

**ART III/IV
GRADES 11-12**

THE EWING PUBLIC SCHOOLS
2099 Pennington Road
Ewing, NJ 08618

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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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Art IV will emphasize special problems and individual skills to produce an original body of artwork using the masters of a chosen media; portfolio development will continue.

PREFACE

ART III

Students in Art III will explore the principles of design and composition in more detail. This will be accomplished by studying famous artworks to discover the use of composition and design. Students will develop advanced skills in the planning of their work. Original ideas will be developed based on their own experiences and interests. Individual style and personal expression will be stressed.

Students will be encouraged to develop a portfolio. Students will study and investigate art careers, methods, and interests such as painting, sculpture, stained glass, graphic design/illustration. A realization that craftsmanship is very important to a successful work of art will be learned. Attention to this aspect will be made in every project which students attempt.

ART IV

Students in Art IV may choose to work in the areas and media in which they have shown an interest and ability. These areas may be two-dimensional or three dimensional, depending on the individual's preference. This does not mean that the student cannot change the area of study. Observing other students' work may cause an interest not realized in the beginning of the course. Projects in Art IV are designed to develop self-discipline and a sense of responsibility through independent study. More advanced techniques and media will be explored.

Oils and acrylics will be used, as well as non-traditional media, such as wax, to create large paintings. Students will be required to do independent study on various artists, techniques and styles related to the areas in which they will be working. Class participation in preparing for an end-of-year exhibition will be required. Students will take part in set-up, organization and hanging the exhibition. The artist's portfolio will continue to develop as an important record of the student's work and knowledge in the field.

ART III/IV COURSE DESCRIPTION

Art III/IV are ideally year-long courses which explore techniques, media and styles of two-dimensional and three dimensional art forms further developed and introduced in previous Art courses. The on-going study of the art elements and design principles will be incorporated in a more sophisticated study. Students will be encouraged to develop a portfolio. Students will study and investigate art careers, methods and interests such as painting, sculpture, stained glass and graphic design/illustration.

Introduction to Art III/ IV

This introductory unit will serve as an overview on the major themes and topics of study that will examine the regional units of study in this course. The Big Ideas embedded through this unit are:

- Various art forms and techniques that will be further developed in Art III/IV
- Examination of why an art piece is successful through the knowledge of the art elements and the principles of design
- Careers in the arts and portfolio review

Class Time (Block Scheduling 83 minutes-5 days a week)

UNIT 1: ART ELEMENTS AND PRINCIPLES OF DESIGN

Why Is This Unit Important?

The student continues to combine the art elements and design principles to originate a strong composition. They also formulate a personal style using the art elements and design principles and learn to manipulate art media and techniques to execute original ideas.

Enduring Understandings

- Artists combine art elements and design principles to originate a composition
- Artists formulate a personal style using art elements and design elements
- Artists manipulate art media and techniques to execute original ideas.
- Art and society are interwoven
- The critique process enables the student to evaluate artwork
- The process of sharing and reflecting enables one to better understand and appreciate art

Essential Questions

- Why are the art elements and principles of design so important?
- How do artists combine art elements and design principles to originate a composition?
- How do artists manipulate art elements and design principles to evoke emotion?
- How do artists formulate a personal style using the art elements and design principles?

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
- Student will know art elicits personal responses
- Student will know using visual art terminology allows us to communicate our personal response to artwork
- Through critique and the process of sharing and reflecting, the student better understands and appreciates art

Acquired Skills

- Demonstrate how the art elements (line, shape, value, form, texture, color, space) combine to create a composition
- Demonstrate how the design principles (balance, pattern, repetition, rhythm, movement, emphasis, unity) combine to create a composition
- Compare and contrast classical art pieces to modern art pieces in relation to specific design concepts
- Exhibit the 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

Benchmark or Major Assessments

Research:

- Artists
- Art movements
- Art Careers
- Quizzes/tests
- Sketchbooks/journals
- Critiques: written, spoken, formal, informal, self, peer, group
- Rubrics

Projects:

- Drawings and paper collages that include emphasis on certain art elements
- Assignments that include difficult compositional problems (aerial view, worm's eye view, diagonal lead-ins)

Instructional Materials

- Paper View finder
- Pencils Charcoal
- Drawing paper Pastels
- Color wheel Still life objects
- Construction paper Teacher/student examples Art posters
- Videos: Composition strategies
- Visual Handouts from Books:
- "American Artist" monthly
- "The Artist Magazine" monthly
- "The Complete Drawing Course" by Ian Simpson
- "Creative Perspectives for Artist and Illustrators" by Ernest W. Watson
- "Art of Drawing" The Complete Course, Sterling Publishing Company

Teacher will provide an introduction and explanation of projects including art history and techniques:

- Video on composition with quiz handout
- Class discussion/analysis of artwork
- Small group discussion/cooperative learning
- Modeling/demonstration of techniques
 - Teacher/student examples
 - The Lorrain method in composition
 - Color theory Fletcher system of mixing color
 - Design strategies using principles of design
 - Drawings using line variation
 - Drawings using several value changes
 - Mixed media techniques defining strong compositions and design
- Problem solving:
 - Creating a unified and interesting composition
 - Selection of colors and shapes to create a message and a personal style - Refine line ability and create shape and value through observation
- Group projects:
 - Compilation projects-product design, construction, illustration and marketing
- Video with follow up discussions:
 - Art history
 - Art techniques
- Research:
 - Artists
 - Art movements
 - Art careers
 - Art media/techniques
- Critiques:
 - Written, spoken
 - Formal, informal
 - Self, peer, group

Interdisciplinary Connections

- Language Arts Reading
- Math Physiology/Sociology

Accommodations or Modifications for Special Education, ESL or Gifted Learners

- Repetition
- Visual prompts
- Restate directions (handout on each sequential step)
- Extended time (homework/class work/projects/tests)
- Art study and test guides

List of Applicable 2004 NJCCCS and Standards/CPIs Covered in this Unit

2020 NJSLs:

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

Learning Experiences and Instructional Activities

Anticipatory Sets:

- Discussion on different compositions and drawing techniques:
 - Composition: Diagonal lead-ins, aerial view, worm's view, the third rule
- Discussion on line variation: stippling, cross hatching, hatching, shading
- Discussion on the art elements: line, shape, value, texture, color, form, and space
- Discussion on design principles: balance, pattern, repetition, rhythm, movement, emphasis, unity
- Critique art work: proper vocabulary, art elements, and design principles
- Plan and organize materials for creating art

Students are encouraged to understand the importance of a strong composition and that well-defined art elements and design principles are essential in a strong piece of art.

UNIT 2: ART MEDIA AND TECHNIQUES

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, blend 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 media?
- How do you know which tool, material, technique or process to choose when creating a work of art?
- How can a certain medium 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 include cartoons, picture books, magazines, T shirt designs, movies and cloth
- Students will know how current and available technology and interactive web applications allow 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
- Students will demonstrate appropriate choice of media and materials to communicate ideas

Acquired Skills

Use various art media such as:

- Charcoal
- Pen and ink
- Acrylic
- Watercolor
- Colored pencil
- Oil and chalk pastel
- Glass, flux
- Cooper ribbon
- Oil paints
- Printmaking inks

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
- Dry printmaking
- Portrait and landscape painting
- Stained glass construction
- Apply media, techniques and processes with proficiency.
- Demonstrate the appropriate, safe and responsible use of art media.

Benchmark or Major Assessments

- Quizzes/Tests
 - Color Theory Test
 - Safety Test
 - Printmaking Test
 - Vocabulary Tests
- Sketchbooks/Journals
- Projects
 - Design collages
 - Dry Print
 - Colored Pastel Landscape
 - Acrylic and Oil Paintings
 - Surreal Self Portraits
 - Still Life Drawings
 - Charcoal Drawings
 - Figure Drawings
 - Three-dimensional artwork

- Stained Glass
- Advanced Perspective drawings
- Oral presentations
- Writing assignments in Media Center Researching contemporary artist
- Peer evaluations
- Teacher observation of group activity
- Homework
- Participation
- Self-evaluations
- Rubrics (See attached rubrics in appendix)
- Critiques

Instructional Materials

- Art Department Book List Slides
- Art posters: color wheel, various artist's poster of art examples
- Art videos
- Color theory video
- Pastel video
- Acrylic/oil painting demonstrations'
- Watercolor/watercolor pencil video
- Student and teacher artwork

Instructional Strategies

- Teacher Lecture
 - Introduction and explanation of projects including history, techniques
- 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
 - Dry point prints
 - Colored pastels
 - Acrylic and oil paintings
 - Drawing from observation
 - Still life drawings
 - Charcoal drawings
 - Figure drawings
 - Self-Portrait drawing and painting
 - Designing a stained glass drawing
 - Cutting glass
 - Soldering glass pieces
 - Watercolor paintings and mixed media
 - Colored pastel techniques

- Videos
- Acrylic and oil painting “The Best Techniques”
- Composition and portrait
- Safety with stained glass tools
- Use of the color wheel and The Fletcher Color System
- Group projects
 - Compilation projects — product design, construction and marketing
- Video with follow up discussions
 - Art history
 - Art techniques

Interdisciplinary Connections

- Language Arts Reading Math

Accommodations or Modifications for Special Education, ESL or Gifted

Learners

- Repetition
- Visual prompts
- Restate directions
- Extended time (homework/class work/projects/tests)
- Art study and test guide
- Advanced extra work for the accelerated student

2020 NJSLs:

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

Learning Experiences and Instructional Activities

- Sketchbook/journals
- Quizzes/test
- Teacher observation of group work
- Peer evaluations
- Projects
- Homework
- Oral presentations
- Writing assignments
- Self-evaluation

UNIT 3: ART HISTORY

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?
- Do 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 Hooper's landscapes depicting the American industrialization period, John Sargent's portraits and oil painting techniques, compared to Rembrandt's dry point print portraits, to the development of Tiffany and Matisse's stained glass. Also examine and compare contemporary artists.
- Analyze common characteristics of visual arts during the American Industrialization period, and the renaissance and European Impressionist influence.
- Identify specific media techniques.

Benchmark or Major Assessments

- Quizzes/Tests
- Sketchbooks/Journals Projects
- Video handout quizzes on John Sargent, "A Model for Matisse", stained glass project, oil self-portrait, watercolor landscape
- Oral presentations
- Writing assignments: research artist
- Research time period
- Peer evaluations
- Teacher observation of group work

Instructional Materials

- Student and teacher artwork
- PowerPoints on studied artists (John Sargent, Tiffany glass, Matisse, Rembrandt)
- Videos: "John Sargent", Matisse "A Model for Matisse", McKinley under painting, watercolor and pastels
- Posters of artist's art, handouts from several painting and drawing books
- Modern Art Third Edition/Prentice Hall, Inc. and Harry N. Abrams, Inc.

Instructional Strategies

- Lecture
 - Introduction and explanation of history, cultures, etc.
- Video handouts and quizzes from listed videos
 - 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
 - "John Sargent", "Portrait of an Artist"
 - Matisse "A Model for Matisse"
 - McKinley under painting, watercolor and pastels
- Research
 - Artists
 - Art movements
- Art careers - art historian, museum curator, educator, art restoration
 - Research Time Period
- Peer evaluations
- Teacher observation of group activity
- Homework
- Participation
- Self-evaluations
- Rubrics
- Critiques

Interdisciplinary Connections

- Language Arts
- Reading, History

Accommodations or Modifications for Special Education, ESL or Gifted Learners

- Repetition
- Visual Prompts Study Guide (tests)
- Restate Directions
- Extended Time (art projects/tests)

2020 NJSLs:

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

Learning Experiences and Instructional Activities

- Describe stylistic characteristics of selected works of art and architecture - Examples: Notre Dame gothic architecture cathedral and its stained glass, Tiffany's stained glass, Rembrandt's portraits that relate to Catholicism and history.
- Analyze major works of art and architecture from various cultures, times and places
- Understand forms, subjects, themes and symbols - Examples: The origins of stained glass in the Middle East that spread in Roman and Christian times, to Medieval times up to 1900s Art Nouveau to modern times
- Use a variety of resource media in researching stylistic characteristics of selected art, artists, cultures, time and places - Examples: creating a self-portrait oil painting, defining today's lifestyle through pastel and watercolor landscapes, designing non-representational compositions describing images and emotions
- Research papers identify characteristics of 20th century American painters
- Research and study of New Hope's Impressionist painters
- Study of local historical artists that are relative to a specific time period • Study of world events occurring at the time of the corresponding art period

UNIT 4: ART CRITICISM

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 certain works/artists are 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 and 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

Benchmark or Major Assessments

- Quizzes/tests
- Sketchbook/journals (Career as an Art Critic)
- Visit www.vca.unimelb.edu.au
- www.rubistar.4teacher.org
- Write a one page paper about what it takes to become an art critic

Instructional Materials

- Student and teacher artwork
- PowerPoints
- Art Department book list
- Art posters art postcards

Instructional Strategies

- 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 Roman or Medieval? 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
 - "John Sargent", "Portrait of an Artist"
 - Matisse "A Model for Matisse"
 - McKinley under painting
 - Watercolors and pastels
- Art history "Pennsylvania Impressionists?"
- 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

Interdisciplinary Connections

- Language Arts
- Reading

Accommodations or Modifications for Special Education, ESL or Gifted Learners

Restate Directions Visual Prompts Extended Time (projects/tests) Study Guide (tests) Repetition

2020 NJCS:

- 1.5.12adv.Pr4a
- 1.5.12adv.Pr5a
- 1.5.12adv.Pr6a
- 1.5.12adv.Re7b
- 1.5.12adv.Re9a

Learning Experiences and Instructional Activities

- 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 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 #1. In the open area of the circle on the right, write words that are only true of art work #2. 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 to one side of the reproduction and the "Opinion" to the other. Distribute writing paper, ask 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 either the Fact or Opinion sign, depending on category that has been chosen by the writer.

UNIT 5: ART CAREERS

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 in 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, crafts 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 a person an 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

The student will:

- 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

Instructional Materials

- Guest speakers (people in art careers)
- Art teachers/professors
- Studio artists
- College representatives
- Art magazines
- PowerPoints
- Careers in art
- Art posters

Instructional Strategies

- 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

Benchmark or Major Assessments

- Projects
- Oral presentations
- Writing assignments
- Homework
- Participation
- Rubrics

Interdisciplinary Connections

- Language Arts
- Reading History

Accommodations or Modifications for Special Education, ESL or Gifted Learners

Restate Directions Visual Prompts
Extended Time (projects/tests) Study Guide (tests) Repetition

2020 NJSL:

- 1.5.adv.Cn11a

Learning Experiences and Instructional Activities

- 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

ART III/IV 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: Primary, secondary, tertiary (intermediate), analogous, complementary, monochromatic, warm, cool, etc.

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.

Complementary 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 to 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.

Dabber/Stylus: A tool used when etching into a plate in

printmaking. **Dry Point Printing:** A form of printing done on a

plate or plexiglass.

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

Engraving: A line that is cut into the plate.

Flux: A substance that helps the solder adhere to the copper and makes the solder more fluid and flexible.

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.

Itaglio: An Italian word used in printmaking meaning to incise what is etched in 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 movement, 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.

Pattern: Refers to the careful placement of repeated elements in a work.

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

Plate Mark: An indentation made by the plate's edges forms a border around the composition.

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.

Rhythm: Repetition or alternation of elements, often with a variety of defined intervals between them, a visual tempo or beat.

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 include red-violet, red, red-orange, orange, yellow-orange and yellow.

Welding: A final step in adhering all the pieces together in stained glass.

Painting Techniques:

- **Combining Techniques:** Lighter areas in an opaque method, the shadow areas are painted in a transparent method.
- **Drybrush:** A method of skimming the brush across the painted surface so that the paint hits only some high areas.
- **Opaque Technique:** When the second layer of color hides the first layer.
- **Scumbling:** A way of painting that creates gradation in color. A kind of scrubbing motion that spreads a veil of color across the

canvas.

- **Transparent Technique:** Adding much more water or linseed oil, to create a glaze that shows the under color.

Assessment Rubric							
Student Name:					Class Period:		
Assignment/Problem:					Date Completed:		
Circle the number in pencil that best shows how well you feel that you completed that criterion for the assignment.	Superior Justify below	Excellent	Good	Average	Needs Improvement	Rate Yourself	Teacher's Rating
Composition and Design – does it read well?	5	4	3	2	1		
Growth and Progress - How does the work compare to previous work? Is there growth in thought?	5	4	3	2	1		
Impact – Is it daring? Does it extend from past work? Is it a theme of personal expression or, if "borrowed", how did you change it?	5	4	3	2	1		
The Problem – Is the student addressing the problem posed? Are variations made for a reason?	5	4	3	2	1		
Care/Effort – Is the work appropriate to the style? Attention to details – craftsmanship	5	4	3	2	1		
Work Habits – Efficient use of time, asking questions, recording thoughts, experimenting.	5	4	3	2	1		
Grade:						Your Total:	Teacher Total:

PASTEL DRAWING RUBRIC

Student Name:				Class/Period:		
Assignment/Problem:				Date Completed:		
Circle the number in pencil that best shows how well you feel that you completed that criterion for the assignment.	Advanced	Proficient	Basic	In Progress	Rate Yourself	Teacher's Rating
	5	4	3	2		
Technical	Realism (?) All fits together. All is consistent. Background is considered as well as objects drawn. Pastels are handled the same throughout the drawing.	Colors blended from dark to light. Not smeared but one color is layered next to other colors so the eye blends colors. Shapes are developed and not contained within outline.	Objects are complete. Color has been added. Some layering of colors. Drawing surface is technically different from object to object. Some shading but not complete.	Idea is started but not complete. Only two colors used for shading. Smearing. Finger prints still on surface. Background and objects separate.		
Composition	It looks good. Focal point. Repetition. Variety. All shapes fit the design. Background is considered	Focal point. Variety. Repetition.	Starts at the base of the paper. Inside of page is ignored. Objects border the page. Only center is considered.	Shapes float. Are unrelated.		
Work Habits	Whole class time and beyond.	Whole class time.	Majority of class time.	Day working out of four days.		

PORTFOLIO ASSESSMENT RUBRIC

Student Name:				Class/Period:			
Assignment/Problem:				Date Completed:			
	Commendable	Expected	Below Expected	Remedial	No Evidence	Rate Yourself	Teacher's Rating
Variety of art forms explored are consistent with problems addressed.	4	3	2	1	0		
Use of processes, techniques, media at grade level of competence, presentation.	4	3	2	1	0		
Functional redirection, exploration, integration of influences.	4	3	2	1	0		
Growth in complexity of ideas: depth with issue, form or concept.	4	3	2	1	0		
Shows synthesis of art history or criticism experience.	4	3	2	1	0		
Authenticity of problems(s) addressed.	4	3	2	1	0		
Utilization of visual awareness from achieving goals.	4	3	2	1	0		
Criteria of the problem are met.	4	3	2	1	0		
Aesthetic quality beyond criteria.	4	3	2	1	0		
Individuality, originality.	4	3	2	1	0		
Grade:						Your Total:	Teacher's Total:

ART CRITICAL REASONING RUBRIC

Student Name:		Class/Period:					
Assignment/Problem:		Date Completed:					
Circle the number in pencil that best shows how well you feel that you completed that criterion for the assignment.	Makes a complete inventory of the subject matter and/or elements accompanied by a thorough description.		Names and describes the obvious objects.		Briefly names one or two objects, "there is a girl."	Rate Yourself	Teacher's Rating
Art Criticism/Description: Identifies things about the work that can be seen, named and described	5	4	3	2	1		
	Describes the dominant elements and principles and how they are used by the artist to reinforce the theme, meaning, mood or feeling of the artwork.		Names and describes the elements and principles in the artwork.		Identifies one or two elements. "I see wavy lines."		
Analysis: Determines how the work of art is organized.	5	4	3	2	1		
	Compares and contrasts artwork with other artwork across a range of eras/cultures/categories.		Compares and contrasts the subject matter and composition of art work.		Compares and/or contrasts the subject matter in two art works.		
Analysis: Compares and contrasts artworks.	5	4	3	2	1		
	Forms a hypothesis about the symbolic or metaphorical meaning and substantiates the interpretation with evidence from the artwork		Identifies the literal meaning		Relates a personal response, i.e., ideas, feelings or moods. "It makes me sad."		
Interpretation: identifies the ideas, feelings or moods communicated by the artwork.	5	4	3	2	1		
Grade:						Your Total:	Teacher's Total:

CRITIQUING A PIECE OF ARTWORK

Questions	Write your ideas here. Give first impressions. Observe closely. Say what you see; do not say what you like or don't like. Describe, analyze and interpret.
What stands out the most when you first see the work? (focal point)	
Explain the reason you noticed the thing(s) you mentioned in number 1.	
As you keep looking, what else seems important? (secondary focal points)	
Why does the thing(s) you mentioned in number 3 seem important?	
How has contrast been used? Has a full range of values from white to black been used effectively? Warm and cool colors?	

Sample Standards Integration

21st Century Skills & Career Readiness Practices

CRP6. Demonstrate creativity and innovation.

For example, in Unit 1 students will create a design on their portfolio to be used throughout the semester. Students will create a design that may be abstract, representational or a combination of both. Students will focus on creating their design with the basic elements of art (Shape (geometric or organic), Line, Value, Color, Space, Texture and Form) Students will need their creativity to create an aesthetic composition for their design as well as creating an innovative conception for their design. Students are encouraged to create design completely out of their head with no reference to help with ideas.

CRP7. Employ valid and reliable research strategies.

For example, in Unit 1 students will recreate a famous work of art on a ceiling tile with paint. In addition to painting, students will investigate the artist of the painting they choose to recreate. Students will create a presentation to educate the class about their artist. Students will have to research education, other famous works, different jobs in the art industry, any themes (social, economic, political, racial, gender) within the artwork of their artist, the style and genre of the art.

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.

For example, in Unit 5 students will complete a Career Paths RST. Prior to the RST, teacher and students will discuss possible careers in the art industry, investigate the freelance industry vs salary positions.

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.

For example, in Unit 5 students will complete a Career Paths RST. Students will be given current information on possible art careers, salaries, cost of living, required education and expenses. After reading the information and researching on their own, students will write an essay determining if they would pursue a career in the art industry, which skills they have learned throughout their education that will help them to obtain and excel in the art sector and if they would be able to support themselves and/or a family. Students are expected to support their answer with evidence from the research materials.

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

For example, in Unit 3 Students will learn about art from the 1300's through the 1800's (Renaissance, Mannerism, Baroque, Rocco etc.) Prior to their realistic Figure project. Students will investigate the aim of art to help spread the ideology of religion and the effects it had on the world. Students will examine some artist's intent to hide scientific ideas within the art to contradict the beliefs of the church which commissioned the paintings. Students will discover how the Baroque art changed from idealized figure to a more common like person to help gain support for the catholic church after the reformation.

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

For example, in unit 3 students will learn about modern art movements of the 20th and 21st century (Abstract, Expressionism, and Surrealism etc.) prior to their Ceiling tile painting. Students will observe art styles that use less representative subjects and more expressionistic subjects/styles to communicate emotion and express ideas. Students will further investigate works of art using representational subjects to support or promote an idea (social, economic, political).

Technology Integration

* PowerPoints (group presentations)

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 Powerpoint 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. Students will use google classroom to critique works of art for each lesson/project with the intent to start student lead communication about art.

Interdisciplinary Connection

Research Simulation Task

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

[Kenojuak Ashevak, CC ONu](#) - Inuit Art and influences of bold lines and color, tribal tattoo feel

Unit 2

[Contour Drawing and Advocacy](#) - Value hand project
September 2022 training resources from Trenton ArtWorks

Unit 3

[Baya](#) - influenced Matisse and Picasso, art styles used for portrait project

Hale Woodruff's [Amistad Mutiny Murals](#)

The Jewish Museum: [The Holocaust](#)

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

Unit 4

[Amy Sherald](#) - portraits of African Americans in everyday settings

[Frank Morrison](#) - everyday people infused with urban landscapes and themes su

(importance of creating art that relates to what is around you)

Unit 5

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

[Kehinde Wiley](#)- street casting, portraits of Obamas