

## Rumson-Fair Haven Regional High School

**Course:** *Painting and Drawing*

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### **Section I: Course Description**

*Painting and Drawing* is a semester course intended to introduce tools, skills, concepts, principles, and a variety of dry media (graphite, pastel, charcoal) and wet media (paints) to students. Exploration is facilitated through combining media with an element/principle of art. Students learn both traditional and non-traditional rendering and painting techniques in direct methods of application. Acrylics, pastels, charcoals, graphite and watercolor are the primary media being explored. Students will be instructed in a variety of techniques during rigorous practice aimed at enhancing students' observational sensibilities and enabling their application to their work. They will also develop operational familiarity with the many ways in which the elements, principles of design, and composition elevate their creative approach and critical judgment.

### **Section II: NJSLs: New Jersey Student Learning Standards/Learning Objectives**

1. **2020 New Jersey Student Learning Standards – Visual and Performing Arts**
  - o The NJSLs-VPA reflect the National Core Arts Standards and emphasize the process-oriented nature of the arts and arts learning by: defining artistic literacy through a set of overarching philosophical foundations and lifelong goals that clarify long-term expectations for arts learning; placing artistic processes and anchor standards at the forefront of the work; identifying creative artistic practices as the bridge for the application of the artistic processes and anchor standards across all learning; and specifying enduring understandings and essential questions that provide conceptual through lines and articulate value and meaning within and across the arts discipline.
2. **Standard 8.1 (Computer Science) and 8.2 (Design Thinking) of the 2020 NJSLs:**
  - o “The ‘Intent and Spirit of the Computer Science and Design Thinking Standards’ is to focus on deep understanding of concepts that enable students to think critically and systematically about leveraging technology to solve local and global issues. Authentic learning experiences that enable students to apply content knowledge, integrate concepts across disciplines, develop computational thinking skills, acquire and incorporate varied perspectives, and communicate with diverse audiences about the use and effects of computing prepares New Jersey students for college and careers.”
3. **Standard 9.4 (Life Literacies and Key Skills) of the 2020 NJSLs:**
  - o “This standard outlines key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy that are critical for students to develop to live and work in an interconnected global economy.”  
**\*Climate Change:** The state of New Jersey has mandated instruction in, “Climate Change across all content areas, leveraging the passion students have shown for this critical issue and providing them opportunities to develop a deep understanding of the science behind the changes and to explore the solutions our world desperately needs.”
4. **\*Amistad Law: N.J.S.A. 18A 52:16A-88:**
  - o The inclusion of lessons and resources/texts dealing with the African slave trade, slavery in America, the vestiges of slavery in this country and the contributions of African-Americans to our society will be implemented in English and Social Studies courses in accordance with state law: “Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.”
5. **\*Holocaust Law: N.J.S.A. 18A 35-28:**
  - o The inclusion of lessons and resources/texts that enable pupils to identify and analyze applicable theories concerning human nature and behavior; to understand that genocide is a consequence of prejudice and discrimination; and to understand that issues of moral dilemma and conscience have a profound impact on life will be implemented in English and Social Studies courses in accordance with state law: “Every board of education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.”
6. **\*LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35:**
  - o A transformative approach to the inclusion of lessons and resources/texts on the contributions and issues concerning the LGBTQ+ population and people with disabilities will be implemented across all core subjects in accordance with state law: “A board of education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the

- district's implementation of the New Jersey Student Learning Standards (N.J.S.A.18A:35-4.36). A board of education shall have policies and procedures in place pertaining to the selection of instructional materials to implement the requirements of N.J.S.A. 18A:35-4.35.”
7. **Asian American and Pacific Legislation: N.J.S.A 4021/A6100:**
    - o The inclusion of lessons and resources/texts on the history and contributions of Asian Americans and Pacific Islanders, will enable New Jersey's schools to provide a curriculum that reflects the diversity of our state. In accordance with state law: “A board of education shall include instruction on the history and contributions of Asian Americans and Pacific Islanders in an appropriate place in the curriculum of students in grades kindergarten through as part of the school district's implementation of the New Jersey Student Learning Standards in Social Studies.”
  8. Acquisition/development/refinement of the higher-order critical thinking skills aligned with the *Revised Bloom's Taxonomy of Cognitive Objectives*

### **Section III: Curriculum Modifications**

The *Painting and Drawing* curriculum is subject to case-by-case modifications to support/advance the needs of all students, including special education students, English language learners, gifted students and those at risk of school failure. These modifications are based on Individualized Learning Programs (IEPs), recommendations made by the district's English Language Learners (ELL) coordinator, feedback from members of the Intervention & Referral Services Team (*I&RS*) for at-risk students, and 504 Plans.

Coursework and assessments will be modified individually for students when necessary. Modifications may include but are not limited to:

- Small group instruction
- One-on-one instruction
- Independent work stations
- Use of graphic organizers
- Visual resources to complement written texts and concepts
- Extra time on assessments and large scale projects
- Reduced length of written assignments
- Large projects broken into smaller tasks and timelines
- Tiered Instruction
- Individual help during practice
- Verbal and written directions for visual and auditory learners

### **Section IV: Preparation for Standardized Testing**

This *Drawing and Painting* curriculum is aligned with the requirements of state and national standardized assessments, including the *NJSLA*, the *ACT*, the *PSAT* and the *SAT*.

### **Section V: Curriculum Pacing Guide**

Curriculum Pacing Guide	
<b>Course Title:</b> <i>Painting and Drawing</i>	<b>Grade Level:</b> 9-12
Unit I: Figuration-Human Forms	Weeks 1-6
Unit II: Observations-The Natural & Composed World	Weeks 7-10
Unit III: Painting and Surface	Weeks 11-16

**Unit IV: Innovations**

Weeks 17-20

**Section VI: Primary Texts and Year Long Instructional Resources**

The following texts and instructional resources are employed for all students in *Painting and Drawing*:

- Google Classroom and Google Education resources
- RFH Learning Commons
- Art 21, and various PBS art education resources
- Various online Museum resources: The Met, The Brooklyn Museum, Tate, Whitney, Getty, British Museum
- Anatomy for Artists
- Art Forum (periodical)
- Art in America (periodical)
- Drawing on the Right Side of the Brain (Edwards)
- History of Art 5th ed (Stokstad)
- 30,000 years of Art (Phaidon)
- Dynamic Anatomy Burne Hogarth
- Google Arts and Culture
- Various international online museums and galleries
- Periodicals, newspapers, and short form publications on current visual artists, archeology/anthropology/art history, sales and auctions, and related
- Artist's Handbook and Materials

**Section VII: Grading Formula and Assessment Modes**

Marking period grades in *Painting and Drawing* are determined via a percentage weighting model. The specific grading categories and weightings of each will be determined prior to the start of each academic year and will be published in the posted/distributed course syllabi.

**Section VIII: Unit Templates**

The following unit templates have been established for the *Painting and Drawing* curriculum by the Fine Art instructional team:

Unit I: Figuration-Human Forms	
<b>Unit Summary</b>	
In <i>Painting and Drawing</i> , Unit I will focus on a variety of portraiture themes, which may include portraits of one or more subjects including self. The unit will focus on many styles and will build upon previous knowledge of the principles and elements of design, facial proportions and perspective.	
<b>Standards/Core Ideas/Performance Expectations/Progress Indicators</b>	
The state standards outlined below, and established by the New Jersey Department of Education, will guide instruction throughout this unit in <i>Painting and Drawing</i> :	
<ul style="list-style-type: none"> <li>● 2020 New Jersey Student Learning Standards for Visual and Performing Arts : 9-12               <ul style="list-style-type: none"> <li>○ Anchor Standards 1-2, 4, 7, 10                   <ul style="list-style-type: none"> <li>■ 1.5.12prof.Cr1-b, 1.5.12prof.Cr2b, 1.5.12acc.Cr2a, 1.5.12acc.Pr4a, 1.5.12prof.Re7a, 1.5.12prof.Cn10a</li> </ul> </li> </ul> </li> <li>● 2020 New Jersey Student Learning Standards: Computer Science and Design Thinking               <ul style="list-style-type: none"> <li>○ 8.1.12.1C.1, 8.2.12ITH.1-3, 8.2.12.ETW.1, 8.2.12.ETW.4, 8.2.12.EC.1</li> </ul> </li> <li>● 2020 New Jersey Student Learning Standards: Career Readiness, Life Literacies, and Key Skills               <ul style="list-style-type: none"> <li>○ 9.4.12.CI.1-3, 9.4.12.CT.1-4, 9.4.12.IML.1-2,7-9 , 9.4.12.GCA.1</li> </ul> </li> </ul>	
Unit Essential Questions	Unit Enduring Understandings
<ul style="list-style-type: none"> <li>● How does expanding material choices for compositions expand opportunities for expression?</li> <li>● What are the various types of portraiture?</li> </ul>	<ul style="list-style-type: none"> <li>● Artists use elements of art and principles of design to organize visual communication.</li> <li>● Artists choose from different materials to express themselves through their artwork.</li> <li>● There are several types of portraiture that artists utilize.</li> </ul>

<ul style="list-style-type: none"> <li>How can I use what I have previously learned and build upon it?</li> <li>How can I create multiple pieces of art based off of one theme and how can I advance my idea each time?</li> <li>Does/how does my media influence emotions, concepts, understanding?</li> </ul>	<ul style="list-style-type: none"> <li>Artists improve and develop skill over time. Some of these skills include rendering, proportioning, and drawing to scale.</li> <li>Artists often base a series of artworks off of one theme.</li> <li>Artists must develop techniques and concepts in the process of creating portraits to create a balance composition, such as manipulating various types of line and value, proportions of human facial features, and color theory.</li> <li>Portraiture includes a long history of artists and artworks, both historical and contemporary.</li> </ul>
Evidence of Learning	
<b>Formative Assessment:</b> <ul style="list-style-type: none"> <li>classwork: regular informal evaluation of progress in implementing elements of art</li> <li>sketchbook skill sets: line, value, shading, light and shape</li> <li>homework: practice of incremental skills on portraits, facial proportions and facial features</li> <li>performance activities and benchmarks in specific materials use and handling</li> </ul>	<b>Summative Assessment:</b> <ul style="list-style-type: none"> <li>Class critique</li> <li>Self evaluations</li> <li>Project work</li> </ul>
<b>Resources Needed:</b> <ul style="list-style-type: none"> <li>Skill sets by instructor</li> <li>Sketchbooks</li> <li>Various pencils / graphite</li> <li>Various papers / surfaces</li> <li>Erasers and resists</li> </ul>	

Unit II: Observations-The Natural & Composed World	
Unit Summary	
<p>The purpose of this unit is to focus on observations of the physical world that will serve as the center of a multi-faceted inquiry into personal connections with the observed world, development of a personal point of view, and the breadth and depth of a single media. Students will be deepening observational skills with regards to foundational elements like light, color, and texture, while pursuing visual connections to the natural world through student directed choice in media. Beyond the physical observations, students will engage with historical and cultural meaning in art, semiotics/signs/symbols, and use of images from the natural world.</p>	
Standards/Core Ideas/Performance Expectations/Progress Indicators	
<p>The state standards outlined below, and established by the New Jersey Department of Education, will guide instruction throughout this unit in <i>Painting and Drawing</i>:</p> <ul style="list-style-type: none"> <li>2020 <i>New Jersey Student Learning Standards for Visual and Performing Arts: 9-12</i> <ul style="list-style-type: none"> <li>Anchor Standards 1-3, 6-7</li> <li>1.5.12prof.Cr1a-b, 1.5.12prof.Cr2a, 1.5.12prof.Cr2b, 1.5.12prof.Cr3a, 1.5.12adv.Cr1b, 1.5.12acc.Cr2a, 1.5.12acc.Cr3, 1.5.12acc.Pr6a, 1.5.12acc.Re7a</li> </ul> </li> <li>2020 <i>New Jersey Student Learning Standards: Computer Science and Design Thinking</i> <ul style="list-style-type: none"> <li>8.1.12.1C.1, 8.2.12ITH.1-3, 8.2.12.ETW.1, 8.2.12.ETW.4, 8.2.12.EC.1</li> </ul> </li> <li>2020 <i>New Jersey Student Learning Standards: Career Readiness, Life Literacies, and Key Skills</i> <ul style="list-style-type: none"> <li>9.4.12.CI.1-3, 9.4.12.CT.1-4, 9.4.12.IML.1-2, 7-9, 9.4.12.GCA.1</li> </ul> </li> </ul>	
Unit Essential Questions	Unit Enduring Understandings
<ul style="list-style-type: none"> <li>How does limiting media and material choices for compositions expand opportunities for expression?</li> <li>What aesthetic qualities do specific media hold?</li> <li>What meaning does student media and/or subject choice imply?</li> <li>What is the art historical connection to student media/subject?</li> <li>Does/how does the specific media</li> </ul>	<ul style="list-style-type: none"> <li>Decision making happens at a multitude of places when working in dry media.</li> <li>Methods and processes are impacted by artistic choices.</li> <li>Scale influences viewers.</li> <li>Artists must consider a number of factors when making decisions about which media to work with.</li> <li>Different media and aesthetic qualities of media influence audiences in different ways.</li> <li>There are often art historical connections to media.</li> </ul>

choice influence emotions, concepts, understanding?		
Evidence of Learning		
<b>Formative Assessment:</b> <ul style="list-style-type: none"> <li>classwork: materials skill sets, planning and reflection in sketchbook</li> <li>classwork: mock-ups and media tests and exercises</li> <li>homework: higher level practice of previous skills acquisition</li> <li>performance activities and benchmarks in specific materials use and handling</li> </ul>	<b>Summative Assessment:</b> <ul style="list-style-type: none"> <li>critique (instructor &gt; student and whole class) of completed pastels and color implementation</li> <li>reflection (rubric) on completed tasks and projects</li> </ul>	<b>Resources Needed:</b> <ul style="list-style-type: none"> <li>Skill sets</li> <li>Colored pencils</li> <li>Sketchbooks</li> <li>Pastels</li> <li>Various surfaces</li> <li>Resources of the classroom and specialty papers and canvas and/or boards</li> <li>Individual learning and project paths for each student</li> <li>Instructor determined skills tutorials</li> <li>Contemporary and art historical references and texts</li> </ul>

Unit III: Painting and Surface	
Unit Summary	
<p>The purpose of this unit is to introduce painting as a skill and both watercolor and acrylic as media. Students will build upon their prior knowledge and show appropriate choices and decision making in their project planning. Students will explore the purpose of painting, why/how it is an appropriate method for creative expression, and how it differs both as finished product and in reception by viewers (in critique and when displayed). Exercises using painting techniques will help students to develop understanding and apply that to composition. Students will understand opaque media such as acrylic paint as well as transparent media such as watercolor. Students will have the opportunity to explore compositions and explore layering, texture, movement and balance.</p>	
Standards/Core Ideas/Performance Expectations/Progress Indicators	
<p>The state standards outlined below, and established by the New Jersey Department of Education, will guide instruction throughout this unit in <i>Painting and Drawing</i>:</p> <ul style="list-style-type: none"> <li>2020 New Jersey Student Learning Standards for Visual and Performing Arts: 9-12 <ul style="list-style-type: none"> <li>Anchor Standards 1, 3-4, 6-7, 9 <ul style="list-style-type: none"> <li>1.5.12acc.Cr1a, 1.5.12prof.Cr1b, 1.5.12acc.Cr3a, 1.5.12adv.Cr3a, 1.5.12acc.Pr4a, 1.5.12acc.Pr6a, 1.5.12acc.Re7b, 1.5.12acc.Re8a, 1.5.12acc.Re9a</li> </ul> </li> </ul> </li> <li>2020 New Jersey Student Learning Standards: Computer Science and Design Thinking <ul style="list-style-type: none"> <li>8.1.12.1C.1, 8.2.12.1TH.1-3, 8.2.12.1ETW.1, 8.2.12.1ETW.4, 8.2.12.1EC.1</li> </ul> </li> <li>2020 New Jersey Student Learning Standards: Career Readiness, Life Literacies, and Key Skills <ul style="list-style-type: none"> <li>9.4.12.1CI.1-3, 9.4.12.1CT.1-4, 9.4.12.1IML.1-2,7-9, 9.4.12.1GCA.1</li> </ul> </li> </ul>	
Unit Essential Questions	Unit Enduring Understandings
<ul style="list-style-type: none"> <li>What do I need in order to prepare to paint?</li> <li>In what ways do the differences between acrylic and watercolor paints offer opportunities for varying outcomes in my artwork?</li> <li>How does expanding material choices for compositions expand opportunities for expression?</li> <li>How does my personal perspective translate in my composition?</li> <li>What impact does light and shade have on my compositions?</li> <li>How can I use my sketchbook to expand ideas?</li> </ul>	<ul style="list-style-type: none"> <li>Brush, knife, and related tools influence line quality in a painting.</li> <li>Proficiency in wet media allows for wider choices in visual responses.</li> <li>Impasto, gel medium, and other additives and physical techniques influence viewer response to painting.</li> <li>Using media and technique specific vocabulary when discussing artwork (under development or in critique) promotes common understanding.</li> <li>Many techniques in painting are grounded in historical usage, but that does not limit visual responses to one period in time. Painting is a constantly evolving and responsive art form.</li> <li>Artists can use light and shade to create certain effects on their compositions.</li> <li>A sketchbook is a useful tool in the artistic process.</li> </ul>
Evidence of Learning	

<b>Formative Assessment:</b> <ul style="list-style-type: none"> <li>classwork: materials skill sets, planning and reflection in sketchbook</li> <li>homework: practice of incremental skills</li> <li>performance activities and benchmarks in specific materials use and handling</li> <li>Completed Projects</li> </ul>	<b>Summative Assessment:</b> <ul style="list-style-type: none"> <li>critique (instructor &gt; student and whole class) of completed compositions and skill sets</li> <li>reflection (rubric) on completed tasks and projects</li> </ul>	<b>Resources Needed:</b> <ul style="list-style-type: none"> <li>Watercolor paint</li> <li>Acrylic paint</li> <li>Brushes</li> <li>Watercolor paper</li> <li>Canvas or Masonite Boards</li> <li>Specialty paper</li> <li>Drawing paper</li> <li>Digital camera/phone camera</li> <li>Instructor created skills tutorials</li> <li>Contemporary and art historical references and texts</li> <li>Finished examples</li> </ul>
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### Unit IV: Innovations

#### Unit Summary

The purpose of this unit is to center artistic perspective and the individual artist's point of view through the painted or rendered artwork. Critical inquiry in the form of a longer student-directed investigation shall be evidenced in works which combine, alter, or otherwise diverge from traditional painted or rendered surfaces and subject matter. Highly relevant to this unit are questions pertaining to the history, role, and persistence of representative works and the simultaneous presence of abstraction in painted and drawn artistic response.

#### Standards/Core Ideas/Performance Expectations/Progress Indicators

The state standards outlined below, and established by the New Jersey Department of Education, will guide instruction throughout this unit in *Painting and Drawing*:

- 2020 New Jersey Student Learning Standards for Visual and Performing Arts: 9-12
  - Anchor Standards 1, 3-4, 6-7, 9
    - 1.5.12acc.Cr1a-b, 1.5.12acc.Cr3a, 1.5.12adv.Cr3a, 1.5.12acc.Pr4a, 1.5.12acc.Pr6a, 1.5.12acc.Re7b, 1.5.12adv.Re7a, 1.5.12adv.Re7b, 1.5.12acc.Re8a, 1.5.12acc.Re9a
- 2020 New Jersey Student Learning Standards: Computer Science and Design Thinking
  - 8.1.12.IC.1, 8.2.12.IH.1-3, 8.2.12.ETW.1, 8.2.12.ETW.4, 8.2.12.EC.1
- 2020 New Jersey Student Learning Standards: Career Readiness, Life Literacies, and Key Skills
  - 9.4.12.CI.1-3, 9.4.12.CT.1-4, 9.4.12.IML.1-2,7-9, 9.4.12.GCA.1

#### Unit Essential Questions

- How does expanding understanding of materiality expand opportunities for expression?
- What aesthetic qualities do altered media and their requisite tools hold?
- What are the implied and actual meanings from innovating with traditional materials?

#### Unit Enduring Understandings

- Exploration of contemporary uses of traditional two-dimensional media and their modifications are paramount to conceptual and innovative practice.
- Connecting the historic use of media like watercolor paint or charcoal to contemporary uses becomes tied to understanding technological and materials inventions, modifications, innovations, and “off label” uses.
- Connecting contemporary artistic responses outside of the visual arts to the visual arts studio impacts student access, interest, and participation in artmaking as a form of cultural dialogue.
- Identifying historical/traditional uses of two dimensional art materials and exploring ways to manipulate them in contemporary use connects us across historic time, culture and geography.

#### Evidence of Learning

<b>Formative Assessment:</b> <ul style="list-style-type: none"> <li>classwork: materials skill sets, planning and reflection in sketchbook</li> <li>classwork: mock-ups and media tests and exercises</li> </ul>	<b>Summative Assessment:</b> <ul style="list-style-type: none"> <li>critique (instructor &gt; student and whole class) of completed pastels and color implementation</li> <li>reflection (rubric) on completed tasks and projects</li> </ul>	<b>Resources Needed:</b> <ul style="list-style-type: none"> <li>Resources of the classroom</li> <li>Specialty papers</li> <li>Canvas and/or boards</li> <li>Individual learning and project paths for each student</li> <li>Instructor determined skills tutorials</li> </ul>
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<ul style="list-style-type: none"> <li>homework: higher level practice of previous skills acquisition</li> <li>performance activities and benchmarks in specific materials use and handling</li> </ul>		<ul style="list-style-type: none"> <li>Contemporary and art historical references and texts</li> </ul>
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### Section IX: Unit Reflection

The Fine Art instructional team must confer upon the completion of each instructional unit in the *Painting and Drawing* curriculum and rate the degrees to which the instructional units meet performance criteria established by the New Jersey Department of Education using the Unit Reflection Form. Completed unit reflection forms must be submitted to the Department Supervisor for approval upon completion of curriculum implementation with a complementing list of suggested modifications to the *Painting and Drawing* curriculum.

Unit Reflection Form: <i>Painting and Drawing</i>			
Lesson Activities:	Strongly	Moderately	Weakly
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills;			
Are challenging and require higher order thinking and problem-solving skills;			
Allow for student choice;			
Provide scaffolding for acquiring targeted knowledge/skills;			
Integrate modern, global perspectives, especially those regarding diversity, genocide, global issues, and historical ones regarding racial relations;			
Integrate 21 <sup>st</sup> century skills;			
Provide opportunities for interdisciplinary connection and transfer of knowledge and skills;			
Are varied to address different student learning styles and preferences;			
Are differentiated based on student needs;			
Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process;			
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives;			
Provide opportunities for student reflection and self-assessment;			
Provide data to inform and adjust instruction to better meet the varying needs of learners.			