



ESL  
SCIENCE  
BUSINESS  
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MATHEMATICS  
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SOCIAL STUDIES  
WORLD LANGUAGES  
GIFTED & TALENTED  
TECHNOLOGY EDUCATION  
ENGLISH LANGUAGE ARTS  
FINE & PERFORMING ARTS  
FAMILY & CONSUMER SCIENCE  
HEALTH & PHYSICAL EDUCATION

RAHWAY PUBLIC SCHOOLS

# CURRICULUM & INSTRUCTION

**Content Area: Fine & Performing Arts**

**Course: Fine Art I**

**Grade Level: 9-12**

This curriculum is part of the Educational Program of Studies of the Rahway Public Schools.

### **ACKNOWLEDGMENTS**

**Patricia Volino-Reinoso, Program Supervisor: VPS, FAC, Physical Education**

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**Jacqueline Abend & Robert Flanagan**

**Dr. Tiffany A. Beer, Director of Curriculum and Instruction**

Subject/Course Title:  
**Fine Art 1**  
**Grades 9-12**

Date of Board Adoption:  
**August 26, 2025**

**RAHWAY PUBLIC SCHOOLS CURRICULUM**

**Fine Art I: Grades 9-12**

*PACING GUIDE*

<b>Unit</b>	<b>Title</b>	<b>Pacing</b>
1	Drawing & Value	10-weeks
2	Color Theory	10-weeks

## *ACCOMMODATIONS*

### **504 Accommodations:**

- Provide scaffolded vocabulary and vocabulary lists.
- Provide extra visual and verbal cues and prompts.
- Provide adapted/alternate/excerpted versions of the text and/or modified supplementary materials.
- Provide links to audio files and utilize video clips.
- Provide graphic organizers and/or checklists.
- Provide modified rubrics.
- Please provide a copy of the teaching notes, including any key terms, in advance.
- Allow additional time to complete assignments and/or assessments.
- Provide shorter writing assignments.
- Provide sentence starters.
- Utilize small group instruction.
- Utilize the Think-Pair-Share structure.
- Check for understanding frequently.
- Have the student restate the information.
- Support auditory presentations with visuals.
- Weekly home-school communication tools (notebook, daily log, phone calls or email messages).
- Provide study sheets and teacher outlines in advance of assessments.
- A quiet corner or room to calm down and relax when anxious.
- Reduction of distractions.
- Permit answers to be dictated.
- Hands-on activities.
- Use of manipulatives.
- Assign preferential seating.
- No penalty for spelling errors or sloppy handwriting.
- Follow a routine/schedule.
- Provide students with rest breaks.
- Use verbal and visual cues to indicate directions and stay on task.

### **IEP Accommodations:**

- Provide scaffolded vocabulary and vocabulary lists.
- Differentiate reading levels of texts (e.g., Newsela).
- Provide adapted/alternate/excerpted versions of the text and/or modified supplementary materials.
- Provide extra visual and verbal cues and prompts.
- Provide links to audio files and utilize video clips.
- Provide graphic organizers and/or checklists.
- Provide modified rubrics.
- Provide a copy of the teaching notes, including any key terms, in advance.
- Provide students with additional information to supplement notes.
- Modify questioning techniques and provide a reduced number of questions or test items.
- Allow additional time to complete assignments and/or assessments.
- Provide shorter writing assignments.
- Provide sentence starters.
- Utilize small group instruction.
- Utilize the Think-Pair-Share structure.
- Check for understanding frequently.
- Have the student restate the information.
- Support auditory presentations with visuals.
- Provide study sheets and teacher outlines in advance of assessments.
- Use of manipulatives.
- Have students work with partners or in groups for reading, presentations, assignments, and analyses.
- Assign appropriate roles in collaborative work.
- Assign preferential seating.
- Follow a routine/schedule.

<ul style="list-style-type: none"> <li>● Assist in maintaining the agenda book.</li> </ul>	
<p><b>Gifted and Talented Accommodations:</b></p> <ul style="list-style-type: none"> <li>● Differentiate reading levels of texts (e.g., Newsela).</li> <li>● Offer students additional texts with higher Lexile levels.</li> <li>● Provide more challenging and/or more supplemental readings and/or activities to deepen understanding.</li> <li>● Allow for independent reading, research, and projects.</li> <li>● Accelerate or compact the curriculum.</li> <li>● Offer higher-level thinking questions for deeper analysis.</li> <li>● Offer more rigorous materials/tasks/prompts.</li> <li>● Increase the number and complexity of sources.</li> <li>● Assign group research and presentations to teach the class.</li> <li>● Assign or allow leadership roles during collaborative work and in other learning activities.</li> </ul>	<p><b>ELL Accommodations:</b></p> <ul style="list-style-type: none"> <li>● Provide extended time.</li> <li>● Assign preferential seating.</li> <li>● Assign a peer buddy with whom the student can work.</li> <li>● Check for understanding frequently.</li> <li>● Provide language feedback often (such as grammar errors, tenses, and subject-verb agreements).</li> <li>● Have the student repeat directions.</li> <li>● Make vocabulary words available during classwork and exams.</li> <li>● Use study guides/checklists to organize information.</li> <li>● Repeat directions.</li> <li>● Increase one-on-one conferencing.</li> <li>● Allow the student to listen to an audio version of the text.</li> <li>● Give directions in small, distinct steps.</li> <li>● Allow copying from a paper/book.</li> <li>● Give the student a copy of the class notes.</li> <li>● Provide written and oral instructions.</li> <li>● Differentiate reading levels of texts (e.g., Newsela).</li> <li>● Shorten assignments.</li> <li>● Read directions aloud to the student.</li> <li>● Give oral clues or prompts.</li> <li>● Record or type assignments.</li> <li>● Adapt worksheets/packets.</li> <li>● Create alternate assignments.</li> <li>● Have students enter their written assignments in the criterion, where they can use the planning maps to help get started and receive feedback after submission.</li> <li>● Allow students to resubmit assignments.</li> <li>● Use small group instruction.</li> <li>● Simplify language.</li> <li>● Provide scaffolded vocabulary and vocabulary lists.</li> </ul>

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|  | <ul style="list-style-type: none"><li>● Demonstrate concepts, possibly through the use of visuals.</li><li>● Use manipulatives.</li><li>● Emphasize critical information by highlighting it for the student.</li><li>● Use graphic organizers.</li><li>● Pre-teach or pre-view vocabulary.</li><li>● Provide students with a list of prompts or sentence starters to use when completing a written assignment.</li><li>● Provide audio versions of the textbooks.</li><li>● Highlight textbooks/study guides.</li><li>● Use supplementary materials.</li><li>● Assist in note-taking</li><li>● Use adapted/modified textbooks.</li><li>● Allow use of computer/word processor.</li><li>● Allow the student to answer orally, give extended time (time-and-a-half).</li><li>● Allow tests to be given in a separate location (with the ESL teacher).</li><li>● Allow additional time to complete assignments and/or assessments.</li><li>● Read the question to the student to clarify.</li><li>● Provide a definition or synonym for words on a test that do not impact the validity of the exam.</li><li>● Modify the format of assessments.</li><li>● Shorten test length or require only selected test items.</li><li>● Create alternative assessments.</li><li>● On an exam other than a spelling test, don't deduct points for spelling errors.</li></ul> |
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## *UNIT OVERVIEW*

**Content Area:** Visual Art

**Unit Title:** Drawing and Value

**Target Course/Grade Level:** Art I: Grades 9-12

**Unit Summary:** Students will build a foundation in drawing and gain a deep understanding of value through various artistic techniques. Beginning with gesture drawings, students will capture movement and proportion before progressing to shading techniques, including hatching and cross-hatching. As they improve their technical skills, students will also explore creative approaches through pointillism and zentangle projects, using these methods to investigate texture and composition. Through hands-on value drawing projects, students will not only enhance their technical abilities but also develop their artistic voice.

**Approximate Length of Unit:** 10 weeks

## *LEARNING TARGETS*

### **NJ Student Learning Standards:**

- **1.5.12prof.Cr1a.** Use multiple approaches to begin creative endeavors.
- **1.5.12prof.Cr3a.** Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on, and plan revisions for works of art and design in progress.
- **1.5.12prof.Re7a.** Hypothesize ways in which art influences the perception and understanding of human experiences.
- **1.5.12prof.Re8b.** Analyze how one's understanding of the world is affected by experiencing the visual arts.
- **1.5.12prof.Cn10a.** Document the process of developing ideas from early stages to fully elaborated ideas.

### **Career Readiness, Life Literacies, and Key Skills:**

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- **9.4.2.CI.1:** Demonstrate openness to new ideas and perspectives.
- **9.4.2.CI.2:** Demonstrate originality and inventiveness in work.
- **9.4.2.CT.3:** Use a variety of types of thinking to solve problems.
- **9.4.8.IML.3:** Create a digital visualization that effectively communicates a data set using formatting techniques such as form, position, size, color, movement, and spatial grouping.
- **9.4.12.CI.1.** Demonstrate the ability to reflect, analyze, and use creative skills and ideas.

### **Interdisciplinary Connections and Standards:**

- **SL.PE.9–10.1.** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
- **L.SS.11–12.1.** Demonstrate command of the system and structure of the English language when writing or speaking.
- **RI.MF.11–12.6.** Synthesize complex information across multiple sources and formats to develop ideas, resolve conflicting information, or develop an interpretation that goes beyond explicit text information (e.g., express a personal point of view, new understanding of the concept).
- **6.2.12.HistoryUP.2.a:** Analyze the impact of new intellectual, philosophical, and scientific ideas on how humans view themselves and how they view their physical and spiritual worlds.
- **6.2.12.EconET. 3.a:** Determine how, and the extent to which, scientific and technological changes, transportation, and new forms of energy brought about social, economic, and cultural changes in the world.

### **NJ SLS Companion Standards: Reading and Writing Standards for History, Social Studies, Science, and Technical Subjects:**

- **NJSLSA.R7.** Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- **NJSLSA.W2.** Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
- **WHST.9-10.7.** Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

### **Unit Understandings:**

*Students will understand that...*

- Creativity and innovative thinking are essential life skills that can be developed. Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art-making goals.
- Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches.
- Artists and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time.
- The visual arts influence our understanding of and responses to the world.
- Through art-making, people create meaning by exploring and developing their perceptions, knowledge, and experiences.

## Unit Essential Questions:

- How do artists work?
- How do artists and designers determine whether a particular direction in their work is effective?
- How do artists and designers learn from trial and error?
- How do artists and designers care for and maintain materials, tools, and equipment?
- What responsibilities come with the freedom to create?
- How do artists and designers create works of art or design that effectively communicate?
- How does creating art help people connect with their surroundings?
- What role does persistence play in revising, refining, and developing work?
- How do artists grow and become accomplished in art forms?

## Knowledge and Skills:

*Students will know...*

- Students will understand the ways elements of art and principles of design can be utilized in a finished work of art.
- Students will understand the differences between various types of media and materials, as well as how they can be utilized to create different effects.
- Students will know how various art styles and movements influence design.

*Students will be able to...*

- Students will be able to use elements of art and principles of design in a finished composition.
- Students will be able to use different drawing media to emphasize value and depth.
- Students will be able to describe and practice various artistic techniques.

## **EVIDENCE OF LEARNING**

## Assessment:

*What evidence will be collected and deemed acceptable to show that students truly “understand”?*

- Final Assessment
  - Students will answer self-critique questions about their project.
  - Students will identify and understand traditional art-making tools and techniques to craft more comprehensive gestural drawings.
- Observations
- Interviews
- Self-Critiques: **ZETAANGLE Critique & Rubric**

## **Learning Activities:**

*What differentiated learning experiences and instruction will enable all students to achieve the desired results?*

- Students will familiarize themselves with gestural drawing and strengthen the bodily movements and hand-eye coordination that create the foundation of mark-making.
- Students will examine and compare how traditional mark-making techniques can be used to establish the Elements of Design, including Line, Shape, Form, Value, and perceived Texture.

## ***RESOURCES***

### **Teacher Resources:**

- Teacher-Created Materials
- Select Primary Documents
- Assorted Magazines and Periodicals
- National Gallery of Art ([www.nga.gov](http://www.nga.gov))
- The Getty Museum ([www.getty.edu/museum](http://www.getty.edu/museum))
- The Artists Network ([www.artistsnetwork.com](http://www.artistsnetwork.com))

### **Equipment Needed:**

- Computers/Chromebooks
- Smart TV Display
- Document Camera Projector
- Color Printer
- Lightboxes
- Pencils (H-4H, HB, F, 2B-6B)
- Sanding Blocks
- Tortillions & Blending Stumps
- Micron Pens
- Sharpies
- Markers
- Kneadable Erasers
- Rulers/ Protractor
- Sketchbooks
- Tagboard
- Transparent & Tracing Paper
- Poster Paper
- Newsprint Paper

## *UNIT OVERVIEW*

**Content Area:** Visual Art

**Unit Title:** Color Theory

**Target Course/Grade Level:** Art I: Grades 9-12

**Unit Summary:** Students will explore the fundamental principles of color and its use in visual art. The unit will cover the layout of the color wheel, primary, secondary, and tertiary colors, as well as color schemes: complementary, analogous, and monochromatic colors. Students will examine the psychological and cultural meanings of color and how artists use color to create mood, convey symbolism, and improve composition. Through hands-on projects and critical analysis of artworks, students will gain a deeper understanding of how color influences perception and artistic expression. The unit emphasizes both technical skills and creative experimentation, promoting visual literacy and personal expression.

**Approximate Length of Unit:** 8-10 weeks

## *LEARNING TARGETS*

### **NJ Student Learning Standards:**

- **1.5.12prof.Cr1a.** Use multiple approaches to begin creative endeavors.
- **1.5.12prof.Cr1b.** Shape an artistic investigation of an aspect of present-day life using a contemporary practice of art and design.
- **1.5.12prof.Pr6a.** Analyze and describe the impact that an exhibition or collection has on personal awareness of social, cultural, or political beliefs and understandings.
- **1.5.12prof.Re7a.** Hypothesize ways in which art influences the perception and understanding of human experiences.
- **1.5.12prof.Re8b.** Analyze how one's understanding of the world is affected by experiencing the visual arts.
- **1.5.12prof.Re8a.** Interpret an artwork or collection of works, supported by relevant and sufficient evidence found in the work and its various contexts.
- **1.5.12prof.Cn10a.** Document the process of developing ideas from early stages to fully elaborated ideas.

### **Career Readiness, Life Literacies, and Key Skills:**

- **9.4.2.CI.1:** Demonstrate openness to new ideas and perspectives.
- **9.4.2.CT.2:** Identify possible approaches and resources to execute a plan.

- **9.4.2.CT.3:** Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
- **9.4.2.IML.4:** Compare and contrast the way information is shared in a variety of contexts (e.g., social, academic, athletic).
- **9.4.8.CI.4:** Explore the role of creativity and innovation in career pathways and industries.
- **9.4.8.IML.3:** Create a digital visualization that effectively communicates a data set using formatting techniques such as form, position, size, color, movement, and spatial grouping.

### **Interdisciplinary Connections and Standards:**

- **HS-PS4-1** Use mathematical representations to support a claim regarding relationships among the frequency, wavelength, and speed of waves traveling in various media.
- **6.2.12.EconET.3.a:** Determine how, and the extent to which, scientific and technological changes, transportation, and new forms of energy brought about social, economic, and cultural changes in the world.
- **SL.PE.9–10.1.** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
- **6.2.12.HistoryUP.2.a:** Analyze the impact of new intellectual, philosophical, and scientific ideas on how humans viewed themselves and how they viewed their physical and spiritual worlds.

### **NJ SLS Companion Standards: Reading and Writing Standards for History, Social Studies, Science, and Technical Subjects:**

- **NJLSA.R7.** Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- **RST.9-10.3.** Follow a complex, multistep procedure precisely when carrying out experiments, taking measurements, or performing technical tasks, attending to exceptional cases or exceptions defined in the text.
- **RST.9-10.7.** Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.

### **Unit Understandings:**

*Students will understand that...*

- Creativity and innovative thinking are essential life skills that can be developed.
- Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art-making goals.
- People create and interact with objects, places, and designs that define, shape, enhance, and empower their lives.

- Artists, curators, and others consider a variety of factors and methods, including evolving technologies, when preparing and refining artwork for display and or when deciding if and how to preserve and protect it.
- Individual aesthetic and empathetic awareness developed through engagement with art can lead to a deeper understanding of oneself, others, the natural world, and constructed environments. The visual arts have a significant influence on our understanding of and responses to the world.
- Through art-making, people create meaning by exploring and developing their perceptions, knowledge, and experiences.
- People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art.

### **Unit Essential Questions:**

- What conditions, attitudes, and behaviors support creativity and innovative thinking?
- What factors prevent or encourage people to take creative risks?
- How does knowing the contexts, histories, and traditions of art forms help us create works of art and design?
- Why do artists follow or break from established traditions?
- How do artists and designers determine whether a particular direction in their work is effective?
- How do objects, places, and design shape lives and communities?
- How do artists and designers determine goals for designing objects or places?
- How do artists and designers create works of art or design that effectively communicate?
- How does learning about art impact how we perceive the world?
- What can we learn from our responses to art?
- Where and how do we encounter visual arts in our world?
- How do visual arts influence our views of the world?

### **Knowledge and Skills:**

*Students will know...*

- Students will know the foundational concepts of color theory, including the color wheel, primary, secondary, and tertiary colors.
- Students will understand the differences between various color schemes (e.g., complementary, split-complementary, analogous, triadic) and how they impact mood and composition.
- Students will understand how artists across different periods and cultures have utilized color to convey meaning, emotion, and symbolism.

*Students will be able to...*

- Students will be able to apply color relationships to impact visual balance, harmony, and contrast in an artwork.

- Students will be able to manipulate hue, value, and intensity to create emphasis, movement, and depth in their artwork.
- Students will be able to create a mood in an artwork by applying knowledge of specific color harmonies.

## ***EVIDENCE OF LEARNING***

### **Assessment:**

*What evidence will be collected and deemed acceptable to show that students truly “understand”?*

- Final Assessment
  - **Color Theory Final Assessment**
  - Students will gain an understanding of the scientific and artistic history of Color Theory.
  - Students will create a 12-Hue Color Wheel using only the primary colors.
- Observations
- Interviews
- Self-Critiques:
  - Students will answer self-critique questions about their projects.

### **Learning Activities:**

*What differentiated learning experiences and instruction will enable all students to achieve the desired results?*

- Students familiar with Secondary and Tertiary colors will create a series of artworks using primary colors to develop these, rather than relying on premade colors.
- Students will create a 12-hue Color Wheel using only Primary colors.
- Students will participate in a series of interactive presentations and demonstrations that detail the relationship between colors and how these combinations affect the viewer.

## ***RESOURCES***

### **Teacher Resources:**

- Teacher-Created Materials
- Select Primary Documents
- National Gallery of Art ([www.nga.gov](http://www.nga.gov))
- Color Matter ([www.colormatters.com](http://www.colormatters.com))

- Metropolitan Museum of Art ([www.metmuseum.org](http://www.metmuseum.org))
- Museum of Modern Art ([www.moma.org](http://www.moma.org))
- Concept Wardrobe ([www.thecolorwardrobe.com](http://www.thecolorwardrobe.com))

### **Equipment Needed:**

- Computers/Chromebooks
- Smart TV Display
- Document Camera Projector
- Color Printer
- Lightboxes
- Pencils (H-4H, HB, F)
- Color Pencils
- Sharpies
- Markers
- Pastels
- Oil Pastels
- Watercolour & Watercolour Pencils
- Kneadable Erasers
- Rulers
- Compasses
- Scissors
- Brushes
- Tortillions & Blending Stumps
- Sketchbooks
- Tagboard
- Transparent & Tracing Paper
- Poster Paper
- Watercolour Paper
- Newsprint Paper