

BURLINGTON TOWNSHIP SCHOOLS

Course of Study/Curriculum Guide

*This curriculum is aligned with the
2016 Visual and Performing Arts New Jersey Student Learning Standards*

Curricular Area: Visual Arts

Course Title: Art I

Grade Level(s): 9-12

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Course of Study/Curriculum Guide

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Rationale and Philosophy:

This is a basic introductory art course based upon the visual-plastic experience, designed to provide students with the means for individual growth & development in general art knowledge. Art I provides hands-on experience in the making of art based upon the elements and principles of design. The study of Art encourages the appreciation of the world, inspires imagination, creativity, and problem-solving skills. Manipulation of media based upon the elements & principles provides students with an understanding of the visual arts & an opportunity to develop skills.

Goals and Objectives

***This curriculum is aligned with the
2016 Visual and Performing Arts New Jersey Student Learning Standards***

The students will:

- I. Students will demonstrate the ability to research, plan their work and accomplish their goals.
- II. Students will be able to apply principles of art and design to their work
- III. Students will develop a personal style.
- IV. Students will demonstrate skills by executing exercises and solving the problems of each assignment.
- V. Students will demonstrate the ability to use current technology to research
- VI. Students will be involved in constructive classroom critiques enabling them to understand their accomplishments and help them to improve deficiencies.
- VII. Students will recognize & understand a variety of art techniques and processes.
- VIII. Be able to identify historical & cultural influences that are present in subject matter covered in instruction.

Units of Study:

Language of Vision

A. Elements

1. Point

2. Line
3. Shape
4. Space
5. Value
6. Texture

Elements: part of the field of vision

B. Principles

1. Emphasis
2. Balance
3. Harmony
4. Variety
5. Movement
6. Rhythm
7. Proportion
8. Unity

Principles: discovery via manipulation & experimentation

II. Drawing Techniques

A. Line, form, shape, negative- positive

1. Media experimentation
2. Contour drawing
3. Figure
4. Blind contour
5. Rendering

B. Perspective Drawing

1. Understanding & appropriate use of vocabulary
2. 1-point perspectives
3. 2- point perspective

III. Color

A. Color Wheel

1. The science
2. Structure
3. Organization
 - a. Primary
 - b. Secondary
 - c. Tertiary
4. Color mixing
5. Harmony
 - a. Complementary
 - b. Triadic
 - c. Split complement
 - d. Tint, shade, tone
 - e. Value scale
 - f. Analogous
 - g. Palette

IV. Painting

A. Transparent vs. Opaque

1. Watercolor

- 2. Tempera
- 3. Acrylic
- V. Related Arts & Appreciation
 - A. Artists, styles, artwork
 - B. Historical & Cultural influences
- VI. Printmaking
 - A. Basic Introduction
 - B. Relief Printing
 - 1. Linoleum/ wood
 - 2. Found object
 - 3. Monoprinting
- VII. 3- Dimensional
 - A. Sculpture
 - B. Assemblage
 - C. Bar/ Bas Relief
 - D. Multi-media

Mastery Objectives:

2016 New Jersey Student Learning Standards- Visual and Performing Arts

Standard 1.1 The Creative Process: All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.

1.1.12.D.1 Common themes exist in artwork from a variety of cultures across time and are communicated through metaphor, symbolism, and allegory.

1.1.12.D.1 Distinguish innovative applications of the elements of art and principles of design in visual artworks from diverse cultural perspectives and identify specific cross-cultural themes.

1.1.12.D.2 Stimuli for the creation of artworks can come from many places, including other arts disciplines.

1.1.12.D.2 Translate literary, musical, theatrical, and dance compositions by using them as stimulus/inspiration for corresponding visual artworks.

Standard 1.2: History of the Arts and Culture: All students will understand the role, development, and influence of the arts throughout history and across cultures.

Strand A. History of the Arts and Culture

1.2.12.A.1 Cultural and historical events impact art-making as well as how audiences respond to works of art.

1.2.12.A.1 Determine how dance, music, theatre, and visual art have influenced world cultures throughout history.

1.2.12.A.2 Access to the arts has a positive influence on the quality of an individual's lifelong learning, personal expression, and contributions to community and global citizenship.

1.2.12.A.2 Justify the impact of innovations in the arts (e.g., the availability of music online) on societal norms and habits of mind in various historical eras.

Standard 1.3 Performance: All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.

StrandD. Visual Art

1.3.12.D.1 How individuals manipulate the elements of art and principles of design results in original portfolios that reflect choice and personal stylistic nuance.

1.3.12.D.1 Synthesize the elements of art and principles of design in an original portfolio of two- and three-dimensional artworks that reflects personal style and a high degree of technical proficiency and expressivity.

1.3.12.D.2 Culturally and historically diverse art media, art mediums, techniques, and styles impact originality and interpretation of the artistic statement.

1.3.12.D.2 Produce an original body of artwork in one or more art mediums that demonstrates mastery of visual literacy, methods, techniques, and cultural understanding.

1.3.12.D.3 The artist's understanding of the relationships among art media, methodology, and visual statement allows the artist to use expressionism, abstractionism (nonobjective art), realism/naturalism, impressionism, and other genre styles to convey ideas to an audience.

1.3.12.D.3 Organize an exhibit of personal works of visual art that convey a high level of understanding of how the expression of ideas relates to the art media, art mediums, and techniques used.

1.3.12.D.4 Artists interpret/render themes using traditional art media and methodologies as well as new art media and methodologies.

1.3.12.D.4 Analyze the syntax and compositional and stylistic principles of two- and three-dimensional artworks in multiple art media (including computer-assisted artwork), and interpret themes and symbols suggested by the artworks.

1.3.12.D.5 Two- and three-dimensional artworks can be rendered culturally specific by using the tools, techniques, styles, materials, and methodologies that are germane to a particular cultural style.

1.3.12.D.5 Identify the styles and artistic processes used in the creation of culturally and historically diverse two- and three-dimensional artworks, and emulate those styles by creating an original body of work.

Standard 1.4 Aesthetic Responses & Critique Methodologies: All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.

StrandA. Aesthetic Responses

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1.4.12.A.1 Recognition of fundamental elements within various arts disciplines (dance, music, theatre, and visual art) is dependent on the ability to decipher cultural implications embedded in artworks.

1.4.12.A.1 Use contextual clues to differentiate between unique and common properties and to discern the cultural implications of works of dance, music, theatre, and visual art.

1.4.12.A.2 Contextual clues within artworks often reveal artistic intent, enabling the viewer to hypothesize the artist's concept.

1.4.12.A.2 Speculate on the artist's intent, using discipline-specific arts terminology and citing embedded clues to substantiate the hypothesis.

1.4.12.A.3 Artistic styles, trends, movements, and historical responses to various genres of art evolve over time.

1.4.12.A.3 Develop informed personal responses to an assortment of artworks across the four arts disciplines (dance, music, theatre, and visual art), using historical significance, craftsmanship, cultural context, and originality as criteria for assigning value to the works.

1.4.12.A.4 Criteria for assessing the historical significance, craftsmanship, cultural context, and originality of art are often expressed in qualitative, discipline-specific arts terminology. 1.4.12.A.4 Evaluate how exposure to various cultures influences individual, emotional, intellectual, and kinesthetic responses to artwork.

National Core Anchor Standards

1. Creating

Conceiving and developing new artistic ideas and work.

Anchor Standard # 1. Generate and conceptualize artistic ideas and work.

Anchor Standard # 2. Organize and develop artistic ideas and work.

Anchor Standard # 3. Refine and complete artistic work.

2) Performing

Realizing artistic ideas artistic ideas and work through interpretation and presentation.

Anchor Standard # 4. Analyze, Interpret and select artistic work for presentation.

Anchor Standard # 5. Develop and refine artistic work for presentation.

Anchor Standard # 6. Convey meaning through the presentation of artistic work.

3) Responding

Understanding and evaluating how the arts convey meaning.

Anchor Standard # 7. Perceive and and analyze artistic work.

Anchor Standard # 8. Interpret intent and meaning in artistic work.

Anchor Standard # 9. Apply criteria to evaluate artistic work.

4) Connecting

Relating artistic ideas and work with personal meaning and external context.

Anchor Standard # 10. Synthesize and relate knowledge and personal experiences to make art.

Anchor Standard # 11. Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.

Technology

8.1 Educational Technology ([Word](#) | [PDF](#)):

All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge. These Classroom Application Documents (CADs) are sample activities with resources included that demonstrate how Standard 8.1 supports learning across the curriculum.

- [Strand A](#)
- [Strand B](#)
- [Strand C](#)
- [Strand D](#)
- [Strand E](#)
- [Strand F](#)

8.2 Technology Education, Engineering, Design, and Computational Thinking - Programming ([Word](#) | [PDF](#)):

All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

- [Strand A](#)
- [Strand B](#)
- [Strand C](#)
- [Strand D](#)
- [Strand E](#)

21st Century Life and Careers

- **[Career Ready Practices](#)** These practices outline the skills that all individuals need to have to truly be adaptable, reflective, and proactive in life and careers. These are researched practices that are essential to career readiness. ([Career Ready Practices Poster](#))

- **9.1 Personal Financial Literacy** This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.
- **9.2 Career Awareness, Exploration, and Preparation** This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.
- **9.3 Career and Technical Education** This standard outlines what students should know and be able to do upon completion of a CTE Program of Study.

Teaching/Learning Activities:

- . Lecture
 - A. Direct instruction
 - B. Process demonstration
2. Reading/Note Taking
 - A. Maintain sketchbook of readings, note taking, and imagery
 - B. Internet research
 - C. Media Center Resources
3. Cooperative
 - A. Differentiated Instruction
 - B. Critique
 - C. Peer/Teacher Discussion
 - D. Individual Studio Projects

Assessment and Testing Strategies:

- I. Written & Practical Tests
 - A. Unit Projects
 - B. Midterm- Written/Portfolio
 - C. Final
- II. Quizzes
 - A. Vocabulary

- B. Sketchbook
- C. Written Critiques
- D. Portfolio Presentations
- III. Teacher Observation
 - A. Class Participation
 - B. Studio Maintenance
 - C. Cooperative Activities

Grading Policy:

Pursuant to high school grading policy.

Texts and Materials:

- *Artist's Guide to Materials and Techniques*, Phil Metzger, North Light Books
- *Basic Colored Pencil Techniques*, Bet Borgeson, North Light Books
- *American Art Since 1900*, Barbara Rose, Prager Publications
- *Encyclopedia of Painting Techniques*, Elizabeth Tate, North Light Books
- *Arttalk*, Ragans, Glencoe McGraw Hill, 2000
- *The Visual Experience*, Holt, Salome, Vieth, Davis Publications

Modifications & Adaptations for Special Populations:

The information provided below contains recommended curricular modifications and adaptations. It is recognized that teachers will use their professional judgment to make sure every child's needs are met.

[Suggestions or Considerations for Accommodations & Modifications for Special Populations](#) (Staff access only)

Special Education:

- Computer Based Activities
- Teacher Support
- Small Group Instruction
- Additional Time
- Seating Arrangements
- Adapting to IEP
- Books on Tape

- Modified Assessments
- Full / Partial Support on all tests
- Alternate Test Format
- Study Guides
- Copies of Classroom / Lecture Notes
- Partner to Assist in Classroom Activities
- Graphic Organizers

Gifted & Talented:

- Independent Special Interest Study
- Interest and learning centers
- Computer Based Activities
- Peer-Conferencing
- Small Group Instruction
- Learning Contracts
- Tiered Activities and Lessons
- Independent Study
- Compacting opportunities

ELL:

- Vocabulary Instruction & Demonstration (*Visual Representation*)
- Computer Based Activities
- Teacher Support
- Teacher Read Aloud All Text (*If Necessary*)
- Picture Dictionaries
- Small Group Instruction
- Additional Time
- Seating Arrangements
- Graphic Organizers
- Use of native language to English dictionary
- Administration of test by ELL teacher or in a small group setting as appropriate

Students at Risk of Failure

- Teacher Support
- Teacher Read Aloud Text (*If Necessary*)
- Small Group Instruction
- Additional Time
- Seating Arrangements
- Copies of Classroom / Lecture Notes
- Partner to Assist in Classroom Activities
- Graphic Organizers
- Monitor on-task performance

Students with 504

- Implement specific accommodations as outlined in student's 504
- Small Group Instruction
- Seating Arrangements
- Copies of Classroom / Lecture Notes
- Partner to Assist in Classroom Activities
- Assistance with organization of materials/notebook
- Break down tasks into manageable units, chunking

Procedures for Use of Supplemental Materials:

Instructional materials not approved by the Board of Education must be brought to the attention of the building principal or vice-principal before use in any instructional area. Materials that are approved include all textbooks, videos, and other supplemental material acquired through purchase orders, and/or other school funds. Resources from the Burlington County Education Media and Technology Center are also acceptable, with age appropriateness reviewed.

All instructional materials not explicitly Board approved as outlined in above, which are intended for use in any instructional setting must be approved by the building principal or vice- principal at least 5 school days prior to use. The principal or vice-principal may request to review a copy of the materials, video, etc, prior to use in the classroom. All movies and videos are subject to procedures outlined in Policy S2510.1.

Teachers are reminded to use caution when utilizing websites.

References:

- *The Art Teachers Guide to the Internet*, Craig Roland, Davis Publishing 2005
- *Elements and Principles of Design*, Teachers Guide, Crystal Publications 2000
- *Elements and Principles of Design*, Student Guide, Crystal Publications 2000
- *A Quick Guide for Students*, Davis Publications 2005
- *Talking about Student Art*, Barrett, Davis Publications 1997
- *Thinking Through Aesthetics*, Stewart, Davis Publications 1997
- *Assessment in Art Education*, Beattie, Davis Publications 1997
- *Roots of Art Education Practice*, Stankiewicz, Davis Publications 1997
- *Teaching Meaning in Artmaking*, Walker, Davis Publications 1997
- *Rethinking Curriculum in Art*, Stewart and Walker, Davis Publications 1997
- *Using the Art Museum*, Stone, Davis Publications 1997

- *Community Art in Action*, Congdon, Davis Publications 1997
- *The Natural Way to Draw*, Nicolaides
- *Color*, B. Edwards
- *Drawing on the Right Side of the Brain*, Edwards
- *The Complete Printmaker*, Ross & Romano
- *Pop-Up Engineering*, Johnson
- *From Ordinary to Extraordinary*, Veith
- *Drawing on the Artist Within*, Edwards
- *Perspective*, Heineman