Board Approval Date: 8/23/2022
Course Title: Drawing & Painting 1
Course Description: This course will offer students exploration and practice in the application of artistic processes and skills. Students will be introduced to various materials and receive demonstration in each to build technique. Materials such as pencil, charcoal, colored pencil, oil pastel, chalk pastel, pen & ink, scratchboard, watercolor, acrylic on canvas, and oil on canvas will be utilized. Students will work with line, contour, shading, texture, perspective, composition, drawing from life, and drawing from references. Students will create ten original artworks in ten different materials and compile a portfolio of their artwork.

Course Sequence & Pacing	
Estimated Number of Blocks	**Marking Period 1**
11	**Unit 1: Charcoal: A Burnt Organic Drawing Medium** ● Demonstrate knowledge of grid drawing techniques. ● Demonstrate knowledge in the art elements and principles of design when employing techniques to create an original charcoal portrait drawing. ● Demonstrate knowledge in the art elements and principles in design when selecting a particular technique to mimic a visual effect. ● Serve as a test audience to peers and provide constructive criticism for improvements.
11	**Unit 2: White Charcoal on Black Paper: A Reverse Drawing Method** ● Demonstrate knowledge of grid drawing techniques. ● Demonstrate knowledge in the art elements and principles of design when employing techniques to create an original white charcoal still life drawing. ● Demonstrate knowledge in the art elements and principles in design when selecting a particular technique to mimic a visual effect. ● Serve as a test audience to peers and provide constructive criticism for improvements.
Estimated Number of Blocks	**Marking Period 2**
11	**Unit 3: Scratchboard: Etching Into Clay** ● Demonstrate knowledge of pressure transferring techniques. ● Demonstrate knowledge in the art elements and principles of design when employing techniques to create an original scratch board drawing. ● Demonstrate knowledge in the art elements and principles in design when selecting a particular technique to mimic a visual effect. ● Serve as a test audience to peers and provide constructive criticism for improvements.

11	**Unit 4: Pen and Ink: A Timeless Inking Medium** ● Demonstrate knowledge of transferring techniques. ● Demonstrate knowledge in the art elements and principles of design when employing techniques to create an original pen and ink drawing. ● Demonstrate knowledge in the art elements and principles in design when selecting a particular technique to mimic a visual effect. ● Serve as a test audience to peers and provide constructive criticism for improvements.
Midterm	**Midterm: Unit 5: Oil Pastel: A Wax Oil Crayon Medium** ● Demonstrate knowledge of grid drawing techniques. ● Demonstrate knowledge in the art elements and principles of design when employing techniques to create an original oil pastel drawing. ● Demonstrate knowledge in the art elements and principles in design when selecting a particular technique to mimic a visual effect. ● Serve as a test audience to peers and provide constructive criticism for improvements.
Estimated Number of Blocks	**Marking Period 3**
11	**Unit 6: Colored Pencil: A Precise Color Blendable Drawing Medium** ● Demonstrate knowledge of grid drawing techniques. ● Demonstrate knowledge in the art elements and principles of design when employing techniques to create an original colored pencil drawing. ● Demonstrate knowledge in the art elements and principles in design when selecting a particular technique to mimic a visual effect. ● Serve as a test audience to peers and provide constructive criticism for improvements.
11	**Unit 7: Watercolor: A Transparent Painting Medium** ● Demonstrate knowledge of grid drawing techniques. ● Demonstrate knowledge in the art elements and principles of design when employing techniques to create an original watercolor painting. ● Demonstrate knowledge in the art elements and principles in design when selecting a particular technique to mimic a visual effect. ● Serve as a test audience to peers and provide constructive criticism for improvements.
Estimated Number of Blocks	**Marking Period 4**
11	**Unit 8: Acrylic: A Fast-Drying Opaque Polymer Medium** ● Demonstrate knowledge of grid drawing techniques. ● Demonstrate knowledge in the art elements and principles of design when employing techniques to create an original acrylic painting.

	• Demonstrate knowledge in the art elements and principles in design when selecting a particular technique to mimic a visual effect. • Serve as a test audience to peers and provide constructive criticism for improvements.
11	**Unit 9: Oil Paint: A Slow-Drying Blendable Opaque Medium** • Demonstrate knowledge of grid drawing techniques. • Demonstrate knowledge in the art elements and principles of design when employing techniques to create an original oil painting. • Demonstrate knowledge in the art elements and principles in design when selecting a particular technique to mimic a visual effect. • Serve as a test audience to peers and provide constructive criticism for improvements.
Final Exam	**Unit 10: Pastel: A Soft and Smooth Powdery Medium** • Demonstrate the ability to draw objects from life to create a still-life drawing. • Demonstrate knowledge in the art elements and principles of design when employing techniques to create an original pastel drawing. • Demonstrate knowledge in the art elements and principles in design when selecting a particular technique to mimic a visual effect. • Serve as a test audience to peers and provide constructive criticism for improvements.

Stage 1 Desired Results
Unit Title #1: Charcoal: A Burnt Organic Drawing Medium
Unit Summary: Students will use unique and original visual imagery and their knowledge of the art elements and principles of design to create a charcoal portrait.
Unit Learning Targets
NJSLS Standards: 1.5.12prof.Cr1a: Use multiple approaches to begin creative endeavors. 1.5.12acc.Cr1b: Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design. 1.5.12acc.Cr2a: Through experimentation, practice and persistence, demonstrate acquisition of skills and knowledge in a chosen art form. 1.5.12acc.Cr3a: 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.
Interdisciplinary Connections
Career Readiness, Life Literacies, & Key Skills *(CLKS)***:** 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas 9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving

9.4.12.DC.1: Explain the beneficial and harmful effects that intellectual property laws can have on the creation and sharing of content.
9.4.12.DC.2: Compare and contrast international differences in copyright laws and ethics.
9.4.12.IML.10: Analyze the decisions creators make to reveal explicit and implicit messages within information and media

Computer Science & Design Thinking *(CS & DT)***:**

8.1.12.AP.4: Design and iteratively develop computational artifacts for practical intent, personal expression, or to address a societal issue.

Interdisciplinary Connections:

NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words

RH.11-12.7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, qualitatively, as well as in words) in order to address a question or solve a problem.

WHST.11-12.6. Use technology, including the Internet, to produce, share, and update writing products in response to ongoing feedback, including new arguments or information.

Climate Change:

Unit Essential Questions:	**Unit Enduring Understandings:**
How will you use value to create 3-dimensional forms on a 2-dimensional surface? *How do you know that your drawing has the right values?* *How will you ensure that your completed drawing is finished with fine craftsmanship?* *How will you utilize your materials to create desired effects?*	Value is the key to creating 3-dimensional form on a 2-dimensional surface. Realism can be achieved through the appropriate placement of a variety of light and dark values. Artist charcoal is a form of dry art medium made of finely ground “burnt” organic materials that are held together by gum or wax binder. Charcoal was often a key component of Cave Painting, with examples dating back to at least 28,000 years ago.
Students will know: Charcoal materials and techniques Fine craftsmanship Art elements and principles of design Vocabulary: ● Art Elements (line, shape, color, texture, value and form) ● Principles of Design (balance, rhythm, unity, pattern) ● Light effects ● Composition ● Layering ● Subtractive drawing or Lifting ● Blending ● Positive and Negative Space ● Compressed, Vine, and Pencil Charcoal ● Fixative ● Binders (Gum, Wax) ● Blending Tortillion	**Students will be able to:** Create a portrait drawing that demonstrates proper charcoal techniques. Use the process of grid drawing to achieve accuracy. Choose the appropriate tools available to achieve desired results, including charcoal, blenders, and retractable erasers. Participate in constructive critique with peers, reflect and revise work based on recommendations. Apply the vocabulary in student reading, writing, speaking and listening when applicable.

Stage 2 Assessment Evidence

Summative Assessments:
Charcoal Portrait

Formative Assessments:
- Grid Creation
- Drawing on a Grid
- Transferring to Mixed Media Paper
- Adding Value to Transferred Drawing
- Teacher Observation
- Peer to Peer critique
- Self-critique
- Original visual reference materials

Common Benchmark Assessments:
Charcoal Portrait Assessment

Alternative Assessments:
Charcoal Value Scale: Create a value scale with 10 different values from dark to light.
Charcoal Textures: Create 5 different textures using demonstrated techniques in 3 different values.

Stage 3 Learning Plan

Standard	***Skill***	***Learning Activities & Differentiation*** *(Asian American & Pacific Islanders, LGBTQ and People with Disabilites, Diversity, Equity & Inclusion [DEI], G&T, ELL)*	***Timeframe*** Estimated Number of Blocks
1.5.12prof.Cr1a 1.5.12acc.Cr1b 1.5.12acc.Cr2a 9.4.12.CI.1 9.4.12.CT.2 9.4.12.CI.1 9.4.12.DC.1 9.4.12.DC.2 9.4.12.IML.10	Demonstrate knowledge of grid drawing techniques.	• Accurately measure and create a grid. • Use of light tables for assistance with disabilities • Use of 1:1 ratio photo to drawing for assistance with disabilities	All 11 blocks
1.5.12prof.Cr1a	Demonstrate knowledge in the art elements and principles of design	• Line, shape, form, texture with regards to charcoal application.	All 11 blocks

1.5.12acc.Cr1b 1.5.12acc.Cr2a 9.4.12.CT.2 9.4.12.CI.1 9.4.12.DC.1 9.4.12.DC.2 9.4.12.IML.10 8.1.12.AP.4	when employing techniques to create an original charcoal portrait drawing.	• Contrast, Balance, Emphasis, Movement, White Space, Proportion, Hierarchy, Repetition, Rhythm, Pattern, Unity, and Variety with regards to technique selection and charcoal application.	
1.5.12prof.Cr1a 1.5.12acc.Cr1b 1.5.12acc.Cr2a	Demonstrate knowledge in the art elements and principles in design when selecting a particular technique to mimic a visual effect.	• Subtractive charcoal exploration and application • Additive charcoal exploration and application • Blending tool exploration and application	All 11 blocks
1.5.12acc.Cr3a 9.4.12.CT.2 9.4.12.CI.1 9.4.12.DC.1 9.4.12.DC.2 9.4.12.IML.10 1.5.12acc.Cn11b NJSLSA.R7 RH.11-12.7 WHST.11-12.6 1.5.12acc.Cn11b	Serve as a test audience to peers and provide constructive criticism for improvements.	• Participation in a group critique • Notes taken • Reflection • Edits, modifications made	1 block

Core Instructional & Supplemental Materials (including various levels of texts)	
Materials/Resources	*Notes*
Drawing Paper *Strathmore Mixed Media White Paper* *Fine Tip Permanent Marker* *Tichonderoga Black HB Pencil* *General's Charcoal Pencils (2B, 4B, 6B)* *Blending Tortilions* *Scrap Paper* *Retractable erasers (chisel and round tip)* *Printer*	

Printer Paper *Original reference photos*	

Accommodations and Modifications:
Students with Disabilities, English Language Learners,
Students at Risk of Failure, Students with 504s, Gifted & Talented Students

Students with Disabilities

Step-by-step visual & verbal instructions
Adaptive tools (ergonomic brushes, textured grips)
Extra time for assignments and tests
Written instructions for multi-step techniques
Focus on key elements; reduce project complexity
Peer or teacher support for technical skills
Quiet workspace to minimize distractions

English Language Learners (ELLs)

Visual aids, diagrams, and demonstrations
Label materials in English and native language
Sentence starters and vocabulary lists for discussions
Allow explanations through drawing
Peer support for collaborative projects
Repeat instructions & check comprehension

Students at Risk of Failure

Break projects into small, manageable steps
Frequent feedback and positive reinforcement
Extra practice sessions or tutorials
Progress checklists to track goals
Grading focused on effort and process
Alternative projects aligned with interests

Students with 504 Plans

Flexible deadlines
Seating accommodations
Use of adaptive equipment or tools
Extended time for assessments or projects

Written + verbal instructions
Collaborate with support staff to implement accommodations

Gifted & Talented Students

Independent/self-directed projects
Experimentation with advanced techniques or media
Critical thinking & problem-solving challenges
Opportunities for competitions or exhibitions
Cross-curricular project integration
Mentorship or professional artist collaboration

Stage 1 Desired Results

Unit Title #2: White Charcoal on Black Paper: A Reverse Drawing Method

Unit Summary: Students will use unique and original visual imagery and their knowledge of the art elements and principles of design to create a white charcoal still life.

Unit Learning Targets

NJSLS Standards:

1.5.12prof.Cr1a: Use multiple approaches to begin creative endeavors.
1.5.12acc.Cr1b: Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design.
1.5.12acc.Cr2a: Through experimentation, practice and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.
1.5.12acc.Cr3a: 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.

Interdisciplinary Connections

Career Readiness, Life Literacies, & Key Skills *(CLKS)*:

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas
9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving
9.4.12.DC.1: Explain the beneficial and harmful effects that intellectual property laws can have on the creation and sharing of content.
9.4.12.DC.2: Compare and contrast international differences in copyright laws and ethics.
9.4.12.IML.10: Analyze the decisions creators make to reveal explicit and implicit messages within information and media

Computer Science & Design Thinking *(CS & DT)*:

8.1.12.AP.4: Design and iteratively develop computational artifacts for practical intent, personal expression, or to address a societal issue.

Interdisciplinary Connections:

NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words

RH.11-12.7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, qualitatively, as well as in words) in order to address a question or solve a problem.

WHST.11-12.6. Use technology, including the Internet, to produce, share, and update writing products in response to ongoing feedback, including new arguments or information.

Unit Essential Questions:	**Unit Enduring Understandings:**
How will you use value to create 3-dimensional forms on a 2-dimensional surface? *What is the best way for the mind to approach a reverse-value drawing?* *How does vantage point become important when drawing objects in a still life?* *How will you ensure that your completed drawing is finished with fine craftsmanship?*	White charcoal is a moist mixture of sand, earth and ash. Bark is put under rapid rises in temperature followed by rapid cooling which incinerates the bark and leaves a smooth hard suface for drawing. White charcoal on black paper value drawings require the mind to work in a “reverse process” to achieve desired results. Realism can be achieved through the appropriate placement of a variety of light and dark values, while reflections and highlights reveal light sources and describe form.
Students will know:	**Students will be able to:**
White charcoal materials and techniques Fine craftsmanship Art elements and principles of design Vocabulary: ● Art Elements (line, shape, color, texture, value and form) ● Principles of Design (balance, rhythm, unity, pattern) ● Light effects ● Highlights ● Reflections ● Vantage Point ● Composition ● Layering ● Subtractive drawing or lifting ● Blending ● Reverse Value ● Positive and Negative Space ● Fixative ● Blending Tortillion ● Symmetry	Create a still life drawing that demonstrates proper white charcoal techniques. Use the process of grid drawing to achieve accuracy. Choose the appropriate tools available to achieve desired results, including white charcoal, blenders, and retractable erasers. Participate in constructive critique with peers, reflect and revise work based on recommendations. Apply the vocabulary in student reading, writing, speaking and listening when applicable.

Stage 2 Assessment Evidence

Summative Assessments:

White Charcoal Still Life

Formative Assessments:

- Grid Creation
- Drawing on a Grid
- Transferring to Black Mixed Media Paper
- Adding Value to Transferred Drawing
- Teacher Observation
- Peer to Peer critique
- Self-critique
- Original visual reference materials

Common Benchmark Assessments:

White Charcoal Still Life Assessment

Alternative Assessments:

White Charcoal Value Scale: Create a value scale with 10 different values from dark to light.
White Charcoal Textures: Create 5 different textures using demonstrated techniques in 3 different values.

Stage 3 Learning Plan

Standard	***Skill***	***Learning Activities & Differentiation*** *(Asian American & Pacific Islanders, LGBTQ and People with Disabilites, Diversity, Equity & Inclusion [DEI], G&T, ELL)*	***Timeframe*** Estimated Number of Blocks
1.5.12prof.Cr1a 1.5.12acc.Cr1b 1.5.12acc.Cr2a 9.4.12.CI.1 9.4.12.CT.2 9.4.12.CI.1 9.4.12.DC.1 9.4.12.DC.2 9.4.12.IML.10	Demonstrate knowledge of grid drawing techniques.	• Accurately measure and create a grid. • Use of light tables for assistance with disabilities • Use of 1:1 ratio photo to drawing for assistance with disabilities	All 11 blocks
1.5.12prof.Cr1a 1.5.12acc.Cr1b 1.5.12acc.Cr2a 9.4.12.CT.2 9.4.12.CI.1 9.4.12.DC.1 9.4.12.DC.2 9.4.12.IML.10 8.1.12.AP.4	Demonstrate knowledge in the art elements and principles of design when employing techniques to create an original white charcoal still life drawing.	• Line, shape, form, texture with regards to white charcoal application. • Contrast, Balance, Emphasis, Movement, White Space, Proportion, Hierarchy, Repetition, Rhythm, Pattern, Unity, and Variety with regards to technique selection and white charcoal application.	All 11 blocks

1.5.12prof.Cr1a 1.5.12acc.Cr1b 1.5.12acc.Cr2a	Demonstrate knowledge in the art elements and principles in design when selecting a particular technique to mimic a visual effect.	• Subtractive white charcoal exploration and application • Additive white charcoal exploration and application • Blending tool exploration and application	All 11 blocks
1.5.12acc.Cr3a 9.4.12.CT.2 9.4.12.CI.1 9.4.12.DC.1 9.4.12.DC.2 9.4.12.IML.10 1.5.12acc.Cn11b NJSLSA.R7 RH.11-12.7 WHST.11-12.6 1.5.12acc.Cn11b	Serve as a test audience to peers and provide constructive criticism for improvements.	• Participation in a group critique • Notes taken • Reflection • Edits, modifications made	1 block

Core Instructional & Supplemental Materials (including various levels of texts)	
Materials/Resources	*Notes*
Drawing Paper *Strathmore Mixed Media Black Paper* *Fine Tip Permanent Marker* *Tichonderoga Black HB Pencil* *General's White Charcoal Pencils (2B, 4B, 6B)* *Blending Tortilions* *Scrap Paper* *Retractable erasers (chisel and round tip)* *Printer* *Printer Paper* *Original reference photos*	

Accommodations and Modifications: Students with Disabilities, English Language Learners, Students at Risk of Failure, Students with 504s, Gifted & Talented Students

Specific Strategies and Practices that Support Students with Disabilities:
Specific examples applied to the unit

- Use of assisted technology (chromebooks at desks during presentations for students with vision impairments)
- Modification of content and student products (lessening of project expectations or production of alternate assignments)
- Time accommodations (added time for students who need it through project extensions)

Specific Strategies and Practices that Support Gifted & Talented Students:
Specific examples applied to the unit

- Adjusting the pace of lessons (allowing time for extensions for students who finish early)
- Inquiry-based instruction (project creation based off students curiosity beyond what is taught)
- Independent study (development of self driven projects)
- Interest-based content (development of self driven projects)
- Student-driven instruction (development of self driven projects)

Specific Strategies and Practices that Support English Language Learners:
Specific examples applied to the unit

- Visual aids, former student projects.
- Teacher modeling (demonstrations with tools and materials that reinforce language learning)
- Pairing students with beginning English language skills with students who have more advanced English language skills
- Vocabulary and terms for the projects shared on Google Classroom and written on the board in the classroom
- Cooperative learning groups

Stage 1 Desired Results

Unit Title #3: Scratchboard: Etching Into Clay

Unit Summary: Students will use unique and original visual imagery and their knowledge of the art elements and principles of design to create a scratch board drawing.

Unit Learning Targets

NJSLS Standards:

1.5.12prof.Cr1a: Use multiple approaches to begin creative endeavors.
1.5.12acc.Cr1b: Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design.
1.5.12acc.Cr2a: Through experimentation, practice and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.
1.5.12acc.Cr3a: 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.

Interdisciplinary Connections

Career Readiness, Life Literacies, & Key Skills *(CLKS)***:**

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas
9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving

9.4.12.DC.1: Explain the beneficial and harmful effects that intellectual property laws can have on the creation and sharing of content.
9.4.12.DC.2: Compare and contrast international differences in copyright laws and ethics.
9.4.12.IML.10: Analyze the decisions creators make to reveal explicit and implicit messages within information and media

Computer Science & Design Thinking *(CS & DT)*:

8.1.12.AP.4: Design and iteratively develop computational artifacts for practical intent, personal expression, or to address a societal issue.

Interdisciplinary Connections:

NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words

RH.11-12.7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, qualitatively, as well as in words) in order to address a question or solve a problem.

WHST.11-12.6. Use technology, including the Internet, to produce, share, and update writing products in response to ongoing feedback, including new arguments or information.

Unit Essential Questions:	**Unit Enduring Understandings:**
How will you use value to create 3-dimensional forms on a 2-dimensional surface? *How will you ensure that your completed drawing is finished with fine craftsmanship?* *How do the visual characteristics of scratchboard affect a chosen subject?*	Traditional scratchboard is the illustrative technique of using sharp knives and tools for etching into thin layers of white china clay that is coated with black India ink. Value is the key to creating 3-dimensional form on a 2-dimensional surface. Mark-making mediums defy the traditional methods for smoothing or blending values while yielding highly detailed and precise outcomes. Textured subject matter lends itself to mark-making mediums
Students will know:	**Students will be able to:**
Scratch board materials and techniques Fine craftsmanship Art elements and principles of design Vocabulary: ● Art Elements (line, shape, color, texture, value and form) ● Principles of Design (balance, rhythm, unity, pattern) ● Light effects ● Composition ● Layering ● Subtractive drawing ● Mark-making ● Cross-hatching ● Stipple ● Scratch knife	Create a drawing that demonstrates proper scratch board mark-making techniques. Use the process of pressure transfer to yield an outline of the chosen subject on the clay surface of the scratch board. Choose the appropriate techniques available to achieve desired results, including stipple, cross-hatching and lines. Participate in constructive critique with peers, reflect and revise work based on recommendations. Apply the vocabulary in student reading, writing, speaking and listening when applicable.

Stage 2 Assessment Evidence

Summative Assessments:
Scratch Board Drawing

Formative Assessments:
- Adding Value to Transferred Scratch Board
- Teacher Observation
- Peer to Peer critique
- Self-critique
- Original visual reference materials

Common Benchmark Assessments:
Scratch Board Drawing Assessment

Alternative Assessments:
Scratch Board Texture and Value Scale: Create a value scale with 5 different values from dark to light using 4 different mark-making processes: stipple, lines, cross-hatching, and choice mark.

Stage 3 Learning Plan

Standard	***Skill***	***Learning Activities & Differentiation*** *(Asian American & Pacific Islanders, LGBTQ and People with Disabilites, Diversity, Equity & Inclusion [DEI], G&T, ELL)*	***Timeframe*** Estimated Number of Blocks
1.5.12prof.Cr1a 1.5.12acc.Cr1b 1.5.12acc.Cr2a 9.4.12.CI.1 9.4.12.CT.2 9.4.12.CI.1 9.4.12.DC.1 9.4.12.DC.2 9.4.12.IML.10	Demonstrate knowledge of pressure transferring techniques.	• Accurately line up a photo with the scratch board composition. • Apply pressure with a pen to transfer the image onto the surface of the scratch board without indentation. • Use of tape tab that will allow disabled students to monitor progress of the transfer.	All 11 blocks
1.5.12prof.Cr1a 1.5.12acc.Cr1b 1.5.12acc.Cr2a	Demonstrate knowledge in the art elements and principles of design when employing techniques to create an original scratch board drawing.	• Line, shape, form, texture with regards to scratch board subtractive drawing. • Contrast, Balance, Emphasis, Movement, White Space, Proportion, Hierarchy, Repetition, Rhythm,	All 11 blocks

9.4.12.CT.2 9.4.12.CI.1 9.4.12.DC.1 9.4.12.DC.2 9.4.12.IML.10 8.1.12.AP.4		Pattern, Unity, and Variety with regards to technique selection and scratch board subtractive drawing.	
1.5.12prof.Cr1a 1.5.12acc.Cr1b 1.5.12acc.Cr2a	Demonstrate knowledge in the art elements and principles in design when selecting a particular technique to mimic a visual effect.	• Subtractive scratch board exploration and application • Mark-making exploration and application • Experiment with varying the amount of marks while maintaining the size in order to yield the most realistic effects.	All 11 blocks
1.5.12acc.Cr3a 9.4.12.CT.2 9.4.12.CI.1 9.4.12.DC.1 9.4.12.DC.2 9.4.12.IML.10 1.5.12acc.Cn11b NJSLSA.R7 RH.11-12.7 WHST.11-12.6 1.5.12acc.Cn11b	Serve as a test audience to peers and provide constructive criticism for improvements.	• Participation in a group critique • Notes taken • Reflection • Edits, modifications made	1 block

Core Instructional & Supplemental Materials (including various levels of texts)	
Materials/Resources	*Notes*
Scratch Art Scratch Board *Ball point pen* *Tichonderoga Black HB Pencil* *Scratch Knife Holder* *Curved Scratch Knives* *Scrap Paper* *Printer* *Printer Paper* *Original reference photos*	

Accommodations and Modifications:
Students with Disabilities, English Language Learners,
Students at Risk of Failure, Students with 504s, Gifted & Talented Students

Students with Disabilities

Step-by-step visual & verbal instructions
Adaptive tools (ergonomic brushes, textured grips)
Extra time for assignments and tests
Written instructions for multi-step techniques
Focus on key elements; reduce project complexity
Peer or teacher support for technical skills
Quiet workspace to minimize distractions

English Language Learners (ELLs)

Visual aids, diagrams, and demonstrations
Label materials in English and native language
Sentence starters and vocabulary lists for discussions
Allow explanations through drawing
Peer support for collaborative projects
Repeat instructions & check comprehension

Students at Risk of Failure

Break projects into small, manageable steps
Frequent feedback and positive reinforcement
Extra practice sessions or tutorials
Progress checklists to track goals
Grading focused on effort and process
Alternative projects aligned with interests

Students with 504 Plans

Flexible deadlines
Seating accommodations
Use of adaptive equipment or tools
Extended time for assessments or projects
Written + verbal instructions
Collaborate with support staff to implement accommodations

Gifted & Talented Students

Independent/self-directed projects
Experimentation with advanced techniques or media
Critical thinking & problem-solving challenges
Opportunities for competitions or exhibitions
Cross-curricular project integration
Mentorship or professional artist collaboration

Stage 1 Desired Results

Unit Title #4: Pen and Ink: A Timeless Inking Medium

Unit Summary: Students will use unique and original visual imagery and their knowledge of the art elements and principles of design to create a pen and ink drawing.

Unit Learning Targets

NJSLS Standards:

1.5.12prof.Cr1a: Use multiple approaches to begin creative endeavors.

1.5.12acc.Cr1b: Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design.

1.5.12acc.Cr2a: Through experimentation, practice and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.

1.5.12acc.Cr3a: 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.

Interdisciplinary Connections

Career Readiness, Life Literacies, & Key Skills *(CLKS)*:

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas

9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving

9.4.12.DC.1: Explain the beneficial and harmful effects that intellectual property laws can have on the creation and sharing of content.

9.4.12.DC.2: Compare and contrast international differences in copyright laws and ethics.

9.4.12.IML.10: Analyze the decisions creators make to reveal explicit and implicit messages within information and media

Computer Science & Design Thinking *(CS & DT)*:

8.1.12.AP.4: Design and iteratively develop computational artifacts for practical intent, personal expression, or to address a societal issue.

Interdisciplinary Connections:

NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words

RH.11-12.7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, qualitatively, as well as in words) in order to address a question or solve a problem.

WHST.11-12.6. Use technology, including the Internet, to produce, share, and update writing products in response to ongoing feedback, including new arguments or information.

Unit Essential Questions:	**Unit Enduring Understandings:**

How will use value to create 3-dimensional forms on a 2-dimensional surface? *How do you know that your drawing has the right values with correct placement?* *How will you ensure that your completed drawing is finished with fine craftsmanship?* *How will you utilize your materials to create desired effects?*	India ink is composed of a variety of fine soot, known as lampblack, combined with water to form a liquid and has been in use in India since at least the 4th century BC, where it was called masi. Value is the key to creating 3-dimensional form on a 2-dimensional surface. Realism can be achieved through the appropriate placement of a variety of light and dark values.
Students will know: Pen and ink materials and techniques Fine craftsmanship Art elements and principles of design Vocabulary: ● Art Elements (line, shape, color, texture, value and form) ● Principles of Design (balance, rhythm, unity, pattern) ● Light source ● Composition ● Layering ● Mark-making ● Cross-hatching ● Hatching ● Stipple ● Nib ● Pen Holder ● Ink	**Students will be able to:** Create a drawing that demonstrates proper pen and ink mark-making techniques. Choose the appropriate techniques available to achieve desired results, including stipple, cross-hatching and lines. Participate in constructive critique with peers, reflect and revise work based on recommendations. Apply the vocabulary in student reading, writing, speaking and listening when applicable.

Stage 2 Assessment Evidence
Summative Assessments: Pen and Ink Drawing
Formative Assessments: ● Teacher Observation ● Peer to Peer critique ● Self-critique ● Original visual reference materials
Common Benchmark Assessments:

Pen and Ink Drawing Assessment

Alternative Assessments:

Pen and Ink Texture and Value Scale: Create a value scale with 5 different values from dark to light using 4 different mark-making processes: stipple, lines, cross-hatching, and choice mark.

Stage 3 Learning Plan

Standard	***Skill***	***Learning Activities & Differentiation*** *(Asian American & Pacific Islanders, LGBTQ and People with Disabilites, Diversity, Equity & Inclusion [DEI], G&T, ELL)*	***Timeframe*** Estimated Number of Blocks
1.5.12prof.Cr1a 1.5.12acc.Cr1b 1.5.12acc.Cr2a 9.4.12.CI.1 9.4.12.CT.2 9.4.12.CI.1 9.4.12.DC.1 9.4.12.DC.2 9.4.12.IML.10	Demonstrate knowledge of transferring techniques.	• Accurately line up photo with paper composition. • Apply very soft pressure with a pencil to transfer the image onto the surface of the mixed media paper without indentation. • Use of tape tab that will allow disabled students to monitor progress of the transfer.	All 11 blocks
1.5.12prof.Cr1a 1.5.12acc.Cr1b 1.5.12acc.Cr2a 9.4.12.CT.2 9.4.12.CI.1 9.4.12.DC.1 9.4.12.DC.2 9.4.12.IML.10 8.1.12.AP.4	Demonstrate knowledge in the art elements and principles of design when employing techniques to create an original pen and ink drawing.	• Line, shape, form, texture with regards to scratch board subtractive drawing. • Contrast, Balance, Emphasis, Movement, White Space, Proportion, Hierarchy, Repetition, Rhythm, Pattern, Unity, and Variety with regards to technique selection for the pen and ink drawing.	All 11 blocks
1.5.12prof.Cr1a 1.5.12acc.Cr1b 1.5.12acc.Cr2a	Demonstrate knowledge in the art elements and principles in design when selecting a particular technique to mimic a visual effect.	• Additive pen and ink exploration and application • Mark-making exploration and application • Experiment with varying the amont of marks while maintaining the size in order to yield the most realistic effects.	All 11 blocks
1.5.12acc.Cr3a 9.4.12.CT.2 9.4.12.CI.1 9.4.12.DC.1 9.4.12.DC.2 9.4.12.IML.10 1.5.12acc.Cn11b	Serve as a test audience to peers and provide constructive criticism for improvements.	• Participation in a group critique • Notes taken • Reflection • Edits, modifications made	1 block

NJSLSA.R7 RH.11-12.7 WHST.11-12.6 1.5.12acc.Cn11b			

Core Instructional & Supplemental Materials (including various levels of texts)	
Materials/Resources	*Notes*
Pen Nib 56 *Pen Holder* *2 oz ink container* *India ink* *Mixed Media Paper* *Tichonderoga Black HB Pencil* *Scrap Paper* *Printer* *Printer Paper* *Original reference photos*	

Accommodations and Modifications:
Students with Disabilities, English Language Learners,
Students at Risk of Failure, Students with 504s, Gifted & Talented Students

Students with Disabilities

Step-by-step visual & verbal instructions
Adaptive tools (ergonomic brushes, textured grips)
Extra time for assignments and tests
Written instructions for multi-step techniques
Focus on key elements; reduce project complexity
Peer or teacher support for technical skills
Quiet workspace to minimize distractions

English Language Learners (ELLs)

Visual aids, diagrams, and demonstrations
Label materials in English and native language
Sentence starters and vocabulary lists for discussions
Allow explanations through drawing
Peer support for collaborative projects
Repeat instructions & check comprehension

Students at Risk of Failure

Break projects into small, manageable steps
Frequent feedback and positive reinforcement
Extra practice sessions or tutorials
Progress checklists to track goals
Grading focused on effort and process
Alternative projects aligned with interests

Students with 504 Plans

Flexible deadlines
Seating accommodations
Use of adaptive equipment or tools
Extended time for assessments or projects
Written + verbal instructions
Collaborate with support staff to implement accommodations

Gifted & Talented Students

Independent/self-directed projects
Experimentation with advanced techniques or media
Critical thinking & problem-solving challenges
Opportunities for competitions or exhibitions
Cross-curricular project integration
Mentorship or professional artist collaboration

Stage 1 Desired Results
Unit Title #5: Midterm: Oil Pastel: A Wax Oil Crayon Medium
Unit Summary: Students will use unique and original visual imagery and their knowledge of the art elements and principles of design to create an oil pastel drawing.
Unit Learning Targets
NJSLS Standards:

1.5.12prof.Cr1a: Use multiple approaches to begin creative endeavors.
1.5.12acc.Cr1b: Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design.
1.5.12acc.Cr2a: Through experimentation, practice and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.
1.5.12acc.Cr3a: 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.

Interdisciplinary Connections

Career Readiness, Life Literacies, & Key Skills *(CLKS)*:

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas
9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving
9.4.12.DC.1: Explain the beneficial and harmful effects that intellectual property laws can have on the creation and sharing of content.
9.4.12.DC.2: Compare and contrast international differences in copyright laws and ethics.
9.4.12.IML.10: Analyze the decisions creators make to reveal explicit and implicit messages within information and media

Computer Science & Design Thinking *(CS & DT)*:
8.1.12.AP.4: Design and iteratively develop computational artifacts for practical intent, personal expression, or to address a societal issue.

Interdisciplinary Connections:
NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words
RH.11-12.7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, qualitatively, as well as in words) in order to address a question or solve a problem.
WHST.11-12.6. Use technology, including the Internet, to produce, share, and update writing products in response to ongoing feedback, including new arguments or information.

Climate Change:

Unit Essential Questions:	**Unit Enduring Understandings:**
How will the use of color with value to create 3-dimensional forms on a 2-dimensional surface? *How does one know that a drawing has the right values and colors with correct placement?* *How does one ensure that a completed drawing is finished with fine craftsmanship?* *How does one utilize oil pastels to create desired effects?*	Oil pastel is a wax oil crayon composed of a pigment mixed with non-drying oil and wax binder that is used for painting and drawing with characteristics similar to pastels and wax crayons. Value and color and their placement in a composition are the key to creating 3-dimensional form on a 2-dimensional surface. Sakura Cray-Pas (the first oil pastels) were created in 1924 in accordance with the changes posed in the Japanese education system, giving children the opportunity to use multiple colors to complete choice assignments instead of the black india ink for ideograms that they were used to.
Students will know:	**Students will be able to:**
Oil pastel materials and techniques Fine craftsmanship Art elements and principles of design	Create a oil pastel drawing that demonstrates proper techniques. Use the process of grid drawing to achieve accuracy.

Oil pastel origins Vocabulary: ● Art Elements (line, shape, color, texture, value and form) ● Principles of Design (balance, rhythm, unity, pattern) ● Light effects ● Composition ● Layering ● Mark-making ● Cross-hatching ● Hatching ● Stipple ● Blending ● Sgraffito ● Impasto	Choose the appropriate tools available to achieve desired results, including oil pastels, blenders, and tools for subtractive drawing. Participate in constructive critique with peers, reflect and revise work based on recommendations. Apply the vocabulary in student reading, writing, speaking and listening when applicable.

Stage 2 Assessment Evidence

Summative Assessments:
Oil Pastel Drawing

Formative Assessments:
- Grid Creation
- Drawing on a Grid
- Transferring to Drawing Paper
- Adding Value and Color to Transferred Drawing
- Teacher Observation
- Peer to Peer critique
- Self-critique
- Original visual reference materials

Common Benchmark Assessments:
Oil Pastel Drawing Assessment

Alternative Assessments:
Oil Pastel Spectrum Scale: Create a spectrum scale with 10 different colors in ROYGBIV order with seamless blending from one color to the next.
Oil Pastel Textures: Create 5 different textures using demonstrated techniques with various colors.

Stage 3 Learning Plan			
Standard	***Skill***	***Learning Activities & Differentiation*** *(Asian American & Pacific Islanders, LGBTQ and People with Disabilites, Diversity, Equity & Inclusion [DEI], G&T, ELL)*	***Timeframe*** Estimated Number of Blocks
1.5.12prof.Cr1a 1.5.12acc.Cr1b 1.5.12acc.Cr2a 9.4.12.CI.1 9.4.12.CT.2 9.4.12.CI.1 9.4.12.DC.1 9.4.12.DC.2 9.4.12.IML.10	Demonstrate knowledge of grid drawing techniques.	• Accurately measure and create a grid. • Use of light tables for assistance with disabilities • Use of 1:1 ratio photo to drawing for assistance with disabilities	Homework Prior to Midterm Exam
1.5.12prof.Cr1a 1.5.12acc.Cr1b 1.5.12acc.Cr2a 9.4.12.CT.2 9.4.12.CI.1 9.4.12.DC.1 9.4.12.DC.2 9.4.12.IML.10 8.1.12.AP.4	Demonstrate knowledge in the art elements and principles of design when employing techniques to create an original oil pastel drawing.	• Color, line, shape, form, texture with regards to oil pastel application. • Contrast, Balance, Emphasis, Movement, White Space, Proportion, Hierarchy, Repetition, Rhythm, Pattern, Unity, and Variety with regards to technique selection and oil pastel application.	Midterm Exam
1.5.12prof.Cr1a 1.5.12acc.Cr1b 1.5.12acc.Cr2a	Demonstrate knowledge in the art elements and principles in design when selecting a particular technique to mimic a visual effect.	• Subtractive oil pastel exploration and application • Additive oil pastel exploration and application • Blending tool exploration and application	Midterm Exam
1.5.12acc.Cr3a 9.4.12.CT.2 9.4.12.CI.1 9.4.12.DC.1 9.4.12.DC.2 9.4.12.IML.10 1.5.12acc.Cn11b NJSLSA.R7 RH.11-12.7 WHST.11-12.6 1.5.12acc.Cn11b	Serve as a test audience to peers and provide constructive criticism for improvements.	• Participation in a group critique • Notes taken • Reflection • Edits, modifications made	1 block

Core Instructional & Supplemental Materials (including various levels of texts)	
Materials/Resources	*Notes*
Drawing Paper *Fine Tip Permanent Marker* *Tichonderoga Black HB Pencil* *Cray-Pas Oil Pastel, Set of 50* *Blending Tortilions* *Objects for subtractive drawing (paperclips, etc.)* *Printer* *Printer Paper* *Original reference photos*	

Accommodations and Modifications:
Students with Disabilities, English Language Learners,
Students at Risk of Failure, Students with 504s, Gifted & Talented Students

Students with Disabilities

Step-by-step visual & verbal instructions
Adaptive tools (ergonomic brushes, textured grips)
Extra time for assignments and tests
Written instructions for multi-step techniques
Focus on key elements; reduce project complexity
Peer or teacher support for technical skills
Quiet workspace to minimize distractions

English Language Learners (ELLs)

Visual aids, diagrams, and demonstrations
Label materials in English and native language
Sentence starters and vocabulary lists for discussions
Allow explanations through drawing
Peer support for collaborative projects
Repeat instructions & check comprehension

Students at Risk of Failure

Break projects into small, manageable steps
Frequent feedback and positive reinforcement
Extra practice sessions or tutorials
Progress checklists to track goals
Grading focused on effort and process
Alternative projects aligned with interests

Students with 504 Plans

Flexible deadlines
Seating accommodations
Use of adaptive equipment or tools
Extended time for assessments or projects
Written + verbal instructions
Collaborate with support staff to implement accommodations

Gifted & Talented Students

Independent/self-directed projects
Experimentation with advanced techniques or media
Critical thinking & problem-solving challenges
Opportunities for competitions or exhibitions
Cross-curricular project integration
Mentorship or professional artist collaboration

Stage 1 Desired Results

Unit Title #6: Colored Pencil: A Precise Color Blendable Drawing Medium

Unit Summary: Students will use unique and original visual imagery and their knowledge of the art elements and principles of design to create an colored pencil drawing.

Unit Learning Targets

NJSLS Standards:

1.5.12prof.Cr1a: Use multiple approaches to begin creative endeavors.
1.5.12acc.Cr1b: Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design.
1.5.12acc.Cr2a: Through experimentation, practice and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.
1.5.12acc.Cr3a: 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.

Interdisciplinary Connections

Career Readiness, Life Literacies, & Key Skills *(CLKS)*:

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas
9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving
9.4.12.DC.1: Explain the beneficial and harmful effects that intellectual property laws can have on the creation and sharing of content.
9.4.12.DC.2: Compare and contrast international differences in copyright laws and ethics.
9.4.12.IML.10: Analyze the decisions creators make to reveal explicit and implicit messages within information and media

Computer Science & Design Thinking ***(CS & DT)*****:**
8.1.12.AP.4: Design and iteratively develop computational artifacts for practical intent, personal expression, or to address a societal issue.

Interdisciplinary Connections:
NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words
RH.11-12.7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, qualitatively, as well as in words) in order to address a question or solve a problem.
WHST.11-12.6. Use technology, including the Internet, to produce, share, and update writing products in response to ongoing feedback, including new arguments or information.

Climate Change:

Unit Essential Questions:	**Unit Enduring Understandings:**
How does one use value and color to create 3-dimensional forms on a 2-dimensional surface? *How do precise effects achieved through colored pencil make it a choice material for a particular visual image?* *How does one ensure that a completed drawing is finished with fine craftsmanship?* *How does one incorporate blending and layering techniques to create realistic effects with colored pencils?*	Wax based mediums date back to the Greek Golden Age and have appealed to artists for centuries due to their resistance to decay, the vividness and brilliance of their colors, and their unique rendering qualities. Colored pencils are constructed of a wax or oil-based narrow pigmented core encased in a wooden cylindrical case. Value infused color with thoughtful placement in a composition is the key to creating 3-dimensional form on a 2-dimensional surface. Colored pencils provide the artist with precise edges for detailed drawing, layering (dark to light) and realistic effects.
Students will know:	**Students will be able to:**
Colored pencil materials and techniques Fine craftsmanship Art elements and principles of design Colored pencil origins Vocabulary: ● Art Elements (line, shape, color, texture, value and form) ● Principles of Design (balance, rhythm, unity, pattern) ● Light source ● Composition ● Layering	Create a colored pencil drawing that demonstrates proper techniques. Use the process of grid drawing to achieve accuracy. Choose the appropriate tools available to achieve desired results, including colored pencils, blenders, and retractable erasers for subtractive drawing. Participate in constructive critique with peers, reflect and revise work based on recommendations.

• Blending • Positive and Negative Space • Medium • Wax-based medium	Apply the vocabulary in student reading, writing, speaking and listening when applicable.

Stage 2 Assessment Evidence

Summative Assessments:
Colored Pencil Drawing

Formative Assessments:
- Grid Creation
- Drawing on a Grid
- Transferring to Drawing Paper
- Adding Value and Color to Transferred Drawing
- Teacher Observation
- Peer to Peer critique
- Self-critique
- Original visual reference materials

Common Benchmark Assessments:
Colored Pencil Drawing Assessment

Alternative Assessments:
Colored Pencil Color Matching: Using a scrap piece of paper, students will color match specific areas in their reference photo and catalogue the colors used to create each color in order from light to dark. Students will do this with a minimum of 10 colors in a given area before application of colored pencil to mixed media paper begins.
Colored Pencil Textures: Create 5 different textures using demonstrated techniques with various colors.

Stage 3 Learning Plan

Standard	***Skill***	***Learning Activities & Differentiation*** *(Asian American & Pacific Islanders, LGBTQ and People with Disabilites, Diversity, Equity & Inclusion [DEI], G&T, ELL)*	***Timeframe*** Estimated Number of Blocks

1.5.12prof.Cr1a 1.5.12acc.Cr1b 1.5.12acc.Cr2a 9.4.12.CI.1 9.4.12.CT.2 9.4.12.CI.1 9.4.12.DC.1 9.4.12.DC.2 9.4.12.IML.10	Demonstrate knowledge of grid drawing techniques.	● Accurately measure and create a grid. ● Use of light tables for assistance with disabilities ● Use of 1:1 ratio photo to drawing for assistance with disabilities	All 11 blocks
1.5.12prof.Cr1a 1.5.12acc.Cr1b 1.5.12acc.Cr2a 9.4.12.CT.2 9.4.12.CI.1 9.4.12.DC.1 9.4.12.DC.2 9.4.12.IML.10 8.1.12.AP.4	Demonstrate knowledge in the art elements and principles of design when employing techniques to create an original colored pencil drawing.	● Color, line, shape, form, texture with regards to colored pencil application. ● Contrast, Balance, Emphasis, Movement, White Space, Proportion, Hierarchy, Repetition, Rhythm, Pattern, Unity, and Variety with regards to technique selection and colored pencil application. ● Color matching achieved through blending and layering colors from dark to light.	All 11 blocks
1.5.12prof.Cr1a 1.5.12acc.Cr1b 1.5.12acc.Cr2a	Demonstrate knowledge in the art elements and principles in design when selecting a particular technique to mimic a visual effect.	● Subtractive colored pencil exploration and application with retractable erasers. ● Additive colored pencil exploration and application with blending and layering techniques. ● Blending colorless-colored pencil exploration and application	All 11 blocks
1.5.12acc.Cr3a 9.4.12.CT.2 9.4.12.CI.1 9.4.12.DC.1 9.4.12.DC.2 9.4.12.IML.10 1.5.12acc.Cn11b NJSLSA.R7 RH.11-12.7 WHST.11-12.6 1.5.12acc.Cn11b	Serve as a test audience to peers and provide constructive criticism for improvements.	● Participation in a group critique ● Notes taken ● Reflection ● Edits, modifications made	1 block

Core Instructional & Supplemental Materials (including various levels of texts)	
Materials/Resources	*Notes*
Drawing Paper *Strathmore Mixed Media Paper in White* *Fine Tip Permanent Marker* *Tichonderoga Black HB Pencil* *Prismacolor Colored Pencils, Box of 72* *Prismacolor Colorless Blenders* *Retractable Erasers for subtractive drawing* *Printer* *Printer Paper* *Original reference photos*	

Accommodations and Modifications:
Students with Disabilities, English Language Learners,
Students at Risk of Failure, Students with 504s, Gifted & Talented Students

Students with Disabilities

Step-by-step visual & verbal instructions
Adaptive tools (ergonomic brushes, textured grips)
Extra time for assignments and tests
Written instructions for multi-step techniques
Focus on key elements; reduce project complexity
Peer or teacher support for technical skills
Quiet workspace to minimize distractions

English Language Learners (ELLs)

Visual aids, diagrams, and demonstrations
Label materials in English and native language
Sentence starters and vocabulary lists for discussions
Allow explanations through drawing
Peer support for collaborative projects
Repeat instructions & check comprehension

Students at Risk of Failure

Break projects into small, manageable steps
Frequent feedback and positive reinforcement
Extra practice sessions or tutorials
Progress checklists to track goals

Grading focused on effort and process
Alternative projects aligned with interests

Students with 504 Plans

Flexible deadlines
Seating accommodations
Use of adaptive equipment or tools
Extended time for assessments or projects
Written + verbal instructions
Collaborate with support staff to implement accommodations

Gifted & Talented Students

Independent/self-directed projects
Experimentation with advanced techniques or media
Critical thinking & problem-solving challenges
Opportunities for competitions or exhibitions
Cross-curricular project integration
Mentorship or professional artist collaboration

Stage 1 Desired Results

Unit Title #7: Watercolor: A Transparent Painting Medium

Unit Summary: Students will use unique and original visual imagery and their knowledge of the art elements and principles of design to create a watercolor painting.

Unit Learning Targets

NJSLS Standards:
1.5.12prof.Cr1a: Use multiple approaches to begin creative endeavors.
1.5.12acc.Cr1b: Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design.
1.5.12acc.Cr2a: Through experimentation, practice and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.
1.5.12acc.Cr3a: 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.

Interdisciplinary Connections

Career Readiness, Life Literacies, & Key Skills *(CLKS)*:

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas
9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving

9.4.12.DC.1: Explain the beneficial and harmful effects that intellectual property laws can have on the creation and sharing of content.
9.4.12.DC.2: Compare and contrast international differences in copyright laws and ethics.
9.4.12.IML.10: Analyze the decisions creators make to reveal explicit and implicit messages within information and media

Computer Science & Design Thinking *(CS & DT)***:**

8.1.12.AP.4: Design and iteratively develop computational artifacts for practical intent, personal expression, or to address a societal issue.

Interdisciplinary Connections:

NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words

RH.11-12.7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, qualitatively, as well as in words) in order to address a question or solve a problem.

WHST.11-12.6. Use technology, including the Internet, to produce, share, and update writing products in response to ongoing feedback, including new arguments or information.

Climate Change:

Unit Essential Questions:	**Unit Enduring Understandings:**
How does one use color and value with watercolor to create 3-dimensional realistic forms on a 2-dimensional surface? *How does the use of white watercolor in a composition alter the overall objective of transparency?* *How does one ensure that a completed painting is finished with fine craftsmanship?* *How does an artist maintain control over the transparency and opacity of watercolor to achieve desired visual effects?*	Watercolor paintings date back to cave paintings of paleolithic Europe and have been used for manuscript illustration since at least Egyptian times, but especially in the European Middle Ages. Watercolor is an artist medium made with water-soluble binder and thinned with water to create various levels of transparency and opacity. White watercolor must only be used to create tints of a chosen hue, as the paper itself is the “white” in proper watercolor application. Value infused color is the key to creating 3-dimensional form on a 2-dimensional surface.
Students will know: Watercolor materials and techniques Fine craftsmanship Art elements and principles of design Watercolor origins Vocabulary: ● Art Elements (line, shape, color, texture, value and form) ● Principles of Design (balance, rhythm, unity, pattern) ● Dry brush application ● Pigment ● Medium ● Wet into wet application ● Salt texture effects	**Students will be able to:** Create a watercolor painting that demonstrates proper techniques. Use the process of grid drawing to achieve accuracy. Choose the appropriate tools available to achieve desired results, including watercolor and miskit. Participate in constructive critique with peers, reflect and revise work based on recommendations.

• Light source • Composition • Layering • Subtractive painting • Staining quality • Opacity • Transparency • Miskit • Wash	Apply the vocabulary in student reading, writing, speaking and listening when applicable.

Stage 2 Assessment Evidence

Summative Assessments:
Watercolor Painting

Formative Assessments:
- Grid Creation
- Drawing on a Grid
- Transferring to Drawing Paper
- Adding Value and Color to Transferred Drawing
- Teacher Observation
- Peer to Peer critique
- Self-critique
- Original visual reference materials

Common Benchmark Assessments:
Watercolor Painting Assessment

Alternative Assessments:
Watercolor Staining Chart: Using a strip of watercolor paper, students will paint 20 swatches of colors with negative space in between each. Once the swatch has dried, students will use subtractive painting techniques to draw as much color as possible from the center of each swatch out of the paper. This process will reveal which colors in the palette have the greatest staining qualities.

Watecolor Opacity Chart: Using a strip of watercolor paper, students use a black permanent marker to draw a thick line in the center of the long strip of watercolor paper. Then students will paint 20 swatches of colors with negative space in between each directly on top of the black line, maintaining a consistent transparency in each swatch. This process will reveal which colors in the palette have the greatest opacity.

Stage 3 Learning Plan

Standard	***Skill***	***Learning Activities & Differentiation*** *(Asian American & Pacific Islanders, LGBTQ and People with Disabilites, Diversity, Equity & Inclusion [DEI], G&T, ELL)*	***Timeframe*** Estimated Number of Blocks
1.5.12prof.Cr1a 1.5.12acc.Cr1b 1.5.12acc.Cr2a 9.4.12.CI.1 9.4.12.CT.2 9.4.12.CI.1 9.4.12.DC.1 9.4.12.DC.2 9.4.12.IML.10	Demonstrate knowledge of grid drawing techniques.	● Accurately measure and create a grid. ● Use of light tables for assistance with disabilities ● Use of 1:1 ratio photo to drawing for assistance with disabilities	All 11 blocks
1.5.12prof.Cr1a 1.5.12acc.Cr1b 1.5.12acc.Cr2a 9.4.12.CT.2 9.4.12.CI.1 9.4.12.DC.1 9.4.12.DC.2 9.4.12.IML.10 8.1.12.AP.4	Demonstrate knowledge in the art elements and principles of design when employing techniques to create an original watercolor painting.	● Color, line, shape, form, texture with regards to watercolor application. ● Contrast, Balance, Emphasis, Movement, White Space, Proportion, Hierarchy, Repetition, Rhythm, Pattern, Unity, and Variety with regards to technique selection and watercolor application. ● Watercolor techniques such as wet-into-wet, dry brushing and layering with transparency to achieve desired effects when referencing an original photo.	All 11 blocks
1.5.12prof.Cr1a 1.5.12acc.Cr1b 1.5.12acc.Cr2a	Demonstrate knowledge in the art elements and principles in design when selecting a particular technique to mimic a visual effect.	● Subtractive watercolor exploration and application with various brushes and techniques ● Additive watercolor exploration and application with blending and layering techniques.	All 11 blocks
1.5.12acc.Cr3a 9.4.12.CT.2 9.4.12.CI.1 9.4.12.DC.1 9.4.12.DC.2 9.4.12.IML.10 1.5.12acc.Cn11b NJSLSA.R7 RH.11-12.7 WHST.11-12.6 1.5.12acc.Cn11b	Serve as a test audience to peers and provide constructive criticism for improvements.	● Participation in a group critique ● Notes taken ● Reflection ● Edits, modifications made	1 block

Core Instructional & Supplemental Materials (including various levels of texts)	
Materials/Resources	*Notes*
Drawing Paper *Strathmore Watercolor Paper, 140lb* *Black Permanent Marker* *Fine Tip Permanent Marker* *Tichonderoga Black HB Pencil* *Watercolor refillable palette* *Various Colored Watercolor Tubes* *Liquid Misket* *Brushes (various sizes and types)* *Wash brushes* *Printer* *Printer Paper* *Original reference photos*	

Accommodations and Modifications:
Students with Disabilities, English Language Learners,
Students at Risk of Failure, Students with 504s, Gifted & Talented Students

Students with Disabilities

Step-by-step visual & verbal instructions
Adaptive tools (ergonomic brushes, textured grips)
Extra time for assignments and tests
Written instructions for multi-step techniques
Focus on key elements; reduce project complexity
Peer or teacher support for technical skills
Quiet workspace to minimize distractions

English Language Learners (ELLs)

Visual aids, diagrams, and demonstrations
Label materials in English and native language
Sentence starters and vocabulary lists for discussions
Allow explanations through drawing

Peer support for collaborative projects
Repeat instructions & check comprehension

Students at Risk of Failure

Break projects into small, manageable steps
Frequent feedback and positive reinforcement
Extra practice sessions or tutorials
Progress checklists to track goals
Grading focused on effort and process
Alternative projects aligned with interests

Students with 504 Plans

Flexible deadlines
Seating accommodations
Use of adaptive equipment or tools
Extended time for assessments or projects
Written + verbal instructions
Collaborate with support staff to implement accommodations

Gifted & Talented Students

Independent/self-directed projects
Experimentation with advanced techniques or media
Critical thinking & problem-solving challenges
Opportunities for competitions or exhibitions
Cross-curricular project integration
Mentorship or professional artist collaboration

Stage 1 Desired Results

Unit Title #8: Acrylic: A Fast-Drying Opaque Polymer Medium

Unit Summary: Students will use unique and original visual imagery and their knowledge of the art elements and principles of design to create an acrylic painting.

Unit Learning Targets

NJSLS Standards:

1.5.12prof.Cr1a: Use multiple approaches to begin creative endeavors.

1.5.12acc.Cr1b: Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design.

1.5.12acc.Cr2a: Through experimentation, practice and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.

1.5.12acc.Cr3a: 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.

Interdisciplinary Connections

Career Readiness, Life Literacies, & Key Skills *(CLKS)*:

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas
9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving
9.4.12.DC.1: Explain the beneficial and harmful effects that intellectual property laws can have on the creation and sharing of content.
9.4.12.DC.2: Compare and contrast international differences in copyright laws and ethics.
9.4.12.IML.10: Analyze the decisions creators make to reveal explicit and implicit messages within information and media

Computer Science & Design Thinking *(CS & DT)*:
8.1.12.AP.4: Design and iteratively develop computational artifacts for practical intent, personal expression, or to address a societal issue.

Interdisciplinary Connections:
NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words
RH.11-12.7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, qualitatively, as well as in words) in order to address a question or solve a problem.
WHST.11-12.6. Use technology, including the Internet, to produce, share, and update writing products in response to ongoing feedback, including new arguments or information.

Climate Change:

Unit Essential Questions:	**Unit Enduring Understandings:**
How can various techniques contribute to the development of ones own painting style? *How does one use color and value to create 3-dimensional forms on a 2-dimensional canvas with acrylic?* *How can one ensure that a completed acrylic painting is finished with fine craftsmanship, especially with regards to edges of colors and values?* *How can one use fast-drying, blending, glazing and layering techniques to achieve realistic effects with acrylic?*	Acrylic is a fast-drying paint made of pigment suspended in acrylic polymer emulsion that was made commercially available in the 1950s. Acrylic painting opened up a new wave of creativity and possibility in the modern art world due to the way that it could be mixed, different textures and consistencies could be achieved, colors could be transparent or opaque, and artists could work much more quickly due to its substantially faster drying time. When creating a painting in acrylic, value and color placement remains the key to creating 3-dimensional form on a 2-dimensional surface.
Students will know: Acrylic materials and techniques Fine craftsmanship Art elements and principles of design Acrylic origins Vocabulary:	**Students will be able to:** Create an acrylic painting that demonstrates proper techniques. Use the process of grid drawing to achieve drawing accuracy. Choose the appropriate tools available to achieve desired results. Participate in constructive critique with peers, reflect and revise work based on recommendations.

• Art Elements (line, shape, color, texture, value and form) • Principles of Design (balance, rhythm, unity, pattern) • Light source • Composition • Layering • Blending • Underpainting • Glazing • Dry Brush • Opaque • Transparent • Positive and Negative Space • Polymer • Binder • Medium • Palette Knife • Palette	Apply the vocabulary in student reading, writing, speaking and listening when applicable.

Stage 2 Assessment Evidence
Summative Assessments: Acrylic Painting
Formative Assessments: • Grid Creation • Drawing on a Grid • Transferring to Drawing Paper • Adding Value and Color to Transferred Drawing • Teacher Observation • Peer to Peer critique • Self-critique • Original visual reference materials
Common Benchmark Assessments: Acrylic Painting Assessment
Alternative Assessments:

Acrylic Artist Research: Find 5 Artists that use Acrylic paint in 5 different styles. Place two artwork images from each artist into a Google Doc for a total of 10 images and use the art elements and principles of design to analyze each of the paintings.

Non-traditional Uses of Acrylic: Research the non-traditional uses of acrylic, such as mixing acrylic with sand or other materials for texture. Place 5 images these artworks into a Google Doc and analyze the use of added materials to the acrylic medium.

Stage 3 Learning Plan

Standard	***Skill***	***Learning Activities & Differentiation*** *(Asian American & Pacific Islanders, LGBTQ and People with Disabilites, Diversity, Equity & Inclusion [DEI], G&T, ELL)*	***Timeframe*** Estimated Number of Blocks
1.5.12prof.Cr1a 1.5.12acc.Cr1b 1.5.12acc.Cr2a 9.4.12.CI.1 9.4.12.CT.2 9.4.12.CI.1 9.4.12.DC.1 9.4.12.DC.2 9.4.12.IML.10	Demonstrate knowledge of grid drawing techniques.	• Accurately measure and create a grid. • Use of light tables for assistance with disabilities • Use of 1:1 ratio photo to drawing for assistance with disabilities	All 11 blocks
1.5.12prof.Cr1a 1.5.12acc.Cr1b 1.5.12acc.Cr2a 9.4.12.CT.2 9.4.12.CI.1 9.4.12.DC.1 9.4.12.DC.2 9.4.12.IML.10 8.1.12.AP.4	Demonstrate knowledge in the art elements and principles of design when employing techniques to create an original acrylic painting.	• Color, line, shape, form, texture with regards to acrylic application. • Contrast, Balance, Emphasis, Movement, White Space, Proportion, Hierarchy, Repetition, Rhythm, Pattern, Unity, and Variety with regards to technique selection and acrylic application. • Acrylic techniques such as dry brush, glazing, and layering with transparency to achieve desired effects when referencing an original photo.	All 11 blocks
1.5.12prof.Cr1a 1.5.12acc.Cr1b 1.5.12acc.Cr2a	Demonstrate knowledge in the art elements and principles in design when selecting a particular technique to mimic a visual effect.	• Subtractive acrylic exploration and application with various brushes and techniques • Additive acrylic exploration and application with blending and layering techniques.	All 11 blocks
1.5.12acc.Cr3a 9.4.12.CT.2 9.4.12.CI.1 9.4.12.DC.1 9.4.12.DC.2 9.4.12.IML.10 1.5.12acc.Cn11b NJSLSA.R7	Serve as a test audience to peers and provide constructive criticism for improvements.	• Participation in a group critique • Notes taken • Reflection • Edits, modifications made	1 block

RH.11-12.7 WHST.11-12.6 1.5.12acc.Cn11b			

Core Instructional & Supplemental Materials (including various levels of texts)	
Materials/Resources	*Notes*
Drawing paper *8x10 canvas panels* *Fine Tip Permanent Marker* *Transfer Paper* *Tichonderoga Black HB Pencil* *Masterson palette* *Palette paper* *Crayola Professional Acrylic Paints* *Palette Knife* *Brushes (various sizes and types)* *Water basins* *Printer* *Printer Paper* *Original reference photos*	

Accommodations and Modifications:
Students with Disabilities, English Language Learners,
Students at Risk of Failure, Students with 504s, Gifted & Talented Students

Students with Disabilities

Step-by-step visual & verbal instructions
Adaptive tools (ergonomic brushes, textured grips)
Extra time for assignments and tests
Written instructions for multi-step techniques
Focus on key elements; reduce project complexity
Peer or teacher support for technical skills
Quiet workspace to minimize distractions

English Language Learners (ELLs)

Visual aids, diagrams, and demonstrations
Label materials in English and native language
Sentence starters and vocabulary lists for discussions
Allow explanations through drawing
Peer support for collaborative projects
Repeat instructions & check comprehension

Students at Risk of Failure

Break projects into small, manageable steps
Frequent feedback and positive reinforcement
Extra practice sessions or tutorials
Progress checklists to track goals
Grading focused on effort and process
Alternative projects aligned with interests

Students with 504 Plans

Flexible deadlines
Seating accommodations
Use of adaptive equipment or tools
Extended time for assessments or projects
Written + verbal instructions
Collaborate with support staff to implement accommodations

Gifted & Talented Students

Independent/self-directed projects
Experimentation with advanced techniques or media
Critical thinking & problem-solving challenges
Opportunities for competitions or exhibitions
Cross-curricular project integration
Mentorship or professional artist collaboration

Stage 1 Desired Results

Unit Title #9: Oil Paint: A Slow-Drying Blendable Opaque Medium

Unit Summary: Students will use unique and original visual imagery and their knowledge of the art elements and principles of design to create an oil painting.

Unit Learning Targets

NJSLS Standards:

1.5.12prof.Cr1a: Use multiple approaches to begin creative endeavors.

1.5.12acc.Cr1b: Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design.

1.5.12acc.Cr2a: Through experimentation, practice and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.

1.5.12acc.Cr3a: 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.

Interdisciplinary Connections

Career Readiness, Life Literacies, & Key Skills *(CLKS)*:

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas

9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving

9.4.12.DC.1: Explain the beneficial and harmful effects that intellectual property laws can have on the creation and sharing of content.

9.4.12.DC.2: Compare and contrast international differences in copyright laws and ethics.

9.4.12.IML.10: Analyze the decisions creators make to reveal explicit and implicit messages within information and media

Computer Science & Design Thinking *(CS & DT)*:

8.1.12.AP.4: Design and iteratively develop computational artifacts for practical intent, personal expression, or to address a societal issue.

Interdisciplinary Connections:

NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words

RH.11-12.7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, qualitatively, as well as in words) in order to address a question or solve a problem.

WHST.11-12.6. Use technology, including the Internet, to produce, share, and update writing products in response to ongoing feedback, including new arguments or information.

Climate Change:

1.2.12acc.Re7b: Analyze how a broad range of media artworks affect audience experience, as well as create intention and persuasion through multimodal perception when addressing global issues including climate change.

Unit Essential Questions:	**Unit Enduring Understandings:**
How does one use value and color to create 3-dimensional forms on a 2-dimensional surface? *How does oil paint's slow drying time impact the overall experience of painting with oil to achieve desired effects?* *How does one ensure that a completed painting is finished with fine craftsmanship?* *How does the addition of linseed oil, stand oil, turpentine or varnish to oil change the process and techniques required to achieve success?*	During the 15th century, Jan van Eyck, a famous Belgian painter developed oil painting by mixing linseed oil and oil from nuts with diverse colors. Oil paint is a slow-drying paint that consists of particles of pigment suspended in a drying oil. Viscosity of oil paint can be modified by the addition of a solvent, such as turpentine, while varnish may be added to increase the glossiness of an oil painting. Realism can be achieved through the appropriate placement of a variety of color-infused values.
Students will know:	**Students will be able to:**
Oil painting materials and techniques Fine craftsmanship	Create an oil painting that demonstrates proper techniques. Use the process of grid drawing to achieve drawing accuracy.

Art elements and principles of design Oil paint origins Vocabulary: ● Art Elements (line, shape, color, texture, value and form) ● Principles of Design (balance, rhythm, unity, pattern) ● Light source ● Composition ● Oil sketch ● Underpainting ● Positive and Negative Space ● Layering ● Glazing ● Blending ● Dry Brush ● Turpentine/Turpenoid ● Stand Oil ● Damar Varnish ● Pigment ● Medium ● Palette ● Palette Knife	Choose the appropriate tools available to achieve desired results. Participate in constructive critique with peers, reflect and revise work based on recommendations. Apply the vocabulary in student reading, writing, speaking and listening when applicable.

Stage 2 Assessment Evidence
Summative Assessments: Oil Painting
Formative Assessments: ● Grid Creation ● Drawing on a Grid ● Transferring to Drawing Paper ● Adding Value and Color to Transferred Drawing ● Teacher Observation ● Peer to Peer critique ● Self-critique ● Original visual reference materials

Common Benchmark Assessments:
Oil Painting Assessment

Alternative Assessments:
Oil Painting Artist Research: Find 5 Artists that use Oil paint in 5 different styles. Place two artwork images from each artist into a Google Doc for a total of 10 images and use the art elements and principles of design to analyze each of the paintings.

Oil Painting and It's Effect on the Environment: What is the proper way to clean up after oil painting? How can you take steps to ensure that you are not having a negative effect on the environment when using this timeless medium. Research this topic and write two paragraphs on oil paint and the environment.

Stage 3 Learning Plan

Standard	***Skill***	***Learning Activities & Differentiation*** *(Asian American & Pacific Islanders, LGBTQ and People with Disabilites, Diversity, Equity & Inclusion [DEI], G&T, ELL)*	***Timeframe*** Estimated Number of Blocks
1.5.12prof.Cr1a 1.5.12acc.Cr1b 1.5.12acc.Cr2a 9.4.12.CI.1 9.4.12.CT.2 9.4.12.CI.1 9.4.12.DC.1 9.4.12.DC.2 9.4.12.IML.10	Demonstrate knowledge of grid drawing techniques.	• Accurately measure and create a grid. • Use of light tables for assistance with disabilities • Use of 1:1 ratio photo to drawing for assistance with disabilities	All 11 blocks
1.5.12prof.Cr1a 1.5.12acc.Cr1b 1.5.12acc.Cr2a 9.4.12.CT.2 9.4.12.CI.1 9.4.12.DC.1 9.4.12.DC.2 9.4.12.IML.10 8.1.12.AP.4	Demonstrate knowledge in the art elements and principles of design when employing techniques to create an original oil painting.	• Color, line, shape, form, texture with regards to oil paint application. • Contrast, Balance, Emphasis, Movement, White Space, Proportion, Hierarchy, Repetition, Rhythm, Pattern, Unity, and Variety with regards to technique selection and oil paint application. • Acrylic techniques such as dry brush, glazing, and layering with transparency to achieve desired effects when referencing an original photo.	All 11 blocks
1.5.12prof.Cr1a 1.5.12acc.Cr1b 1.5.12acc.Cr2a	Demonstrate knowledge in the art elements and principles in design when selecting a particular technique to mimic a visual effect.	• Subtractive oil paint exploration and application with various brushes and techniques • Additive oil paint exploration and application with blending and layering techniques.	All 11 blocks
1.5.12acc.Cr3a 9.4.12.CT.2	Serve as a test audience to peers and provide constructive criticism for improvements.	• Participation in a group critique • Notes taken • Reflection	1 block

9.4.12.CI.1 9.4.12.DC.1 9.4.12.DC.2 9.4.12.IML.10 1.5.12acc.Cn11b NJSLSA.R7 RH.11-12.7 WHST.11-12.6 1.5.12acc.Cn11b		• Edits, modifications made	

Core Instructional & Supplemental Materials (including various levels of texts)	
Materials/Resources	*Notes*
Drawing paper *9x12 masonite panels* *Fine Tip Permanent Marker* *Transfer Paper* *Tichonderoga Black HB Pencil* *Masterson palette* *Palette paper* *Winsor Newton Oil Colors* *Palette Knife* *Brushes (various sizes and types)* *Glass Jars with Lids* *8 ounce squeeze bottles* *Funnels in various sizes* *Damar Varnish* *Turpenoid* *Linseed Oil* *Gambin Oil* *Printer* *Printer Paper* *Original reference photos*	

Accommodations and Modifications:
Students with Disabilities, English Language Learners,

Students at Risk of Failure, Students with 504s, Gifted & Talented Students

Students with Disabilities

- Step-by-step visual & verbal instructions
- Adaptive tools (ergonomic brushes, textured grips)
- Extra time for assignments and tests
- Written instructions for multi-step techniques
- Focus on key elements; reduce project complexity
- Peer or teacher support for technical skills
- Quiet workspace to minimize distractions

English Language Learners (ELLs)

- Visual aids, diagrams, and demonstrations
- Label materials in English and native language
- Sentence starters and vocabulary lists for discussions
- Allow explanations through drawing
- Peer support for collaborative projects
- Repeat instructions & check comprehension

Students at Risk of Failure

- Break projects into small, manageable steps
- Frequent feedback and positive reinforcement
- Extra practice sessions or tutorials
- Progress checklists to track goals
- Grading focused on effort and process
- Alternative projects aligned with interests

Students with 504 Plans

- Flexible deadlines
- Seating accommodations
- Use of adaptive equipment or tools
- Extended time for assessments or projects
- Written + verbal instructions
- Collaborate with support staff to implement accommodations

Gifted & Talented Students

- Independent/self-directed projects
- Experimentation with advanced techniques or media
- Critical thinking & problem-solving challenges
- Opportunities for competitions or exhibitions

Cross-curricular project integration
Mentorship or professional artist collaboration

Stage 1 Desired Results

Unit Title #10: Pastel: A Soft and Smooth Powdery Medium

Unit Summary: Students will use unique and original visual imagery and their knowledge of the art elements and principles of design to create a pastel drawing.

Unit Learning Targets

NJSLS Standards:

1.5.12prof.Cr1a: Use multiple approaches to begin creative endeavors.
1.5.12acc.Cr1b: Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design.
1.5.12acc.Cr2a: Through experimentation, practice and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.
1.5.12acc.Cr3a: 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.

Interdisciplinary Connections

Career Readiness, Life Literacies, & Key Skills *(CLKS)*:

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas
9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving
9.4.12.DC.1: Explain the beneficial and harmful effects that intellectual property laws can have on the creation and sharing of content.
9.4.12.DC.2: Compare and contrast international differences in copyright laws and ethics.
9.4.12.IML.10: Analyze the decisions creators make to reveal explicit and implicit messages within information and media

Computer Science & Design Thinking *(CS & DT)*:

8.1.12.AP.4: Design and iteratively develop computational artifacts for practical intent, personal expression, or to address a societal issue.

Interdisciplinary Connections:

NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words
RH.11-12.7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, qualitatively, as well as in words) in order to address a question or solve a problem.
WHST.11-12.6. Use technology, including the Internet, to produce, share, and update writing products in response to ongoing feedback, including new arguments or information.

Climate Change:

Unit Essential Questions:	**Unit Enduring Understandings:**
How does one use value and color to create 3-dimensional forms on a 2-dimensional surface?	Pastels have been used by artists since the Renassaince and gained popularity in the 18th century when a number of notable artists made

How do human hands play a large role in the application of pastel when compared to other mediums? *How does one ensure that a completed painting is finished with fine craftsmanship?*	pastel their primary medium because they could be used quickly, required no drying time with fewer sittings and were easy to transport. Pastels do not require a brush for application, they are sticks that are made of pure powdered pigment and a binder producing color effects that are closer to natural dry pigments than any other art process. Artists must work with the tip of the pastel for highlights or sharp, detailed lines, and then the side of the stick for applications of broad passages of color, while a combination of both will yield depth and texture.
Students will know: Pastel materials and techniques Fine craftsmanship Art elements and principles of design Pastel origins Vocabulary: ● Art Elements (line, shape, color, texture, value and form) ● Principles of Design (balance, rhythm, unity, pattern) ● Light source ● Feathering ● Frottage ● Impasto ● Sgraffito ● Positive and Negative Space ● Fixative ● Composition ● Layering ● Subtractive drawing ● Blending ● Tortillion	**Students will be able to:** Create a pastel drawing that demonstrates proper techniques. Draw an object or objects from life. Choose the appropriate tools available to achieve desired results. Participate in constructive critique with peers, reflect and revise work based on recommendations. Apply the vocabulary in student reading, writing, speaking and listening when applicable.

Stage 2 Assessment Evidence

Summative Assessments:
Pastel Drawing

Formative Assessments:

- Grid Creation
- Drawing on a Grid
- Transferring to Drawing Paper
- Adding Value and Color to Transferred Drawing
- Teacher Observation
- Peer to Peer critique
- Self-critique
- Original visual reference materials

Common Benchmark Assessments:

Pastel Drawing Assessment

Alternative Assessments:

10 Pastel Drawings that Inspire: Find 10 Artists that use pastels in 10 different styles. Place 1 artwork image from each artist into a Google Doc for a total of 10 images and use the art elements and principles of design to analyze each of the drawings.

Stage 3 Learning Plan

Standard	***Skill***	***Learning Activities & Differentiation*** *(Asian American & Pacific Islanders, LGBTQ and People with Disabilites, Diversity, Equity & Inclusion [DEI], G&T, ELL)*	***Timeframe*** Estimated Number of Blocks
1.5.12prof.Cr1a 1.5.12acc.Cr1b 1.5.12acc.Cr2a 9.4.12.CI.1 9.4.12.CT.2 9.4.12.CI.1 9.4.12.DC.1 9.4.12.DC.2 9.4.12.IML.10	Demonstrate the ability to draw objects from life to create a still-life drawing.	• Use of perspective principles to assist in the creation of an accurate drawing from life. • Use of reference photos of the object for assistance with disabilities	Final Exam
1.5.12prof.Cr1a 1.5.12acc.Cr1b 1.5.12acc.Cr2a 9.4.12.CT.2 9.4.12.CI.1 9.4.12.DC.1 9.4.12.DC.2 9.4.12.IML.10	Demonstrate knowledge in the art elements and principles of design when employing techniques to create an original pastel drawing.	• Color, line, shape, form, texture with regards to pastel application. • Contrast, Balance, Emphasis, Movement, White Space, Proportion, Hierarchy, Repetition, Rhythm, Pattern, Unity, and Variety with regards to technique selection and pastel application. • Pastel techniques to achieve desired effects when referencing an object from life.	Final Exam

8.1.12.AP.4			
1.5.12prof.Cr1a 1.5.12acc.Cr1b 1.5.12acc.Cr2a	Demonstrate knowledge in the art elements and principles in design when selecting a particular technique to mimic a visual effect.	• Subtractive pastel exploration and application with various erasing techniques • Additive pastel exploration and application with blending and layering techniques.	Final Exam
1.5.12acc.Cr3a 9.4.12.CT.2 9.4.12.CI.1 9.4.12.DC.1 9.4.12.DC.2 9.4.12.IML.10 1.5.12acc.Cn11b NJSLSA.R7 RH.11-12.7 WHST.11-12.6 1.5.12acc.Cn11b	Serve as a test audience to peers and provide constructive criticism for improvements.	• Participation in a group critique • Notes taken • Reflection • Edits, modifications made	Final Exam

Core Instructional & Supplemental Materials (including various levels of texts)	
Materials/Resources	*Notes*
Drawing paper *Prismacolor Pastels, 24 pack* *Tichonderoga Black HB Pencil* *Printer* *Printer Paper* *Original reference photos for students with disabilities* *Objects for drawing from life*	

Accommodations and Modifications: Students with Disabilities, English Language Learners, Students at Risk of Failure, Students with 504s, Gifted & Talented Students
Students with Disabilities

Step-by-step visual & verbal instructions
Adaptive tools (ergonomic brushes, textured grips)
Extra time for assignments and tests
Written instructions for multi-step techniques
Focus on key elements; reduce project complexity
Peer or teacher support for technical skills
Quiet workspace to minimize distractions

English Language Learners (ELLs)

Visual aids, diagrams, and demonstrations
Label materials in English and native language
Sentence starters and vocabulary lists for discussions
Allow explanations through drawing
Peer support for collaborative projects
Repeat instructions & check comprehension

Students at Risk of Failure

Break projects into small, manageable steps
Frequent feedback and positive reinforcement
Extra practice sessions or tutorials
Progress checklists to track goals
Grading focused on effort and process
Alternative projects aligned with interests

Students with 504 Plans

Flexible deadlines
Seating accommodations
Use of adaptive equipment or tools
Extended time for assessments or projects
Written + verbal instructions
Collaborate with support staff to implement accommodations

Gifted & Talented Students

Independent/self-directed projects
Experimentation with advanced techniques or media
Critical thinking & problem-solving challenges
Opportunities for competitions or exhibitions
Cross-curricular project integration
Mentorship or professional artist collaboration