

# Kinnelon Public School Curriculum Scope and Sequence

Curriculum Scope and Sequence				
Content Area	Visual: Fine Arts	Course Title/Grade Level	Art 2 CP: 10th-12 <sup>th</sup> Grade- Full Year Course	
General Overview and Pacing				
Topic/Unit Name				Suggested Pacing (Days/Weeks)
<b>Topic/Unit 1</b>	The Role of the Artist- Personal Work Versus Career Based Work			MP 1- On Going
<b>Topic/Unit 2</b>	The Elements and Principles of Design			MP 1- On Going
<b>Topic/Unit 3</b>	Visual/Academic Research and Documentation			MP 1- On Going
<b>Topic/Unit 4</b>	Technology Use and Application in the Fine Art Process			MP 1- On Going
<b>Topic/Unit 5</b>	The Academic Art Process Visual Components (Brainstorming, Thumbnails, Layout Sketches, Layout Drawings and Color Studies			MP 1- On Going
<b>Topic/Unit 6</b>	The Artist Signature: Authentication of Artwork			MP 1- On Going
<b>Topic/Unit 7</b>	Writing About Art: The Artist Statement and Title			MP 1- On Going
<b>Topic/Unit 8</b>	The Critique: Articulation- Teacher to Student, Individual, and Whole Group			MP 1- On Going
<b>Topic/Unit 9</b>	Presentation: Gallery Display Formats			MP 1- On Going
<b>Topic/Unit 10</b>	Art History/Culture			MP 1- On Going
<b>Topic/Unit 11</b>	Drawing (Graphite, Color Pencil, Charcoal, Pastel, Oil Pastel, and Ink)			On Going/ 3-4 Weeks Each
<b>Topic/Unit 12</b>	Sketchbook Drawings (8 per marking period) Total of 32			Full Year
<b>Topic/Unit 13</b>	Establishing the Art Platform			1-2 Weeks
<b>Topic/Unit 14</b>	Painting (Watercolor and Tempera)			3-4 Weeks Each
<b>Topic/Unit 15</b>	Mixed Media: (2D Collage) (3D Assemblage)			3-4 Weeks
<b>CREATED BY</b>	M. Jacqueline Castro	<b>DATE</b>	2016	<b>BOARD APPROVAL DATE</b>
				10/27/2016

# Kinnelon Public School Curriculum Scope and Sequence

Unit/Topic Title	Unit 1 The Role of the Artist-Personal Work Versus Career Based Work	Approximate Pacing	On Going			
<b>UNIT/TOPIC ENDURING OBJECTIVES/UNDERSTANDINGS</b>						
<p><b>Students will understand that:</b></p> <ul style="list-style-type: none"> <li>There are two categories of artists: One who creates art for personal fulfillment (amateur) and one who creates art for a profession (professional).</li> <li>Professional work is original a created for a specific use or application.</li> <li>The student artist will take on the role of the professional in all aspects of the lessons and understand his/her academic responsibilities as they pertain to each individual lesson.</li> </ul>						
<b>NEW JERSEY STUDENT LEARNING STANDARDS/COMMON CORE STATE STANDARDS</b>						
	2014 NJSLS Visual and Performing Arts					
1.1.12.D	The Creative Process: All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in visual art.					
1.3.12.D	Performance: All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing and/presenting works of art in the visual art.					
1.4.12.A-B	Aesthetic Responses and Critique Methodologies: All students will demonstrate and apply an understanding of arts philosophies, judgement, and analysis to works of art in visual arts.					
<b>21<sup>ST</sup> CENTURY LIFE AND CAREER (STANDARD 9) AND/OR TECHNOLOGY STANDARD (STANDARD 8)</b>						
9.2.12.C.1	Review career goals and determine steps necessary for attainment.					
9.2.12.C.2	Modify personalized student learning plans to support declared career goal.					
9.2.12.C.7	Examine the professional, legal, and ethical responsibilities.					
<b>STUDENT LEARNING OBJECTIVES WITH CONCEPT ATTAINMENT</b>						
<i>Are concepts being introduced, reviewed, or mastered in this Unit/topic?</i>						
Key Knowledge	I/R/M	Process/Skills/Procedures/Application of Key Knowledge	I/R/M			
<b>Students will know:</b>		<b>Students will be able to:</b>				
<ul style="list-style-type: none"> <li>The categories of artists.</li> <li>Types of art forms.</li> <li>The responsibilities of the student artist as they pertain to their work.</li> <li>Artists as they pertain to the lessons.</li> </ul>	I I I/R/M I	<ul style="list-style-type: none"> <li>Recognize artists and their discipline.</li> <li>Understand and articulate art forms and production.</li> <li>Understand and apply knowledge learned to their work and build on that knowledge.</li> </ul>	I/M I/R/M I/R/M			
<b>EVIDENCE OF LEARNING</b>						
Summative Assessment	Sketchbook/Notebook Task Performance and Authentic Art Production.					
Formative Assessments	Check list and Surveys.					
<b>RESOURCES</b>						
Teacher developed and created presentations, demonstrations, handouts, graphic organizers, student organizers, visuals e.g. (naïve art vs renaissance art examples), literature, and technology.						

# Kinnelon Public School Curriculum Scope and Sequence

Unit/Topic Title	Unit 2 The Elements and Principles of Design		Approximate Pacing	On Going						
<b>UNIT/TOPIC ENDURING OBJECTIVES/UNDERSTANDINGS</b>										
<p><b>Students will understand that:</b></p> <ul style="list-style-type: none"> <li>• The Principles of Design are the rules by which artists use the elements (parts or components) of a composition/design.</li> <li>• The Elements of Design are the parts or components of a design/composition.</li> <li>• The Principles of Design are: balance, contrast, emphasis, movement, pattern, rhythm and unity.</li> <li>• The Elements of Design are: line, color, shape, value, form, texture and space.</li> </ul>										
<b>NEW JERSEY STUDENT LEARNING STANDARDS/COMMON CORE STATE STANDARDS</b>										
	2014 NJSLS Visual and Performing Arts									
1.1.12.D	The Creative Process: All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in visual art.									
1.2.12.A	History of the Arts and Culture: All students will understand the role, development, and influence of the arts throughout history and across cultures.									
1.3.12.D	Performance: All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing and/presenting works of art in the visual art.									
1.4.12.A-B	Aesthetic Responses and Critique Methodologies: All students will demonstrate and apply an understanding of arts philosophies, judgement, and analysis to works of art in visual arts.									
<b>21<sup>ST</sup> CENTURY LIFE AND CAREER (STANDARD 9) AND/OR TECHNOLOGY STANDARD (STANDARD 8)</b>										
9.3.12.AR-VIS.3	Analyze and create two-dimensional visual art forms using various media.									
<b>STUDENT LEARNING OBJECTIVES WITH CONCEPT ATTAINMENT</b>										
<i>Are concepts being introduced, reviewed, or mastered in this Unit/topic?</i>										
Key Knowledge	I/R/M	Process/Skills/Procedures/Application of Key Knowledge		I/R/M						
<b>Students will know:</b>		<b>Students will be able to:</b>								
<ul style="list-style-type: none"> <li>• The elements and principles of design as they apply to their work and the work of others.</li> <li>• Their methodology and application.</li> </ul>	R/M R/M	<ul style="list-style-type: none"> <li>• Recognize and identify the elements and principles of design.</li> <li>• Apply them in the creation of their work.</li> </ul>		R/M R/M						
<b>EVIDENCE OF LEARNING</b>										
Summative Assessment	Portfolio Art Work.									
Formative Assessments	Checklist and Sketchbook/Notebook Production.									
<b>RESOURCES</b>										
Teacher developed and created presentations, demonstrations, handouts, authentic artist examples e.g.(Project ARTiculate website resource), student examples, graphic organizers, student organizers, visuals, literature, and technology.										

# Kinnelon Public School Curriculum Scope and Sequence

Unit/Topic Title	Unit 3 Visual /Academic Research and Documentation	Approximate Pacing	On Going			
<b>UNIT/TOPIC ENDURING OBJECTIVES/UNDERSTANDINGS</b>						
<p><b>Students will understand that:</b></p> <ul style="list-style-type: none"> <li>• The academic art process requires discipline, structure, organization, academic and personal integrity.</li> <li>• Academic and visual researches are required for authentic work.</li> <li>• Documentation and note-taking are integral parts of the process.</li> <li>• Academic and visual research extend the scope and breadth one's own ideas.</li> </ul>						
<b>NEW JERSEY STUDENT LEARNING STANDARDS/COMMON CORE STATE STANDARDS</b>						
	2014 NJSLS Visual and Performing Arts					
1.1.12.D	The Creative Process: All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in visual art.					
1.2.12.A	History of the Arts and Culture: All students will understand the role, development, and influence of the arts throughout history and across cultures.					
1.3.12.D	Performance: All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing and/presenting works of art in the visual art.					
<b>21<sup>ST</sup> CENTURY LIFE AND CAREER (STANDARD 9) AND/OR TECHNOLOGY STANDARD (STANDARD 8)</b>						
CRP2	Apply appropriate academic and technical skills.					
CRP7	Employ valid and reliable research strategies.					
CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.					
CRP11	Use technology to enhance productivity.					
<b>STUDENT LEARNING OBJECTIVES WITH CONCEPT ATTAINMENT</b>						
<i>Are concepts being introduced, reviewed, or mastered in this Unit/topic?</i>						
Key Knowledge	I/R/M	Process/Skills/Procedures/Application of Key Knowledge	I/R/M			
<b>Students will know:</b>		<b>Students will be able to:</b>				
<ul style="list-style-type: none"> <li>• Academic research methods and documentation.</li> <li>• How to extend the scope of original ideas.</li> <li>• How to authenticate one's work with research</li> </ul>	I/R/M I/R I/R/M	<ul style="list-style-type: none"> <li>• Understand and apply research methods to their work.</li> <li>• Recognize, extend and apply breadth to their ideas.</li> <li>• Authenticate their work.</li> </ul>	I/R/M I/R/M M			
<b>EVIDENCE OF LEARNING</b>						
Summative Assessment	Sketchbook/Notebook Production.					
Formative Assessments	Checklist and Surveys.					
<b>RESOURCES</b>						
Teacher developed and created presentations, demonstrations, handouts, graphic organizers, student organizers, visuals, literature, and technology.						
Unit/Topic Title	Unit 4 Technology Use and Application in the Fine Art Process	Approximate Pacing	On Going			
<b>UNIT/TOPIC ENDURING OBJECTIVES/UNDERSTANDINGS</b>						
<p><b>Students will understand that:</b></p> <ul style="list-style-type: none"> <li>• Technology can be used as a tool in the art process.</li> </ul>						

# Kinnelon Public School Curriculum Scope and Sequence

- Understand technology and its application enhance the art process and product.
- Technology use in art dates back to the origins of the camera obscura.
- There are technology equipment and programs readily available in the studio for their use.

## NEW JERSEY STUDENT LEARNING STANDARDS/COMMON CORE STATE STANDARDS

	2014 NJSLS Visual and Performing Arts
1.1.12.D	The Creative Process: All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in visual art.
1.2.12.A	History of the Arts and Culture: All students will understand the role, development, and influence of the arts throughout history and across cultures.
1.3.12.D	Performance: All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing and/presenting works of art in the visual art.
1.4.12.A-B	Aesthetic Responses and Critique Methodologies: All students will demonstrate and apply an understanding of arts philosophies, judgement, and analysis to works of art in visual arts.

## 21<sup>ST</sup> CENTURY LIFE AND CAREER (STANDARD 9) AND/OR TECHNOLOGY STANDARD (STANDARD 8)

9.3.12.AR.4	Analyze the legal and ethical responsibilities required in the arts.
9.3.12.AR.6	Evaluate technological advancements and tools that are essential to occupations within the arts.

## STUDENT LEARNING OBJECTIVES WITH CONCEPT ATTAINMENT

*Are concepts being introduced, reviewed, or mastered in this Unit/topic?*

Key Knowledge	I/R/M	Process/Skills/Procedures/Application of Key Knowledge	I/R/M
<p><b>Students will know:</b></p> <ul style="list-style-type: none"> <li>• Use and application of technology in art.</li> <li>• The history of technology use in art.</li> <li>• A variety of available equipment and programs in the studio-classroom.</li> <li>• Artists as they pertain to the lesson.</li> </ul>	I/R/M I I/R/M I	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Understand and apply a variety of technology methods to the creation of their work.</li> <li>• Recognize artists who work using technology in their art process and product.</li> <li>• Demonstrate a working knowledge of technology in the studio-classroom.</li> </ul>	I/R/M I/M I/R/M

## EVIDENCE OF LEARNING

Summative Assessment	Sketchbook/Notebook Production.
Formative Assessments	Checklist and Surveys.

## RESOURCES

Teacher developed and created presentations, demonstrations, handouts, graphic organizers, student organizers, visuals, literature, and technology.

Unit/Topic Title	Unit 5 The Academic Art Process Visual Components (Brainstorming, Thumbnails, Layout Sketches, Layout Drawings and Color Studies	Approximate Pacing	On Going
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## UNIT/TOPIC ENDURING OBJECTIVES/UNDERSTANDINGS

**Students will understand that:**

- There are visual components/building blocks to the formal and academic art process.
- These components are required for the formulating, trouble shooting, planning and execution of the art product.
- Brainstorming/thumbnails are ideas forming processes and are crucial to extending creativity.
- The layout sketch/drawing is used to plan out scale and the dimensions of one's artwork.

# Kinnelon Public School Curriculum Scope and Sequence

- The layout sketch/drawing also allows for resolving scale issues.
- A color study extends the color palette possibilities and allows the artist to envision the final art product.
- A color study allows experimentation of color theory.

## NEW JERSEY STUDENT LEARNING STANDARDS/COMMON CORE STATE STANDARDS

	2014 NJSLS Visual and Performing Arts
1.1.12.D	The Creative Process: All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in visual art.
1.2.12.A	History of the Arts and Culture: All students will understand the role, development, and influence of the arts throughout history and across cultures.
1.3.12.D	Performance: All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing and/presenting works of art in the visual art.
1.4.12.A-B	Aesthetic Responses and Critique Methodologies: All students will demonstrate and apply an understanding of arts philosophies, judgement, and analysis to works of art in visual arts.

## 21<sup>ST</sup> CENTURY LIFE AND CAREER (STANDARD 9) AND/OR TECHNOLOGY STANDARD (STANDARD 8)

9.2.12.C.1	Review career goals and determine steps necessary for attainment.
9.2.12.C.2	Modify personalized student learning plans to support declared career goal.
9.3.12.AR.3	Analyze the lifestyle implications and physical demands required in the arts.
9.3.12.AR-VIS.2	Analyze how the application of visual arts elements and principles of design communicate and express ideas.
9.3.12.AR-VIS.3	Analyze and create two-dimensional visual art forms using various media.

## STUDENT LEARNING OBJECTIVES WITH CONCEPT ATTAINMENT

*Are concepts being introduced, reviewed, or mastered in this Unit/topic?*

Key Knowledge	I/R/M	Process/Skills/Procedures/Application of Key Knowledge	I/R/M
<p><b>Students will know:</b></p> <ul style="list-style-type: none"> <li>• The components of the academic/professional art process.</li> <li>• How to brainstorm.</li> <li>• How to develop and create: thumbnails, sketches, drawings and color studies.</li> </ul>	I/R/M R/M I/R/M	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Apply and use all the components of the academic art process to their work.</li> <li>• Extend their original thoughts and ideas.</li> <li>• Learn to resolve issues in the planning stages prior to their final work.</li> <li>• Articulate on the purpose of the components</li> </ul>	R/M I/R/M I/R/M I/R/M

## EVIDENCE OF LEARNING

Summative Assessment	Components Production.
Formative Assessments	Checklist and Survey.

## RESOURCES

Teacher developed and created presentations, demonstrations, handouts, teacher examples, graphic organizers, student organizers, visuals, literature, and technology.

# Kinnelon Public School Curriculum Scope and Sequence

Unit/Topic Title	Unit 6 The Artist Signature: Authentication of Artwork		Approximate Pacing	On Going						
<b>UNIT/TOPIC ENDURING OBJECTIVES/UNDERSTANDINGS</b>										
<p><b>Students will understand that:</b></p> <ul style="list-style-type: none"> <li>• The artist signature is comprised of the artist signing and dating his/her work.</li> <li>• Artists started signing their work during the renaissance.</li> <li>• The art product is not considered finished/completed until the artist signs and dates his/her work.</li> <li>• The artist signature documents and chronicles an artist's progress over time and through their career.</li> <li>• The artist signature authenticates one's work.</li> </ul>										
<b>NEW JERSEY STUDENT LEARNING STANDARDS/COMMON CORE STATE STANDARDS</b>										
	2014 NJSLS Visual and Performing Arts									
1.1.12.D	The Creative Process: All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in visual art.									
1.2.12.A	History of the Arts and Culture: All students will understand the role, development, and influence of the arts throughout history and across cultures.									
1.3.12.D	Performance: All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing and/presenting works of art in the visual art.									
1.4.12.A-B	Aesthetic Responses and Critique Methodologies: All students will demonstrate and apply an understanding of arts philosophies, judgement, and analysis to works of art in visual arts.									
<b>21<sup>ST</sup> CENTURY LIFE AND CAREER (STANDARD 9) AND/OR TECHNOLOGY STANDARD (STANDARD 8)</b>										
CPI #	<b>CUMULATIVE PROCESS INDICATOR (CPI)</b>									
9.3.12.AR.4	Analyze the legal and ethical responsibilities required in the arts.									
<b>STUDENT LEARNING OBJECTIVES WITH CONCEPT ATTAINMENT</b>										
<i>Are concepts being introduced, reviewed, or mastered in this Unit/topic?</i>										
Key Knowledge	I/R/M	<b>Process/Skills/Procedures/Application of Key Knowledge</b>		I/R/M						
<b>Students will know:</b>		<b>Students will be able to:</b>								
<ul style="list-style-type: none"> <li>• About the artist signature.</li> <li>• Its origin, history and application.</li> <li>• How to develop and create one's own signature.</li> <li>• Artists as they pertain to individual lessons.</li> </ul>	R/M I/M I/R/M I	<ul style="list-style-type: none"> <li>• Develop, create and apply their own artist signature to their work.</li> <li>• Demonstrate skill and process.</li> </ul>		I/M R/M						
<b>EVIDENCE OF LEARNING</b>										
Summative Assessment	Portfolio Artwork.									
Formative Assessments	Checklist, Surveys, Sketchbook/Notebook Production.									
<b>RESOURCES</b>										
Teacher developed and created presentations, demonstrations, handouts, authentic artist examples e.g. (Duer, Matisse, Picasso), student examples, graphic organizers, student organizers, visuals, literature, and technology.										

# Kinnelon Public School Curriculum Scope and Sequence

Unit/Topic Title	Unit 7 Writing About Art: The Artist Statement and Title		Approximate Pacing	On Going						
<b>UNIT/TOPIC ENDURING OBJECTIVES/UNDERSTANDINGS</b>										
<p><b>Students will understand that:</b></p> <ul style="list-style-type: none"> <li>• The artist statement is a written introduction to his/her work.</li> <li>• Each piece or body of work must include a title.</li> <li>• The title given by the artist should be meaningful to the work. (Untitled or untitled#, should be avoided when possible).</li> <li>• The artist statement must accompany each piece or body of work produced by the artist.</li> <li>• The artist statement explains to the viewer the artist's intent with the work.</li> <li>• The artist statement must be written clearly, descriptively, thoughtfully and using proper grammar.</li> <li>• The artist statement includes: media used and size dimensions of work.</li> </ul>										
<b>NEW JERSEY STUDENT LEARNING STANDARDS/COMMON CORE STATE STANDARDS</b>										
	2014 NJSLS Visual and Performing Arts									
1.2.12.A	History of the Arts and Culture: All students will understand the role, development, and influence of the arts throughout history and across cultures.									
1.3.12.D	Performance: All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing and/presenting works of art in the visual art.									
1.4.12.A-B	Aesthetic Responses and Critique Methodologies: All students will demonstrate and apply an understanding of arts philosophies, judgement, and analysis to works of art in visual arts.									
<b>21<sup>ST</sup> CENTURY LIFE AND CAREER (STANDARD 9) AND/OR TECHNOLOGY STANDARD (STANDARD 8)</b>										
9.3.12.AR-VIS.2	Analyze how the application of visual arts elements and principles of design communicate and express ideas.									
<b>STUDENT LEARNING OBJECTIVES WITH CONCEPT ATTAINMENT</b>										
<i>Are concepts being introduced, reviewed, or mastered in this Unit/topic?</i>										
Key Knowledge	I/R/M	Process/Skills/Procedures/Application of Key Knowledge		I/R/M						
<b>Students will know:</b>		<b>Students will be able to:</b>								
<ul style="list-style-type: none"> <li>• How to develop and create an artist statement.</li> <li>• How to create a meaningful title for their work.</li> <li>• The requirements necessary for a strong written statement.</li> <li>• How to create a strong statement.</li> </ul>	R/M	<ul style="list-style-type: none"> <li>• Develop and write an artist statement for each of their works.</li> <li>• Develop and give a meaningful title for each of their work.</li> <li>• Write a proper artist statement.</li> </ul>		I/R/M						
<b>EVIDENCE OF LEARNING</b>										
Summative Assessment	Written Artist Statement and Title.									
Formative Assessments	Sketchbook/Notebook Check, Checklist and Survey.									
<b>RESOURCES</b>										
Teacher developed and created presentations, demonstrations, handouts, graphic organizers, student organizers, visuals, literature, and technology.										

# Kinnelon Public School Curriculum Scope and Sequence

Unit/Topic Title	Unit 8 The Critique: Articulation- Teacher to Student, Individual, and Whole Group		Approximate Pacing	On Going						
<b>UNIT/TOPIC ENDURING OBJECTIVES/UNDERSTANDINGS</b>										
<p><b>Students will understand that:</b></p> <ul style="list-style-type: none"> <li>• Critiquing is an important component to the art process and represents closure for both the artist and viewer.</li> <li>• Critiquing requires knowledge of art terminology and media processes.</li> <li>• Critiquing is objective based, and grounded on the MOMA's VTC (Visual Thinking Curriculum).</li> </ul>										
<b>NEW JERSEY STUDENT LEARNING STANDARDS/COMMON CORE STATE STANDARDS</b>										
	2014 NJSLS Visual and Performing Arts									
1.2.12.A	History of the Arts and Culture: All students will understand the role, development, and influence of the arts throughout history and across cultures.									
1.3.12.D	Performance: All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing and/presenting works of art in the visual art.									
1.4.12.A-B	Aesthetic Responses and Critique Methodologies: All students will demonstrate and apply an understanding of arts philosophies, judgement, and analysis to works of art in visual arts.									
<b>21<sup>ST</sup> CENTURY LIFE AND CAREER (STANDARD 9) AND/OR TECHNOLOGY STANDARD (STANDARD 8)</b>										
9.3.12.AR-VIS.3	Analyze and create two-dimensional visual art forms using various media.									
<b>STUDENT LEARNING OBJECTIVES WITH CONCEPT ATTAINMENT</b>										
<i>Are concepts being introduced, reviewed, or mastered in this Unit/topic?</i>										
Key Knowledge	I/R/M	Process/Skills/Procedures/Application of Key Knowledge		I/R/M						
<b>Students will know:</b>		<b>Students will be able to:</b>								
<ul style="list-style-type: none"> <li>• The requirements of a critique.</li> <li>• Art Terminology used in a critique.</li> <li>• The reasons and benefits for a critique.</li> <li>• How to critique objectively.</li> <li>• The VTC</li> </ul>	R/M I/R/M I/R/M I/M I/R	<ul style="list-style-type: none"> <li>• Understand and apply critiquing skills to their work and the work of others.</li> <li>• Understand and apply teacher critiques to the development or modification of their work.</li> <li>• Recognize and apply the VTC to their work and the work of others.</li> </ul>		R/M I/R/M I						
<b>EVIDENCE OF LEARNING</b>										
Summative Assessment	End of Project Final Individual Critique.									
Formative Assessments	Individual and Group Discussions/Critiques and Student Explanations.									
<b>RESOURCES</b>										
Teacher developed and created presentations, demonstrations, handouts (MOMA thinking curriculum), graphic organizers, student organizers, visuals, literature, and technology.										

# Kinnelon Public School Curriculum Scope and Sequence

Unit/Topic Title	Unit 9 Presentation: Gallery Exhibition Formats	Approximate Pacing	On Going			
<b>UNIT/TOPIC ENDURING OBJECTIVES/UNDERSTANDINGS</b>						
<p><b>Students will understand that:</b></p> <ul style="list-style-type: none"> <li>• Professional presentation of one's artwork protects, gives value and respect for the work.</li> <li>• Gallery exhibition of artwork allows for viewer/society impact and discourse.</li> <li>• Art displays allow for intellectual and emotional reflection from viewers.</li> <li>• Artwork displays enrich the life and physical environment of our school and community.</li> <li>• Art exhibitions allow for the art process to extend outside the physical boundaries of the studio/classroom and to be recognized as a valued part of a well-rounded education.</li> </ul>						
<b>NEW JERSEY STUDENT LEARNING STANDARDS/COMMON CORE STATE STANDARDS</b>						
	2014 NJSLS Visual and Performing Arts					
1.1.12.D	The Creative Process: All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in visual art.					
1.3.12.A	Performance: All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing and/presenting works of art in the visual art.					
1.4.12.A-B	Aesthetic Responses and Critique Methodologies: All students will demonstrate and apply an understanding of arts philosophies, judgement, and analysis to works of art in visual arts.					
<b>21<sup>ST</sup> CENTURY LIFE AND CAREER (STANDARD 9) AND/OR TECHNOLOGY STANDARD (STANDARD 8)</b>						
9.3.12.AR-VIS.3	Analyze and create two-dimensional visual art forms using various media.					
<b>STUDENT LEARNING OBJECTIVES WITH CONCEPT ATTAINMENT</b>						
<i>Are concepts being introduced, reviewed, or mastered in this Unit/topic?</i>						
Key Knowledge	I/R/M	Process/Skills/Procedures/Application of Key Knowledge	I/R/M			
<b>Students will know:</b>		<b>Students will be able to:</b>				
<ul style="list-style-type: none"> <li>• How to professionally present and display their work.</li> <li>• The intrinsic value of a gallery exhibit.</li> </ul>	I/R/M R/M	<ul style="list-style-type: none"> <li>• Present their work in a variety of matting formats.</li> <li>• Apply skills and procedures learned to present their work.</li> <li>• Recognize presentation formats.</li> </ul>	I/R/M I/R/M I/R			
<b>EVIDENCE OF LEARNING</b>						
Summative Assessment	Final Portfolio Artwork Presentation.					
Formative Assessments	Checklist and Surveys.					
<b>RESOURCES</b>						
Teacher developed and created presentations, demonstrations, handouts, and visuals.						
Unit/Topic Title	Unit10 Art History/Culture/Current Events	Approximate Pacing	On Going			
<b>UNIT/TOPIC ENDURING OBJECTIVES/UNDERSTANDINGS</b>						
<p><b>Students will understand that:</b></p> <ul style="list-style-type: none"> <li>• Art is universal and it transcends time and culture.</li> <li>• Art history/Culture impacts the movement and understanding of contemporary art.</li> </ul>						

# Kinnelon Public School Curriculum Scope and Sequence

- History/Culture and current events impact what artists communicate through their work.
- Individuals and foreign cultures directly or indirectly influence how art is created in our own culture.
- Globalization has produced a creative and enriching dialog in the art process.
- A historical/cultural perspective allows for an enhanced and creative point of view.
- The artist and art product are valued based on contemporary notions.

## NEW JERSEY STUDENT LEARNING STANDARDS/COMMON CORE STATE STANDARDS

	2014 NJSLS Visual and Performing Arts
1.2.12.A	History of the Arts and Culture: All students will understand the role, development, and influence of the arts throughout history and across cultures.
1.4.12.A-B	Aesthetic Responses and Critique Methodologies: All students will demonstrate and apply an understanding of arts philosophies, judgement, and analysis to works of art in visual arts.

## 21<sup>ST</sup> CENTURY LIFE AND CAREER (STANDARD 9) AND/OR TECHNOLOGY STANDARD (STANDARD 8)

9.3.12.AR-VIS.1	Describe the history and evolution of the visual arts and its role in and impact on society.
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## STUDENT LEARNING OBJECTIVES WITH CONCEPT ATTAINMENT

*Are concepts being introduced, reviewed, or mastered in this Unit/topic?*

Key Knowledge	I/R/M	Process/Skills/Procedures/Application of Key Knowledge	I/R/M
<p><b>Students will know:</b></p> <ul style="list-style-type: none"> <li>• History/culture and current events as it pertains to individual lessons.</li> <li>• Artists and art methods as they pertain to history.</li> <li>• Artists and methods as they pertain to current culture.</li> </ul>	I/R  I/R  I/R	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Recognize the historical/cultural aspects as they pertain to lessons.</li> <li>• Recognize artists and understand methods as they pertain to lessons.</li> </ul>	I/R  I/R

## EVIDENCE OF LEARNING

Summative Assessment	Final Portfolio Artwork.
Formative Assessments	Notes and Sketchbook/Notebook Check and Quiz.

## RESOURCES

Teacher developed and created presentations, demonstrations, handouts, graphic organizers, student organizers, visuals, literature, and technology.

# Kinnelon Public School Curriculum Scope and Sequence

Unit/Topic Title	Unit 11 Drawing (Graphite, Color Pencil, Charcoal, Pastel, Oil Pastel and Ink)		Approximate Pacing	On Going 3-4 Weeks Each				
<b>UNIT/TOPIC ENDURING OBJECTIVES/UNDERSTANDINGS</b>								
<p><b>Students will understand that:</b></p> <ul style="list-style-type: none"> <li>• Drawing is the process of mark making and universal to all media.</li> <li>• Drawing can be created in many different media.</li> <li>• Drawing can combine media and techniques.</li> <li>• Drawing can be created from: observation, memory, or the mind's eye.</li> <li>• Drawing can be technical, expressive and/or imaginative.</li> <li>• Specific media requires a unique skill set for its use and application.</li> </ul>								
<b>NEW JERSEY STUDENT LEARNING STANDARDS/COMMON CORE STATE STANDARDS</b>								
	2014 NJSLS Visual and Performing Arts							
1.1.12.D	The Creative Process: All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in visual art.							
1.2.12.A	History of the Arts and Culture: All students will understand the role, development, and influence of the arts throughout history and across cultures.							
1.3.12.D	Performance: All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing and/presenting works of art in the visual art.							
1.4.12.A-B	Aesthetic Responses and Critique Methodologies: All students will demonstrate and apply an understanding of arts philosophies, judgement, and analysis to works of art in visual arts.							
<b>21<sup>ST</sup> CENTURY LIFE AND CAREER (STANDARD 9) AND/OR TECHNOLOGY STANDARD (STANDARD 8)</b>								
9.3.12.AR-VIS.1	Describe the history and evolution of the visual arts and its role in and impact on society.							
9.3.12.AR-VIS.2	Analyze how the application of visual arts elements and principles of design communicate and express ideas.							
9.3.12.AR-VIS.3	Analyze and create two-dimensional visual art forms using various media.							
<b>STUDENT LEARNING OBJECTIVES WITH CONCEPT ATTAINMENT</b>								
<i>Are concepts being introduced, reviewed, or mastered in this Unit/topic?</i>								
Key Knowledge	I/R/M	Process/Skills/Procedures/Application of Key Knowledge		I/R/M				
<b>Students will know:</b>		<b>Students will be able to:</b>						
<ul style="list-style-type: none"> <li>• Drawing as a mark making process.</li> <li>• Wet and dry drawing media.</li> <li>• Drawing styles, techniques and methods.</li> <li>• The thought processes for mark making.</li> <li>• Artists as they pertain to each lesson.</li> </ul>	I/R/M I/R/M R/M I/R/M I	<ul style="list-style-type: none"> <li>• Understand and work in a variety of drawing media.</li> <li>• Apply skills learned in each media to their work.</li> <li>• Recognize artists who work in each media.</li> <li>• Apply different styles and thought processes in the creation of their work.</li> </ul>		I I/R I I/R/M				

## Kinnelon Public School Curriculum Scope and Sequence

EVIDENCE OF LEARNING	
<b>Summative Assessment</b>	Portfolio Artwork.
<b>Formative Assessments</b>	Checklists, Surveys and Components Completion.
RESOURCES	
Teacher developed and created presentations, demonstrations, handouts, authentic artist examples (e.g. Cezanne, Close, Degas, Michelangelo, and Rembrandt), student examples, graphic organizers, student organizers, visuals, literature, and technology.	

# Kinnelon Public School Curriculum Scope and Sequence

Unit/Topic Title	Unit 12 Sketchbook Drawings	Approximate Pacing	Full Year			
<b>UNIT/TOPIC ENDURING OBJECTIVES/UNDERSTANDINGS</b>						
<i>Students will understand that:</i>						
<ul style="list-style-type: none"> <li>Sketchbook drawings are essential to the art process and enhance skill development and building.</li> <li>Drawing requires observational and technical skills.</li> <li>Drawing ability improves and can be mastered over time with practice and patience.</li> <li>The artist must address the entire drawing surface and consider the subject, foreground and background.</li> <li>Graphite is a basic drawing tool with a wide range of grades.</li> <li>Graphite is an optimal tool for the advancement of one's drawing ideas and skills.</li> </ul>						
<b>NEW JERSEY STUDENT LEARNING STANDARDS/COMMON CORE STATE STANDARDS</b>						
	2014 NJSLS Visual and Performing Arts					
1.1.12.D	The Creative Process: All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in visual art.					
1.3.12.D	Performance: All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing and/presenting works of art in the visual art.					
1.4.12.A-B	Aesthetic Responses and Critique Methodologies: All students will demonstrate and apply an understanding of arts philosophies, judgement, and analysis to works of art in visual arts.					
<b>21<sup>ST</sup> CENTURY LIFE AND CAREER (STANDARD 9) AND/OR TECHNOLOGY STANDARD (STANDARD 8)</b>						
9.3.12.AR-VIS.2	Analyze how the application of visual arts elements and principles of design communicate and express ideas.					
9.3.12.AR-VIS.3	Analyze and create two-dimensional visual art forms using various media.					
<b>STUDENT LEARNING OBJECTIVES WITH CONCEPT ATTAINMENT</b>						
<i>Are concepts being introduced, reviewed, or mastered in this Unit/topic?</i>						
Key Knowledge	I/R/M	Process/Skills/Procedures/Application of Key Knowledge	I/R/M			
<i>Students will know:</i>		<i>Students will be able to:</i>				
<ul style="list-style-type: none"> <li>Drawing for skill building.</li> <li>Observational, technical strategies and methods.</li> <li>Composition.</li> <li>Practice to build grit and perseverance.</li> <li>Graphite as a media.</li> </ul>	R I/R/M I/R/M R/M R/M	<ul style="list-style-type: none"> <li>Recognize; apply observational skills and technical strategies to their work.</li> <li>Create a complete composition.</li> <li>Build their skill and perseverance for the discipline.</li> <li>Understand and fully apply graphite as a visual art media.</li> </ul>	I/R/M R/M R/M R/M			
<b>EVIDENCE OF LEARNING</b>						
Summative Assessment	Portfolio Sketchbook Drawings.					
Formative Assessments	Checklist and Practice Studies.					
<b>RESOURCES</b>						
Teacher developed and created presentations, demonstrations, handouts, authentic artist examples (e.g. da Vinci and Dürer drawings) student examples, graphic organizers, student organizers, visuals, literature, and technology.						

# Kinnelon Public School Curriculum Scope and Sequence

Unit/Topic Title	Unit13 Establishing the Art Platform	Approximate Pacing	1-2 Weeks			
<b>UNIT/TOPIC ENDURING OBJECTIVES/UNDERSTANDINGS</b>						
<p><b>Students will understand that:</b></p> <ul style="list-style-type: none"> <li>• The academic art process requires discipline, structure, organization, academic and personal integrity.</li> <li>• Academic and visual researches are required for authentic work.</li> <li>• Documentation and note taking are integral parts of the process.</li> <li>• The academic art process is a learning process that requires: practice, experimentation, risk taking and perseverance.</li> </ul>						
<b>NEW JERSEY STUDENT LEARNING STANDARDS/COMMON CORE STATE STANDARDS</b>						
	2014 NJSLS Visual and Performing Arts					
1.1.12.D	The Creative Process: All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in visual art.					
1.2.12.A	History of the Arts and Culture: All students will understand the role, development, and influence of the arts throughout history and across cultures.					
1.3.12.D	Performance: All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing and/presenting works of art in visual art.					
1.4.12.A-B	Aesthetic Responses and Critique Methodologies: All students will demonstrate and apply an understanding of arts philosophies, judgement, and analysis to works of art in visual arts.					
<b>21<sup>ST</sup> CENTURY LIFE AND CAREER (STANDARD 9) AND/OR TECHNOLOGY STANDARD (STANDARD 8)</b>						
9.2.12.C.1	Review career goals and determine steps necessary for attainment.					
9.2.12.C.2	Modify personalized student learning plans to support declared career goal.					
9.3.12.AR.3	Analyze the lifestyle implications and physical demands required in the arts.					
<b>STUDENT LEARNING OBJECTIVES WITH CONCEPT ATTAINMENT</b>						
<i>Are concepts being introduced, reviewed, or mastered in this Unit/topic?</i>						
Key Knowledge	I/R/M	Process/Skills/Procedures/Application of Key Knowledge	I/R/M			
<b>Students will know:</b>		<b>Students will be able to:</b>				
<ul style="list-style-type: none"> <li>• The academic art process in the creation of their work.</li> <li>• How to create authentic work.</li> <li>• How to document their work.</li> <li>• The requirements for the creation of their work.</li> </ul>	R/ M R/M R/M I/R/M	<ul style="list-style-type: none"> <li>• Understand and apply the academic process</li> <li>• Demonstrate these skills in their work.</li> <li>• Create original and authentic work.</li> </ul>	R/M R/M R/M			
<b>EVIDENCE OF LEARNING</b>						
Summative Assessment	Student Task Performance and Authentic Art Production.					
Formative Assessments	Sketchbook/Notebook, Check list, Survey and Quiz.					
<b>RESOURCES</b>						
Teacher developed and created presentations, demonstrations, handouts: e.g. Davis Publications-5 steps in the creative process, graphic organizers, student organizers, visuals, literature, and technology.						

# Kinnelon Public School Curriculum Scope and Sequence

Unit/Topic Title	Unit 14 Painting: (Watercolor and Tempera)		Approximate Pacing	3-4 Weeks Each				
<b>UNIT/TOPIC ENDURING OBJECTIVES/UNDERSTANDINGS</b>								
<p><b>Students will understand that:</b></p> <ul style="list-style-type: none"> <li>• Watercolor is a water-based paint that comes in many forms and has many uses in the art process.</li> <li>• Watercolor paint can be applied using a variety of methods and techniques.</li> <li>• Tempera is a water-based paint dating back to prehistoric times.</li> <li>• Tempera as a basic paint has endless possibilities in the art making process.</li> <li>• Mastering water-based painting requires knowledge, exploration and practice of media.</li> </ul>								
<b>NEW JERSEY STUDENT LEARNING STANDARDS/COMMON CORE STATE STANDARDS</b>								
	2014 NJSLS Visual and Performing Arts							
1.1.12.D	The Creative Process: All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in visual art.							
1.2.12.A	History of the Arts and Culture: All students will understand the role, development, and influence of the arts throughout history and across cultures.							
1.3.12.D	Performance: All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing and / presenting works of art in the visual art.							
1.4.12.A-B	Aesthetic Responses and Critique Methodologies: All students will demonstrate and apply an understanding of arts philosophies, judgement, and analysis to works of art in visual arts.							
<b>CPI #</b>	<b>CUMULATIVE PROCESS INDICATOR (CPI)</b>							
9.3.12.AR-VIS.1	Describe the history and evolution of the visual arts and its role in and impact on society.							
9.3.12.AR-VIS.2	Analyze how the application of visual arts elements and principles of design communicate and express ideas.							
9.3.12.AR-VIS.3	Analyze and create two-dimensional visual art forms using various media.							
9.3.12.AR.6	Evaluate technological advancements and tools that are essential to occupations within the arts.							
<b>STUDENT LEARNING OBJECTIVES WITH CONCEPT ATTAINMENT</b>								
<i>Are concepts being introduced, reviewed, or mastered in this Unit/topic?</i>								
Key Knowledge	I/R/M	Process/Skills/Procedures/Application of Key Knowledge		I/R/M				
<b>Students will know:</b>		<b>Students will be able to:</b>						
<ul style="list-style-type: none"> <li>• All forms of watercolor as an art medium.</li> <li>• Tempera as an art medium.</li> <li>• Techniques, applications and methods for each.</li> <li>• History related to tempera.</li> <li>• Artists who create work in each.</li> </ul>	I/R I/R I/R/M I I	<ul style="list-style-type: none"> <li>• Recognize, and apply a variety of skills and procedures as they pertain to watercolor and tempera media.</li> <li>• Recognize and identify artists as they pertain to lessons.</li> <li>• Articulate the history and use of tempera in art.</li> </ul>		I/M I/M I/R/M				

## Kinnelon Public School Curriculum Scope and Sequence

EVIDENCE OF LEARNING	
<b>Summative Assessment</b>	Final Portfolio Artwork.
<b>Formative Assessments</b>	Sketchbook/Notebook Check, Practice Studies and Artwork Components.
RESOURCES	
Teacher developed and created presentations, demonstrations, handouts, authentic artist examples e.g. (J.M.W. Turner), student examples, graphic organizers, student organizers, visuals, literature, and technology.	

# Kinnelon Public School Curriculum Scope and Sequence

Unit/Topic Title	Unit 15 Mixed Media (2D Collage/3D Assemblage)		Approximate Pacing	3-4 Weeks						
<b>UNIT/TOPIC ENDURING OBJECTIVES/UNDERSTANDINGS</b>										
<p><b>Students will understand that:</b></p> <ul style="list-style-type: none"> <li>• Drawing can be created in mixed media.</li> <li>• Mixed media is two or more mediums combined in one artwork.</li> <li>• A collage is a two-dimensional work of art.</li> <li>• An assemblage is a three-dimensional work of art.</li> </ul>										
<b>PRIORITY NJ STUDENT LEARNING STANDARDS</b>										
	2014 NJSLS Visual and Performing Arts									
1.1.12.D	The Creative Process: All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in visual art.									
1.2.12.A	History of the Arts and Culture: All students will understand the role, development, and influence of the arts throughout history and across cultures.									
1.3.12.D	Performance: All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing and/presenting works of art in the visual art.									
1.4.12.A-B	Aesthetic Responses and Critique Methodologies: All students will demonstrate and apply an understanding of arts philosophies, judgement, and analysis to works of art in visual arts.									
9.3.12.AR-VIS.1	Describe the history and evolution of the visual arts and its role in and impact on society.									
9.3.12.AR-VIS.2	Analyze how the application of visual arts elements and principles of design communicate and express ideas.									
9.3.12.AR-VIS.3	Analyze and create two-dimensional visual art forms using various media.									
9.3.12.AR.6	Evaluate technological advancements and tools that are essential to occupations within the arts.									
<b>STUDENT LEARNING OBJECTIVES WITH CONCEPT ATTAINMENT</b>										
<i>Are concepts being introduced, reviewed, or mastered in this Unit/topic?</i>										
Key Knowledge	I/R/M	Process/Skills/Procedures/Application of Key Knowledge		I/R/M						
<b>Students will know:</b>		<b>Students will be able to:</b>								
<ul style="list-style-type: none"> <li>• Collage as a 2D mixed media.</li> <li>• Assemblage as a 3D mixed media.</li> <li>• Techniques, applications and methods of use.</li> <li>• Artists who create work in each.</li> </ul>	I I I/R/M I	<ul style="list-style-type: none"> <li>• Recognize and apply a variety of skills and procedures as they pertain to each media.</li> <li>• Recognize and identify artists who work in each media.</li> <li>• Understand, articulate and demonstrate methods for each media.</li> </ul>		I/R I I/R/M						
<b>EVIDENCE OF LEARNING</b>										
<b>Summative Assessment</b>	Final Portfolio Artwork.									
<b>Formative Assessments</b>	Sketchbook/Notebook Check, Checklists and Practice Studies and Artwork Components.									
<b>RESOURCES</b>										
Teacher developed and created presentations, demonstrations, handouts, authentic artist examples e.g. (Rauschenberg), student examples, graphic organizers, student organizers, visuals, literature, and technology.										