

ART I – GRADES 9-12

EWING PUBLIC SCHOOLS
2099 Pennington Road
Ewing, NJ 08618

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Revised by: EHS Art Staff

Superintendent

In accordance with The Ewing Public Schools' Policy 2230, Course Guides, this curriculum has been reviewed and found to be in compliance with all policies and all affirmative action criteria.

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COURSE DESCRIPTION

Art I will build upon prior art knowledge and experience through study at the elementary and middle school levels. It is the foundation level of art study throughout the high school. The course is primarily devoted to deliberate and systematic presentations of various processes, procedures, theories, and historical developments. Students will discover that everyday things around them are very important to the artist in creating artwork. The ability to really see is very important to the artist. Learning to see will be taught through exploration of the still life using a variety of drawing materials such as pencils, charcoal, markers, pen and ink, crayons, and chalk. The use of value, highlight, and cast shadow will be incorporated to render objects realistically. Perspective will also be studied along with still life drawing.

An in-depth study of the elements of design will be explored through exercises in the use of line, shape, balance, texture, and color. Students will have the opportunity to use their knowledge to explore the many mediums used in painting and collage, with an emphasis on creativity and originality. Students will have experiences in producing two-dimensional and three dimensional art works. Art I emphasizes the study of the elements of art and principles of design, color theory, vocabulary, and criticism, art history and safety in the art room. Problem solving and decision making are emphasized throughout the course. Students are provided a strong foundation in design, drawing and vocabulary in a teacher-structured environment. Weekly assignments in the sketch book will students to develop an awareness of their environment and give them ideas for future art projects. Students will investigate career opportunities that utilize art skills.

Art I meets 87 minutes, five days a week per semester.

21st Century Life and Careers

In today's global economy, students need to be lifelong learners who have the knowledge and skills to adapt to an evolving workplace and world. To address these demands, Standard 9, 21st Century Life and Careers, which includes the 12 Career Ready Practices, establishes clear guidelines for what students need to know and be able to do in order to be successful in their future careers and to achieve financial independence.

The 12 Career Ready Practices

These practices outline the skills that all individuals need to have to truly be adaptable, reflective, and proactive in life and careers. These are researched practices that are essential to career readiness.

9.1 Personal Financial Literacy

This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.

9.2 Career Awareness, Exploration, and Preparation

This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.

9.3 Career and Technical Education

Technology Integration

8.1 Educational Technology

All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and create and communicate knowledge.

8.2 Technology Education, Engineering, Design and Computational Thinking - Programming

All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

ELA Integration

The Research Simulation Task requires students to analyze an informational topic through several articles or multimedia stimuli. Students read and respond to a series of questions and synthesize information from multiple sources in order to write an analytic essay.

Companion Standards - History, Social Studies, Science and Technical Subjects (9-10)

Companion Standards - History, Social Studies, Science and Technical Subjects (11-12)

UNIT 1: ART ELEMENTS AND PRINCIPLES OF DESIGN (15 Days)

Why Is This Unit Important?

Students will gain a working knowledge of elements of design by conscience manipulation of lines, textures, shapes, forms and space according to specified instructions. Students will gain insight to how a work of art may be investigated and evaluated by observing how each element is used in the work.

Enduring Understandings:

- Artists use elements of art and principles of design to create a coherent composition.
- Art elements and design principles can be used intentionally to elicit a specific response from a viewer.
- Artists develop proficiency in media and techniques to effectively convey their ideas.
- Art media, techniques and processes should be used in a safe and responsible manner.
- The most important thing about a work of art is the vivid communication of moods, feelings, and ideas.

Essential Questions:

- Why are the elements of art and principles of design so important to the design process?
- How does design affect everyday life?
- Why do artists use a variety of different styles in design?
- How are art elements and design principles used to create a coherent composition?

Acquired Knowledge:

- Students will know how artists develop proficiency in media and techniques to effectively convey their ideas.
- Students will know art reflects the time period, culture, geography, and status of a region's inhabitants.
- Students will know artists of different cultures express meanings and ideas in different ways.
- Students will know art elicits personal responses.
- Students will know using visual art terminology allows us to communicate our personal response to artwork.
- The process of sharing and reflecting enables one to better understand and appreciate art.

Acquired Skills:

- Demonstrate how the art elements (line, shape, value, form, texture, color, space) to create a composition.
- Demonstrate how the design principles (balance, pattern, repetition, rhythm, movement, emphasis, unity) to create a composition.
- Compare and contrast classic Art pieces in relation to specific design concepts.
- Exhibit knowledge of composition when creating original works of art.
- Recognize realistic, abstract, and non-objective compositions.
- Revise, and refine work using problem solving and critical thinking skills. Identify and make connections between their knowledge and skill in art and all other subject areas such as humanities, sciences and technology.
- Evaluate compositions based on the art elements and design principles.

Assessments:

Formative Assessments:

- Do Now
- Exit Card
- Jeopardy Review
 - Artists
 - Art Movements
 - Art Careers

Summative Assessments:

- Quizzes/tests

Benchmark Assessments:

- Pencil Technique (Pencil Blend, Hatching, Cross Hatching, and Stippling) Spheres
 - Color Wheel
- Value Scales
- One Point Perspective Cubes
- Two Point Perspective Cubes
- 2-D Design demonstrating Principle of Design

Alternative Assessments:

- Modified Tests and Quizzes
- Modified Project Requirements

Instructional Materials/Resources:

Core:

- The Non-Designer's Design Book-Robin Williams, 2008, Peachpit Press • Graphic Design, the New Basics – Lupton and Phillips, 2009, Princeton Architectural Press
- Paper
- Pencils
- Drawing Paper
- Art Posters
- Color Wheel
- Still life materials

Supplemental:

- Google Classroom
- Visual reference from magazines/Books:
- Scholastic Art magazine
- Modern Dog: 20 years of Poster Art – Michael Strassberger

Instructional Strategies/Learning Experiences:

- Teacher will provide introduction and explanation of projects including history, techniques, etc.
- Reading assignments:
- From Art in Focus – Glencoe/McGraw Hill Publishers
- Class discussion:
- Analysis of artwork
- Small group discussion/cooperative learning:
- Analysis of artwork
- Modeling/demonstration of techniques:
 - Teacher/student examples
 - Color Wheel
 - Still Life
 - Drawings using Positive and Negative Space
 - Drawings showing Good Composition
 - Pen and Ink Drawings
 - Colored Pencil Drawings
 - Pencil Drawings showing good use of value
- Problem solving:
 - Use abstract organic and geometric shapes to create balanced compositions Use value to create visual form
 - Use color schemes such as complementary, monochromatic, cool, warm, etc. to create works of art
- Group projects:
 - Compilation projects – product design, construction and marketing

- Video with follow up discussions:
 - Art history
 - Art techniques
- Discussion of Color Wheel and Color Schemes: Complementary, Monochromatic, Cool, Warm, etc. to create works of art.
- Discussion of Art Elements: Line, Shape, Value, Form, Texture, Color, and Space.
- Discussion of Design Principles: Balance, Pattern, Repetition, Rhythm, Movement, Emphasis and Unity.
- Critique art work: proper vocabulary, art elements and design principles. · Plan and organize materials for creating art.

Students are encouraged to listen carefully to each group member and be willing to reconsider opinions. However, there is no attempt to come to a single “correct” judgment for the class. Such a grasp for consensus does little to encourage reflective thinking or dialogue. Students are also encouraged to understand the important influence of context upon one’s judgments and opinions.

Interdisciplinary Connections:

- Language Arts
- Reading
- Math

2020 NJCS:

- 1.5.12prof.Cr1a
- 1.5.12prof.Cr1b
- 1.5.12prof.Cr2a
- 1.5.12prof.Cr2b
- 1.5.12prof.Cr2c
- 1.5.12prof.Cr3a
- 1.5.12prof.Pr4a
- 1.5.12prof.Pr5a
- 1.5.12prof.Re9a

UNIT 2: ART MEDIA AND TECHNIQUES (Ongoing)

Why Is This Unit Important?

In order to create, artists use a variety of different materials. Almost any material can function as an art medium, provided artists are able to mark with it, bend it or shape it to suit their purposes.

Enduring Understandings:

- Artists develop proficiency in media or techniques to effectively convey their ideas.
- Art media, techniques, and processes should be used responsibly to create a work of art. Art media helps students to develop their creative imaginations.
- The use of media helps students to think more imaginatively and abstractly.
- The personal connections established in and through art lead to extended understanding of interdisciplinary concepts and subject matter.

Essential Questions:

- Why do artists use different media and techniques to express their ideas?
- Are some media better than others for communicating particular ideas or emotions?
- What are the safe, responsible and appropriate uses of materials?
- Why should you use materials responsibly?
- How do you use various tools, materials, techniques and processes in the specific mediums?
- How do you know which tool, material, technique, or process to choose when creating a work of art?
- How can a certain media give a distinctive feeling or express a particular characteristic in a work of art?

Acquired Knowledge:

- Artists use different media to create their works of art
- Artists use different techniques with different media to create their works of art. Students will know that art forms such as cartoons, picture books, magazines, t-shirt designs, movies and clothes.
- Students will know how current and available technology and interactive web applications allows for more diverse artistic responses to ideas and emotions.
- Students will know how mass media uses familiar stories and images to tell stories and communicate. People think in pictures more often than words, which prompt visual icons on computers.
- Demonstrate appropriate choice of media and materials to communicate ideas.

Acquired Skills:

- Use various art media such as:
 - Charcoal
 - Pen and ink
 - Tempera
 - Acrylic
 - Watercolor
 - Colored pencil
 - Oil and chalk pastel
 - Clay
- Practice techniques using a multitude of art media such as:
 - Sketching
 - Thumbnails
 - Contour drawing, blind contour
 - Gesture
 - Shading, Subtractive shading
 - Hatching, cross hatching, stippling
 - Reflections
 - Blending
 - Wash
 - Color mixing
 - Mixed media
 - Collage/assemblage
 - Printmaking
- Apply media, techniques and processes with proficiency
- Demonstrate the appropriate, safe and responsible use of art media

Assessments:

Formative Assessments:

- Do Now
- Exit Cards
- Jeopardy Review
- Oral presentations
- Writing assignments from *Art in Focus* Book
- Peer evaluations
- Teacher observation of group activity
- Homework
- Participation
- In Progress Critiques

Summative Assessments:

- Color Theory Test
- Safety Test
- Printmaking Test
- Vocabulary Tests
- Class Critique - Each student completes the class critique worksheet in the following manner. The teacher will facilitate critique the class' body of work based upon the grading rubric.
- Self-Reflection - Students will individually reflect on their learning experience with the medium, project requirements, and student teacher rapport.

Benchmark Assessment:

- **Research Simulation Task (RST)** - The RST is embedded in acrylic painting.
- Assessment of Project aligned with grading rubric.
- Sketchbooks/Journals
- Projects:
 - Pen and Ink Drawings:
 - Linoleum Prints
 - Oil and Chalk Pastels
 - Tempera and Acrylic Paintings
 - Grid Drawings with Colored Pencils
 - Still Life Drawings
 - Charcoal Drawings
 - Figure Drawings
 - Self-Portrait
 - Three-dimensional artwork
 - Ceramics
 - One-Point Perspective
 - Watercolor paintings

Alternative Assessment

- Modified Quizzes and Tests
- Modified Project Requirements to accommodate specific identified learners

Instructional Materials:

Core:

- Art Department Book List Slides
- Art posters Color wheel
- Power Points
 - Color Theory
 - Watercolors/Georgia O'Keeffe
 - Charcoal/Jim Dine

Supplemental:

- Google Classroom
- Model Student/ Teacher Artwork
- Videos:
 - Basic Perspective Drawing
 - Color Theory Made Easy
 - Art...Is Color
 - The Colored Pencil: Getting Started Right

Instructional Strategies/Learning Experiences:

- Teacher Lecture:
- Introduction and explanation of projects including history, techniques, etc.
Reading assignments
- Handouts
- Class discussion:
 - Analysis of artwork
- Small group discussion/cooperative learning:
 - Analysis of artwork
- Modeling/demonstration of technique - Teacher/student examples:
 - Pen and Ink Drawings
 - Linoleum Prints
 - Oil and Chalk Pastels
 - Tempera and Acrylic Paintings
 - Grid Drawings with Colored Pencils
 - Still Life Drawings
 - Charcoal Drawings
 - Figure Drawing
 - Self-Portrait
 - Three-dimensional artwork
 - Ceramics
 - One-Point Perspective
 - Watercolor paintings
- Color mixing, drawing techniques, painting techniques
- Safety
- Use of color wheel
- Use abstract organic and geometric shapes to create balanced compositions
- Use value to create visual form
- Use color schemes such as complementary, monochromatic, cool, warm, etc. to create works of art
- Group projects:
- Compilation projects – product design, construction and marketing Video with follow up discussions:
 - Art history
 - Art techniques
- Sketchbooks/Journals
- Projects

- Oral Presentations
- Quizzes/tests
- Homework
- Writing Assignments
- Teacher Observation of Group Work
- Self-Evaluations/Peer Evaluations

Interdisciplinary Connections:

- Language Arts
- Reading
- Math

2020 NJCS:

- 1.5.12prof.Cr1a
- 1.5.12prof.Cr1b
- 1.5.12prof.Cr2a
- 1.5.12prof.Cr2b
- 1.5.12prof.Cr2c
- 1.5.12prof.Cr3a
- 1.5.12acc.Cr3a
- 1.5.12prof.Pr6a
- 1.5.12acc.Pr6a
- 1.5.12prof.Re7a
- 1.5.12acc.Re7a
- 1.5.12prof.Cn10a
- 1.5.12acc.Cn10a
- 1.5.12prof.Cn11a

UNIT 3: ART HISTORY (15 Days)

Why Is This Unit Important?

Students will examine and analyze major forms of artistic expression from the past and the present from a variety of cultures. While visual analysis is a fundamental tool of the art historian, art history emphasizes understanding how and why works of art function in context, considering such issues as patronage, gender, and the functions and effects of work of art.

Enduring Understandings:

- Art reflects the time period, culture, geography, and status of a region's inhabitants.
- Artists of different cultures express meanings and ideas in different ways.

Essential Questions:

- What determines art?
- In what ways have artistic traditions, cultural values, and social issues influenced and/or given rise to new traditions/artistic expression?
- What can artworks tell us about a culture or society?
- Artists have a responsibility to society?

Acquired Knowledge:

- Identify different artists and time periods.
- Differentiate between the images from time periods.

Acquired Skills:

- Identify specific artists as using certain media/techniques (such as Cassatt and Degas both drew with pastels, Durer did printmaking, Close paints with acrylics, etc.).
- Analyze common characteristics of visual arts during the Ancient Greek and Roman Time Period.
- Identify specific media techniques.

Assessments:

Formative Assessment:

- Peer Evaluations
- Teacher Observation of group work
- Writing assignments:
 - Research Artist
 - Research Time Period

Summative Assessment:

- Projects:
 - Georgia O’Keeffe-Watercolors project
 - Jim Dine Charcoal Drawings project
- Quizzes/Tests
- Oral Presentations

Benchmark Assessment:

- Sketchbooks/Journals
- Projects:
 - Georgia O’Keeffe-Watercolors project
 - Jim Dine Charcoal Drawings project

Alternative Assessment:

- Modified Quizzes and Tests
- Modified Project Requirements to accommodate specific identified learners

Instructional Materials/Resources:

Core:

- Power Points:
 - Ancient Roman and Greek Architecture
 - Ancient Roman and Greek Statues
 - Various Artists, such as Georgia O’Keeffe
- *Art in Focus* Book-Glencoe/McGraw Hill Publishers
- Art postcards
 - Charcoal/Jim Dine

Supplemental:

- Google Classroom
- Model Student/ Teacher Artwork
- Videos

Instructional Strategies/Learning Experiences:

- Lecture:
 - Introduction and explanation of history, cultures, etc.
- Reading assignments from *Art in Focus* book-Glencoe/McGraw Hill Publishers:
Handouts
 - Research artists/movements
- Class discussion:
 - Analysis of a piece of art
 - Compare and contrast artwork
- Cooperative learning:
 - Compare and contrast a work of art
- Video with follow up discussions:
 - *O'Keefe: Portrait of An Artist*
 - *Jacob Lawrence: The Glory of Expression*
 - *Ancient Greece: Part 1 – 3*
 - Art history
- Research:
 - Artists
 - Art movements
- Art careers – art historian, museum curator, educator, art restoration:
Research Time Period
- Peer evaluations
- Teacher observation of group activity
- Self-evaluations
- Rubrics
- Critiques
- Describe stylistic characteristics of selected works of art and architecture. Examples: Raphael's (Raphael Sanzio) Madonnas in the High Renaissance, Cathedral of Notre Dame in Gothic architecture, Charles Demuth's painting I Saw the Figure Five in Gold.
- Analyze major works of art and architecture from various cultures, times, and places to understand forms, subjects, themes, and symbols. Examples: Parthenon in Athens, Greece; Kremlin in Moscow, Russia.
- Use a variety of resource media in researching stylistic characteristics of selected art, artists, cultures, time, and places. Examples: creating a multimedia presentation, storyboard, poster, or research paper to identify characteristics of Jacob Lawrence's Harlem series paintings
- Study of musicians and artists relative to a specific time period.
- Study of world events occurring at the time of the corresponding art period.

Interdisciplinary Connections:

- Language Arts
- Reading
- History - Ancient Greece

2020 NJCS:

- 1.5.12acc.Cr1b
- 1.5.12acc.Cr2c
- 1.5.12prof.Pr4a
- 1.5.12prof.Pr5a
- 1.5.12prof.Pr6a
- 1.5.12acc.Pr6a
- 1.5.12prof.Re7a
- 1.5.12prof.Re7b
- 1.5.12acc.Re7b
- 1.5.12prof.Re8a
- 1.5.12acc.Re8a
- 1.5.12prof.Cn11a
- 1.5.12prof.Cn11b
- 1.5.12acc.Cn11a
- 1.5.12acc.Cn11b

UNIT 4: ART CRITICISM (Ongoing)

Why Is This Unit Important?

In order to appreciate the significance of art work, one must be able to identify, describe and interpret what is actually in the work in terms of its expressive properties, and to assess, or make judgments about, the work's personal and social values. This is, of course, within the realm of art criticism.

Enduring Understandings:

- Art elicits personal responses.
- Using visual art terminology allows us to communicate our personal response to artwork.
- The process of sharing and reflecting enables one to better understand and appreciate art.

Essential Questions:

- How can we read and understand a work of art?
- Why are certain works/artists considered "masters"?
- How can reflecting on your own work help you improve as an artist?
- Why do we need visual art terminology when responding to art?
- How does the medium/technique influence the outcome?

Acquired Knowledge:

- Students use proper art terminology when describing art.
- Students create art work while exploring the art elements and principles of design.

Acquired Skills:

- Analyze devices the artist used to express his or her ideas
- Art elements and design principles
- Composition
- Media & techniques
- Formulate a personal opinion about the artist's intent in a work of art
- Communicate his or her ideas about a work of art using reasoned argument
- Presents ideas in a logical and effective manner
- Apply devices used to improve their own work

Assessments:

Formative Assessments:

- Discussion
- Teacher Observation
- Writing assignments

Summative Assessments:

- Projects
- Quizzes/Tests

Benchmark Assessments:

- Sketchbook/journals

Alternative Assessments:

- Modified Quizzes and Tests
- Modified Project Requirements to accommodate specific identified learners

Instructional Materials/Resources:

Core:

- Student and Teacher Artwork
- Power Points
- Art Department Book List

Supplemental:

- Art posters
- Art postcards
- www.vca.unimelb.edu.au, www.artschools.com/career-jobs

Instructional Strategies/Learning Experiences :

- Lecture
- Introduction and explanation of history, cultures, etc.
- Reading assignments
- Handouts
- Research artists/movements Class discussion
- Analysis of a piece of art in regard to craftsmanship, artistic influences, and composition
- What is the art is trying to communicate?
- Compare and contrast artwork
- Written response:
 - Is this work of art successful, based on the stated aesthetic criteria?
 - Why or why not?
 - What connections can you make between your work and the work of other artists?
- Free writing regarding a work of art
- Journal and sketchbook responses to works of art
- Debate:
 - Why is this work of art successful based on the stated aesthetic

criteria?

- Cooperative learning:
 - Why is this piece of art considered Ancient Greek or Roman? Groups are formed; a consensus is reached and presented.
- Oral presentations:
 - Personal responses to works of art
 - Interpretations of works of art
- Video with follow up discussions:
 - Ancient Greece Part 1–3
 - O’Keefe: Portrait of an Artist
 - Art history, artists
- Research:
 - Artists
 - Art movements
 - Art careers–art critic, museum curator, educator
- Critique:
 - Why is this piece of art considered successful?
 - Groups are formed; a consensus is reached and presented.
- Compare/Contrast Two Works of Art with a Venn Diagram: Comparing and contrasting art works is a useful strategy for art criticism. Choose two art works (“A” and “B”) that share a common theme or subject, or two works by the same artist. In the open area of the circle on the left, write words that are true only of art work “A”. In the open area of the circle on the right, write words that are only true of art work “B”. Where the two circles overlap, write words that are true of both. On a separate sheet of paper, use your words to write a compare/contrast paragraph.
- Deciphering Fact and Opinion:

Display an art image so all students may see it. Allow a few moments for careful, silent observation of the work. Briefly, discuss the difference between a fact and an opinion. A fact is properly defined as something that is true or real, actually exists, or has occurred. An opinion falls short of absolute knowledge and is a conclusion or judgment that cannot be proven true. Tape the “Fact” sign on one side of the reproduction and the “Opinion” to the other. Distribute writing paper, asking each student to write one complete sentence about the image. Ask each student to read aloud the sentence they wrote. Then, classify the sentence as fact or opinion. Tape the sentence under the either the Fact or Opinion sign, depending on category that has been chosen by the writer.

Interdisciplinary Connections:

- Language Arts
- Reading

2020 NJCS:

- 1.5.12prof.Pr4a
- 1.5.12acc.Pr4a
- 1.5.12prof.Pr5a
- 1.5.12acc.Pr5a
- 1.5.12prof.Pr6a
- 1.5.12acc.Pr6a
- 1.5.12acc.Re7b
- 1.5.12prof.Re9a
- 1.5.12acc.Re9a

UNIT 5: ART CAREERS (15 Days)

Why Is This Unit Important?

The marketable skills of problem-solving, planning and creating generate a pathway from the art room to future careers, particularly in the areas of leadership such as project management, military command, education and graphic and interior design.

Enduring Understandings:

- There are a multitude of career opportunities that utilize art skills.
- The ability to use sketches and planning strategies helps to organize within the creative process – much like planning and hypothesizing helps to inform the scientific process.
- The making of art such as cartoons, illustrations, jewelry, sculptures and ceramics is both a career and a social activity.

Essential Questions:

- How can art knowledge and experience prepare you for a career?
- What types of careers exist that utilize art skills?
- What makes an artist and artist?
- Who can be an artist?
- What kind of knowledge is needed to assess work of art?
- How does one write and talk about art?
- Who are artists who use recycled and reclaimed materials?

Acquired Knowledge:

- Explore careers that exist in the art field
- Know the responsibilities of and the need for individual art patrons
- Technological advances have created new types of careers in art

Acquired Skills:

- Identify careers that utilize art skills.
- Demonstrate how art skills can be applied to other disciplines, careers or daily life.
- Identify connections between visual art education and potential job offerings.
- Identify criteria of professional portfolios for art school.
- Identify the knowledge and skills gained in art experiences that transfer to daily life.

Assessments:

Formative Assessment:

- Discussion
- Teacher Observation
- Writing assignments

Summative Assessment:

- Projects
- Quizzes/Tests

Benchmark Assessment:

- Sketchbook/journals:
 - Career as an Art Critic

Alternative Assessment:

- Modified Quizzes and Tests
- Modified Project Requirements to accommodate specific identified learners

Instructional Materials/Resources:

Core:

- Power Points
- Careers in Art

Supplemental:

- Guest speakers (People in art careers):
 - Art Teachers/Professors
 - Studio Artists
 - College representatives
- Art magazines

Instructional Strategies/Learning Experiences:

- Lecture:
 - Introduction and explanation of career opportunities
- Reading assignments:
 - Handouts
 - Research career opportunities
- Class discussion:
 - How skills can work in art careers and other related disciplines
- Oral presentations:
 - About an art career
 - Museum–curator, docent
 - Studio
 - Firm–architectural, advertising
 - Type setting studio
- Guest Speaker
- College representatives
- Video with follow up discussions:
 - Animation and mixed media

- Research:
 - Careers
- Career Study (project and/or report based)
- Definition of career
- Summer jobs that would be helpful
- Skills needed
- Education needed
- Job Opportunities
- Starting salary
- Interview with artists
- Research the range of careers available to artists such as museum curator, automobile design, gaming design, medical illustration and photojournalism

Interdisciplinary Connections:

- Language Arts
- Reading

2020 NJCS:

- 1.5.12acc.Cn11a

RUBRICS

Below are several rubrics that are used to grade student art work.

Chalk and Oil Pastel Lesson

Total – 120 points

Requirements (35 points)

- Landscape/Close-up of picture or own subject matter
- Use either oil or chalk pastels
- 12 x 18 paper
- Foreground, middle ground, background

Color – (35 points)

- Good use of color
- Colors work well with each other

Technique – (25 points)

- Correct use of pastels

Creativity – (25 points)

- Creative interpretation of landscape

Figure Grid Drawing

Rubric – (120 points)

Requirements (25 points)

- Magazine picture – realistic drawing
- Use grid to draw (erase before coloring)
- Enlarged picture that you draw
- Colored pencils to color

Technique (30 points)

- Grid is drawn out correctly (on magazine and big paper)
- Colored pencils are used correctly to show shading

Neatness (35 points)

- Neatly drawn
- Neatly colored

Color (35 points)

- Colored pencils match colors of magazine
- Using shading techniques to obtain correct colors

Final Drawing

Total – 120 points

Composition – (30 points)

- Good placement of objects
- Subject of artwork is focus

Neatness – (30 points)

- Neat drawing and painting/pastels

Creativity – (30 points)

- Creative subject matter
- Creative colors
- Creative composition

Technique – (30 points)

- Correct use of watercolors, oil pastels, or chalk pastels

Collage Self-Portrait

Total - 100 points

Requirements (25 points)

- Covers sketchbook, no space showing
- Pictures and words that describe self

Creativity (25 points)

- Original ideas
- Creative composition

Neatness (20 points)

- Cut out and glued on neatly

Composition (30 points)

- Setup and placement of magazine cutout

Folders

Total – 75 points

Requirements: (25 points)

- Name in 1 point perspective
- Use of repeated pattern on the same side of the folder
- Create own design on the back of the folder
- Both sides must be completed neatly

Neatness: (25 points)

- Letters and patterns drawn neatly (use ruler)
- Back of folder (own creation) must be drawn neatly
- No sloppy coloring

Creativity: (25 points)

- Original thoughts and ideas
- Drawing that is exciting to look at

Printmaking

Total - 140 points

Requirements (50 points)

- 3 prints (signed and titles correctly)
- Print is centered
- No ink around edges
- Good balance of positive and negative space

Creative (30 points)

- Creative design
- Creative composition

Technique (30 points)

- Carved correctly
- Inked correctly

Neatness (30 points)

- Neatly done
- No ink around edges

Self-Portrait

Total - 150 points

Requirements (30 points)

- Shows some part of face
- Shows something about yourself
- Background
- Can be used in any medium

Technique (30 points)

- Correct use of medium used

Creativity (30 points)

- Original ideas
- Creative composition

Neatness (30 points)

- Drawing/Color/Shading is neat

Composition (30 points)

- Setup of drawing and placement of characters and setting

ART I VIDEO LIST

Ancient Greece, Pt. – 1: Greek Gods & Temples. Public Media Incorporated.

Ancient Greece, Pt. – 2: Greek Gods & Temples. Public Media Incorporated.

Ancient Greece, Pt. – 3: Greek Gods & Temples. Public Media Incorporated.

Art is...Color. Dir. Stephen Quiller. Crystal Productions, 1993.

Basic Perspective Drawing. Dir. Gerald Brommer. Crystal Video.

The Colored Pencil: Getting Started Right. Dir. Janie Gildow. Creative Catalyst Productions, 2005.

Color Theory Made Really Easy. Dir. Sandra McFall Angelo. 1995.

Jacob Lawrence: The Glory of Expression. Dir. David Irving. L & S Video Inc.,

1993. O'Keefe: Portrait of an Artist. Dir. Perry Miller Adaro. Home Vision, 1977.

ART I BOOK LIST

Mittler, Gene A. Art In Focus. New York, New York, Columbus, Ohio, Woodland Hills, California, Peoria, Illinois: Glencoe McGraw-Hill, 2000.

ART I GLOSSARY

Analogous colors: any set of three or five colors that are closely related in hue(s). They are usually adjacent (next) to each other on the color wheel

Balance: symmetrical, asymmetrical and radial

Charcoal: Compressed burned wood used for drawing

Collage: introduced by the Cubists, the technique of creating a work of art by adhering flat articles such as paper, fabrics, string or other materials to a flat surface such as a canvas whereby a three-dimensional result is achieved

Color wheel: a round diagram that shows the placement of colors in relationship to each other. It is from the color wheel that "color schemes" are defined

Color: primary, secondary, tertiary (intermediate), analogous, complementary, monochromatic, warm, cool, etc.

Complimentary colors: two colors directly opposite one another on the color wheel. When placed next to one another, complementary colors are intensified and often appear to vibrate. When mixed, brown or gray is created. Red and green, blue and orange, and yellow and violet have the greatest degree of contrast. Red-violet and yellow-green, red-orange and blue-green, and yellow-orange and blue-violet are also complementary colors

Composition: the arrangement of the design elements within the design area; the ordering of visual and emotional experience to give unity and consistency to a work of art and allow the observer to comprehend its meaning

Contrast: color/value, small/large, etc.

Cool colors: colors whose relative visual temperatures make them seem cool. Cool colors generally include green, blue-green, blue, blue-violet, and violet

Cross-hatching: the drawing of two layers of hatching at right-angles to create a mesh-like pattern

Emphasis: using shape, value, placement, etc., to focus attention to a particular area within a work of art

Form: the illusion of geometric, biomorphic, open, closed, etc.

Hatching: the technique used to create tonal or shading effects by drawing (or painting or scribing) closely spaced parallel lines

Landscape: a painting, drawing or photograph which depicts outdoor scenery; they typically include trees, streams, buildings, crops, mountains, wildlife, rivers and forests

Line: straight, curved, thick, thin, implied, dotted, broken, zigzag, etc.

Movement: ways to create the illusion of, such as the way a line or lines are drawn, often paired with pattern

Negative space: the unoccupied or empty space left after the positive shapes have been laid down by the artist; however, because these areas have boundaries, they also function as shapes in the total design

Pastel: a crayon made from pigment mixed with gum and water and pressed into a stick shaped form; a work of art created from pastels; a pale color

Perspective: the art of picturing objects on a flat surface so as to give the appearance of distance or depth.

Portrait: a painting, photograph, or other artistic representation of a

person **Positive space:** space that is occupied by an element or a form

Primary colors: red, yellow, and blue. With these three colors (and black and white) all other colors can be made. The primary colors themselves cannot be made by mixing other colors

Proportion: often synonymous with balance, i.e., the size relationship between various parts of the body

Repetition: pattern

Secondary colors: green, purple, and orange. These three colors are derived from mixing equal amounts of two of the three primary colors

Self-portrait: a portrait an artist makes using himself or herself as its subject, typically drawn or painted from a reflection in a mirror; also a portrait taken by the photographer of himself, either in a mirror, by means of a remote release, or with a self-timer

Shape: geometric, organic, free form, etc.

Space: positive/negative, linear (one-point) and atmospheric perspective, etc.

Stipple: the creation of a pattern simulating varying degrees of solidity or shading by using small dots

Tertiary colors: also called intermediate colors, these are blends of primary and secondary colors. Colors such as red-orange and blue-green are tertiary colors

Texture: the implied illusion of texture: i.e., smooth, rough

Unity: largely synonymous with coherence, the way all pieces work together as a composition that has wholeness (gestalt)

Value: lightness, darkness of a color or hue

Warm colors: Colors whose relative visual temperature makes them seem warm; Warm colors or hues include red-violet, red, red-orange, orange, yellow-orange, and yellow

Sample Standards Integration

21st Century Skills & Career Readiness Practices

CRP6. Demonstrate creativity and innovation.

For example in Unit 1 students will examine a still life photograph and draw the exact composition, adding value with the gradient/blend technique. Students will then create 3 different compositions of the same photo on their paper applying the other shading techniques (stipple, hatch and cross hatching). Students will need to use their creativity to design 4 interesting compositions utilizing the 4 shading techniques while creating an overall interesting and aesthetically pleasing illustration composed of all 4 drawings.

CRP7. Employ valid and reliable research strategies.

Throughout the course students will need to search for reference material for projects. They may need a combination of photographs, illustrations, drawings and sketches. Students may wish to research time lapse video tutorials on technical application. For example on the ancient civilization project students will have to illustrate a figure that represents a specific culture and ancient civilization. Students will have to research architecture, fashion, religious beliefs and other cultural characteristics specific to their ancient civilization as well as anatomical poses for the figure.

9.2.12.C.6 Investigate entrepreneurship opportunities as options for career planning and identify the knowledge, skills, abilities, and resources required for owning and managing a business.

With the introduction of each new project and media, students will examine techniques, styles and works of art. Current art/artists will be examined along with the many different career opportunities in the art industry. Specific artists will be discussed examining their career highlights and growth in the art industry. For example, when examining the human figure, Jim Lee a famous comic book artist currently working in the industry is examined for his anatomical drawings of the figure. His rise from famous comic book artist to his current position as DC comic books Chief Creative Officer is discussed along with other industry opportunities.

9.3.12.AR.5 Describe the career opportunities and means to achieve those opportunities in each of the Arts, A/V Technology & Communications Career Pathways.

9.3.12.AR-VIS.1 Describe the history and evolution of the visual arts and its role in and impact on society.

In Unit 3 ancient civilizations are examined. Students compare and contrast different arts from prehistoric times through the height of the Roman Empire and finally ending with the middle ages. Students explore the similarities and differences in multiple cultures and the characteristics of their art. Students analyze the effect a civilization's culture and art might have on other civilizations. Students interpret the influences art has on society and the different meaning/purpose of art in different cultures. For example, students will understand that art from ancient Greece experienced an evolution from the archaic period to the classical period and finally ending with the Hellenistic period as a direct influence from different cultures.

9.3.12.AR-VIS.2 Analyze how the application of visual arts elements and principles of design communicate and express ideas.

Unit 4 helps students to understand the significance of art and interpret its expressive properties. For example, students will examine works of art that express a social/political/religious idea and explain how the artist used the elements of art and principles of design to express an idea. An image of a hand emptying a food box into a bowl. The food pouring into the bowl is a bunch of Facebook-like symbols and the bowl they are falling into is labeled ego. The students interpret this work of art to express the idea that individuals need to have reassurance from peers to feel accepted.

Technology Integration

Standard + Example

8.1.12.A.2 Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review

For example: Throughout the course students will take pictures of each project. At the close of the semester students will create a Power Point or Prezi Portfolio Document. Students will upload each project, with a description of the project, techniques used, the artist's intent for the project (communicate or express an idea) if any, what they could do to improve their work and if there is any specific career path where they could utilize their skill. They will present to the class after which the class will critique the portfolio.

Interdisciplinary Connection

NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

NJSLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

These standards are met through the completion of a Research Simulated Task. Where students will have to decipher content from multiple source (articles, websites, documentaries etc.) For example students may be asked to compare different artist and art periods, compare the same subject matter that has been illustrated by different artists or to give their opinion on why art is relative and what art does.

Culturally Responsive Art Practices and Resources: *Amistad, Holocaust, LGBTQ/Disabilities and DEI*

Three-part pedagogical framework:

- Artworks can make cultural connections and tell stories
- Highlight artists and artwork from various cultures
- Student cultures can become the focal point of the art classroom by asking them questions

Unit 1

[Art Making Narrative](#) - Portfolio Project

Unit 2

[Keith Haring](#) and [Jean-Michel Basquiat](#)- Graffiti Styles and influence
September 2022 training resources from Trenton ArtWorks

Unit 3

[Frida Kahlo](#)- Nearpod Video/Discussion of Self Portraits/self-identity
Hale Woodruff's [Amistad Mutiny Murals](#)
The Jewish Museum: [The Holocaust](#)

Julie Mehretu: [An Abstract Artist Absorbing Multiple Identities](#)

Unit 4

[Posada](#)- Bellringer for printmaking unit - Mexican political lithographer whose artwork conveyed political and cultural critiques, activist art

Unit 5

[J Leigh Garcia](#) and [Ajay Rathod](#), Artist interviews that talk about their drive on becoming artists