Poetry in Motion**

Introduce: **Lettrism and Visual Poetry**

Motivation: Word association/expression

ARTISTS: BARBARA KRUEGER, GUERILLA GIRLS, HAMISH FULTON, JENNY HOLZER.

Problem: Create a drawing that contains words and conveys rhythm and harmony in its meaning while using line, shape to create pace.

Artists: Vija Celmins (art 21)

Week 5 - **Art work projects 1-3**

Student will work on projects in class for completion.

Sketchbooks due – images due

Week 6 - **Art work Projects 1-3**

Discussion on drawing techniques and composition

Review of available of art materials for project use in class

Week 7 - **Light and Composition** in drawing

Motivation: The modern still life

Problem: Create a drawing that captures light and form through composition.

Sketchbooks due – images due

Contemporary Artists: Janet Fish, David Kroll, Nicole Dyer

Week 8 - **Still Life Drawing** in class

Group Critique

Individual Critiques with students

Gesture Drawing and thumbnail concepts

Week 9 - **Introduction to “Printmaking”**

Reduction cut print 3 or 4 color reduction cut.

Motivation: Picasso, Brunell, Warhol, Rembrandt, Goya

Contemporary Artists: Parnell, Whitman, Raushenberg, Kehinde Wiley, EMILY LOMBADU,

MELANIE YAZZIE

Problem: Create a drawing in which you are using linoleum block for printing, where line and texture are emphasized.

Artist Article: Scholastic Art & Man Magazine- Goya Working With Line

Sketchbook due –

Week 10 - **Introduction to Printmaking Techniques and Styles**

Monoprints, Callograph and embossing

Paper construction ideas and color concepts for print design

Week 11 - Printmaking work sessions for students [Sketchbook due](#) –

Week 12 - Studio work space. **Printmaking Technical aspects of design**
Reduction cut linoleum prints. 3 and 4 color

Week 13 - Introduce **Time and Space**

Problem: Create a cityscape using two or three- point perspective. Artist must show a particular time period in the city and people that interact with it. Artist needs to emphasize space, proportion, and value.

***Motivation:** selected images by Leonardo Da Vinci*

***Artist Article:** Scholastic Art & Man Magazine- Working With Perspective, The Renaissance – Featuring Leonardo Da Vinci*

[Sketchbook due](#) –

Week 14 - Studio time:

“Time & Space” with project write-up due on Friday Group Critique on “Time & Space” piece

Week 15 - Introduce **Portraits in Art**

Problem: Create a drawing or painting that represents your family.

***Motivation:** Faith Ringgold, Frida Kahlo, Alex Katz, Chuck Close, Don Eddy, Ralph Goings, ALICE NEIL*
Contemporary artists; ROBERT GRIESEK, [HILO CHEN](#), [ESTER CURINI](#),

[Sketchbook due](#) –

Week 16 - **Family Portrait** with project write-up due on day before Christmas vacation Group Critique on “Family Portrait” piece.

Week 17- **Family Portrait Project**

CONTEMPORARY ARTIST: TYLER BALLON, YASUTOMO OKA, AMY SHERALD, *Kehinde Wiley, Jude Harzar*

Teacher discussion on the composition and design of the Family Portrait project.

Sketchbook evaluation and class discussion on material usage.

Individual teacher student meetings on work progression for project

Week 18 - Work on Family Portrait project.

Critique individual work

Week 19 - Studio work on perspective drawing from observation

Sketch books due

Week 20 - Perspective drawing

Open studio workshop

Week 21 - Drawing workshop

Open studio time.

Critique

Week 22- Open Studio time.

Instructor will assist students with their individual projects and assignments.

Week 23 - Critique on a project write-up due Friday [Sketchbook due](#) –
Teacher will introduce a new materials demonstration in:
Water color Techniques:
Acrylic Painting Ideas:
Printmaking options:

Week 24 - Open studio

Week 25 - Critique on a with project write-up due Friday Week 26 –

Week 27 - Critique on with project write-up due Friday

Week 28- Critique: **group critique**

Week 29- Drawing and Painting Session

Drawing/Painting from Observation Still Lifes

Week 30 - Submit Concentration Essay

Critique:

Week 31 - Matting of work and creation of Digital portfolio

Last critique with project write-up due Friday

Week 32 - Students will work on their Technical pieces for their Portfolio.

Week 33 - Students will present Final portfolio to class for critique
Students complete individual web galleries to showcase their work

Week 34 - Student will work on submissions for final teacher portfolio and critique

Week 35- Student will work on Self Portrait project
Submission of sketches for Self Portrait project.
Student teacher conferences of images

Week 36- Students will work on Self Portrait Project.

Week 37- Studio work session. Still life drawing and Self Portraits
Sketch books Due:

Final Week- All work due for review and Class Critique