Visual Arts Curriculum

Foundations of Fine Art Lab

Grade 9
**Course Description**

Students will work on application of themes and concepts explored (Taken in conjunction with Foundations of Art.) Students will compare and contrast various masterworks of art from diverse cultures, and identify elements of the works that relate to specific cultural heritages. Furthermore students will incorporate various art elements and the principles of balance, harmony, unity, emphasis, proportion and rhythm/movement in the creation of two- and three-dimensional artworks, using a broad array of art media and art mediums to enhance the creative process. Identify genres of art (including realism, abstract/nonobjective art, and conceptual art) within various contexts using appropriate art vocabulary, and hands-on visual problems using a variety of genre styles.
<table>
<thead>
<tr>
<th>#</th>
<th>Student Learning Objective</th>
<th>NJCCCS</th>
</tr>
</thead>
</table>
| 1  | Elements of Art - Introduction to the basic components of color, line, texture, shape, form, and space and how they relate to the visual vocabulary used by an artist | 1.1.8.D.1 describe the intellectual and emotional significance conveyed by the application of elements of art and principles of design in different historical eras and cultures  
1.1.8.D2 Compare and contrast various masterworks of art from diverse cultures, and identify elements of the works that relate to specific cultural heritages  
1.3.8.D1 Incorporate various art elements and the principles of balance, harmony, unity, emphasis, proportion and rhythm/movement in the creation of two- and three-dimensional artworks, using a broad array of art media and art mediums to enhance the creative process.  
1.3.8.D3 Identify genres of art (including realism, abstract/nonobjective art, and conceptual art) within various contexts using appropriate art vocabulary, and hands-on visual |
<p>| 2 | Principles of Art | 1.1.8.D.1 describe the intellectual and emotional significance conveyed by the application of elements of art and principles of design in different historical eras and cultures 1.1.8.D2 Compare and contrast various masterworks of art from diverse cultures, and identify elements of the works that relate to specific cultural heritages 1.3.8.D1 Incorporate various art elements and the principles of balance, harmony, unity, emphasis, proportion and rhythm/movement in the creation of two- and three-dimensional artworks, using a broad array of art media and art mediums to enhance the creative process. 1.3.8.D3 Identify genres of art (including realism, abstract/nonobjective art, and conceptual art) within various contexts using appropriate art vocabulary, and hands-on visual problems using a variety of genre styles |</p>
<table>
<thead>
<tr>
<th></th>
<th>Lettering/Layout Design</th>
<th>1.2.8.A.1 Technological changes have and will continue to substantially influence the development and nature of the arts. Technological changes have and will continue to substantially influence the development and nature of the arts.</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Art Criticism/Portfolio</td>
<td>1.4.12.B. Formulate criteria for arts evaluation using the principles of positive critique and observation of the elements of art and principles of design, and use the criteria to evaluate works of dance, music, theatre, visual, and multimedia artwork from diverse cultural contexts and historical eras.</td>
</tr>
</tbody>
</table>
| 5 | Art History             | 1.4.8.A.1 Generate observational and emotional responses to diverse culturally and historically specific works of visual art.  
  1.4.8.A.2 Identify works of art that are used for utilitarian and non-utilitarian purposes.  
  1.4.8.A.3 Distinguish among artistic styles, trends and movements in visual art. |
Educational Technology

Standards

8.2.5.A.1, 8.2.5.A.3, 8.2.5.B.2, 8.2.5.B.4, 8.2.5.B.6, 8.2.5.C.1, 8.2.5.C.2, 8.2.5.C.7, 8.2.5.D.1, 8.2.5.D.6, 8.2.5.E.3

➢ Creativity and Innovation
  • Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.
  • Apply existing knowledge to generate new ideas, products, or processes
  • Create original works as a means of personal or group expression
  • Use models and simulations to explore complex systems and issues
  • Identify trends and forecast possibilities

➢ Critical Thinking, Problem Solving, Decision Making
  • Students use critical thinking skills to plan
  • and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.
  • Identify and define authentic problems and significant questions for investigation
  • Plan and manage activities to develop a solution or complete a project
  • Collect and analyze data to identify solutions and/or make informed decisions
  • Use multiple processes and diverse perspectives to explore alternative solutions

(from http://www.iste.org)
# Differentiated Instruction

**Accommodate Based on Students Individual Needs: Strategies**

<table>
<thead>
<tr>
<th><strong>Time/General</strong></th>
<th><strong>Processing</strong></th>
<th><strong>Comprehension</strong></th>
<th><strong>Recall</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>● Extra time for assigned tasks</td>
<td>● Extra Response time</td>
<td>● Precise step-by-step directions</td>
<td>● Teacher-made checklist</td>
</tr>
<tr>
<td>● Adjust length of assignment</td>
<td>● Have students verbalize steps</td>
<td>● Short manageable tasks</td>
<td>● Use visual graphic organizers</td>
</tr>
<tr>
<td>● Timeline with due dates for reports and projects</td>
<td>● Repeat, clarify or reword directions</td>
<td>● Brief and concrete directions</td>
<td>● Reference resources to promote independence</td>
</tr>
<tr>
<td>● Communication system between home and school</td>
<td>● Mini-breaks between tasks</td>
<td>● Provide immediate feedback</td>
<td>● Visual and verbal reminders</td>
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<tr>
<td>● Provide lecture notes/outline</td>
<td>● Provide a warning for transitions</td>
<td>● Small group instruction</td>
<td>● Graphic organizers</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Assistive Technology</strong></th>
<th><strong>Tests/Quizzes/Grading</strong></th>
<th><strong>Behavior/Attention</strong></th>
<th><strong>Organization</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>● Computer/whiteboard</td>
<td>● Extended time</td>
<td>● Consistent daily structured routine</td>
<td>● Individual daily planner</td>
</tr>
<tr>
<td>● Tape recorder</td>
<td>● Study guides</td>
<td>● Simple and clear classroom rules</td>
<td>● Display a written agenda</td>
</tr>
<tr>
<td>● Spell-checker</td>
<td>● Shortened tests</td>
<td>● Frequent feedback</td>
<td>● Note-taking assistance</td>
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<tr>
<td>● Audio-taped books</td>
<td>● Read directions aloud</td>
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<td>● Color code materials</td>
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</tbody>
</table>
Enrichment

Accommodate Based on Students' Individual Needs: Strategies

- Adaption of Material and Requirements
- Evaluate Vocabulary
- Elevated Text Complexity
- Additional Projects
- Independent Student Options
- Projects completed individual or with Partners
- Self Selection of Research
- Tiered/Multilevel Activities
- Learning Centers
- Individual Response Board
- Independent Book Studies
- Open-ended activities
- Community/Subject expert mentorships
## Assessments

### Suggested Formative/Summative Classroom Assessments

- Timelines, Maps, Charts, Graphic Organizers
- Unit Assessments, Chapter Assessments, Quizzes (art history content, elements and principles content)
- Critiques/Reflection time
- Accountable Talk, Debate, Oral Report, Role Playing, Think Pair, and Share
- Projects, Portfolio, Presentations, Prezi, Gallery Walks
- Homework
- Essays, Short Answers
- Thumbnail sketches, Blueprints, Timelines, Maps, Charts, Graphic Organizers
- Artists statements
- Rubrics
Career Ready Practices

Standards

CRP2, CRP4, CRP5, CRP6, CRP7, CRP8, CRP10, CRP11, CRP12

- **CRP2. Apply appropriate academic and technical skills.** Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.

- **CRP4. Communicate clearly and effectively and with reason.** Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others’ time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.
CRP5. Consider the environmental, social and economic impacts of decisions.
Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.

CRP6. Demonstrate creativity and innovation.
Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.

CRP7. Employ valid and reliable research strategies.
Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use reliable research process to search for new information. They evaluate
the validity of sources when considering the use and adoption of external information or practices in their workplace situation.

- **CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.** Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.

- **CRP11. Use technology to enhance productivity.** Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.

- **CRP12. Work productively in teams while using cultural global competence.** Career-ready individuals positively contribute to every team, whether formal or informal. They apply an
<table>
<thead>
<tr>
<th>Career Ready Practices</th>
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<tbody>
<tr>
<td>awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.</td>
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</tbody>
</table>
New Jersey Core Curriculum Content Standards (NJCCCS):

❖ 1.1.12.D.1

**Content Statement:** Common themes exist in artwork from a variety of cultures across time and are communicated through metaphor, symbolism, and allegory.

**Cumulative Progress Indicator:** Distinguish innovative applications of the elements of art and principles of design in visual artworks from diverse cultural perspectives and identify specific cross-cultural themes.

❖ 1.1.12.D.2

**Content Statement:** Stimuli for the creation of artworks can come from many places, including other arts disciplines.

**Cumulative Progress Indicator:** Translate literary, musical, theatrical, and dance compositions by using them as stimulus/inspiration for corresponding visual artworks.

❖ 1.2.12.A.1

**Content Statement:** Cultural and historical events impact art-making as well as how audiences respond to works of art.

**Cumulative Progress Indicator:** Determine how dance, music, theatre, and visual art have influenced world cultures throughout history.

❖ 1.2.12.A.2

**Content Statement:** Access to the arts has a positive influence on the quality of an individual’s lifelong learning, personal expression, and contributions to community and global citizenship.

**Cumulative Progress Indicator:** Justify the impact of innovations in the arts (e.g., the availability of music online) on societal norms and habits of mind in various historical eras.

❖ 1.2.8.A.3

**Content Statement:** The arts reflect cultural mores and personal aesthetics throughout the ages.

**Cumulative Progress Indicator:** The arts reflect cultural mores and personal aesthetics throughout the ages.
1.3.8.D.1
**Content Statement:** The creation of art is driven by the principles of balance, harmony, unity, emphasis, proportion, and rhythm/movement.

**Cumulative Progress Indicator:** Incorporate various art elements and the principles of balance, harmony, unity, emphasis, proportion, and rhythm/movement in the creation of two- and three-dimensional artworks, using a broad array of art media and art mediums to enhance the expression of creative ideas (e.g., perspective, implied space, illusionary depth, value, and pattern).

1.3.8.D.2
**Content Statement:** Themes in art are often communicated through symbolism, allegory, or irony. There are a wide variety of art mediums, each having appropriate tools and processes for the production of artwork. Fluency in these mediums, and the use of the appropriate tools associated with working in these mediums, are components of art-making.

**Cumulative Progress Indicator:** Apply various art media, art mediums, technologies, and processes in the creation of allegorical, theme-based, two- and three-dimensional works of art, using tools and technologies that are appropriate to the theme and goals.

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

**Cumulative Progress Indicator:** Identify common and distinctive characteristics of genres of visual artworks (e.g., realism, surrealism, abstract/nonobjective art, conceptual art, and others) using age-appropriate terminology, and experiment with various compositional approaches influenced by these genres.

1.3.8.D.4
**Content Statement:** The artist’s understanding of the relationships among art media, methodology, and visual statement allows the artist to use expressionism, abstractionism (nonobjective art), realism/naturalism, impressionism, and other genre styles to convey ideas to an audience.

**Cumulative Progress Indicator:** The artist’s understanding of the relationships among art media, methodology, and visual statement allows the artist to use expressionism, abstractionism (nonobjective art), realism/naturalism, impressionism, and other genre styles to convey ideas to an audience.

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

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

❖ 1.4.12.A.1

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

Cumulative Progress Indicator: Use contextual clues to differentiate between unique and common properties and to discern the cultural implications of works of dance, music, theatre, and visual art.

❖ 1.4.12.A.2

Content Statement: Contextual clues within artworks often reveal artistic intent, enabling the viewer to hypothesize the artist’s concept.

Cumulative Progress Indicator: Speculate on the artist’s intent, using discipline-specific arts terminology and citing embedded clues to substantiate the hypothesis.

❖ 1.4.12.A.3

Content Statement: Artistic styles, trends, movements, and historical responses to various genres of art evolve over time.

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

❖ 1.4.12.A.4

Content Statement: Criteria for assessing the historical significance, craftsmanship, cultural context, and originality of art are often expressed in qualitative, discipline-specific arts terminology.

Cumulative Progress Indicator: Evaluate how exposure to various cultures influences individual, emotional, intellectual, and kinesthetic responses to artwork.

❖ 1.4.12.B.1
Content Statement: Archetypal subject matter exists in all cultures and is embodied in the formal and informal aspects of art.

Cumulative Progress Indicator: Formulate criteria for arts evaluation using the principles of positive critique and observation of the elements of art and principles of design, and use the criteria to evaluate works of dance, music, theatre, visual, and multimedia artwork from diverse cultural contexts and historical eras.

❖ 1.4.12.B.2

Content Statement: The cohesiveness of a work of art and its ability to communicate a theme or narrative can be directly affected by the artist’s technical proficiency as well as by the manner and physical context in which it is performed or shown.

Cumulative Progress Indicator: Evaluate how an artist’s technical proficiency may affect the creation or presentation of a work of art, as well as how the context in which a work is performed or shown may impact perceptions of its significance/meaning.

❖ 1.4.12.B.3

Content Statement: Art and art-making reflect and affect the role of technology in a global society.

Cumulative Progress Indicator: Determine the role of art and art-making in a global society by analyzing the influence of technology on the visual, performing, and multimedia arts for consumers, creators, and performers around the world.
Interdisciplinary Connections

Foundations of Art has interdisciplinary connections with creative writing. It combines the process of interpreting a short story or poem and creating a piece of art that reflects its meaning. The emphasis is on building students’ ability to create an effective art piece in response to controversial issues. The artist needs to explore various hues, tints and shades. This learning project promotes the students’ ability to examine personal and political issues and to make meaningful artistic connections.

The students must also learn how to use a ruler/yardstick to measure properly and to create artwork that is proportionally correct.

Students must be able to demonstrate cultural/social issues in their artwork.

The goal is to ensure students to develop life skills that stress the importance of understanding and communication.

In addition, students learn how to apply rubric criteria to evaluate themselves and others.
### Grade: 9

### Unit: Elements of Art

### Topic: Color

**Description:** Students will be able to identify hue, value, intensity as the properties of color

<table>
<thead>
<tr>
<th>NJDOE Student Learning Objective</th>
<th>Essential Questions</th>
<th>Skills</th>
<th>Resources</th>
<th>Sample Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Analyze skills, media, methods, and technology, when creating art work. 1.1.12.D1 1.2.12.A1 1.3.12.D1</td>
<td>What are the three properties of color?</td>
<td>All students will demonstrate an understanding of the elements and principles that govern the creation of works of art. All students will synthesize skills, media, methods, and technologies that are appropriate to creating works of art. All students will demonstrate and apply an understanding of art philosophies, judgment, and analysis to works of visual art</td>
<td>ARTTALK Art in Focus Instructor Internet Color Wheel</td>
<td>Students will use acrylic paint to paint a cubist self portrait</td>
</tr>
<tr>
<td>Evaluate the elements and principles that govern art collection. 1.1.12.D1</td>
<td>What is the color wheel?</td>
<td>All students will demonstrate an understanding of the elements and principles that govern the creation of works of art. All students will synthesize skills, media, methods, and technologies that are appropriate to creating works of art. All students will demonstrate and apply an understanding of art philosophies, judgment, and analysis to works of visual art.</td>
<td>ARTTALK Art in Focus Instructor Internet Color Wheel</td>
<td>Students will paint a self portrait using one hue for the face</td>
</tr>
<tr>
<td>Investigate the philosophies, judgements, and work of visual arts. 1.1.12.D1</td>
<td>What is the difference between tint and shade?</td>
<td>All students will demonstrate an understanding of the elements and principles that govern the creation of works of art. All students will synthesize skills, media, methods, and technologies that are appropriate to creating works of art. All students will demonstrate and apply an understanding of art philosophies, judgment, and analysis to works of visual art.</td>
<td>ARTTALK Art in Focus Instructor Internet</td>
<td>Students will paint a cubist self portrait using tints and shades of one color</td>
</tr>
<tr>
<td>Demonstrate knowledge of self-portrait using the elements and philosophies analyzed. 1.2.12.A1</td>
<td>What is a monochromatic color?</td>
<td>All students will demonstrate an understanding of the elements and principles that govern the creation of works of art. All students will synthesize skills, media, methods, and technologies that are appropriate to creating works of art. All students will demonstrate and apply an understanding of art philosophies, judgment, and analysis to works of visual art.</td>
<td>Instructor Internet</td>
<td>Students will paint a self-portrait using one color</td>
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</tr>
<tr>
<td>Evaluate colors, face and background that create a unique self-Portrait. 1.1.1.12.D1 1.3.12.D1 1.4.12.B2</td>
<td>What types of colors, when placed side by side, seem to vibrate?</td>
<td>All students will demonstrate an understanding of the elements and principles that govern the creation of works of art. All students will synthesize skills, media, methods, and technologies that are appropriate to creating works of art.</td>
<td>Instructor Internet</td>
<td>Students will paint a cubist self-portrait using one color for the face and using its compliment for the background.</td>
</tr>
</tbody>
</table>
All students will demonstrate and apply an understanding of art philosophies, judgment, and analysis to works of visual art.

## Unit Vocabulary

| **Color Theory:** | prism, color wheel, color groups: primary, secondary, complementary, tertiary, analogous, warm, cool. color schemes, hue, neutral, contrast, triad, value, monochromatic, tint, shade, tone, intensity, bright, dull, contrast, red, blue, yellow, green, purple, orange, brown, non-colors black and white, indigo, magenta, pixels, resolution, Impressionism, blending, mixing, strokes, layering, applied pressure, watercolor paper, drawing paper, medium weight, light weight texture, brush, natural fibers, sable, synthetic fibers, man made, color pencil, drawing pencil. |
| **Principles and Elements of Art/Design:** balance, emphasis, harmony, variety, rhythm, proportion, color, hue, intensity, value, line, texture, shape, form, negative space, positive space, foreground, middleground, background, dimension, value, hatching, crosshatching, pattern, motif, module |
| **Drawing Skills:** drawing pencil, ebony pencil, H and B pencils, medium, perspective, proportion, value, tint, cast, shade, tone, gray scale, contrast, chiaroscuro, foreground, middleground, background, perspective, implied lines, movement |
| **Critique:** aesthetics, creativity, originality, craftsmanship, responsibility, work expectations, progress, effort, preparation, communication |