

# **Peer to Peer Art Fundamentals**

**Black Horse Pike Regional School District  
580 Erial Road, Blackwood, NJ 08012**

**Written By: Alyssa Hurst & William Zeoli**

**Date: Fall 2024**

**Fine Arts Department Supervisor: Steve Arena**

**Approved by: Marcie Geyer, Director of Curriculum & Instruction**

# Welcome to Peer to Peer Art Fundamentals



## with Teacher

Room # Email Phone Ext.

Peer to Peer Art Fundamentals is a Fine Arts course that addresses the Elements of Art and Principles of Design and how they can be manipulated to create two dimensional works of art. This program is modeled from the Art I curriculum to create an inclusive space, modified to meet the needs of our special education students and their general education peers. This course promotes a collaborative learning environment that focuses on art exploration and creative expression. Various artists and their impact on the Arts will be addressed. Students will develop communications skills by utilizing methods of critique when discussing personal art, the work of peers, and exemplary works of art. This course empowers students to create original artworks that communicate personal ideas, while demonstrating composition and aesthetic qualities tied back to the Elements of Art and Principles of Design.

## Extra Help & Studio Time

I am available during enrichment on \_ days and \_ days and afterschool by appointment



## Community Norms

Engage in Productive Work.

Maintain a Safe and Clean Work Environment.

Share Space Respectfully.



## Grading Categories

50%

### Projects

Projects are completed in class according to specifications found in the rubric. Classroom maintenance jobs will be assigned one to two times per month and graded for completeness.

30%

### Classwork/Participation

Assignments may be hands-on, written, or group activities. Students will earn grades to assess progress towards completion of projects.

20%

### Critique

Students are to actively participate during critique activities by way of group discussion and/or written assignments.

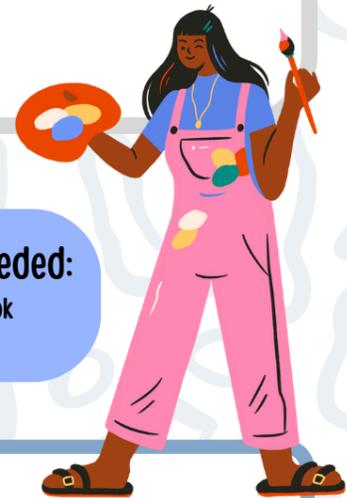


## Units of Study

1. Elements of Art & Principles of Design
2. Drawing
3. Painting
4. Printmaking

## Materials Needed:

- Chromebook
- Pencil



## Late Assignment Policy

- Assignments need to be turned in on the day and class period they are due. If a student thinks that they will need more time, they are responsible to contact the teacher to set up studio time before project deadlines. Studio time may take place, with teacher approval, during Tartan time or afterschool.
- Assignments turned in after the due date will lose points.
- Projects will lose 10 points each week. (1 day to 1 week late = 10 points off, 8 days to 2 weeks late = 20 points off, 15 days to 3 weeks late = 30 points off)
- Homework/Critique & Classwork/Participation assignments will earn up to 50% credit
- If a student is absent they will receive one extra day to complete the assignment.



# Peer to Peer Art Fundamentals

2024-2025

## Course Overview

### Course Description:

Peer to Peer Art Fundamentals - 5 Credits, Grade 9-12

Peer to Peer Art Fundamentals is a Fine Arts course that addresses the Elements of Art and Principles of Design and how they can be manipulated to create two dimensional works of art. This program is modeled from the Art I curriculum to create an inclusive space, modified to meet the needs of our special education students and their general education peers. This course promotes a collaborative learning environment that focuses on art exploration and creative expression. Various artists and their impact on the Arts will be addressed. Students will develop communications skills by utilizing methods of critique when discussing personal art, the work of peers, and exemplary works of art. This course empowers students to create original artworks that communicate personal ideas, while demonstrating composition and aesthetic qualities tied back to the Elements of Art and Principles of Design.

### Course Skills & Expectations:

#### Artistic Skills & Knowledge

Students will:

- Be introduced to the Elements of Art & Principles of Design (ie. Line, shape, color, texture, form, value, space, balance emphasis, movement, pattern, repetition, proportion, rhythm, variety, and unity) and manipulate these elements to create unique works of art
- Gain technical skills necessary for various artistic processes
- Develop fine motor skills by drawing, painting, writing, sculpting, collaging, cutting, building, modeling, gluing, printing, ect.
- Develop an artistic style while engaging in various art making processes

#### Autonomy

In this course, students:

- Are respected as individuals and artists. Their design choices and outcomes are authentic and unique to each student.
- Will experience an art curriculum that is process oriented not product driven
- Will experience success with as little adult/peer assistance as possible

#### Communication Skills

Students will develop communication skills by:

- Sharing opinions and observations of exemplary artworks.
- Discussing the art of peers and giving constructive feedback.
- Discussing choices, preferences, and ideas for art creation.
- Communicating wants and needs with peers and staff
- Socializing with peers and building friendships

### Leadership

By participating a member of the classroom community, students will:

- Develop valuable leadership abilities, such as communication, decision-making, modeling appropriate behavior, and conflict resolution.
- Reinforce their own understanding of the subject matter, often leading to deeper comprehension.
- Increase self-confidence and self-esteem.
- Enhance their ability to think critically and solve problems, as they will often need to address their peers' questions and concerns.

## Unit Overview:

### **Unit 1: Elements of Art & Principles of Design**

Elements of Art: Line , Color, Shape, Form, Texture, Value, and Space  
Principles of Design: Balance, Contrast, Emphasis, Movement, Pattern, Rhythm, and Unity  
Digital Art  
Self/Peer Critique  
Viewing/Discussing Artwork  
Studio Practice  
Maintaining a Safe Work Environment

### **Unit 2- Drawing**

Contour line  
Shading and Value  
Still life  
Proportion  
Drawing from life(animals, people, gesture)  
Mixed Media  
Elements of Art/Principles of Design Review  
Self/Peer Critique  
Viewing/Discussing Artwork  
Using Reference Materials  
Studio Practice  
Maintaining a Safe Work Environment

### **Unit 3- Painting**

Brush Techniques  
Watercolor  
Acrylic  
Mixed Media  
Elements of Art/Principles of Design Review  
Self/Peer Critique  
Viewing/Discussing Artwork  
Using Reference Materials  
Studio Practice  
Maintaining a Safe Work Environment

### **Unit 4- Printmaking**

Found objects  
Collagraph  
Foam  
Monotype  
Cyanotype  
Mixed Media  
Elements of Art/Principles of Design  
Self/Peer Critique  
Viewing/Discussing Artwork  
Using Reference Materials  
Studio Practice  
Maintaining a Safe Work Environment

## Unit 1 - Elements of Art & Principles of Design

QUICK GUIDE: [Standards for Learning](#); [Accommodations and Modifications](#)

### Unit Summary: Elements of Art & Principles of Design

The Elements of Art are the building blocks of art (Line, Color, Shape, Form, Texture, Value, and Space) and the Principles of Design dictate how the artist applies the Elements in a composition (Balance, Contrast, Emphasis, Movement, Pattern, Rhythm, and Unity). Students will be introduced to the Elements of Art & Principles of Design while learning how to identify them in exemplary works of art. Students will apply the Elements of Art and Principles of Design while manipulating materials to achieve a wide range of results. Students will also maintain a studio space and use discipline specific tools and materials. Students also explore traditional and non-traditional ceramic finishing techniques that can be applied to bisqueware. Art history and critique will be introduced with a focus on the analysis of two-dimensional work.

### Essential Questions:

*These questions establish inquiry to unify the unit's assignments and assessments.*

How does the construction process of a work of art affect its form and/or function?

How do different types of lines (straight, curved, thick, thin) affect the overall composition of an artwork?

In what ways can lines convey movement and emotion in a piece of art?

How do geometric and organic shapes create different visual effects and meanings in art?

How do repeating patterns contribute to the rhythm and unity of an artwork?

In what ways can artists achieve unity while still incorporating variety and interest in their artwork?

What impact does the repetition of elements have on the overall composition of an artwork?

In what ways have drawings, printmakings, and paintings been used throughout history?

How does the study and analysis of historical work impact the planning, execution, and presentation of a work of art?

How do life experiences influence the way you relate to art?

How does learning about art impact how we perceive the world?

What can we learn from our responses to art?

## Assessments:

### Summative/Performance Assessments

Projects/Major Assessments = 50%

### Formative Assessments

Participation/Classwork = 30%

Homework/Critique/Quizzes = 20%

Examples:

- Project Self Reflection
- Peer and Small Group Reflections
- In-Process Critique
- Sample Project Rubric
- Modified Rubric
- Written Assignments
- Projects

## Instructional Strategies & Unit Resources

### **Resources:**

- Canva ([www.canva.com](http://www.canva.com))
- Tinkercad- build & create in 3D <https://www.tinkercad.com/>
- Scratch- Create games & animations <https://scratch.mit.edu/>
- Piskel- create pixel art <https://www.piskelapp.com/>
- Sketchpad- digital maker space <https://sketchpad.app/>
- Quick draw- drawing game <https://quickdraw.withgoogle.com/>

### **Activities:**

- **Color Theory-**

Students will:

- Explore color by experimenting in a coloring science mixing activity
- identify ways that artists use color to convey emotions
- Identify color pairings and assess the visual impact of various pairings
- Create a series of the same image, utilizing different color pairings in each panel. Identify the differences among the panels and identify how color changes the emotional feel, energy level, or symbolism of the works.

- **Line, Shape & Pattern**

Students will:

- Explore a variety of lines in mark making and discuss line weight and line quality.
- Explore architectural line drawings created by the neurodivergent artist, Stephen Wiltshire. Next students will utilize various tools to create architectural line art.
- Observe exemplary works by Alma Thomas and use the Elements and principles of art as a language to discuss her paintings. Next, students will create works inspired by Thomas' use of line and color.
- Identify patterns in both nature and the constructed world
- Identify geometric and organic shapes in nature and the constructed world and create artworks that utilize geometric and organics shapes
- Explore radial and bilateral symmetrical designs by analyzing traditional Islamic mosaics, then create symmetrical artworks inspired by these exemplary pieces.

● **Critique**

Students will:

- identify elements of Art and Principles in works of art in masterworks of art and in the work of peers
- Identify their strengths and create goals for improving their piece
- Give helpful feedback to classmates and make suggestions for improving their work based on effective use of the Elements and Principles

STANDARDS for Learning Targets			
Creating	Performing/Presenting/Producing	Responding	Connecting
<p><b>Students will plan, prepare, then create a body of work. Lessons will build upon one another to support the acquisition and development of skills.</b></p> <p><b>1.5.12acc.Cr1a:</b> Individually and collaboratively formulate new creative problems based on student's existing artwork.</p> <p><b>1.5.12acc.Cr1b:</b> Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design.</p>	<p><b>Throughout the creative process, students will be assessing their progress and refining their work. Students will participate in independent and collaborative in-process critiques, giving them opportunities to reassess and move forward.</b></p> <p><b>1.5.12acc.Pr5a:</b> Evaluate, select and apply methods or processes appropriate to display artwork in a specific place.</p> <p><b>1.5.12prof.Pr6a:</b> Analyze and describe</p>	<p><b>Students will assess their work, the work of peers, and exemplary works of art. They will apply criteria to formulate judgements on the effectiveness of works of art.</b></p> <p><b>1.5.12acc.Re7a:</b> Recognize and describe personal aesthetic and empathetic responses to the natural world and constructed environments.</p> <p><b>1.5.12acc.Re7b:</b> Evaluate the effectiveness of visual artworks to influence ideas, feelings, and</p>	<p><b>Students will synthesize and relate knowledge and personal experiences to create products</b></p> <p><b>1.5.12acc.Cn10a:</b> Utilize inquiry methods of observation, research and experimentation to explore other subjects through artmaking.</p> <p><b>1.5.12acc.Cn11a:</b> Compare uses of art in a variety of societal, cultural and historical contexts and make connections to uses of art in contemporary and local contexts.</p>

<p><b>1.5.12acc.Cr2a:</b> Through experimentation, practice and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.</p> <p><b>1.5.12acc.Cr3a:</b> Engage in constructive critique with peers, then reflect on, re-engage, revise, and refine works of art and design in response to personal artistic vision.</p> <p><b>1.2.12prof.Cr1b:</b> Organize and design artistic ideas for media arts productions.</p> <p><b>1.2.12prof.Cr1d:</b> Apply aesthetic criteria in developing, refining and proposing media arts artwork.</p> <p><b>1.2.12acc.Cr1c:</b> Critique plans, prototypes, constraint of resources, and production processes considering purposeful and expressive artistic intention and personal aesthetic.</p> <p><b>1.2.12prof.Cr2c:</b> Apply aesthetic criteria in developing, refining and proposing media arts artwork.</p> <p><b>1.2.12acc.Cr2b:</b> Critique plans, prototypes, constraint of resources, and production processes considering purposeful and expressive artistic intention and personal aesthetic.</p> <p><b>1.2.12adv.Cr2b:</b> Knowledge of systems, prototypes and production processes with consideration of complex constraints of goals, time, resources and personal limitations.</p>	<p>the impact that an exhibition or collection has on personal awareness of social, cultural or political beliefs and understandings</p> <p><b>1.2.12prof.Cr3b:</b> Refine and modify media artworks, emphasizing aesthetic quality and intentionally accentuating stylistic elements to reflect an understanding of personal goals and preferences.</p> <p><b>1.2.12acc.Cr3a:</b> Apply ideas with deliberate choices in organization, integrating content and stylistic conventions.</p> <p><b>1.2.12acc.Cr3b:</b> Demonstrate an understanding of media art principles through a selection of tools and production processes.</p>	<p>behaviors of specific audiences.</p> <p><b>1.5.12acc.Re8a:</b> Identify types of contextual information useful in the process of constructing interpretations of an artwork or collection of works.</p> <p><b>1.5.12acc.Re9a:</b> Determine the relevance of criteria used by others to evaluate a work of art or collection of works.</p> <p><b>1.2.12prof.Re7a:</b> Analyze the qualities of and relationships between the components, style and preferences communicated by media artworks and artists.</p> <p><b>1.2.12acc.Re8a:</b> Analyze the intent, meanings and influence of a variety of media artworks, based on personal, societal, historical, and cultural contexts.</p> <p><b>1.2.12prof.Re9a:</b> Evaluate media art works and production processes at decisive stages, using identified criteria and considering context and artistic goals</p>	<p><b>1.2.12acc.Cn10a:</b> Synthesize internal and external resources to enhance the creation of persuasive media artworks, such as cultural connections, introspection, research, and exemplary works.</p> <p><b>1.2.12acc.Cn10b:</b> Explain and demonstrate the use of media artworks to synthesize new meaning and knowledge. Reflect and form cultural experiences, such as new connections between themes and ideas, local and global networks, and personal influence.</p> <p><b>1.2.12adv.Cn11a:</b> Through relevant and impactful media artworks, demonstrate the relationships of media arts ideas to personal and global contexts, purposes and values.</p>
--	--	--	---

## Career Ready Practice Standards

### Interdisciplinary Connections & 21st Century Themes & Skills

Vocabulary	
Tier 2	Tier 3
Identify, revise, critique, paint, draw, application, design, create, experiment, collage, sketch, reflect, digital artwork, two-dimensional art, collaborate, medium	Line, shape, organic, geometric, color, texture, form, value, space, balance emphasis, movement, pattern, repetition, proportion, rhythm, variety, and unity

Accommodations and Modifications for Curriculum Implementation
<b>Black Horse Pike Accommodations and Modifications</b>
<ul style="list-style-type: none"> <li>• <a href="#">General Education</a></li> <li>• <a href="#">Special Education</a></li> <li>• <a href="#">504 Students</a></li> <li>• <a href="#">ELL Students</a></li> <li>• <a href="#">At Risk Students</a></li> <li>• <a href="#">Gifted and Talented</a></li> </ul>
<b>Class Specific Accommodations and Modifications</b>
<ul style="list-style-type: none"> <li>• Provide students with sensory needs with appropriate tools or materials (e.g. gloves, spatulas, paint brushes, etc.).</li> <li>• Read questions and/or prompts out loud.</li> <li>• Provide templates to follow along with independently or copy directly depending on the needs of the student per their IEP.</li> <li>• Modified self and peer critique forms with picture-based assessment (e.g. thumbs up/down, smiley face or frowny face, etc.).</li> <li>• Assignments created with instructions in fonts larger than 12 pt.</li> <li>• Provide each group of students with reference cards with visual representations of each element of art and principle of design.               <ul style="list-style-type: none"> <li>o Additional visual representations of each element and principle placed around the room.</li> </ul> </li> <li>• Hand-over-hand guidance.</li> <li>• Backward Chain Method to be utilized on group activities. Students will complete the final steps of a project during the first group activity, adding more steps as the year progresses.</li> </ul>

to [Standards for Learning](#)

## Unit 2 - Drawing

QUICK GUIDE: [Standards for Learning](#); [Accommodations and Modifications](#)

### Unit Summary: Drawing

Students will be introduced to various techniques to create realistic and abstract drawings. Methods to create dimension, perspective, and proportion will be discussed and practiced. Students will have opportunities to draw from life in the classroom and the school grounds. The understanding of the Elements of Art and Principles of Design will be applied in the creation of drawings as students make choices to build a unique artistic style. Students will also maintain a studio space and use discipline specific tools and materials.

### Essential Questions:

*These questions establish inquiry to unify the unit's assignments and assessments.*

**What conditions, attitudes, & behaviors support creativity & innovative thinking?**

**What can we learn from the techniques and approaches of famous artists, and how can these insights be applied to our own work?**

**How does refining artwork affect its meaning to the viewer?**

**What factors prevent or encourage people to take creative risks?**

**How does collaboration expand the creative process?**

**What techniques can artists use to create the illusion of form in a two-dimensional artwork?**

**What techniques can artists use to create a range of values in their work?**

**How do artists & designers learn from trial & error?**

**How do artists & designers determine whether a particular direction in their work is effective?**

**How do artists & designers care for & maintain materials, tools, & equipment?**

## Assessments:

### Summative/Performance Assessments

Projects/Major Assessments = 50%

### Formative Assessments

Participation/Classwork = 30%

Homework/Critique/Quizzes = 20%

Examples:

- Project Self Reflection
- Peer and Small Group Reflections
- Sample Project Rubric
- Modified Rubric
- Written Assignments
- Projects

## Instructional Strategies & Unit Resources

### **Resources:**

- Canva ([www.canva.com](http://www.canva.com))
- Tinkercad- build & create in 3D <https://www.tinkercad.com/>
- Scratch- Create games & animations <https://scratch.mit.edu/>
- Piskel- create pixel art <https://www.piskelapp.com/>
- Sketchpad- digital maker space <https://sketchpad.app/>
- Quick draw- drawing game <https://quickdraw.withgoogle.com/>

### **Activities:**

- **Contour Line-**

Students will:

- Explore contour lines by creating contour, continuous contour, and blind contour drawing from life
- Create a contour line drawing of an object from life, then apply watercolor paint to add color and interest to the design.

- **Value & Proportion**

Students will:

- Identify value in artworks and discuss the reasons and ways artists utilize value in artworks
- Identify highlights, shadows, and midtones in artworks
- Utilize shading and blending techniques to apply dimension to simple forms then more complex items
- Identify proportions of objects by comparing measurements from one object to another

● **Life Drawing**

Students will:

- Create dynamic still lifes by creating interesting artistic arrangements
- Identify common proportions found in human anatomy and utilize this knowledge to draw models from life
- Create paper utilizing traditional techniques and bind it together to create a custom sketchbook. Use the sketchbook to complete a series of unique sketches from life.

● **Critique**

Students will:

- identify elements of Art and Principles in works of art in masterworks of art and in the work of peers
- Identify their strengths and create goals for improving their piece
- Give helpful feedback to classmates and make suggestions for improving their work based on effective use of the Elements and Principles

STANDARDS for Learning Targets			
Creating	Performing/Presenting/Producing	Responding	Connecting
<p>Students will plan, prepare, then create a body of work. Lessons will build upon one another to support the acquisition and development of skills.</p> <p><b>1.5.12acc.Cr1a:</b> Individually and collaboratively formulate new creative problems based on student's existing artwork.</p> <p><b>1.5.12acc.Cr1b:</b> Choose from a range of materials and methods of traditional</p>	<p>Throughout the creative process, students will be assessing their progress and refining their work. Students will participate in independent and collaborative in-process critiques, giving them opportunities to reassess and move forward.</p> <p><b>1.5.12acc.Pr5a:</b> Evaluate, select and apply methods or processes appropriate to display artwork in a</p>	<p>Students will assess their work, the work of peers, and exemplary works of art. They will apply criteria to formulate judgements on the effectiveness of works of art.</p> <p><b>1.5.12acc.Re7a:</b> Recognize and describe personal aesthetic and empathetic responses to the natural world and constructed environments.</p>	<p>Students will synthesize and relate knowledge and personal experiences to create products</p> <p><b>1.5.12acc.Cn10a:</b> Utilize inquiry methods of observation, research and experimentation to explore other subjects through artmaking.</p> <p><b>1.5.12acc.Cn11a:</b> Compare uses of art in a variety of societal, cultural and historical contexts and make</p>

<p>and contemporary artistic practices to plan works of art and design.</p> <p><b>1.5.12acc.Cr2a:</b> Through experimentation, practice and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.</p> <p><b>1.5.12acc.Cr3a:</b> Engage in constructive critique with peers, then reflect on, re-engage, revise, and refine works of art and design in response to personal artistic vision.</p> <p><b>1.2.12prof.Cr1b:</b> Organize and design artistic ideas for media arts productions.</p> <p><b>1.2.12prof.Cr1d:</b> Apply aesthetic criteria in developing, refining and proposing media arts artwork.</p> <p><b>1.2.12acc.Cr1c:</b> Critique plans, prototypes, constraint of resources, and production processes considering purposeful and expressive artistic intention and personal aesthetic.</p> <p><b>1.2.12prof.Cr2c:</b> Apply aesthetic criteria in developing, refining and proposing media arts artwork.</p> <p><b>1.2.12acc.Cr2b:</b> Critique plans, prototypes, constraint of resources, and production processes considering purposeful and expressive artistic intention and personal aesthetic.</p> <p><b>1.2.12adv.Cr2b:</b> Knowledge of systems, prototypes and production processes</p>	<p>specific place.</p> <p><b>1.5.12prof.Pr6a:</b> Analyze and describe the impact that an exhibition or collection has on personal awareness of social, cultural or political beliefs and understandings</p> <p><b>1.2.12prof.Cr3b:</b> Refine and modify media artworks, emphasizing aesthetic quality and intentionally accentuating stylistic elements to reflect an understanding of personal goals and preferences.</p> <p><b>1.2.12acc.Cr3a:</b> Apply ideas with deliberate choices in organization, integrating content and stylistic conventions.</p> <p><b>1.2.12acc.Cr3b:</b> Demonstrate an understanding of media art principles through a selection of tools and production processes.</p>	<p><b>1.5.12acc.Re7b:</b> Evaluate the effectiveness of visual artworks to influence ideas, feelings, and behaviors of specific audiences.</p> <p><b>1.5.12acc.Re8a:</b> Identify types of contextual information useful in the process of constructing interpretations of an artwork or collection of works.</p> <p><b>1.5.12acc.Re9a:</b> Determine the relevance of criteria used by others to evaluate a work of art or collection of works.</p> <p><b>1.2.12prof.Re7a:</b> Analyze the qualities of and relationships between the components, style and preferences communicated by media artworks and artists.</p> <p><b>1.2.12acc.Re8a:</b> Analyze the intent, meanings and influence of a variety of media artworks, based on personal, societal, historical, and cultural contexts.</p> <p><b>1.2.12prof.Re9a:</b> Evaluate media art works and production processes at decisive stages, using identified criteria and considering context and artistic goals</p>	<p>connections to uses of art in contemporary and local contexts.</p> <p><b>1.2.12acc.Cn10a:</b> Synthesize internal and external resources to enhance the creation of persuasive media artworks, such as cultural connections, introspection, research, and exemplary works.</p> <p><b>1.2.12acc.Cn10b:</b> Explain and demonstrate the use of media artworks to synthesize new meaning and knowledge. Reflect and form cultural experiences, such as new connections between themes and ideas, local and global networks, and personal influence.</p> <p><b>1.2.12adv.Cn11a:</b> Through relevant and impactful media artworks, demonstrate the relationships of media arts ideas to personal and global contexts, purposes and values.</p>
--	--	---	---

with consideration of complex constraints of goals, time, resources and personal limitations.			
---	--	--	--

[Visual and Performing Arts NJSLs 2020](#)

[Career Ready Practice Standards](#)

[Interdisciplinary Connections & 21st Century Themes & Skills](#)

Vocabulary	
Tier 2	Tier 3
Identify, revise, critique, paint, draw, application, design, create, experiment, collage, sketch, reflect, digital artwork, two-dimensional art, collaborate, medium, line, shape, organic, geometric, color, texture, form, value, space, balance emphasis, movement, pattern, repetition, proportion, rhythm, variety, and unity	contour, proportion, outline, shading, highlights, shadows, midtones, arrangement, anatomy, life drawing, model, still life

Accommodations and Modifications for Curriculum Implementation
<b>Black Horse Pike Accommodations and Modifications</b>
<ul style="list-style-type: none"> <li>• <a href="#">General Education</a></li> <li>• <a href="#">Special Education</a></li> <li>• <a href="#">504 Students</a></li> <li>• <a href="#">ELL Students</a></li> <li>• <a href="#">At Risk Students</a></li> <li>• <a href="#">Gifted and Talented</a></li> </ul>
<b>Class Specific Accommodations and Modifications</b>

- Provide students with sensory needs with appropriate tools or materials (e.g. gloves, spatulas, paint brushes, etc.).
- Read questions and/or prompts out loud.
- Provide templates to follow along with independently or copy directly depending on the needs of the student per their IEP.
- Modified self and peer critique forms with picture-based assessment (e.g. thumbs up/down, smiley face or frowny face, etc.).
- Assignments created with instructions in fonts larger than 12 pt.
- Modified grips on pencils, markers, colored pencils, and crayons.
- Stencils available for more complex drawing assignments.
- Hand-over-hand guidance.
- Backward Chain Method to be utilized on group activities. Students will complete the final steps of a project during the first group activity, adding more steps as the year progresses.

to [Standards for Learning](#)

## Unit 3 - Painting

QUICK GUIDE: [Standards for Learning](#); [Accommodations and Modifications](#)

### Unit Summary: Painting

Students will be introduced to various techniques, mediums and applications related to painting. The understanding of the Elements of Art and Principles of Design will be applied in the creation of compositions utilizing various types of paint. Various watercolor and acrylic techniques will be discussed and utilized to create realistic works of art. Students will further explore traditional and non-traditional techniques that can be applied to their artworks. Students will also maintain a studio space and use discipline specific tools and materials. Art history and critique will be introduced with a focus on the analysis of choices of color, technique, and paint application.

### Essential Questions:

*These questions establish inquiry to unify the unit's assignments and assessments.*

- How does the study and analysis of historical work impact the planning, execution, and presentation of a painting?
- What conditions, attitudes, & behaviors support creativity & innovative thinking?
- What factors prevent or encourage people to take creative risks?
- How does collaboration expand the creative process?
- How do different painting techniques affect the overall look and feel of a painting?
- In what ways do different painting mediums influence the process and outcome of a painting?
- How can the choice of tools impact the texture and detail in a painting?
- What role does color play in conveying mood, atmosphere, and meaning in a painting?
- How do artists & designers care for & maintain materials, tools, & equipment?

### Assessments:

#### Summative/Performance Assessments

Projects/Major Assessments = 50%

#### Formative Assessments

Participation/Classwork = 30%

Homework/Critique/Quizzes = 20%

Examples:

- Project Self Reflection
- Peer and Small Group Reflections
- Sample Project Rubric
- Modified Rubric
- Written Assignments
- Projects

### **Instructional Strategies & Unit Resources**

#### **Resources:**

- Canva ([www.canva.com](http://www.canva.com))
- Tinkercad- build & create in 3D <https://www.tinkercad.com/>
- Scratch- Create games & animations <https://scratch.mit.edu/>
- Piskel- create pixel art <https://www.piskelapp.com/>
- Sketchpad- digital maker space <https://sketchpad.app/>
- Quick draw- drawing game <https://quickdraw.withgoogle.com/>

#### **Activities:**

- **Watercolor**

Students will:

- Explore the following techniques and utilize them in their painting: flat Wash, graded wash, wet into wet, color gradient, dry brush, color lifting/blotting, edge softening, splatter, and watercolor pencils
- Strategically apply color on a line drawing while utilizing watercolor technique.

- **Acrylic**

Students will:

- Explore color mixing to create custom made colors.
- Identify elements and principles present in exemplary artworks by artist Soniya DeLaunay, then create a geometric work of art, inspired by her work.

- **Critique**

Students will:

- identify elements of Art and Principles in works of art in masterworks of art and in the work of peers

- Identify their strengths and create goals for improving their piece
- Give helpful feedback to classmates and make suggestions for improving their work based on effective use of the Elements and Principles

STANDARDS for Learning Targets			
Creating	Performing/Presenting/Producing	Responding	Connecting
<p>Students will plan, prepare, then create a body of work. Lessons will build upon one another to support the acquisition and development of skills.</p> <p><b>1.5.12acc.Cr1a:</b> Individually and collaboratively formulate new creative problems based on student's existing artwork.</p> <p><b>1.5.12acc.Cr1b:</b> Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design.</p> <p><b>1.5.12acc.Cr2a:</b> Through experimentation, practice and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.</p> <p><b>1.5.12acc.Cr3a:</b> Engage in constructive critique with peers, then reflect on, re-engage, revise, and refine works of art and design in response to personal artistic vision.</p> <p><b>1.2.12prof.Cr1b:</b> Organize and design artistic ideas for media arts</p>	<p>Throughout the creative process, students will be assessing their progress and refining their work. Students will participate in independent and collaborative in-process critiques, giving them opportunities to reassess and move forward.</p> <p><b>1.5.12acc.Pr5a:</b> Evaluate, select and apply methods or processes appropriate to display artwork in a specific place.</p> <p><b>1.5.12prof.Pr6a:</b> Analyze and describe the impact that an exhibition or collection has on personal awareness of social, cultural or political beliefs and understandings</p> <p><b>1.2.12prof.Cr3b:</b> Refine and modify media artworks, emphasizing aesthetic quality and intentionally accentuating stylistic elements to reflect an understanding of personal goals and preferences.</p> <p><b>1.2.12acc.Cr3a:</b> Apply ideas with deliberate choices in organization,</p>	<p>Students will assess their work, the work of peers, and exemplary works of art. They will apply criteria to formulate judgements on the effectiveness of works of art.</p> <p><b>1.5.12acc.Re7a:</b> Recognize and describe personal aesthetic and empathetic responses to the natural world and constructed environments.</p> <p><b>1.5.12acc.Re7b:</b> Evaluate the effectiveness of visual artworks to influence ideas, feelings, and behaviors of specific audiences.</p> <p><b>1.5.12acc.Re8a:</b> Identify types of contextual information useful in the process of constructing interpretations of an artwork or collection of works.</p> <p><b>1.5.12acc.Re9a:</b> Determine the relevance of criteria used by others to evaluate a work of art or collection of works.</p> <p><b>1.2.12prof.Re7a:</b> Analyze the qualities</p>	<p>Students will synthesize and relate knowledge and personal experiences to create products</p> <p><b>1.5.12acc.Cn10a:</b> Utilize inquiry methods of observation, research and experimentation to explore other subjects through artmaking.</p> <p><b>1.5.12acc.Cn11a:</b> Compare uses of art in a variety of societal, cultural and historical contexts and make connections to uses of art in contemporary and local contexts.</p> <p><b>1.2.12acc.Cn10a:</b> Synthesize internal and external resources to enhance the creation of persuasive media artworks, such as cultural connections, introspection, research, and exemplary works.</p> <p><b>1.2.12acc.Cn10b:</b> Explain and demonstrate the use of media artworks to synthesize new meaning and knowledge. Reflect and form cultural experiences, such as new connections between</p>

<p>productions.</p> <p><b>1.2.12prof.Cr1d:</b> Apply aesthetic criteria in developing, refining and proposing media arts artwork.</p> <p>.</p> <p><b>1.2.12acc.Cr1c:</b> Critique plans, prototypes, constraint of resources, and production processes considering purposeful and expressive artistic intention and personal aesthetic.</p> <p>.</p> <p><b>1.2.12prof.Cr2c:</b> Apply aesthetic criteria in developing, refining and proposing media arts artwork.</p> <p>.</p> <p><b>1.2.12acc.Cr2b:</b> Critique plans, prototypes, constraint of resources, and production processes considering purposeful and expressive artistic intention and personal aesthetic.</p> <p>.</p> <p><b>1.2.12adv.Cr2b:</b> Knowledge of systems, prototypes and production processes with consideration of complex constraints of goals, time, resources and personal limitations.</p>	<p>integrating content and stylistic conventions.</p> <p><b>1.2.12acc.Cr3b:</b> Demonstrate an understanding of media art principles through a selection of tools and production processes.</p>	<p>of and relationships between the components, style and preferences communicated by media artworks and artists.</p> <p><b>1.2.12acc.Re8a:</b> Analyze the intent, meanings and influence of a variety of media artworks, based on personal, societal, historical, and cultural contexts.</p> <p><b>1.2.12prof.Re9a:</b> Evaluate media art works and production processes at decisive stages, using identified criteria and considering context and artistic goals</p>	<p>themes and ideas, local and global networks, and personal influence.</p> <p><b>1.2.12adv.Cn11a:</b> Through relevant and impactful media artworks, demonstrate the relationships of media arts ideas to personal and global contexts, purposes and values.</p>
---	---	--	---

[Visual and Performing Arts NJSLs 2020](#)

[Career Ready Practice Standards](#)

[Interdisciplinary Connections & 21st Century Themes & Skills](#)

Vocabulary	
Tier 2	Tier 3
<p>Identify, revise, critique, paint, draw, application, design, create, experiment, collage, sketch, reflect, digital artwork, two-dimensional art, collaborate, medium, line, shape, organic, geometric, color,</p>	<p>Shades, tints, tones, flat Wash, graded wash, wet into wet, color gradient, dry brush, color lifting/blotting, edge softening, splatter</p>

texture, form, value, space, balance emphasis, movement, pattern, repetition, proportion, rhythm, variety, and unity

### Accommodations and Modifications for Curriculum Implementation

#### Black Horse Pike Accommodations and Modifications

- [General Education](#)
- [Special Education](#)
- [504 Students](#)
- [ELL Students](#)
- [At Risk Students](#)
- [Gifted and Talented](#)

#### Class Specific Accommodations and Modifications

- Provide students with sensory needs with appropriate tools or materials (e.g. gloves, spatulas, paint brushes, etc.).
- Read questions and/or prompts out loud.
- Provide templates to follow along with independently or copy directly depending on the needs of the student per their IEP.
- Modified self and peer critique forms with picture-based assessment (e.g. thumbs up/down, smiley face or frowny face, etc.).
- Assignments created with instructions in fonts larger than 12 pt.
- Modified grips on paint brushes.
- Color wheel visual prompt available to be referenced whenever it is necessary.
- Hand-over-hand guidance.
- Backward Chain Method to be utilized on group activities. Students will complete the final steps of a project during the first group activity, adding more steps as the year progresses.
- Distribution of paint by the teachers to reduce mess and potential staining of clothing.

to [Standards for Learning](#)

## Unit 4 - Printmaking

QUICK GUIDE: [Standards for Learning](#); [Accommodations and Modifications](#)

### Unit Summary: Printmaking

This unit is designed to teach students how to apply a variety of printmaking techniques to further their artistic abilities. A variety of printmaking skills will be completed, including found object, collagraph, foam, monotype, gelli, and cyanotype printmaking techniques. Students will be challenged to utilize these less common forms of artistic creation to express their creativity and tell a story in both a two-dimensional and three dimensional manner. Elements of Art and Principles of Design will be applied in the creation of dynamic compositions. The students will also maintain a studio space and use discipline specific tools and materials.

### Essential Questions:

*These questions establish inquiry to unify the unit's assignments and assessments.*

What are the different types of printmaking (e.g., relief, intaglio, lithography, screen printing), and how do they differ in technique and outcome?

How does the choice of printmaking technique influence the visual effects and texture of the final print?

What are the steps involved in preparing a printmaking plate or screen, and how do these steps affect the final print?

How can artists use printmaking as a means of personal expression and storytelling?

What processes and strategies can artists use to develop a cohesive series of prints?

How do artists make decisions about composition, subject matter, and technique to convey their intended message or theme?

How can printmaking be integrated with other artistic practices to create mixed-media artworks?

### Assessments:

#### Summative/Performance Assessments

Projects/Major Assessments = 50%

#### Formative Assessments

Participation/Classwork = 30%

Homework/Critique/Quizzes = 20%

Examples:

- Project Self Reflection
- Peer and Small Group Reflections
- Sample Project Rubric
- Modified Rubric
- Written Assignments
- Projects

**Instructional Strategies & Unit Resources**

**Resources:**

- Canva ([www.canva.com](http://www.canva.com))
- Tinkercad- build & create in 3D <https://www.tinkercad.com/>
- Scratch- Create games & animations <https://scratch.mit.edu/>
- Piskel- create pixel art <https://www.piskelapp.com/>
- Sketchpad- digital maker space <https://sketchpad.app/>
- Quick draw- drawing game <https://quickdraw.withgoogle.com/>

**Activities:**

- **Printmaking**

Students will:

- Identify various methods of printmaking including: found object printing, collagraph, foam, monotype, cyanotype
- Create a series of prints utilizing various printmaking techniques that develop artistic style
- Discuss the Japanese art of Gyotaku then create prints utilizing a fresh fish and traditional methodologies
- Create a series of prints in various colors, and identify how color changes the emotional feel, energy level, or symbolism of the works
- Explore the effects of natural light on sensitive cyanotype paper and create a cyanotype artwork
- Work collaboratively to create a cyanotype mural
- Create a variety of prints and collage them to create a mixed media artwork

- **Critique**

Students will:

- identify elements of Art and Principles in works of art in masterworks of art and in the work of peers
- Identify their strengths and create goals for improving their piece
- Give helpful feedback to classmates and make suggestions for improving their work based on effective use of the Elements and Principles

STANDARDS for Learning Targets			
Creating	Performing/Presenting/Producing	Responding	Connecting
<p>Students will plan, prepare, then create a body of work. Lessons will build upon one another to support the acquisition and development of skills.</p> <p><b>1.5.12acc.Cr1a:</b> Individually and collaboratively formulate new creative problems based on student’s existing artwork.</p> <p><b>1.5.12acc.Cr1b:</b> Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design.</p> <p><b>1.5.12acc.Cr2a:</b> Through experimentation, practice and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.</p> <p><b>1.5.12acc.Cr3a:</b> Engage in constructive critique with peers, then reflect on, re-engage, revise, and refine works of art and design in response to personal artistic vision.</p>	<p>Throughout the creative process, students will be assessing their progress and refining their work. Students will participate in independent and collaborative in-process critiques, giving them opportunities to reassess and move forward.</p> <p><b>1.5.12acc.Pr5a:</b> Evaluate, select and apply methods or processes appropriate to display artwork in a specific place.</p> <p><b>1.5.12prof.Pr6a:</b> Analyze and describe the impact that an exhibition or collection has on personal awareness of social, cultural or political beliefs and understandings</p> <p><b>1.2.12prof.Cr3b:</b> Refine and modify media artworks, emphasizing aesthetic quality and intentionally accentuating stylistic elements to reflect an understanding of personal goals and preferences.</p>	<p>Students will assess their work, the work of peers, and exemplary works of art. They will apply criteria to formulate judgements on the effectiveness of works of art.</p> <p><b>1.5.12acc.Re7a:</b> Recognize and describe personal aesthetic and empathetic responses to the natural world and constructed environments.</p> <p><b>1.5.12acc.Re7b:</b> Evaluate the effectiveness of visual artworks to influence ideas, feelings, and behaviors of specific audiences.</p> <p><b>1.5.12acc.Re8a:</b> Identify types of contextual information useful in the process of constructing interpretations of an artwork or collection of works.</p> <p><b>1.5.12acc.Re9a:</b> Determine the relevance of criteria used by others to evaluate a work of art or collection</p>	<p>Students will synthesize and relate knowledge and personal experiences to create products</p> <p><b>1.5.12acc.Cn10a:</b> Utilize inquiry methods of observation, research and experimentation to explore other subjects through artmaking.</p> <p><b>1.5.12acc.Cn11a:</b> Compare uses of art in a variety of societal, cultural and historical contexts and make connections to uses of art in contemporary and local contexts.</p> <p><b>1.2.12acc.Cn10a:</b> Synthesize internal and external resources to enhance the creation of persuasive media artworks, such as cultural connections, introspection, research, and exemplary works.</p> <p><b>1.2.12acc.Cn10b:</b> Explain and demonstrate the use of media artworks to synthesize new</p>

<p><b>1.2.12prof.Cr1b:</b> Organize and design artistic ideas for media arts productions.</p> <p><b>1.2.12prof.Cr1d:</b> Apply aesthetic criteria in developing, refining and proposing media arts artwork.</p> <p><b>1.2.12acc.Cr1c:</b> Critique plans, prototypes, constraint of resources, and production processes considering purposeful and expressive artistic intention and personal aesthetic.</p> <p><b>1.2.12prof.Cr2c:</b> Apply aesthetic criteria in developing, refining and proposing media arts artwork.</p> <p><b>1.2.12acc.Cr2b:</b> Critique plans, prototypes, constraint of resources, and production processes considering purposeful and expressive artistic intention and personal aesthetic.</p> <p><b>1.2.12adv.Cr2b:</b> Knowledge of systems, prototypes and production processes with consideration of complex constraints of goals, time, resources and personal limitations.</p>	<p><b>1.2.12acc.Cr3a:</b> Apply ideas with deliberate choices in organization, integrating content and stylistic conventions.</p> <p><b>1.2.12acc.Cr3b:</b> Demonstrate an understanding of media art principles through a selection of tools and production processes.</p>	<p>of works.</p> <p><b>1.2.12prof.Re7a:</b> Analyze the qualities of and relationships between the components, style and preferences communicated by media artworks and artists.</p> <p><b>1.2.12acc.Re8a:</b> Analyze the intent, meanings and influence of a variety of media artworks, based on personal, societal, historical, and cultural contexts.</p> <p><b>1.2.12prof.Re9a:</b> Evaluate media art works and production processes at decisive stages, using identified criteria and considering context and artistic goals</p>	<p>meaning and knowledge. Reflect and form cultural experiences, such as new connections between themes and ideas, local and global networks, and personal influence.</p> <p><b>1.2.12adv.Cn11a:</b> Through relevant and impactful media artworks, demonstrate the relationships of media arts ideas to personal and global contexts, purposes and values.</p>
---	---	---	---

[Visual and Performing Arts NJSL 2020](#)

[Career Ready Practice Standards](#)

[Interdisciplinary Connections & 21st Century Themes & Skills](#)

Vocabulary	
Tier 2	Tier 3
Identify, revise, critique, paint, draw, application, design, create, experiment, collage, sketch, reflect, digital artwork, two-dimensional art, collaborate, medium, Line, shape, organic, geometric, color, texture, form, value, space, balance emphasis, movement, pattern, repetition, proportion, rhythm, variety, and unity	Print, found object printing, collagraph, foam, monotype, cyanotype, brayer, proof, burnishing, ink, Gytaku

Accommodations and Modifications for Curriculum Implementation
<b>Black Horse Pike Accommodations and Modifications</b>
<ul style="list-style-type: none"> <li>• <a href="#">General Education</a></li> <li>• <a href="#">Special Education</a></li> <li>• <a href="#">504 Students</a></li> <li>• <a href="#">ELL Students</a></li> <li>• <a href="#">At Risk Students</a></li> <li>• <a href="#">Gifted and Talented</a></li> </ul>
<b>Class Specific Accommodations and Modifications</b>
<ul style="list-style-type: none"> <li>• Provide students with sensory needs with appropriate tools or materials (e.g. gloves, spatulas, paint brushes, etc.).</li> <li>• Read questions and/or prompts out loud.</li> <li>• Provide templates to follow along with independently or copy directly depending on the needs of the student per their IEP.</li> <li>• Modified self and peer critique forms with picture-based assessment (e.g. thumbs up/down, smiley face or frowny face, etc.).</li> <li>• Assignments created with instructions in fonts larger than 12 pt.</li> <li>• Assignments pre-cut when necessary.</li> <li>• Choice of stamps provided.</li> <li>• Hand-over-hand guidance.</li> <li>• Backward Chain Method to be utilized on group activities. Students will complete the final steps of a project during the first group activity, adding more steps as the year progresses.</li> <li>• All objects in found object drawer at students' disposal.</li> </ul>

to [Standards for Learning](#)