Visual Arts Curriculum

Grade 11: Commercial Art II
Course Description

Commercial Art II further prepares art students in how to use artistic techniques to effectively communicate visual ideas and information for consumer audiences using graphics, illustrations and introduces students to various art careers in the field of graphic design and advertising. The structure of the class simulates a professional graphic design studio through discussions on concepts, alternatives, solutions, deadline urgency and responsibilities, by way of critiques and rubric criteria. Students will build upon art vocabulary, skills and knowledge focusing on the principles and elements of art and continue to explore art techniques and processes in both traditional and state-of-the-art simulations including: Adobe Photoshop and Illustrator, or available software program, hand drawing and illustration, color theory and application, culture and history of design, design layout, typography, digital photography, safety and further develop skills needed in preparation for traditional portfolio presentation. This course provides a foundation for the prelude to Commercial Art 3, Illustration Drawing and AP Art preparation.

- Effectively use tools, equipment, media and processes related to the various areas of commercial art
- Experience and create original art and design of varied media through the use of traditional and contemporary methods and technologies
- Demonstrate, through the creative process, an understanding of the elements and principles of artistic design in original two and three-dimensional artwork
- Demonstrate awareness of and adherence to known health and safety standards.
- Demonstrate an awareness of deadlines and their importance to the completion of many commercial assignments.
- Use description, analysis, and judgement about visual relationships based upon esthetics value to improve his/her ability to communicate via word and image.
- Cultivate an awareness of commercial art related careers
## Pacing Chart – Units 1 - 6

<table>
<thead>
<tr>
<th>#</th>
<th>Student Learning Objective</th>
<th>CCSS</th>
<th>Timeline</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td><strong>Color Theory:</strong> Broaden skills and deepen working knowledge of the basic color wheel,</td>
<td>1.1.12.A.1, 1.1.12.D.1, 1.1.12.D.2,</td>
<td>This course has been designed based on a Spiral Curriculum – all areas of study are practiced</td>
</tr>
<tr>
<td></td>
<td>primary, secondary, tertiary, and complementary color emphasis, analogous color</td>
<td>1.1.12.D.4, 1.3.12.D.3, 1.4.12.B.2</td>
<td>at the same time and at each student’s individual pace, yielding the skills needed to be a</td>
</tr>
<tr>
<td></td>
<td>similarities, difference between warm and cool colors, contrasting colors, and the</td>
<td></td>
<td>successful commercial artist</td>
</tr>
<tr>
<td></td>
<td>commercial art industry’s psychological strategy to create a visual effect and communicate</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>to consumer impulsive desires, to “want” and” buy” a product, channeled through all</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>types of media</td>
<td></td>
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</tr>
<tr>
<td>2</td>
<td><strong>Principles and Elements of Art /Design:</strong> Broaden skills and deepen working knowledge</td>
<td>1.1.12.D.1, 1.1.12.D.2, 1.2.12.A.2,</td>
<td></td>
</tr>
<tr>
<td></td>
<td>for effective layout composition, effectively utilize and identify principles and</td>
<td>1.3.12.D.1, 1.3.12.D.2, 1.3.12.D.4,</td>
<td></td>
</tr>
<tr>
<td></td>
<td>elements in design solutions, understand the process of design from thumbnail sketches</td>
<td>1.4.12.B.2</td>
<td></td>
</tr>
<tr>
<td></td>
<td>to development through comprehensives and understand how functional design leads the</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>viewer’s eye</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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.

| 3 | **Drawing Skills:** Broaden skills and deepen working knowledge for creative solutions to commercial art and illustration, draw to develop motor skills, range of drawing problems in a variety of media (pencil, charcoal, ink, watercolor, marker) emphasized, attention directed toward various subject matter; human anatomy, natural, architectural, found forms, concentration on the development of surface characteristics of line, shape, value, texture will be stressed | 1.1.12.A.3 1.3.12.D.1 1.3.12.D.2 1.3.12.D.4 1.3.12.D.3 1.4.12.B.2 |
| 5 | **Commercial Art Tools:** identify and handle the tools of the trade in an accurate and safe manner, use of cutting board with lineup precision to measure and cut mats, presentation boards, precision and accurate use of ruler and t-square, demonstrate appropriate use of light table for elements in design, demonstrate safety when handling tools such as razor blades, x-acto and mat knives, utilize all tools of the trade with various projects, improve upon prior knowledge of basic operating skills, Adobe Illustrator, Photoshop or available software programs | 1.1.12.D.2  
1.3.12.D.4  
1.4.12.B.2 | **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 |
| 6 | **Project Analysis/ Critique:** Deepen knowledge and constructively accept and give criticism and analyze, describe, interpret in traditional group setting, pairs, individuals, self reflection project worksheet, various self assessments, articulate using art vocabulary | 1.1.12.D.1  
1.1.12.D.2  
1.3.12.D.4  
1.3.12.A.2  
1.4.12.B.1  
1.4.12.B.2 |
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)
### Career Ready Practices

#### Standards

| CRP1, CRP2, CRP3, CRP4, CRP5, CRP6, CRP7, CRP8, CRP9, CRP10, CRP11, CRP12 |

- **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 wellbeing, 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 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>
</tbody>
</table>

**Assistive Technology**

- Computer/whiteboard
- Tape recorder
- Spell-checker
- Audio-taped books

**Tests/Quizzes/Grading**

- Extended time
- Study guides
- Shortened tests
- Read directions aloud

**Behavior/Attention**

- Consistent daily structured routine
- Simple and clear classroom rules
- Frequent feedback

**Organization**

- Individual daily planner
- Display a written agenda
- Note-taking assistance
- Color code materials

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## 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**

- 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.
1.3.12.D.1

**Content Statement:** Visual statements in art are derived from the basic elements of art regardless of the format used to create the art. There are also a wide variety of art media each having its own materials, processes, and technical application methods for exploring solutions to create problems.

**Cumulative Progress Indicator:** Create two and three dimensional works of art using the basic elements of color, line, shape, form, texture, and space, as well as art mediums and application methods.

1.3.12.D.2

**Content Statement:** Symbols convey meaning agreed upon by a group of culture. Manipulation of the basic elements of art and principles of design for personal expression results in visual communication that may be relevant in a variety of settings.

**Cumulative Progress Indicator:** Use symbols to create personal works of art based on selected age appropriate themes. Using oral stories as a basis for pictorial representation.

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:** Organize an exhibit of personal works of visual art that convey a high level of understanding of how the expression of ideas relates to the art media, art medium, and techniques used.
1.3.12.D.4

**Content Statement:** Artists interpret/render themes using traditional art and techniques media and methodologies as well as new art media and methodologies.

**Cumulative Progress Indicator:** Analyze the syntax and compositional and stylistic principles of two- and three-dimensional artworks in multiple art media (including computer-assisted artwork), and interpret themes and symbols suggested by the artworks.

1.3.12.D.5

**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, and emulate those styles by creating an original body of work.

1.4.12.A.1

**Content Statement:** Recognition of fundamental elements within various arts discipline (dance,music,theatre, and visual art) is dependant on the ability to decipher cultural implications embedded in artworks

**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.

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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

**Math:** Measuring, using appropriate tools, proportion scale. Geometry learning for angles and sketching, two-dimensional shapes and three-dimensional forms. Anatomy of typography

**Science:** Color theory, including psychological impact and light source. Human anatomy

**Language Arts:** Listening and modeling, art vocabulary. Art and copy executions and concepts for such writing applications as poetry, screenwriting, advertising and graphic novel writing.

**History:** Technology advances, cultural and social influences. Art history timelines

**Careers:** Various career paths in commercial art
<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>Students will learn psychology of color between cultures in relationship to advertising, how colors interact with one another, record for successful outcomes and analyze successful use of color in selected art works. Demonstrate the ability to mix and blend color to achieve desired hue/ tint/</td>
<td>What are color banners? What type of media would have color banners? How is color repetition effectively used in advertising? Do backgrounds and type headings vary in color percentages? What circumstance would warrant it? What is meant by a four color printing job? What is the significance of</td>
<td>Organization, recording skills mixing, blending color to achieve desired hue/ tint/ shade Effectively show harmony, emphasis color schemes Watercolor layering, washes, brush stroke control, acrylic, gouache Pencil, color pencil layering; applied pressure Markers, blending</td>
<td>Basics of Design: By Lisa Graham Design Basics: By David A. Lauer, Stephen Pentax Gray Scale chart/ for each student Color and How to Use It: By William F. Powell</td>
<td>Observe various types of printed media: color percentages and repetition used in brochures, posters, flyers, magazines: analyze hue headings, subtitles, body copy/ discuss- think, pair, share groups to compare findings Rework a poorly designed postcard or other type of media/ use tracing paper layering</td>
</tr>
<tr>
<td>color groups?</td>
<td>How is this new information helpful?</td>
<td>How do marketing companies research and target consumer audiences?</td>
<td>Are failures the stepping stones to success? Why would that be?</td>
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### Choosing & Mixing Colors For Painting:
By Jeremy Galton
[https://www.color-banner.com/](https://www.color-banner.com/)

- technique, color pencils, markers
- Review: all aspects of color wheel, color groups, gray scale, values, tints, shades, lighting, and other color theory vocabulary
- organize medium ingredients, record quantities, keep a journal
- create various flesh tones, hair color, chart
- create multiple values of a hue, as a gradient
- create a hue tint chart
- establish palette order of colors
### NJDOE Student Learning Objective
Students will be able to define the meanings of all principles and elements of art, they will strategize and plan visual effects based on the thoughtful use of positive and negative space, and create effective lead in.

Examine effectively balance between positive and negative space.

Identify shapes in negative space that balance with positive space.

### Essential Questions
- Explain how the elements in a work of art create the illusion of visual weight?
- How many different ways could you rearrange the elements in your ad and maintain effective communication?
- What principles of art were you trying to achieve in your advertising piece?
- How many principles should be in a work of art?
- What is meant by size relationship in a compositional layout?

### Skills
- Visual awareness / white space, visual weight
- Effectively balance positive and negative space
- Identify shapes in negative space that balance with positive space
- Proportional element relationships
- Proximity of all compositional elements, to unify(harmony) or not

### Resources
- **Principles and Elements of Art : wall chart**
- **Art in Focus** (text book)
- **Basics of Design:** By Lisa Graham
- **Design Basics:** by David A. Lauer, Stephen Pentak
- **Poster in History:** by Max Gallo
  - [http://www.creativeblog.co](http://www.creativeblog.co)

### Sample Activities
- Piece together an ad: cut out existing elements from a variety of ads to create a new ad
- Exercise: take an existing ad, advertising piece and effectively rearrange the elements
- Effectively rework a sketch layout two different ways / think, pair, share groups/ whole class discussion
- Articulate art vocabulary using the principles and elements of art
space.
Analyze the use of Proportional element relationships.

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**Grade: 11**  
**Unit: 3 Drawing Skills**  
**Topic: Real life Drawing Techniques**

**Description:** Students will concentrate on developing their own artistic styles and draw in perspective.

<table>
<thead>
<tr>
<th>NJDOE Student Learning Objective</th>
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<th>Skills</th>
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</tr>
</thead>
</table>
| Students will practice a series of human anatomy, caricature illustrations, and still life drawings.  
Demonstrate the understanding of | Are sketches drawn in the traditional pencil in hand method? What type of technology simulates this method? Are there any differences between the two | perspective  
hieric scaling  
capture realistic similarity  
draw in correct proportion to correctly distort | Rembrandt, Charles Ethan Porter and Janet Fish  
study of light source: individual artist google research  
Caricature 101 - How to | Renaissance History: linear perspective  
emphasis/sketch exercises: illustrate an object/shape, exaggerate the same object/shape in |
<table>
<thead>
<tr>
<th>depth representation in a flat surface.</th>
<th>drawing methods?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Analyze the use of hieratic scaling from past to present.</td>
<td>Why are real life drawing skills needed for commercial art?</td>
</tr>
<tr>
<td>Examine size relationships between objects and even the sub-parts of objects.</td>
<td>How many sketches does an animation artist draw for a character?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>value shading light source</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exaggerate</td>
</tr>
<tr>
<td><a href="https://www.youtube.com/watch?v=tL4M5JhkJz1A">https://www.youtube.com/watch?v=tL4M5JhkJz1A</a></td>
</tr>
<tr>
<td>Dynamic Anatomy</td>
</tr>
<tr>
<td>(Revised and Expanded): by Burne Hogarth</td>
</tr>
<tr>
<td><a href="https://www.youtube.com/watch?v=SCW9D2GytHo">https://www.youtube.com/watch?v=SCW9D2GytHo</a></td>
</tr>
<tr>
<td>How to draw backgrounds (one point perspective)</td>
</tr>
<tr>
<td><a href="https://www.youtube.com/watch?v=on2FKHDsaCM&amp;list=PLq8nFC4tSgC8FHV70v5kZ_V31c0czQ9&amp;index=5">https://www.youtube.com/watch?v=on2FKHDsaCM&amp;list=PLq8nFC4tSgC8FHV70v5kZ_V31c0czQ9&amp;index=5</a></td>
</tr>
<tr>
<td>Understanding Linear Perspective</td>
</tr>
<tr>
<td>2 - 4 minute comprehensive tutorials/on separate body parts</td>
</tr>
<tr>
<td>Human anatomy proportional guide sheets</td>
</tr>
<tr>
<td>one point perspective</td>
</tr>
<tr>
<td>View various political cartoons, caricature drawings to observe exaggeration, hieratic scaling</td>
</tr>
<tr>
<td>Exercises: draw real life human anatomy, exaggerated, foreshortening</td>
</tr>
<tr>
<td>Exercises: self-portrait, use a mirror, sketch in a variety of styles and medium</td>
</tr>
<tr>
<td>Exercises: still life sketches/shading, values, lighting</td>
</tr>
<tr>
<td>Study light source direction/casting shadows: use a beauty dish, spot light, strobes to simulate</td>
</tr>
<tr>
<td>NJDOE Student Learning Objective</td>
</tr>
<tr>
<td>----------------------------------</td>
</tr>
<tr>
<td>Students will realize the importance of typography in all aspects of commercial art.</td>
</tr>
<tr>
<td>NJDOE Student Learning Objective</td>
</tr>
<tr>
<td>---------------------------------</td>
</tr>
<tr>
<td>Students will be mindful of all workings and expectations having to do with a pristine presentation to better prepare for their portfolios and further develop the operating skills of Adobe Illustrator, Photoshop, Microsoft Word and or available software</td>
</tr>
<tr>
<td>program</td>
</tr>
<tr>
<td>---------</td>
</tr>
</tbody>
</table>

Analyze the use of a ruler for proper measurements in art work.
<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>Students will develop an ability to critique, defend, and support the integrity of a chosen project objectively and rework their artwork based on constructive criticism. Determine and identify the obvious principles that stand out in presented artwork. Analyze and explain the obvious principles that stand out in presented artwork.</td>
<td>Does the critique process ever cease? Why or Why not? Are all works of art aesthetically pleasing to everyone? Are aesthetics a component to the critique process?</td>
<td>recognize and name the obvious principles that stand out clearly explain function of elements that support the obvious principles</td>
<td><a href="https://www.youtube.com/watch?v=0xQBiPP7Pfk">https://www.youtube.com/watch?v=0xQBiPP7Pfk</a> 4 Tips on How to Deal with Criticism Like a Boss Resources for assessments are available on the internet and should be used only as a guide to help instructors form specific assessments for the actual lesson in accord with lesson rubrics. A categorized chart format is beneficial as it organizes the particular areas to Self evaluate; redirect, write assessment to new approach resulting from critique session Utilize various assessments as examples below: Self reflection worksheet Self/peer scoring sheet Rubric scoring chart Writing analysis: experience, process</td>
<td></td>
</tr>
</tbody>
</table>
Develop an understanding of criticism when personal art is being evaluated.

<table>
<thead>
<tr>
<th>Comprehensive Sketches</th>
<th>10</th>
<th>Totalscore</th>
</tr>
</thead>
<tbody>
<tr>
<td>minimum 3 of each sketch/thumbnails</td>
<td>2</td>
<td>score</td>
</tr>
<tr>
<td>some influence, no plagiarism</td>
<td>4</td>
<td>score</td>
</tr>
<tr>
<td>sketching / use of tracing paper overlays (see design changes, development as opposed to erasing)</td>
<td>1</td>
<td>score</td>
</tr>
<tr>
<td>creativity, simplicity, unique</td>
<td>3</td>
<td>score</td>
</tr>
</tbody>
</table>

This scoring system can be for multiple purposes: individual student progress, verbal analogies, critique.
score, peer scoring and or a gradebook value. Each column gets a total score. All total scores (from four columns) will be added up and final score would be as the example below:

<table>
<thead>
<tr>
<th>Points</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>16 - 14</td>
<td>A</td>
</tr>
<tr>
<td>13 - 10</td>
<td>B</td>
</tr>
<tr>
<td>9 - 7</td>
<td>C</td>
</tr>
<tr>
<td>6</td>
<td>D</td>
</tr>
</tbody>
</table>

4 - shows excellent precision to: creativity, technique- skill, attention to details, handling of media, knowledge of principles in conjunction to elements, lay-out presentation neatness
3 - shows good precision to:
2 - shows some precision to:
1 - shows lack of effort to:
<table>
<thead>
<tr>
<th><strong>Unit Vocabulary</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Color Theory:</strong> 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.</td>
</tr>
<tr>
<td><strong>Typography and Design Composition:</strong> typeface, typestyle, font, font family, legibility, initial caps, typography, letter spacing, alignment, rag right and left, flush right and left, kerning, character, sans serif, serif, ascender, descender, body copy, lowercase, uppercase, point size, leading, bold, italic, condensed, mock up, body copy, Gestalt</td>
</tr>
</tbody>
</table>
| **Commercial Art Tools:** cutting board, grid, cutting mat, light table, placement, precise, exacto knife, matt knife, protect working area, Prin	
| **Principles and Elements of Art/Design:** Principles: balance, emphasis, harmony, variety, movement, rhythm, proportion. Elements: color, hue, intensity, value, line, texture, shape, form. lead in, white space, negative space, positive space, foreground, middleground, background. |
| **Drawing Skills:** **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, strokes, rule of thirds, iconic, lead ins, perspective, one point perspective, horizon line, viewer’s eye level, foreshortening, lighting, |
| **There are some art vocabulary terms that are not listed and would be explored through class discussion.** |
pristine presentations, french curves, rotate, curve, line up, straight edge, bevel cut, Adobe Illustrator and Photoshop

**Project Analysis/ Critique:** analyze, bias, classify, compare, determine, discuss, distinguish, establish, evaluate, explain, explore, hypothesis, identify, illustrate, infer, observe, outline, prove, recall, relate