

**ART II**  
**GRADES 10-12**

THE EWING PUBLIC SCHOOLS  
2099 Pennington Road  
Ewing, NJ 08618

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Written by: EHS Art Department

Michael Nitti  
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 II is designed for students who have successfully completed Art I. Art II students shall further expand their knowledge of the elements of art and principles of design through research, production and criticism of visual art.

Students are expected to use a broad variety of media, techniques, processes and tools to create original, complex compositions that reflect personal growth, solve visual art problems, and communicate ideas. By starting with observational skills, students will develop the confidence to push their creativity, be open to new experiences, and embark on their own artistic journey

Students will critique artwork and reflect on the impact of art upon society as well as societal influences on art.

Pacing Guide: Units 1, 2, and 4 are ongoing

## **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 (6- 8)

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 (65-90 Days)**

### **Why Is This Unit Important**

This unit will reintroduce students to the art elements and principles of design. This knowledge is acquired and utilized throughout the semester. Each project addresses one or more of the elements and principles. These foundational concepts combine and compose all artworks. Students will create strong artworks that incorporate and distinguish the art elements and principles.

### **Enduring Understandings:**

- Artists combine elements of art and principles of design to create a strong composition.
- Art elements and design principles can be used intentionally to elicit a specific response from a viewer.
- Artists use techniques to execute original ideas.

### **Essential Questions:**

- How do artists combine the elements of art and design principles to create a strong composition?
- Why incorporate art elements and principles of design in a work of art?
- How will the art elements and principles of design improve the artwork?
- How do artists use the elements of art and design principles to execute original ideas?

### **Acquired Knowledge:**

- Artists use elements of art and principles of design when creating original works of art.
- Artists use elements of art and principles of design to create a strong composition in their works of art.
- Students can recognize the use of art elements of principles of design in works of art they view.

## **Acquired Skills:**

- Demonstrate how the art elements and design principles are used to create a work of art with a strong composition.
- Art Elements
  - line
  - shape
  - value
  - form
  - texture
  - color
  - space
- Design Principles
  - balance
  - pattern
  - repetition
  - rhythm
  - movement
  - emphasis
  - unity
- Exhibit knowledge of composition when creating original works of art.
- Recognize realistic, abstract and non-objective compositions.
- Evaluate compositions based on the art elements and design principles.

## **Assessments:**

### Formative Assessment:

- In-progress student/teacher critiques
- Peer to peer exchange
- Student self-evaluation
- Teacher assessment of completed works

### Summative Assessment:

- Unit quizzes/tests
- Final exam
- Research Simulation Task (RST)

### Benchmark Assessment:

- Assessment of Projects:
  - Evaluation of use of the elements and principle such as:
    - Pen and Ink Projects: Line, Texture, Value
    - Charcoal still life: Composition (Space), Value
    - Ceiling Tile Painting: Color, Space,

Alternative Assessment:

- Modify project requirements and rubrics to accommodate specific identified learners.
- Feedback (verbal and written critique) gained from public display of artworks and participation in student art exhibition and competition.

**Instructional Resources:**

Core:

- Mittler, Gene A. *Art in Focus*. New York, NY; Columbus, OH; Woodland Hills, CA; Peoria, IL: Glencoe McGraw-Hill, 2000
- PowerPoints:
  - o Art Elements and Principles of Design
  - o Color Theory
  - o Composition

Supplemental:

- Paper
- Pencils
- Drawing Paper
- Color Wheel
- View-Finder
- Charcoal
- Pastels
- Still Life Objects
- Teacher/Student Examples
- Art Posters
- Art Videos:
  - o The Artists Workshop: Watercolors
  - o Art is...Elements of Design



## **Suggested Instructional Strategies:**

- Lecture: Introduction and explanation of projects including history, techniques, etc.
- Reading assignments:
  - From Art in Focus
- 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
    - scratch art
    - colored pencil drawings
    - charcoal drawings showing good use of value
- Videos:
  - The Artists Workshop: Watercolors 2
  - Art is...Elements of Design
  - Andy Warhol: A Life on the Edge
  - The Definitive Dali
- Color mixing, drawing techniques, painting techniques
- Safety
- Use of color wheel
- Problem solving:
  - Use value to create visual form
- Group projects:
  - Art history
  - Art techniques

## **Interdisciplinary Connections:**

- Language Arts
- Reading
- Math

**Accommodations:**

- Assist students in getting organized
- Demonstrate skills and have students model them
- Use concrete examples to introduce concepts
- Move around the room frequently
- Make verbal instructions clear, short and to the point
- Make assignments that call for original work, independent learning, critical thinking, problem-solving and experimentation

**2020 NJCS:**

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

**Possible Dilemmas:**

- Water spilling on a project and damaging it. Student must redo the project if the project was not complete. If it was complete, the teacher will grade the project as it was, before the damage was done.

## Unit 2: Art Media and Techniques (65-90 Days)

### Why Is This Unit Important?

This unit will reintroduce students to different media they used in Art I and introduce them to new media throughout the semester. **This knowledge is acquired and utilized throughout the semester. Each project addresses one or more media and technique.** The elements of art and principles of design that the students learned in the previous unit will help them to design works of art that utilize the techniques taught to them.

### 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.
- Artists incorporate creativity in their works of art.

### 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 should you use tools, materials, techniques or processes in the specific medium?

### 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 recognize different art forms.

### Acquired Skills: Student will:

- 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 Assessment:

- Quiz:
  - Art History
  - Vocabulary
  - Sketchbooks/Journals Peer evaluations
- Teacher observation of group activity
- Participation
- Self-evaluations
- Rubrics (See attached rubrics in appendix)
- Critiques

Summative Assessment:

- Unit Test
- Final exam

Benchmark Assessment:

- Project-based - Students will be evaluated by their improvement in using varied media:
  - Acrylic Paint: Ceiling Tile Painting
  - Graphite: Preliminary Sketches and Gesture Drawings
  - Charcoal: Expressive Hands Project
  - Pastel: Self-Portrait
  - Pen and Ink: Literary Illustration

### Alternative Assessment:

- Modify project requirements and rubrics to accommodate specific identified learners.
- Feedback verbal and written critique) gained from public display of artworks and participation in student art exhibition and competition.

### Instructional Resources:

#### Core:

- Mittler, Gene A. *Art in Focus*. New York, NY; Columbus, OH; Woodland Hills, CA; Peoria, IL: Glencoe McGraw-Hill, 2000
- Art posters color wheel
- PowerPoints:
  - Color Theory
  - Art Elements and Principles of Design

#### Supplemental:

- Student and teacher artwork
- Videos:
  - The Artists Workshop: Watercolors 2
  - Art is...Elements of Design
  - Andy Warhol: A Life on the Edge
  - The Definitive Dali

### Suggested Instructional Strategies:

- 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
    - hand drawings
    - oil and chalk pastels
    - tempera and acrylic paintings
    - ceiling tiles
    - still life drawings
    - charcoal drawings
    - figure drawings

- 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 – Art history lessons
- Video with follow up discussions:
  - Art history
  - Art techniques

### **Interdisciplinary Connections:**

- Language Arts
- Reading
- Math

### **2020 NJCS:**

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

### **Possible Dilemmas:**

- Water spilling on a project and damaging it. Student must redo the project if the project was not complete. If it was complete, the teacher will grade the project as it was, before the damage was done.

## **Unit 3: Art History (25-30days)**

### **Why Is This Unit Important?**

By learning art history, students will examine and analyze how other artists developed major forms of art from the past from a variety of cultures.

### **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:**

- Students can identify different artists and time periods
- Students can differentiate between the images from time periods

### **Acquired Skills:**

- Identify specific artists as using certain media/techniques
- Analyze common characteristics of visual arts during the Ancient Greek and Roman time periods
- Identify specific media techniques

### **Assessments:**

Formative Assessment:

- Video Comprehension Worksheets
- Teacher observation of group activity
- Participation
- Self-evaluations
- Rubrics (See attached rubrics in appendix)
- Critiques

#### Summative Assessment:

- Unit Test
- Final exam

#### Benchmark Assessment:

- Students will be evaluated by knowledge of Art History:
  - Selected artist research: Ceiling Tile Project
  - Auguste Rodin: Expressive Hands Project
  - Henri Matisse: Expressive Color Project

#### Alternative Assessment:

- Modify project requirements and rubrics to accommodate specific identified learners.
- Feedback (verbal and written critique) gained from public display of artworks and participation in student art exhibition and competition.

### **Instructional Resources:**

#### Core:

- Mittler, Gene A. *Art in Focus*. New York, NY; Columbus, OH; Woodland Hills, CA; Peoria, IL: Glencoe McGraw-Hill, 2000
- PowerPoints:
  - Medieval Art
  - Renaissance Art
  - *Art in Focus* book
- Art postcards

#### Supplemental:

- Paper
- Pencils
- Drawing Paper
- Color Wheel
- Student and teacher artwork



### **Suggested Instructional Strategies:**

- Lecture:
  - Introduction and explanation of history, cultures, etc.
- Reading assignments from *Art in Focus* book
  - 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:
  - Andy Warhol: A Life on the Edge
  - The Definitive Dali
- Research:
  - Artists
  - Art movements
  - Art careers – art historian, museum curator, educator, art restoration

### **Interdisciplinary Connections:**

- Language Arts
- Reading

### **2020 NJCS:**

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

### **Possible Dilemmas:**

- Written research project is deleted on computer. Student must rewrite the paper.

## **Unit 4: Art Criticism (Ongoing)**

### **Why Is This Unit Important?**

Students will be able to view and critique a work of art by communicating their thoughts with other students and the teacher. Their ideas will be presented in a logical manner and they will communicate ways to improve the artwork in the critiquing process.

### **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 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

## **Assessments:**

### Formative Assessment:

- Class Discussion
- Compare and Contrast
- Application of art style concepts
- Rubrics
- Critiques

### Summative Assessment:

- Quiz: Terms and technology

### Benchmark Assessment:

- Peer critique of presented projects (Ceiling tile project)
- Written peer critiques

### Alternative Assessment:

- Modify project requirements and rubrics to accommodate specific identified learners.
- Feedback (verbal and written critique) gained from public display of artworks and participation in student art exhibition and competition.

## **Instructional Resources:**

### Core:

- Mittler, Gene A. *Art in Focus*. New York, NY; Columbus, OH; Woodland Hills, CA; Peoria, IL: Glencoe McGraw-Hill, 2000
- PowerPoints:
  - Art Department Book List
  - Art posters
  - Art postcards

### Supplemental:

- Student and Teacher Artwork

## **Suggested 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 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 Renaissance Art?
  - 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 Parts 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

## **Interdisciplinary Connections:**

- Language Arts
- Reading

**2020 NJCS:**

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

**Possible Dilemmas:**

- Student's homework was misplaced. Student must redo their homework and hand it in. Will be given an extra day to redo it.

## **Unit 5: Art Careers (8-10 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

### **Essential Questions:**

- How can art knowledge and experience prepare you for a career?
- What types of careers exist that utilize art skills?

### **Acquired Knowledge:**

- Students explore careers that exist in the art field

### **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

### **Assessments:**

#### Formative Assessment:

- Presenter comprehension/attention worksheets
- Discussion Groups
- Question and Answer Sessions

#### Summative Assessment:

- Research Simulation Task (RST): Art Career Paths

#### Benchmark Assessment:

- Presenters from various art and humanities colleges and technical schools

#### Alternative Assessment:

- Modify expectations of student presenter evaluations to accommodate specific identified learners.

## **Instructional Resources:**

### Core:

- 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

### Supplemental:

- Guest speakers (people in art careers):
  - Art teachers/professors
  - Studio artists
  - College representatives
- PowerPoints:
  - Careers in Art
- Art posters
- Suggested instructional strategies
- Guest Speaker:
  - College representatives
- Video with follow up discussions:
  - Animation and mixed media
- Research:
  - Careers

## **Interdisciplinary Connections:**

- Language Arts
- Reading

## **2020 NJCS:**

- 1.5.adv.Cn11a

## **Possible Dilemmas:**

- Written research project is deleted on computer. Student must rewrite.

## **Rubrics**

The following two rubrics can be used to grade student artwork.

### **Self-Portrait Collage – 130 points**

#### **Requirements – 25 points**

- Pen and ink
- Expression of yourself
- Song/poem lyrics relating to your expression
- Use whole paper

#### **Technique – 25 points**

- Correctly using one of pen and ink shading techniques
- Includes lights, mediums and dark tones
- Incorporate words in areas of portraits (such as dark areas)

#### **Neatness – 25 points**

- Neatly drawn
- Neatly shaded
- Neat handwriting

#### **Creativity – 25 points**

- BE CREATIVE!!!
- Creative expression and lyrics

#### **Composition – 30 points**

- Good setup on page
- Use whole paper for composition
- Part of you going off of page



## **Renaissance Research PowerPoint Project - 180 points**

### **Overall presentation of PowerPoint to class – 50 points**

- Must be neatly presented
- At least 15 slides
- Good information on slides
- Background on slides
- Title
- Your information is organized
- Don't just read PowerPoint – know your stuff!

### **Bio on Artist – 50 points**

- How artist became an artist
- Where they grew up
- Where they created most of their art
- What was their inspiration?
- Did they work with other artists?
- When did they die?
- What was their medium?
- Show pictures of the artwork – not included in the 15 slides of information
- This is only a starting point...

### **Time Period – 30 points**

- Only 2-3 slides on the time period itself
- What time period was the artist a part of?
- What countries did this time period take place in?
- What were the characteristics of this time period?

### **Presentation – 50 points**

- Speak loud and clearly
- Do not read from your PowerPoint
- Make eye contact
- It is 3-4 minutes long
- Explain some of the artwork the artist did

## Video and Book List

### Video List:

- Andy Warhol: A Life on the Edge. A&E Television Networks, 1996
- Art is...Elements of Design. Dir. Gerald Brommer. Crystal Video, 1996
- The Artists Workshop: Watercolors 2. RB Productions
- The Definitive Dali: A Lifetime Retrospective. Dir. Adam Low. BBC Television, 1988

### Book List:

- Mittler, Gene A. *Art in Focus*. New York, NY; Columbus, OH; Woodland Hills, CA; Peoria, IL: Glencoe McGraw-Hill, 2000

## Glossary

**Aesthetics:** A branch of philosophy concerned with identifying the clues within works of art that can be used to understand, judge and defend judgments about those works.

**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.

**Design Quality:** How well the work is organized or put together. This aesthetic quality is favored by formalism.

**Emotionalism:** A theory of art that places emphasis on the expressive qualities. According to this theory, the most important thing about a work of art is the vivid communication of moods, feelings and ideas.

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

**Expressive Qualities:** Those qualities having to deal with the meaning, mood or idea communicated to the viewer through a work of art. Art exhibiting this aesthetic quality is favored by emotionalists.

**Form:** The illusion of geometric, biomorphic, open, closed, etc.

**Formalism:** A theory of art that emphasizes design qualities. According to this theory, the most important thing about a work of art is the effective organization of the elements of art through the use of the principles.

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

**Imitationalism:** A theory of art that places emphasis on the literal qualities. According to this theory, the most important thing about a work of art is the realistic representation of subject matter.

**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.

**Literal Quality:** The realistic presentation of subject matter in a work of art. This aesthetic quality is favored by imitationalism.

**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.

**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 the subject, typically drawn or painted from a reflection in a mirror. Also, a portrait taken by the photographer of him/herself, 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**

### **21<sup>st</sup> 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 artists 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, 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