Elective

Keansburg High School

5 Credits

Full Year
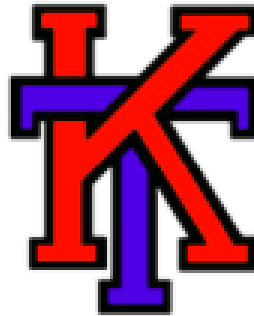
Table of Contents:

Statement of Purpose

The purpose of this course is to provide an overview of art, art history, and the art making experience and to cover Standards 1.5 of the Visual and Performing Arts. This course fulfills the NJ State High School Graduation requirement for Visual and Performing Arts.

To deliver a curriculum that:

· Fosters Art as universal

· Supports the philosophy that every child can learn

· Provides a framework suggesting the arts as a unique and creative expression of the individual

· Suggests the process is as important as the product

· Provides cultural diversity

· Serves as a powerful communication tool

· Bridges all curricular areas

· Creates a sense of identity, self-esteem, community pride

· Builds on educating the whole child to teach life's lessons and experiences

· Embodies multi-sensory learning as an active part of lessons and experiences

· Is built on high expectations for all students

Summary of the Course

This course introduces students to the elements and principles of design. It fosters the ability to think and feel creatively, and expands the ability to use visual language. Fundamentals of the structure of art are reviewed. Understanding of art is enhanced by experimentation with art mediums, intuition, art history, discussion, and aesthetic experience. Development of self-discipline in utilizing time and meeting assignment deadlines is emphasized.

In order to demonstrate a cohesive and complete implementation plan the following general suggestions are provided:

·   The use of various formative assessments are encouraged in order to provide an ongoing method of determining the current level of understanding the students have of the material presented.

·   Homework, when assigned should be relevant and reflective of the current teaching taking place in the classroom.

·   Organizational strategies should be in place that allow the students the ability to take the information gained in the classroom and put in terms that are relevant to them.

·   Instruction should be differentiated to allow students the best opportunity to learn.

·   Assessments should be varied and assess topics of instruction delivered in class.

·   Modifications to the curriculum should be included that address students with Individualized Educational Plans (IEP), English Language Learners (ELL), and those requiring other modifications (504 plans).

Pacing Guide

Unit	Timeframe # of Blocks/Weeks	Title of Unit
1	3 weeks	Line
2	3 weeks	Shape and Form
3	3 weeks	Value
4	6 weeks	Color
5	3 weeks	Space
6	2 weeks	Texture
7	3 weeks	Balance
8	3 weeks	Unity
9	3 weeks	Contrast
10	2 weeks	Emphasis
11	3 weeks	Pattern
12	3 weeks	Movement and Rhythm

(*Please try to keep to the format, however it can be revised based on subject/ grade level. For example, # of blocks can be used in place of target start date and end date).

Unit 1: Line

Summary of the Unit: Lines are a basic element of art that can be used to create a variety of effects in artwork. Students will identify lines and express how they affect the artwork. They will use a variety of media and techniques to create an artwork that focuses on the element of line.

- Line types, structural, outlines, contour, gesture, sketch, calligraphy
- Line personality
- Line quality
- Line as pattern
- Line combinations

Assessment and/ or Summative Criteria to Demonstrate Mastery of the Unit:

The student will be able to…

- discuss lines in the environment, nature and art.
- demonstrate knowledge of historical forms of expression utilizing line.
- communicate the aesthetic qualities of art works utilizing line through oral and written analysis and critique.
- Create zentangle design.
- utilize various media to create line.

Summative Assessments:

Exams, Rubrics and Digital Portfolio Review

Formative Assessments:

Exit slips, Teacher observations and Check-in points.

Instructional Materials:

Paper:parchment/kraft/newsprint/watercolor/artist boards, Pencils: graphite/colored/metallic/watercolor/blender, Pens: technical/Speedball, Erasers: kneaded/pink/gum/plastic, Ink: India/pigmented drawing, Brushes: watercolor/acrylic, Markers: permanent/ broad/fine point/metallic/brush/calligraphy, Pencil sharpeners, Paper cutter, scissors, Rulers/t-squares/triangles, Templates, Internet, Supplementary art texts, DVDs, Computer/color printer/scanner, Magazines: Scholastic Art; School Arts; Artist Magazine; Art News; American Artist; Art in America

Please include resource links in the boxes above.

Topic/ Selection	Suggested Timeline per topic	General Objectives	Instructional Activities	New Jersey Student Learning Standards/ NGSS, etc.
Line hand/eye coordination	4 blocks	Students will be able to think abstractly. Students will be able to demonstrate ● critical thinking ● eye-hand coordination ● fine-motor skills	Worksheet-for practice Divide square with 3-4 lines, fill in each shape with lines	1.5.12prof.Cr1a 1.5.12prof.Cr2c 1.5.12prof.Pr5a 1.5.12prof.Re7b 1.5.12prof.Cn10a
Line Drawn emotion	3 blocks	Students will be able to understand Line as an Element of Art and emotional qualities of line.	Using only abstract lines, create a design that would represent everyday concepts. examples:a sound of an approaching train, a taste of a hot pepper, a smell of a fresh baked apple pie, a feeling of loneliness,a feel of a lamb skin, a sound of an alarm clock at 5:30 am Do not draw the objects, draw sounds, smells, feelings, and tastes!	1.5.12prof.Cr1b 1.5.12prof.Cr2b 1.5.12prof.Pr5a 1.5.12prof.Re7a 1.5.12prof.Re7b 1.5.12prof.Cn10a
Line Zentangles	3 blocks	Students will be able to create an abstract design with a focal point and emphasis on line quality	Thumbnail sketches Create a free-form zentangle design that has a clear focal point in the composition.	1.5.12prof.Cr1b 1.5.12prof.Cr2b 1.5.12prof.Pr5a 1.5.12prof.Re7b 1.5.12prof.Cn10a

The suggested timeline per topic should total the number of days in the Pacing Guide for each unit.

Suggested Modifications for Special Education, 504, English Language Learners, RTI and Gifted Students:
*Consistent with individual plans, when appropriate.
Suggested Modifications by Grade level

Students with Disabilities & 504: Use of visual and multisensory formats, Use of assisted technology, Use of prompts, Modification of content and student products, Testing accommodations, Authentic assessments.

English Language Learners: Pre-teaching of vocabulary and concepts, Visual learning, including graphic organizers, Use of cognates to increase comprehension, Teacher modeling, Pairing students with beginning English language skills with students who have more advanced English language skills, Scaffolding (word walls, sentence frames, think-pair-share, cooperative learning group).

Bilingual: Use of pre-translated Spanish material, allow for extended time and alternate (Spanish language) responses, verbal and written instructions given in Spanish language when needed, one on one conferences, repeat and rephrase often, regularly check for understanding, frequent reviews.

Gifted Students: Adjusting the pace of lessons, Curriculum compacting, Inquiry-based instruction, Independent study, Higher-order thinking skills, Interest based content, Student-driven, Real-world problems and scenarios.

RTI: Ask students to restate information, directions, and assignments, Repetition and practice Model skills / techniques to be mastered, Extended time to complete class work, Graphic organizers, More conferencing time, Partner work.

Suggested Technological Innovations/ Use:

Webquests, Blendspace, Zunal, Google Classroom, Youtube, Digital Camera, Photo software

8.1.12.CS.2: Model interactions between application software, system software, and hardware.

8.1.12.NI.3: Explain how the needs of users and the sensitivity of data determine the level of security implemented.

8.1.12.IC.1: Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices.

8.1.12.DA.1: Create interactive data visualizations using software tools to help others better understand real world phenomena, including climate change.

8.1.12.AP.6: Create artifacts by using procedures within a program, combinations of data and procedures, or independent but interrelated programs.

8.1.12.AP.9: Collaboratively document and present design decisions in the development of complex programs.

Interdisciplinary Connections & 21st Century Connections:

21st Century Life and Career Skills: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures. Cooperative and Collaborative work in a common studio space. All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

9.1.2.CAP.3: Define entrepreneurship and social entrepreneurship

9.2.12.CAP.2: Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs.

9.2.12.CAP.6: Identify transferable skills in career choices and design alternative career plans based on those skills.

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

9.4.12.CI.2: Identify career pathways that highlight personal talents, skills, and abilities

9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition

9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice

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

ELA-NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

Unit 2: Shape and Form

Summary of the Unit: Shapes are a basic element of art that can be used to create a variety of effects in artwork. Students will identify shapes and express how they affect the artwork. They will use a variety of media and techniques to create an artwork that focuses on the elements of shape and form.

- Categories of shapes: geometric and organic, curved and angular, positive and negative
- Qualities of shape: light and heavy, smooth and textured, static and dynamic
- Form and Light

Assessment and/ or Summative Criteria to Demonstrate Mastery of the Unit:

The student will be able to…

- Discuss shapes and forms in the environment, nature and art.
- Demonstrate knowledge of historical forms of expression utilizing shape and form.
- Communicate the aesthetic qualities of art works utilizing shape and form through oral and written analysis and critique.
- Create paper collage with positive/negative, and organic/geometric shapes similar to the works of Matisse.
- Draw angular and geometric shapes.
- Create a coat of arms

Summative Assessments:

Exams, Rubrics and Digital Portfolio Review

Formative Assessments:

Exit slips, Teacher observations and Check-in points.

Instructional Materials:

Paper:parchment/kraft/newsprint/watercolor/artist boards, Pencils: graphite/colored/metallic/watercolor/blender, Pens: technical/Speedball, Erasers: kneaded/pink/gum/plastic, Ink: India/pigmented drawing, Brushes: watercolor/acrylic, Markers: permanent/ broad/fine point/metallic/brush/calligraphy, Pencil sharpeners, Paper cutter, scissors, Rulers/t-squares/triangles, Templates, Internet, Supplementary art texts, DVDs, Computer/color printer/scanner, Magazines: Scholastic Art; School Arts; Artist Magazine; Art News; American Artist; Art in America

Please include resource links in the boxes above.

Topic/ Selection	Suggested Timeline per topic	General Objectives	Instructional Activities	New Jersey Student Learning Standards/ NGSS, etc.
Shape Collage- Matisse	3 blocks	Students will be able to collage paper-geometric and organic shapes	Create a collage of shapes inspired by Matisse' work. Make informed decisions about color choices.	1.5.12prof.Cr1a 1.5.12prof.Cr1b 1.5.12prof.Cr2b 1.5.12prof.Pr5a 1.5.12prof.Re7b 1.5.12prof.Cn10a 1.2.12.prof.Cn11a
Shape Tangrams	3 blocks	Students will be able to think abstractly. Students will be able to demonstrate ● critical thinking ● eye-hand coordination ● fine-motor skills	Template-tangram shapes- Cut shapes from construction paper. Using the tangram shapes create a recognizable image and glue it on a piece of paper.	1.5.12prof.Cr1b 1.5.12prof.Cr2b 1.5.12prof.Pr5a 1.5.12prof.Re7b 1.5.12prof.Cn10a
Shape/Form Coat of Arms	4 blocks	Students will be able to create a coat of arms using shapes and symbols that represents the students identity.	Graphic organizer/thumbnails for planning Draw their personal coat of arms on an artist board. Adding shading and value to create forms with in design	1.5.12prof.Cr1a 1.5.12prof.Cr1b 1.5.12prof.Cr2b 1.5.12prof.Cr3a 1.5.12prof.Pr5a 1.5.12prof.Pr6a 1.5.12prof.Re7b 1.5.12prof.Cn10a 1.5.12prof.Cn11a

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Unit 3: Value

Summary of the Unit: Value refers to the lightness or darkness of a color. All colors can have different values because they can be made to appear to be darker or lighter. Students will identify value and express how it affects the artwork. They will use a variety of media and techniques to create an artwork that focuses on the element of value
- Using value in a design
- Light and dark values
- Value contrast
- Color value contrast

Assessment and/ or Summative Criteria to Demonstrate Mastery of the Unit:
 The student will be able to…

- Discuss value in the environment, nature and art.
- Demonstrate knowledge of historical forms of expression utilizing value.
- Communicate the aesthetic qualities of art works utilizing value through oral and written analysis and critiques.
- Create designs that demonstrate color value contrast.
- Create a value scale.
- Create a scratchboard drawing

Summative Assessments:
Exams, Rubrics and Digital Portfolio Review

Formative Assessments:
Exit slips, Teacher observations and Check-in points.

Instructional Materials:
Paper:parchment/kraft/newsprint/watercolor/artist boards, Pencils: graphite/colored/metallic/watercolor/blender, Pens: technical/Speedball, Erasers: kneaded/pink/gum/plastic, Ink: India/pigmented drawing, Brushes: watercolor/acrylic, Markers: permanent/ broad/fine

point/metallic/brush/calligraphy, Pencil sharpeners, Paper cutter, scissors, Rulers/t-squares/triangles, Templates, Internet, Supplementary art texts, DVDs, Computer/color printer/scanner, Magazines: Scholastic Art; School Arts; Artist Magazine; Art News; American Artist; Art in America

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Topic/ Selection	Suggested Timeline per topic	General Objectives	Instructional Activities	New Jersey Student Learning Standards/ NGSS, etc.
Value Drawing Layer and Holes	3 blocks	Students will be able to control pressure while shading with value gradation. Shading techniques (hatching, crosshatching or blending) Manipulate value to achieve an illusion of depth.	Create a 4+ layer abstract design with an illusion of depth by applying different values. Think of a stack of 4 sheets of paper with large cutouts. Each sheet (layer) creates its own drop shadow, each layer is slightly darker in value as you go from the top to the bottom	1.5.12prof.Cr2b 1.5.12prof.Cr3a 1.5.12prof.Pr5a 1.5.12prof.Re7a 1.5.12prof.Cn10a
Value Scratchboard	4 blocks	Students will learn about creating a full range of value in artworks through the creation of a scratchboard etching.	Create a drawing on a scratchboard showing a wide range of values.	1.5.12prof.Cr1a 1.5.12prof.Cr2b 1.5.12prof.Pr5a 1.5.12prof.Re7b 1.5.12prof.Cn10a

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Suggested Technological Innovations/ Use:

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NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

Unit 4: Color

Summary of the Unit: Color is the element of art that is produced when light, striking an object, is reflected back to the eye. Students will learn to apply and identify the characteristics of color and how they affect the artwork. They will use a variety of media and techniques to create an artwork that focuses on the element of color.

- The source of color
- Neutrals
- Properties of Color: hue, value, intensity
- Color Harmonies: analogous, split complementary, triadic, monochromatic
- Warm and cool colors

Assessment and/ or Summative Criteria to Demonstrate Mastery of the Unit:
The student will be able to…

- Discuss color in the environment, nature and art.
- Demonstrate knowledge of historical forms of expression utilizing color.
- Communicate the aesthetic qualities of art works utilizing color through oral and written analysis and critiques.
- Create a color wheel using only the primary colors: red, yellow, and blue.
- Experiment with mixing colors.
- Utilize color in various media: paint, marker, colored pencil, and crayons.

Summative Assessments:
Exams, Rubrics and Digital Portfolio Review

Formative Assessments:
Exit slips, Teacher observations and Check-in points.

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Topic/ Selection	Suggested Timeline per topic	General Objectives	Instructional Activities	New Jersey Student Learning Standards/ NGSS, etc.
Color Pop Art-music posters	5 blocks	Students have a great understanding the use of color and contrast.	Students will create a poster for a musician using bright and contrasting colors in pop art style.	1.5.12prof.Cr1a 1.5.12prof.Cr2b 1.5.12prof.Pr5a 1.5.12prof.Pr6a 1.5.12prof.Re7a 1.5.12prof.Re7b 1.5.12prof.Cn10a 1.5.12prof.Cn11a
Color Monochromatic painting	4 blocks	Students have an understanding of color theory Students will develop painting techniques and skills.	Create a larger than life drawing of everyday objects. Paint in monochromatic using tempera paints.	1.5.12prof.Cr1a 1.5.12prof.Cr2b 1.5.12prof.Pr5a 1.5.12prof.Re7a 1.5.12prof.Cn10a
Color Playing Card-colored pencil	4 blocks	Students will design a character playing card. Making informed decisions about color selections.	Students will transfer a picture of a character on half of the paper and then mirror the character on the other side. Using colored pencils will make informed decisions regarding color selections.	1.5.12prof.Cr1a 1.5.12prof.Cr2b 1.5.12prof.Pr5a 1.5.12prof.Pr6a 1.5.12prof.Re7a 1.5.12prof.Cn10a 1.5.12prof.Cn11a

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Unit 5: Space

Summary of the Unit: Space is a basic art element that refers to the distance between the area around and within shapes, forms, colors, and lines. Space can be positive or negative. It includes the background, foreground, and middle ground.
- Two-dimensional space: positive and negative space; picture plane, composition; point of view
- Illusion of depth: nonlinear methods; linear perspective
- Subjective space: space that deceives; cubism; abstract/non-representational

Assessment and/ or Summative Criteria to Demonstrate Mastery of the Unit:
The student will be able to…

- Discuss space in the environment, nature and art.
- Demonstrate knowledge of historical forms of expression utilizing space.
- Communicate the aesthetic qualities of art works utilizing space through oral and written analysis and critiques.
- Form florist foam sculptures using negative space inspired by Moore.
- Create a maze in 1 point perspective.

Summative Assessments:
Exams, Rubrics and Digital Portfolio Review

Formative Assessments:
Exit slips, Teacher observations and Check-in points.

Instructional Materials: Paper:parchment/kraft/newsprint/watercolor/artist boards, Pencils: graphite/colored/metallic/watercolor/blender, Pens: technical/Speedball, Erasers: kneaded/pink/gum/plastic, Ink: India/pigmented drawing, Brushes: watercolor/acrylic, Markers: permanent/ broad/fine point/metallic/brush/calligraphy, Pencil sharpeners, Paper cutter, scissors, Rulers/t-squares/triangles, Templates, Internet, Supplementary art texts, DVDs, Computer/color printer/scanner, Magazines: Scholastic Art; School Arts; Artist Magazine; Art News; American Artist; Art in America

Please include resource links in the boxes above.

Topic/ Selection	Suggested Timeline per topic	General Objectives	Instructional Activities	New Jersey Student Learning Standards/ NGSS, etc.
Space Subtractive foam sculpture-Henry Moore	4 blocks	Students will have a good understanding of positive and negative space in 3D form.	Carve foam block creating positive and negative space. Covered in modge podge and tissue. Painted with metallic paints.	1.5.12prof.Cr1a 1.5.12prof.Cr2b 1.5.12prof.Pr5a 1.5.12prof.Pr6a 1.5.12prof.Re7b 1.5.12prof.Cn10a 1.5.12prof.Cn11a
Space Maze- 1 point perspective	3 blocks	Students will be able to draw in 1 point perspective. Students will be able to properly use a ruler.	Draw a maze using a ruler and 1 point perspective. Color in with colored pencils using a color family.	1.5.12prof.Cr1a 1.5.12prof.Cr2b 1.5.12prof.Pr5a 1.5.12prof.Re7a 1.5.12prof.Cn10a

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Suggested Modifications by Grade level

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English Language Learners: Pre-teaching of vocabulary and concepts, Visual learning, including graphic organizers, Use of cognates to increase comprehension, Teacher modeling, Pairing students with beginning English language skills with students who have more advanced English language skills, Scaffolding (word walls, sentence frames, think-pair-share, cooperative learning group).

Bilingual: Use of pre-translated Spanish material, allow for extended time and alternate (Spanish language) responses, verbal and written instructions given in Spanish language when needed, one on one conferences, repeat and rephrase often, regularly check for understanding, frequent reviews.

Gifted Students: Adjusting the pace of lessons, Curriculum compacting, Inquiry-based instruction, Independent study, Higher-order thinking skills, Interest based content, Student-driven, Real-world problems and scenarios.

RTI: Ask students to restate information, directions, and assignments, Repetition and practice Model skills / techniques to be mastered, Extended time to complete class work, Graphic organizers, More conferencing time, Partner work.

Suggested Technological Innovations/ Use:

Webquests, Blendspace, Zunal, Google Classroom, Youtube, Digital Camera, Photo software

8.1.12.CS.2: Model interactions between application software, system software, and hardware.

8.1.12.NI.3: Explain how the needs of users and the sensitivity of data determine the level of security implemented.

8.1.12.IC.1: Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices.

8.1.12.DA.1: Create interactive data visualizations using software tools to help others better understand real world phenomena, including climate change.

8.1.12.AP.6: Create artifacts by using procedures within a program, combinations of data and procedures, or independent but interrelated programs.

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Interdisciplinary Connections & 21st Century Connections:

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9.1.2.CAP.3: Define entrepreneurship and social entrepreneurship

9.2.12.CAP.2: Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs.

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NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

Unit 6: Texture

Summary of the Unit: Texture is one of the elements of art that is used to represent how an object appears and feels.
- Surface qualities: real and implied textures
- Texture and light
- Artists' use of texture in 2- and 3-dimensional arts
- Texture in your environment

Assessment and/ or Summative Criteria to Demonstrate Mastery of the Unit:

The student will be able to…

- Discuss texture in the environment, nature and art.
- Demonstrate knowledge of historical forms of expression utilizing texture.
- Communicate the aesthetic qualities of art works utilizing texture through oral and written analysis and critiques.
- Create metal low relief
- Photograph local textures for critique

Summative Assessments:

Exams, Rubrics and Digital Portfolio Review

Formative Assessments:

Exit slips, Teacher observations and Check-in points.

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Texture Copper Repousse	5 blocks	Students will be able to create a design both on a 2D and 3D surface.	Students will create a low relief design on copper sheet creating texture. Implied texture design will be drawn on border on paper around foil.	1.5.12prof.Cr1a 1.5.12prof.Cr1b 1.5.12prof.Cr2b 1.5.12prof.Pr5a 1.5.12prof.Pr6a 1.5.12prof.Re7a 1.5.12prof.Cn10a 1.5.12prof.Cn11a
Texture photographs	2 blocks	Students will be able to take photographs of objects that have visual texture with digital cameras.	Students will create a presentation showcasing photos they have taken of texture.	1.5.12prof.Cr1a 1.5.12prof.Cr2b 1.5.12prof.Pr5a 1.5.12prof.Re7b 1.5.12prof.Cn10a

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Unit 7: Balance

Summary of the Unit: Balance is the distribution of the visual weight of objects, colors, texture and space. If the design was a scale, these elements should be balanced to make a design feel stable. Students will use a variety of media and techniques to create an artwork that focuses on the principle of balance.

- Symmetrical balance
- Approximate Symmetry
- Asymmetrical balance
- Radial balance

Assessment and/ or Summative Criteria to Demonstrate Mastery of the Unit:

The student will be able to…

- Discuss balance in the environment, nature and art.
- Demonstrate knowledge of historical forms of expression utilizing balance.
- Communicate the aesthetic qualities of art works utilizing balance through oral and written analysis and critiques.
- Demonstrate radial design by creating a Mandala.
- Balance five objects using dowels and strings as inspired by Calder – mobiles.

Summative Assessments:

Exams, Rubrics and Digital Portfolio Review

Formative Assessments:

Exit slips, Teacher observations and Check-in points.

Instructional Materials:

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point/metallic/brush/calligraphy, Pencil sharpeners, Paper cutter, scissors, Rulers/t-squares/triangles, Templates, Wooden Dowels, Shrinky-Dinks, Wire, Yarn/String, Internet, Supplementary art texts, DVDs, Computer/color printer/scanner, Magazines: Scholastic Art; School Arts; Artist Magazine; Art News; American Artist; Art in America

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Topic/ Selection	Suggested Timeline per topic	General Objectives	Instructional Activities	New Jersey Student Learning Standards/ NGSS, etc.
Balance Mandala	4 blocks	Students will become aware of radial design in art through examples of Rose windows and mandala designs in various cultures. Students will be able to create a radial design that uses symbols/colors to be balanced.	Students will research Social Justice and create a presentation to raise aware on a specific group that may experience injustice. Students will create a radial design that has elements/symbols to go along with their specific group.	1.5.12prof.Cr1a 1.5.12prof.Cr1b 1.5.12prof.Cr2b 1.5.12prof.Cr3a 1.5.12prof.Pr4a 1.5.12prof.Pr5a 1.5.12prof.Pr6a 1.5.12prof.Re7a 1.5.12prof.Re7b 1.5.12prof.Cn10a 1.5.12prof.Cn11a 1.5.12prof.Cn11b
Balance Mobile-Calder	4 blocks	Students will be able to observe how movement affects their mobile, and students learn that both balance and air currents can cause mobiles to move.	Students will create colored geometric and organic shape elements with shrinky dinks for their mobiles. Students will use wooden dowels, wire and string to achieve balance.	1.5.12prof.Cr1b 1.5.12prof.Cr2b 1.5.12prof.Pr5a 1.5.12prof.Pr6a 1.5.12prof.Re7a 1.5.12prof.Cn10a 1.5.12prof.Cn11b

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Unit 8: Unity

Summary of the Unit: Unity (also called harmony) is an important principle of design that gives the artwork a sense of cohesion or coherence. Students will use a variety of media and techniques to create an artwork that focuses on the principle of unity.

- Dominance
- Repetition of visual units
- Use of color to create unity
- Surface quality

Assessment and/ or Summative Criteria to Demonstrate Mastery of the Unit:

The student will be able to…

- Discuss unity in the environment, nature, art, and designs
- Demonstrate knowledge of historical forms of expression utilizing unity.
- Communicate the aesthetic qualities of art works utilizing unity through oral and written analysis and critiques.
- Design Project- Sneakers/Shoe or Bag/Purse
- Landscape Agamograph

Summative Assessments:

Exams, Rubrics and Digital Portfolio Review

Formative Assessments:

Exit slips, Teacher observations and Check-in points.

Instructional Materials:

Paper:parchment/kraft/newsprint/watercolor/artist boards, Pencils: graphite/colored/metallic/watercolor/blender, Pens: technical/Speedball, Erasers: kneaded/pink/gum/plastic, Ink: India/pigmented drawing, Brushes: watercolor/acrylic, Markers: permanent/ broad/fine point/metallic/brush/calligraphy, Pencil sharpeners, Paper cutter, scissors, Rulers/t-squares/triangles, Templates, Wooden Dowels, Shrinky-Dinks, Wire, Yarn/String, Internet, Supplementary art texts, DVDs, Computer/color printer/scanner, Magazines: Scholastic Art; School Arts; Artist Magazine; Art News; American Artist; Art in America

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Topic/ Selection	Suggested Timeline per topic	General Objectives	Instructional Activities	New Jersey Student Learning Standards/ NGSS, etc.
Unity Design Shoe/Bag	4 blocks	Students will be able to analyze how repetition of certain elements creates unity within their drawing of a shoe or bag.	Students will use templates of a shoe or bag to create their own design. Adding details with sharpie and colored pencils.	1.5.12prof.Cr1a 1.5.12prof.Cr2b 1.5.12prof.Pr5a 1.5.12prof.Re7a 1.5.12prof.Cn10a
Unity Agamograph Landscape- Yaacov Agam	5 blocks	Students will create two drawings of the same landscape. The two landscapes should have some form of contrast to make them slightly different but still unified.	Students will create one landscape and then trace it to create a copy. Students will use oil pastels to add contrasting colors or designs. Landscapes will be cut into 1 inch strips and then arranged in alternating pattern and folded like an accordion to create the agamograph.	1.5.12prof.Cr1a 1.5.12prof.Cr2b 1.5.12prof.Pr5a 1.5.12prof.Re7a 1.5.12prof.Cn10a

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Unit 9: Contrast

Summary of the Unit: Contrast refers to the arrangement of opposite elements and effects. Students will use a variety of media and techniques to create an artwork that focuses on the principle of unity.

Contrast of:
- o Line
- o Shape, form and size
- o Dark and light
- o Color
- o Texture
- o Time, style, and ideas

Assessment and/ or Summative Criteria to Demonstrate Mastery of the Unit:
 The student will be able to…

- ● Discuss contrast in the environment, nature and art.
- ● Demonstrate knowledge of historical forms of expression utilizing contrast.
- ● Communicate the aesthetic qualities of art works utilizing contrast through oral and written analysis and critiques.
- ● Create a Pop Art portrait painting using color contrasts similar to Warhol

Summative Assessments:
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Contrast Pop Art Portrait	5 blocks	Students will identify characteristics of the pop art movement. Students will be able to pull prints to achieve a 4 series portrait in pop art style.	Students will use computers to posterize a picture of themselves to make them in the pop art style. Students will then transfer their pop art portrait onto a printing block (styrofoam or linoleum) Use ink to transfer print onto contrasting background colors.	1.5.12prof.Cr1a 1.5.12prof.Cr1b 1.5.12prof.Cr2b 1.5.12prof.Pr5a 1.5.12prof.Re7a 1.5.12prof.Re7b 1.5.12prof.Cn10a
Contrast Notan	3 blocks	Students will understand principles of design: contrast and balance as well as art elements shape and space (positive and negative). Students will be able to create a design with contrasting colors.	Using an exacto knife, students will cut precise designs on paper to achieve detailed notans.	1.5.12prof.Cr1a 1.5.12prof.Cr2b 1.5.12prof.Pr5a 1.5.12prof.Pr6a 1.5.12prof.Re7a 1.5.12prof.Cn10a 1.5.12prof.Cn11a

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ELA-NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

Unit 10: Emphasis

Summary of the Unit: Emphasis is the part of design that catches the viewer's attention. Students will use a variety of media and techniques to create an artwork that focuses on the principle of emphasis.
- Emphasizing one element of design: line, or shape and form, value, color, space or texture
- Using simplicity
- Using placement and grouping
- Using size and repetition

Assessment and/ or Summative Criteria to Demonstrate Mastery of the Unit:
The student will be able to…

- Discuss emphasis in the environment, nature and art.
- Demonstrate knowledge of historical forms of expression utilizing emphasis.
- Communicate the aesthetic qualities of art works utilizing emphasis through oral and written analysis and critiques.
- Create a photomontage of magazine images that emphasizes one center of interest.
- Depict one subject in three different media.

Summative Assessments:
Exams, Rubrics and Digital Portfolio Review

Formative Assessments:
Exit slips, Teacher observations and Check-in points.

Instructional Materials:
Paper:parchment/kraft/newsprint/watercolor/artist boards, Pencils: graphite/colored/metallic/watercolor/blender, Pens: technical/Speedball, Erasers: kneaded/pink/gum/plastic, Ink: India/pigmented drawing, Brushes: watercolor/acrylic, Markers: permanent/ broad/fine point/metallic/brush/calligraphy, Pencil sharpeners, Paper cutter, scissors, Rulers/t-squares/triangles, Templates, Internet, Supplementary art texts, DVDs, Computer/color printer/scanner, Magazines: Scholastic Art; School Arts; Artist Magazine; Art News; American Artist; Art in America

Please include resource links in the boxes above.

Topic/ Selection	Suggested Timeline per topic	General Objectives	Instructional Activities	New Jersey Student Learning Standards/ NGSS, etc.
Emphasis Magazine Collage	5 blocks	The students will be able to pick a subject and figure out ways to emphasize their subject. Students could either emphasize by making a single dominant element, or create a focal point through contrast, isolation, location, convergence or the unusual.	Students will cut images from magazines to create their collage and mod podge onto an artist board. Students may use other types of paper to enhance the final outcome.	1.5.12prof.Cr1a 1.5.12prof.Cr2b 1.5.12prof.Pr5a 1.5.12prof.Re7a 1.5.12prof.Cn10a

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Suggested Modifications for Special Education, 504, English Language Learners, RTI and Gifted Students:
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Suggested Modifications by Grade level

Students with Disabilities & 504: Use of visual and multisensory formats, Use of assisted technology, Use of prompts, Modification of content and student products, Testing accommodations, Authentic assessments.

English Language Learners: Pre-teaching of vocabulary and concepts, Visual learning, including graphic organizers, Use of cognates to increase comprehension, Teacher modeling, Pairing students with beginning English language skills with students who have more advanced English language skills, Scaffolding (word walls, sentence frames, think-pair-share, cooperative learning group).

Bilingual: Use of pre-translated Spanish material, allow for extended time and alternate (Spanish language) responses, verbal and written instructions given in Spanish language when needed, one on one conferences, repeat and rephrase often, regularly check for understanding, frequent reviews.

Gifted Students: Adjusting the pace of lessons, Curriculum compacting, Inquiry-based instruction, Independent study, Higher-order thinking skills, Interest based content, Student-driven, Real-world problems and scenarios.

RTI: Ask students to restate information, directions, and assignments, Repetition and practice Model skills / techniques to be mastered, Extended time to complete class work, Graphic organizers, More conferencing time, Partner work.

Suggested Technological Innovations/ Use:

Webquests, Blendspace, Zunal, Google Classroom, Youtube, Digital Camera, Photo software

8.1.12.CS.2: Model interactions between application software, system software, and hardware.

8.1.12.NI.3: Explain how the needs of users and the sensitivity of data determine the level of security implemented.

8.1.12.IC.1: Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices.

8.1.12.DA.1: Create interactive data visualizations using software tools to help others better understand real world phenomena, including climate change.

8.1.12.AP.6: Create artifacts by using procedures within a program, combinations of data and procedures, or independent but interrelated programs.

8.1.12.AP.9: Collaboratively document and present design decisions in the development of complex programs.

Interdisciplinary Connections & 21st Century Connections:

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9.1.2.CAP.3: Define entrepreneurship and social entrepreneurship

9.2.12.CAP.2: Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs.

9.2.12.CAP.6: Identify transferable skills in career choices and design alternative career plans based on those skills.

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

9.4.12.CI.2: Identify career pathways that highlight personal talents, skills, and abilities

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Unit 11: Pattern

Summary of the Unit: Pattern is the repetition of more than one design element. While repetition focuses on a single element being repeated, patterns refers to multiple elements repeated throughout a design. Students will use a variety of media and techniques to create an artwork that focuses on the principle of pattern.
- Patterns in nature
- Patterns in manufactured designs
- Basic types of planned patterns: rows, grids, half-drop designs, alternating, radial, borders and bands
- Random patterns

Assessment and/ or Summative Criteria to Demonstrate Mastery of the Unit:
The student will be able to…

- Discuss patterns in the environment, nature and art.
- Demonstrate knowledge of historical forms of expression utilizing pattern.
- Communicate the aesthetic qualities of art works utilizing pattern through oral and written analysis and critiques.
- Create a grid pattern

Summative Assessments:
Exams, Rubrics and Digital Portfolio Review

Formative Assessments:
Exit slips, Teacher observations and Check-in points.

Instructional Materials:
Paper:parchment/kraft/newsprint/watercolor/artist boards, Pencils: graphite/colored/metallic/watercolor/blender, Pens: technical/Speedball, Erasers: kneaded/pink/gum/plastic, Ink: India/pigmented drawing, Brushes: watercolor/acrylic, Markers: permanent/ broad/fine point/metallic/brush/calligraphy, Pencil sharpeners, Paper cutter, scissors, Rulers/t-squares/triangles, Templates, Internet, Supplementary art texts, DVDs, Computer/color printer/scanner, Magazines: Scholastic Art; School Arts; Artist Magazine; Art News; American Artist; Art in America

Please include resource links in the boxes above.

Topic/ Selection	Suggested Timeline per topic	General Objectives	Instructional Activities	New Jersey Student Learning Standards/ NGSS, etc.
Pattern Grid Design	6 blocks	The students will understand pattern to create a cohesive design	Students will utilize four different backgrounds running horizontally, and four different objects running vertically throughout the integrated design. Use tracing paper to transfer designs from grid square to grid square.	1.5.12prof.Cr1a 1.5.12prof.Cr1b 1.5.12prof.Cr2b 1.5.12prof.Cr3a 1.5.12prof.Pr5a 1.5.12prof.Re7a 1.5.12prof.Cn10a

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Suggested Technological Innovations/ Use:

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9.2.12.CAP.2: Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs.

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Unit 12: Movement and Rhythm

Summary of the Unit: Rhythm is a principle of design that suggests movement or action. Rhythm is usually achieved through repetition of lines, shapes, colors and more. It creates a visual tempo in artwork and provides a path for the viewer's eye to follow. Students will use a variety of media and techniques to create an artwork that focuses on the principles of movement and rhythm .

- Actual movement
- Recorded movement
- Compositional movement in three- and two-dimensional art
- Types of rhythms: regular, flowing, alternating, progressive, and unexpected

Assessment and/ or Summative Criteria to Demonstrate Mastery of the Unit:

The student will be able to…

- Discuss movement and rhythm in the environment, nature and art.
- Demonstrate knowledge of historical forms of expression utilizing movement and rhythm.
- Communicate the aesthetic qualities of art works utilizing movement and rhythm through oral and written analysis and critiques.
- Design a music poster that contains flowing bands of lyrics in the background of the design – creating rhythm in the negative space.
- Create a series of drawings that show metamorphosis.

Summative Assessments:

Exams, Rubrics and Digital Portfolio Review

Formative Assessments:

Exit slips, Teacher observations and Check-in points.

Instructional Materials:

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Keansburg School District - Curriculum Guide

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Rhythm/Movement Musician Portrait	5 blocks	Students will demonstrate an understanding of movement with lyrics around a musician drawing.	Students will create a posterized image of a musician and transfer it to paper filling it in with permanent marker. Behind the musician the students will create movement with biomorphic lettering using lyrics. Lettering and background should also be colored in using alcohol and permanent markers.	1.5.12prof.Cr1a 1.5.12prof.Cr2b 1.5.12prof.Pr5a 1.5.12prof.Re7a 1.5.12prof.Re7b 1.5.12prof.Re8a 1.5.12prof.Cn10a 1.5.12.prof.Cn11a
Rhythm/Movement metamorphasis	4 blocks	Students will be able to demonstrate critical thinking through the following: ● Imagination ● Drawing skills ● observation Students will be able to transform one thing into another through a series of drawings	Students will create a detailed pencil drawing of one object. Then in the next 2-3 drawings the object will start to transform into something new. The 4th or 5th final drawing should be a completely new object. Students will shade or color with value in colored pencils.	1.5.12prof.Cr1a 1.5.12prof.Cr2b 1.5.12prof.Pr5a 1.5.12prof.Re7a 1.5.12prof.Re9.a 1.5.12prof.Cn10a

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