Visual Arts Curriculum

Grade: 11

Course: Fine Art II Lab
Course Description

Working from still life displays, landscape photo references and other inspirational sources, the students will further explore the technical, formal and creative aspects of painting original artworks with acrylics or oil paints. Lessons will focus on methods used to produce successful oil and acrylic paintings including color mixing, composition, color theory, and use of acrylic gels and additives for texture. Paintings will focus on historical as well as modern techniques.

- Be able to identify various artists and interpret their artistic styles;
- Demonstrate the ability to represent human and still life forms;
- Be able to render a collage using recycled materials
- Be able to complete a realistic, lifelike painting
- Define the techniques of acrylic and oil painting
- Students must take pre-requisite Foundations of Art, Fine Art 1

Course Objectives

Students work on developing portfolio and projects at increasing levels of technical proficiency and artistic interpretation for submission in exhibits, college applications, competitions and community events. [Taken in conjunction with Fine Art II. This course is a supplement and intended to offer the students time to work on projects in a concentrated and intensive manner.]
## Methods of Instruction

**Teacher Coaching**

Individual and collaborative problem-solving & decision-making

**Individual Instruction**

Small group instruction

**Peer tutoring**

**Guest Speakers**

Training manuals and Online tutorials

**Making thinking visible**

**Note-taking**

Model (I Do), Guided Practice (We Do),
Independent Practice (You Do)
<table>
<thead>
<tr>
<th>#</th>
<th>Student Learning Objective</th>
<th>NJCCCS</th>
</tr>
</thead>
</table>
| 1  | Recycle Art                         | 1.1.12.D.1  
1.2.12.A.1  
1.2.12.A.2  
1.3.12.D.1  
1.3.12.D.2  
1.3.12.D.3  
1.3.12.D.4  
1.3.12.D.4  
1.4.12.A.1  
1.4.12.A.2  
1.4.12.A.3  
1.4.12.A.4  
1.4.12.B.1  
1.4.12.B.2  
1.4.12.B.3 |
| 2  | Realistic Still Life Painting       | 1.1.12.D.1  
1.1.12.D.2  
1.2.12.A.1  
1.2.12.A.2  
1.3.12.D.1  
1.3.12.D.2  
1.3.12.D.3  
1.3.12.D.4  
1.3.12.D.5  
1.4.12.A.1  
1.4.12.A.2  
1.4.12.A.3  
1.4.12.A.4 |

**Timeline**

This course has been designed based on a Spiral Curriculum – all areas of study are practiced at the same time and at each student’s individual pace, yielding the skills needed to be a successful commercial artist.
<p>| | | |</p>
<table>
<thead>
<tr>
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</table>
| 3 | Modern Pet Painting | 1.1.12.D.1  
   |   | 1.1.12.D.2  
   |   | 1.2.12.A.1  
   |   | 1.2.12.A.2  
   |   | 1.3.12.D.1  
   |   | 1.3.12.D.2  
   |   | 1.3.12.D.3  
   |   | 1.3.12.D.4  
   |   | 1.3.12.D.5  
   |   | 1.4.12.A.1  
   |   | 1.4.12.A.2  
   |   | 1.4.12.A.3  
   |   | 1.4.12.A.4  
   |   | 1.4.12.B.1  
   |   | 1.4.12.B.2  |
| 4 | Art Criticism/Portfolio | 1.4.12.A.1  
    |   | 1.4.12.A.2  
    |   | 1.4.12.A.3  
    |   | 1.4.12.A.4  |
| 5 | Art History | 1.2.12.A.1  
    |   | 1.2.12.A.2  
    |   | 1.4.12.A.3  
    |   | 1.4.12.A.4  
<pre><code>|   | 1.4.12.B.1  |
</code></pre>
<table>
<thead>
<tr>
<th>Technology Operations and Concepts</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Create a personal digital portfolio, which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Creativity and Innovation</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Apply previous content knowledge by creating and piloting a digital learning game or tutorial.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Communication and Collaboration</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Develop an innovative solution to a real world problem or issue in collaboration with peers and experts, and present ideas for feedback through social media or in an online community.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Digital Citizenship</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Research and Information Literacy</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Produce a position statement about a real world problem by developing a systematic plan of investigation with peers and experts synthesizing information from multiple sources.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Critical Thinking, Problem Solving, Decision Making</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Evaluate the strengths and limitations of emerging technologies and their impact on educational, career, personal and or social needs.</td>
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</tbody>
</table>
## Career Ready Practices

**Career Ready Practices** describe the career-ready skills that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increase college, career, and life success. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study.

### CRP1. Act as a responsible and contributing citizen and employee
Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.

### 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.

### CRP3. Attend to personal health and financial well being.
Career-ready individuals understand the relationship between personal health, workplace performance and personal well-being; they act on that understanding to regularly practice healthy diet, exercise and mental health activities. Career-ready individuals also take regular action to contribute to their personal financial well-being, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.

### 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.

**CRP9. Model integrity, ethical leadership and effective management.**
Career-ready individuals consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others’ action, attitudes and/or beliefs. They recognize the near-term and long-term effects that management’s actions and attitudes can have on productivity, morals and organizational culture.

**CRP10. Plan education and career paths aligned to personal goals.**
Career-ready individuals take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all
### Career Ready Practices

Career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.

**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 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.
## Differentiated Instruction

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

<table>
<thead>
<tr>
<th>Time/General</th>
<th>Processing</th>
<th>Comprehension</th>
<th>Recall</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>
</tr>
<tr>
<td>• Provide lecture notes/outline</td>
<td>• Provide a warning for transitions</td>
<td>• Small group instruction</td>
<td>• Graphic organizers</td>
</tr>
<tr>
<td></td>
<td>• Reading partners</td>
<td>• Emphasize multi-sensory learning</td>
<td></td>
</tr>
</tbody>
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<table>
<thead>
<tr>
<th>Assistive Technology</th>
<th>Tests/Quizzes/Grading</th>
<th>Behavior/Attention</th>
<th>Organization</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>
</tr>
<tr>
<td>• Audio-taped books</td>
<td>• Read directions aloud</td>
<td></td>
<td>• Color code materials</td>
</tr>
</tbody>
</table>
## Enrichment

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

- Adaptation 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
<table>
<thead>
<tr>
<th>Assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Suggested Formative/Summative Classroom Assessments</strong></td>
</tr>
</tbody>
</table>
| - Artists statements  
- Unit Assessments, Quizzes (art history content, elements and principles content)  
- Critiques/Reflection time  
- Accountable Talk, Debate, Oral Report, Roleplaying, Think Pair, and Share  
- Projects, Portfolio, Presentations, Prezi, Gallery Walks  
- Google Classroom -Written Classwork, Tutorials, Homework  
- Self-Reflection Analysis Form (question, answer format- analyzing finished art work), Short Answers  
- Thumbnail sketches, Color Schemes, Posters, Advertisements, Graphic Charts, Illustrations, Real Life Drawing Skills  
- Artists statements  
- Rubrics/Scoring sheet for Self and Peer |
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.

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Interdisciplinary Connections

**English Language Arts:** Fine Art 11 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.

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

**Social Studies:** Students demonstrate cultural/social issues in their artwork, and understand the effect of historical periods/events on artists, artistic movements, and general aesthetic sensibilities.

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

**Critique:** students learn how to apply rubric criteria to evaluate themselves and others
### Student Learning Objective
Students will learn how to recycle found objects and make them into art

### Essential Questions
- What traditional mediums are used to create art?
- Can you name untraditional things that can be made into art?
- How does each particular medium convey meaning?
- What is scale?
- What message are you trying to communicate in your artwork?
- How do you know if your artwork is successful?

### Skills
- Create visual solutions using direct observation and imagination to explore the art principle balance using found objects.
- Identify scale and proportion in artworks.
- Create visual solutions using direct observation to reflect correct proportions.
- Compare and contrast the use of proportion in personal artworks and those of others.

### Resources
- ARTTALK
- Art in Focus
- The Complete "Masters of the Poster"
- Layout Index
- Instructor
- Internet
- Color Wheel

### Sample Activities
- Students will gather found objects that have interest to them
- Students will create sketches demonstrating a given idea
- Students will create a piece of art that demonstrates meaning
- Students will research past and current artists and sculptors who use nontraditional media, and critique three of their noted works in a written composition.
- Students will create pieces of artwork using a written description as a guide (akin to cooking)
Grade 11

| Unit: 2 |
| Still Life Painting |

**Topic: Realism Painting**

Description: Students will create a still life painting that is aesthetically pleasing.

<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>
</table>
| Students will be able define the elements and principles of art and apply them to their artwork. They will understand how colors interact with each other | What are the three properties of color? Describe the difference between a tint and a shade. How do you demonstrate depth in a painting? What is foreground, middleground and background? | Students will be able to create color matches Students will identify tints and shades Students will be able to identify and describe the difference between oil and acrylic painting | Arttalk  The Visual Experience  Art in Focus  Instructor  Color Wheel  Internet | Students will create thumbnail sketches of still life Students will layout final design Students will mix colors to match objects in painting Students will select and investigate two of the top 10 still-life paintings by famous artists found at https://learnodo-newtonic.com/famous-still-life-paintings
They will study the techniques used by the selected artists and will
paint two still life projects in those styles with the same media, and using similar techniques.
<table>
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<th>Resources</th>
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</thead>
<tbody>
<tr>
<td>Students will be able to define the elements and principles of art and relate them to their paintings</td>
<td>What steps do you need to create a work of art? How many principles should be in a work of art? What is meant by size relationship in a compositional layout?</td>
<td>Students will create a painting of their pet using a modern twist to its style. Students will be able to create a painting that demonstrates a likeness to their pet with a modern twist.</td>
<td>ARTTALK, Art in Focus, Instructor, Internet, Color Wheel</td>
<td>Students will create several sketches of their pet. Students will crop drawing to highlight pet. Students will paint their pet using vivid colors and or multi-medium. Identify a famous piece, different than the rest of the class. Identify the 7 elements of art from within. Create 7 unique pieces, each with specific attention to one of the 7 elements of art</td>
</tr>
</tbody>
</table>
Grade: 11  
Unit: 4  
Art Criticism/Portfolio  
Topic: Aesthetics and critique

**Description:** Students will further 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. They will also use a rubric in an oral and written strategy to analyze, describe and interpret works of art.

<table>
<thead>
<tr>
<th>Student Learning Objective</th>
<th>Essential Questions</th>
<th>Skills</th>
<th>Resources</th>
<th>Sample Activities</th>
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</table>
| Students will be able to conduct a critique verbally and written using the elements and principles of art | Why have art criticism?  
What is aesthetics?  
Name and describe the four steps of art criticism in order.  
What is an individual style?  
What is Imitationalism? | Learn the purpose of art criticism.  
Select and analyze artworks using the steps of art criticism to form precise conclusions.  
Compare and contrast contemporary and historical styles, identifying themes and trends. | ARTTALK  
Art in Focus  
Instructor  
Internet  
Project Rubric  
Self Rubric  
Art Critique guideline-handout | Students will critique their artwork in progress using the rubric for the assignment -written  
Students will critique their classmates artwork using the correct rubric-written  
Students will orally critique each other’s artwork as a group.  
Students will write in their journals about their assignment  
Students will read several examples of art critiques. On viewing the art reviewed, they will discuss and write about whether they... |
agree with the reviewer or not and justify their responses.

Students will research two artists in any school or period of art (Renaissance, Baroque, Impressionist, Realist, etc.) and compare/contrast their work, lives, and measures of success in a 5 page research paper. They will prepare a Prezi or PowerPoint presentation to be shared with the class.
<table>
<thead>
<tr>
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| Students will be able to define the elements and principles of art and apply them to their artwork. | What are literal qualities?  
What are formal qualities?  
What are expressive qualities?  
What is abstract nature?  
Can you “see” connections in the shapes of ordinary things? | Create a painting made up of color washes  
Create a painting that demonstrates smooth shading.  
Compare and contrast contemporary and historical styles, identifying themes and trends | ARTTALK  
Art in Focus  
Instructor  
Internet  
Color Wheel  
Posters  
Art and Man Magazine | Students will create still life models that reflect Master Artists  
Students will paint still life realistically  
Students will study modern artists  
Students will visit the Museum of Modern Art and review at least two collections in a video blog.  
Using Google Classroom, students will create an online timeline journal discussing the historical events that helped precipitate the development of Modern Art beginning in the late 1860’s. |
## 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 |