HILLSBOROUGH TOWNSHIP SCHOOL DISTRICT HILLSBOROUGH HIGH SCHOOL ART CURRICULUM ART 1A GRADES 9-12

AUGUST 2019

Art 1A Grades 9-12 Course Overview

Art 1A is an adapted semester course for students with special needs that offers students the opportunity to explore a wide range of "hands on" activities. Typical areas of study may include drawing, painting, color theory, collage, sculpture, and video/film. The instructor will help students not only to strive to produce quality finished products but also attempt to inspire diversified, creative thinking. In addition to learning the basic developmental skills and techniques in each area, this course will expose students to the works of famous artists and stress the art elements and design principles of good composition.

This 2.5 credit semester course helps fulfill the state graduation requirement contained in N.J.A.C. 6A:8-5.1(a)lvii for "at least 5 credits in Visual and Performing Arts" for all students who entered high school in 2010 or later.

The curriculum is aligned to the New Jersey Core Curriculum Content Standards and the National Standards for Visual and Performing Arts.

Unit of Study	Pacing	NJCCC Standards	Essential Questions	Enduring Understandings	Learning Targets	Assessment: Formative & Summative	Interdisciplinary Connections	21st Century Life & Career Standards
Drawing	10 days	1.1.12.D.1 Distinguish	What do artists do?	How individuals	Create contour	Teacher will	Use proper	CRP2. Apply
		innovative applications of the		manipulate the	line drawings	provide	conventions and	appropriate
		elements of art and principles	How does art	Elements of Art	using various	individual and	grammar when	academic and
		of design in visual artworks	communicate ideas	and Principles of	media	group feedback	speaking and	technical skills.
		from diverse cultural	to others?	Design results in		regarding skills,	writing.	
		perspectives and identify		original	Demonstrate	technique and		CRP6.
		specific cross-cultural	How does a	portfolios that	use of various	craftsmanship.	Collaborating and	Demonstrate
		themes.	knowledge of art	reflect choice	drawing tools,		discussing high	creativity and
			history deepen an	and personal	materials,	Group critique.	level ideas with	innovation.
		1.3.12.D.4 Analyze the	artist's	stylistic nuance.	equipment,		classmates and	
		syntax and compositional	understanding and		such as:		team members.	CRP7. Employ
		and stylistic principles of	improve the	Good art	pencils, pastels,			valid and
		two- and three-dimensional	quality of their	requires skills	crayon, pen &		Engage in	reliable
		artworks in multiple art	work?	and discipline to	ink, charcoal,		multiple forms of	research
		media (including computer-		turn ideas and	erasers, T-		discussion in	strategies.
		assisted artwork), and	How might one's	observations	squares,		order to process,	
		interpret themes and symbols	choice of line or	into a quality	assorted		make sense of,	CRP8. Utilize
		suggested by the artworks.	texture (or other	product.	papers, etc.		and learn from	critical thinking
			elements) affect		-		others' ideas,	to make sense
		1.3.12.D.3 Organize an	the mood, tone or	A knowledge of	Demonstrate		observations, and	of problems
		exhibit of personal works of	interpretation of	art history	drawing		experiences.	and persevere
		visual art that convey a high	one's work?	deepens an	techniques and		.	in solving
		level of understanding of	TY 1	artist's	skills such as		Integrate and	them.
		how the expression of ideas	How does	understanding	stippling,		evaluate multiple	CDD10 D1
		relates to the art media, art	exaggeration or	and improves	hatching, cross		sources of	CRP10. Plan
		mediums, and techniques	emphasis of one or	the quality of	hatching,		information	education and
		used.	more	their work.	scribbling, and		presented in	career paths
		1 4 12 4 2 D 1 3 5 1	elements/principles	0	blending.		diverse formats	aligned to
		1.4.12.A.3 Develop informed	alter the meaning	Opening	Describe and		and media.	personal goals.
		personal responses to an	or quality of one's	yourself up to			Han managanina	CDD11 Has
		assortment of artworks across the four arts	composition?	the critique	demonstrate		Use measuring skills and tools to	CRP11. Use
			What constitutes a	process is a vital way to improve	the rendering of value		format and mat or	technology to enhance
		disciplines (dance, music, theatre, and visual art), using	quality drawing?	your art.	relationships		mount art works.	productivity.
		historical significance,	quanty drawing?	your art.	using a full		mount art works.	productivity.
					•			
		craftsmanship, cultural			range of tones.			

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context, and originality as	How may critique	A knowledge of			Demonstrate safe	
criteria for assigning values	affect the creation	underlying	Employ the		use of art	
to the works.	and/or	structures, such	technique of		materials,	
	modification of an	as facial	"sighting" in		ingredients, and	
1.4.12.A.4 Evaluate how	existing or new	proportions, can	drawing to		equipment.	
exposure to various cultures	work of art?	assist you in the	measure spatial			
influences individual,	,, oll of with	creation of art.	relationships.			
emotional, intellectual, and	How can a	creation of art.	retutionships.			
kinesthetic responses to	knowledge of		Use the			
artwork.	_		Elements of			
artwork.	underlying					
1 4 10 D 0 F 1 4 1	structures assist		Art and			
1.4.12.B.2 Evaluate how an	you in the creation		Principles of			
artist's technical proficiency	of art?		Design.			
may affect the creation or						
presentation of a work of art,			Identify and			
as well as how the context in			discuss			
which a work is performed or			possible visual			
shown may impact			arts careers			
perceptions of its			which employ			
significance/meaning.			a variety of			
			media and			
1.4.12.B.3 Determine the			design			
role of art and artmaking in a			approaches.			
global society by analyzing			approacties.			
the influence of technology			Integrate			
on the visual, performing,			technology by			
and multimedia arts for						
			using the			
consumers, creators, and			internet to			
performers around the world.			research artists			
			and periods			
			and by using			
			digital			
			cameras.			
			Demonstrate			
			knowledge of			
			facial			
			proportions and			
			an ability to			
			draw parts of a			
			face.			

		Suggested Learning Activities: Create a composition using various types of lines.		
		Create a value chart using line and/or value techniques.		
		Draw from observation of still life/model using demonstrated techniques.		
		Draw a self- portrait or a portrait of a classmate.		
		Use a grid method to draw from an original photograph taken by the student.		
		Create drawings using a variety of drawing media, techniques and tools such as pen & ink		

		renderings,		
		pencil value		
		renderings, line		
		renderings,		
		color drawings		
		in chalk or oil		
		pastels, color		
		pencils,		
		markers, etc.		

Unit of Study	Pacing	NJCCC Standards	Essential Questions	Enduring Understandings	Learning Targets	Assessment: Formative & Summative	Interdisciplinary Connections	21st Century Life & Career Standards
Color	15	1.1.12.D.1-Distinguish	How can color	Artists often use	Define and	Teacher will	Use proper	CRP2. Apply
Theory	days	innovative applications of the elements of art and principles of design	suggest meaning in a work of art?	color to express a mood or feeling in a	discuss the color wheel terms and the relationship	provide individual and group feedback	conventions and grammar when speaking and	appropriate academic and technical skills.
		in visual artworks from diverse cultural	How can art historical	piece of artwork.	between the hues.	regarding skills,	writing.	CRP4.
		perspectives and identify specific cross-cultural themes.	references improve the quality of a student's work?	An understanding of	Identify, define, and demonstrate	technique and craftsmanship.	Collaborating and discussing high level ideas with	Communicate clearly and effectively and
		1.3.12.D.1-Synthesize	How can the	color theory is crucial if one	knowledge of color-related	Group critique.	classmates and team members.	with reason. CRP6.
		the elements of art and principles of design in an original portfolio of two- and three-dimensional artworks that reflects personal style and a high	understanding and incorporation of the elements and principles of design strengthen a student's work?	wants to advance as an artist. Artists use a variety of	terminology, such as: Primary, Secondary, Tertiary, Complementary,		Engage in multiple forms of discussion in order to process, make sense of,	Demonstrate creativity and innovation. CRP7. Employ
		degree of technical proficiency and expressivity.	How can critique affect the creation and/or	problem solving and decision- making skills to apply the	Analogous, Tints, Shades, Tones, Warm vs. Cool,		and learn from others' ideas, observations, and experiences.	valid and reliable research strategies.
		1.3.12.D.2-Produce an original body of artwork in one or more art mediums that	modification of an existing or new work of art?	elements of art and principles of design in two- dimensional	Intensity, and Value. Define and		Integrate and evaluate multiple sources of	CRP8. Utilize critical thinking to make sense
		demonstrates mastery of visual literacy methods, techniques, and cultural understanding.	How can the use of color express a mood or feeling in a piece of artwork?	works of art. Two- dimensional	discuss terms used to describe color theory concepts and		information presented in diverse formats and media.	of problems and persevere in solving them.
		1.3.12.D.5-Identify the styles and artistic	How do underlying structures	design in various media has been used	approaches such as: advancing and receding		Use measuring skills and tools to	CRP10. Plan education and
		processes used in the creation of culturally and historically diverse two-and three-dimensional	unconsciously guide the creation of art works?	by various cultures and civilizations	colors, monochromatic color, neutral colors,		format and mat or mount art works.	career paths aligned to personal goals.

artworks and emulate	How might one's	throughout	atmospheric	Demonstrate safe	CRP11. Use
those styles by creating	choice of color	history.	perspective, and	use of art	technology to
an original body of	(and other choices)		the expressive	materials,	enhance
work.	affect the mood,	The creation of	and emotional	ingredients, and	productivity.
	tone, or	art includes	qualities of	equipment.	1
1.4.12.A.2-Speculate on	interpretation of	creative	different colors.	1 1	
the artist's intent, using	one's work?	planning and the			
discipline-specific arts		use of a variety	Suggested		
technology and citing	How does	of studio skills.	Learning		
embedded clues to	exaggeration or		Activities:		
substantiate the	emphasis of one or	Through the			
hypothesis.	more	study of art,	Create a color		
	elements/principles	people learn to	wheel in		
1.4.12.B.1-Formulate	alter the meaning	make informed	tempera paint		
criteria for arts	or quality of one's	critical	on paper		
evaluation using the	composition?	judgments, gain			
principles of positive		knowledge	Practice color		
critique and observation		about visual	mixing using		
of the elements of art		communication,	just the primary		
and principles of design,		and learn to	colors.		
and use the criteria to		respect one's			
evaluate works of dance,		own expression	Practice mixing		
music, theatre, visual,		and those of	tints and shades		
and multimedia artwork		others.	using black and		
from diverse cultural			white paint		
contexts and historical		Artists use a	added to a color,		
eras.		variety of media	as well as using		
		and	the complement		
1.4.12.B.2-Evaluate how		technological	of a color to		
an artist's technical		tools to find	create lower		
proficiency may affect		visual resources	intensity.		
the creation or		to inspire future			
presentation of a work of		paintings.	Analyze		
art, as well as how the			different		
context in which a work		The	compositions in		
is performed or shown		development of	relation to their		
may impact perceptions		critical thinking	use of color.		
of its		skills enables			
significance/meaning.		keener insights	Create a chart to		
		when solving	practice mixing		

		intensity scales;	
pr	roblems.	tints and shades.	
		Employ color	
		mixing	
		exercises to	
		create a	
		monochromatic	
		color palette,	
		one with	
		analogous	
		colors,	
		advancing and	
		receding colors, and	
		complementary	
		colors.	
		Create a piece	
		of art using	
		harmonious	
		colors.	
		A	
		Apply color to a	
		piece of art using a limited	
		palette (for	
		example, using	
		only warm	
		colors or only	
		cool ones)	
		Create a piece	
		of art using a	
		complementary	
		color palette.	
		Use atmospheric	
		perspective to	
		create the	
		illusion of three-	

	dimensional	
	space on a two	
	dimensional	
	surface.	

Unit of Study	Pacing	NJCCC Standards	Essential Questions	Enduring Understandings	Learning Targets	Assessment: Formative & Summative	Interdisciplinary Connections	21st Century Life & Career Standards
Painting	15 days	1.3.12.D.1-Synthesize the	How does	The best way to	Demonstrate	Teacher will	Use proper	CRP2. Apply
		elements of art and principles	understanding	learn to paint is	techniques such	provide	conventions and	appropriate
		of design in an original	the elements	by painting	as: scumbling,	individual and	grammar when	academic and
		portfolio of two- and three-	and principles	frequently, in	impasto,	group feedback	speaking and	technical skills.
		dimensional artworks that	of design	order to develop	glazing, dry	regarding skills,	writing.	
		reflects personal style and a	enable you to	a comfort level	brush, and wet	technique and		CRP4.
		high degree of technical	make strong	with the brush.	into wet, line,	craftsmanship.	Collaborating and	Communicate
		proficiency and expressivity.	design choices?		masking out,		discussing high	clearly and
				How individuals	blending, lift,	Group critique.	level ideas with	effectively and
		1.3.12.D.2-Produce an original	How do	manipulate the	and graded		classmates and	with reason.
		body of artwork in one or more	different	Elements of Art	color.		team members.	
		art mediums that demonstrates	techniques,	and Principles of				CRP6.
		mastery of visual literacy	media, and	Design results in	Practice using		Engage in	Demonstrate
		methods, techniques, and	processes affect	original	paints and tools		multiple forms of	creativity and
		cultural understanding.	self-expression?	portfolios that	such as:		discussion in	innovation.
				reflect choice	tempera,		order to process,	
		1.3.12.D.5-Identify the styles	What makes	and personal	acrylic,		make sense of,	CRP7. Employ
		and artistic processes used in	painting	stylistic nuance.	watercolor,		and learn from	valid and
		the creation of culturally and	different from		brushes, mixing		others' ideas,	reliable
		historically diverse two- and	other studio	Good art	trays, canvas		observations, and	research
		three-dimensional artworks	mediums?	requires skills	board,		experiences.	strategies.
		and emulate those styles by		and discipline to	watercolor			
		creating an original body of	How can artists	turn ideas and	paper,		Integrate and	CRP8. Utilize
		work.	use traditional	observations	illustration		evaluate multiple	critical thinking
			methods, such	into a quality	board.		sources of	to make sense
		1.4.12.A.2-Speculate on the	as a variety of	product.			information	of problems and
		artist's intent, using discipline-	painting		Create a		presented in	persevere in
		specific arts technology and	techniques, to	A knowledge of	painting with a		diverse formats	solving them.
		citing embedded clues to	create works of	art history	foreground,		and media.	
		substantiate the hypothesis.	art?	deepens an	middle ground			CRP10. Plan
				artist's	and		Use measuring	education and
		1.4.12.A.3-Develop informed	Why must art	understanding	background.		skills and tools to	career paths
		personal responses to an	materials be	and improves			format and mat or	aligned to
		assortment of artworks across	used in a safe	the quality of	Demonstrate		mount art works.	personal goals.
		the four arts disciplines (dance,	and responsible	their work.	the use of			
		music, theatre, and visual art),	manner?		elements such			

craftsmanship, cultural context, and originality as criteria for assigning value to the works. 1.4.12.B.1-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-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.	What is the importance of design and craftsmanship in a work of art? How can artists use texture effectively in a composition? What constitutes a quality painting? How may critique affect the creation and/or modification of an existing or new work of art?	yourself up to the critique process is a vital way to improve your art.	value, and form as they relate to painting. Create a painting on watercolor paper or canvas board. Suggested Learning Activities: Demonstrate the use of various painting and brush techniques using different types of paint. Create a landscape painting using watercolor or tempera paint. Create a painting in the style of a famous artist. Use natural objects, such as flowers, leaves, or branches, as the foundation		use of art materials, ingredients, and equipment.	technology to enhance productivity.
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	Create	a sample	
	chart of	f each	
	learned	l	
	techniq	jue	
	which o	can be	
	used as	s a	
	referen	ce for	
	future		
	painting	gs.	

Unit of Study	Pacing	NJCCC Standards	Essential Questions	Enduring Understandings	Learning Targets	Assessment: Formative & Summative	Interdisciplinary Connections	21st Century Life & Career Standards
Collage	10 days	1.2.12.A.2 Justify the impact of	How can	Through the	Identify	Teacher will	Use proper	CRP2. Apply
		innovations in the arts (e.g., the	existing	collage process,	different types	provide	conventions and	appropriate
		availability of music online) on	materials be	artists can utilize	of shapes.	individual and	grammar when	academic and
		societal norms and habits of	reused in	found materials		group feedback	speaking and	technical skills.
		mind in various historical eras.	different,	and can	Distinguish	regarding skills,	writing.	
			creative, unique	repurpose them	between	technique and		CRP4.
		1.1.12.D.1 Distinguish	ways?	in original ways.	organic and	craftsmanship.	Collaborating and	Communicate
		innovative applications of the	****		geometric		discussing high	clearly and
		elements of art and principles of	Why must art	Cutting and	shapes.	Group critique.	level ideas with	effectively and
		design in visual artworks from	materials and	pasting is a good			classmates and	with reason.
		diverse cultural perspectives	tools be used in	way to build up fine motor	Cut and paste various kinds of		team members.	CDDC
		and identify specific cross- cultural themes.	a safe and				Engagain	CRP6. Demonstrate
		cultural themes.	responsible manner?	control.	shapes onto a firmer backing		Engage in multiple forms of	creativity and
		1.3.12.D.2 Produce an original	manner?	How individuals	sheet.		discussion in	innovation.
		body of artwork in one or more	What is the	manipulate the	SHEEL.		order to process,	iiiiovatioii.
		art mediums that demonstrate	importance of	Elements of Art	Create their		make sense of,	CRP7. Employ
		mastery of visual literacy,	design and	and Principles of	own collage		and learn from	valid and
		methods, techniques, and	craftsmanship	Design results in	materials using		others' ideas,	reliable
		cultural understanding.	in a work of	original	different media.		observations, and	research
		Currer un	art?	portfolios that			experiences.	strategies.
		1.4.12.A.2 Speculate on the		reflect choice	Utilize their			21211282221
		artist's intent using discipline-	What	and personal	own collage		Integrate and	CRP8. Utilize
		specific arts terminology and	distinguishes	stylistic nuance.	materials to		evaluate multiple	critical thinking
		citing embedded clues to	collage from	Good art	create a		sources of	to make sense
		substantiate the hypothesis.	other types of	requires skills	finished		information	of problems and
			art making?	and discipline to	composition.		presented in	persevere in
		1.4.12.B.1 Formulate criteria for		turn ideas and			diverse formats	solving them.
		arts evaluation using the		observations	Find		and media.	
		principles of positive critique		into a quality	photographs in			CRP10. Plan
		and observation of the elements		product.	magazines that		Use measuring	education and
		of art and principles of design,			all conform to a		skills and tools to	career paths
		and use the criteria to evaluate		A knowledge of	theme. For		format and mat or	aligned to
		works of dance, music, theatre,		art history	instance, they		mount art works.	personal goals.
		visual, and multimedia artwork		deepens an	will cut out			
	<u> </u>			artist's	purple pictures,			

from diverse cultural contexts	understanding	or pictures of	Demonstrate safe	CRP11. Use
and historical eras.	and improves	triangles, etc.	use of art	technology to
	the quality of	,	materials,	enhance
	their work.	Find copyright-	ingredients, and	productivity.
		free	equipment.	
	Opening	photographs	1 1 1 · · ·	
	yourself up to	online, print		
	the critique	them, and use		
	process is a vital	them to collage		
	way to improve	with.		
	your art.			
		Suggested		
		Learning		
		Activities:		
		Create a collage		
		organized		
		around a theme		
		that relates to		
		an element of		
		art. For		
		example, they		
		can create a		
		collage of green		
		rectangles, or		
		orange circles,		
		etc.		
		Create a collage		
		by finding lots		
		of examples of		
		a particular		
		letter or		
		number.		
		Students will		
		create their own		
		collage material		
		using various		
		art media and		
		will then use it		

		to create a finished piece of art.		
		Students will create abstract collage portraits by finding examples of different facial features in magazines.		

Unit of Study	Pacing	NJCCC Standards	Essential Questions	Enduring Understandings	Learning Targets	Assessment: Formative & Summative	Interdisciplinary Connections	21st Century Life & Career Standards
Sculpture	15 days	1.1.12.D.1 Distinguish	What are the	Artists use a	Understand and	Teacher will	Use proper	CRP2. Apply
		innovative applications of the	purposes for	variety of	apply the	provide	conventions and	appropriate
		elements of art and principles	which cultures	problem solving	elements of art	individual and	grammar when	academic and
		of design in visual artworks	create art,	and decision-	and principles	group feedback	speaking and	technical skills.
		from diverse cultural	specifically	making skills to	of design as	regarding skills,	writing.	
		perspectives and identify	sculpture?	apply the	they relate to	technique and		CRP4.
		specific cross-cultural themes.		elements of art	the making of	craftsmanship.	Collaborating and	Communicate
			How can artists	and principles of	three-		discussing high	clearly and
		1.3.12.D.1 Synthesize the	use traditional	design in three-	dimensional art.	Group critique.	level ideas with	effectively and
		elements of art and principles	methods, such	dimensional			classmates and	with reason.
		of design in an original	as construction	works of art.	Create a relief		team members.	
		portfolio of two - and three-	techniques, and		sculpture.			CRP5. Consider
		dimensional artworks that	use them to	How individuals			Engage in	the
		reflects personal style and a	create	manipulate the	Define and		multiple forms of	environmental,
		high degree of technical	innovative art	Elements of Art	differentiate		discussion in	social and
		proficiency and expressivity.	works?	and Principles of	between		order to process,	economic
				Design results in	additive		make sense of,	impacts of
		1.3.12.D.2 Produce an	How can	original	sculpture and		and learn from	decisions.
		original body of artwork in	various media	portfolios that	subtractive		others' ideas,	
		one or more art mediums that	affect the	reflect choice	sculpture.		observations, and	CRP6.
		demonstrate mastery of visual	surface quality	and personal			experiences.	Demonstrate
		literacy, methods, techniques,	of a piece of	stylistic nuance.	Create a piece			creativity and
		and cultural understanding.	sculpture and		of art using an		Integrate and	innovation.
			our appreciation	Good art	assemblage		evaluate multiple	
		1.3.12.D.5 Identify the styles	of it?	requires skills	technique.		sources of	CRP7. Employ
		and artistic processes used in	****	and discipline to			information	valid and
		the creation of culturally and	Why must art	turn ideas and	Analyze and		presented in	reliable
		historically diverse two- and	materials and	observations	evaluate the use		diverse formats	research
		three-dimensional artworks	tools be used in	into a quality	of positive and		and media.	strategies.
		and emulate those styles by	a safe and	product.	negative space			
		creating an original body of	responsible		in different		Demonstrate safe	CRP8. Utilize
		work.	manner?	A knowledge of	kinds of		use of art	critical thinking
		1 4 4 2 4 2 5 4 4 4 2 5		art history	sculpture.		materials,	to make sense
		1.4.12.A.3 Develop informed	Do underlying	deepens an			ingredients, and	of problems and
		personal responses to an	structures guide	artist's	Understand that		equipment.	persevere in
		assortment of artworks across		understanding	sculpting			solving them.

the four arts disciplines (dance, music, theatre, and	the creation of works of art?	and improves the quality of	techniques can be used to		
visual art), using historical significance, craftsmanship,	What is the	their work.	create props for a performance		
cultural context, and	importance of	Opening	or movie		
originality as criteria for	design and	yourself up to	project.		
assigning values to the works.	craftsmanship	the critique			
	in a work of art?	process is a vital	Suggested		
	art	way to improve your art.	Learning Activities:		
		your are.	Tietrities.		
			Produce a		
			sculpture using		
			one of a variety of media and		
			approaches.		
			Create a paper		
			sculpture.		
			Create a relief		
			sculpture using		
			painted mat		
			board scraps.		
			Use cardboard		
			or other		
			materials to		
			create props for		
			a performance or movie		
			project.		
			Create a		
			sculpture using media such as:		
			clay, plasticine,		
			plaster, foam		
			board, found		
			objects, paper		
			Mache, wood,		

		fibers, wire, and		
		metal.		

Unit of Study	Pacing	NJCCC Standards	Essential Questions	Enduring Understandings	Learning Targets	Assessment: Formative & Summative	Interdisciplinary Connections	21 st Century Life & Career Standards
Movie Project	20 days	1.1.12.D.1 Distinguish	What are the	Filmmaking is a	Understand the	Teacher will	Use proper	CRP1. Act as a
		innovative applications	steps in the	collaborative art	process by	provide	conventions and	responsible and
		of the elements of art	filmmaking	form that	which a film is	individual and	grammar when	contributing
		and principles of design	process?	requires the	made.	group feedback	speaking and	citizen and
		in visual artworks from		pooled efforts of		regarding skills,	writing.	employee.
		diverse cultural	Why is it so	a lot of different	Understand and	technique and		
		perspectives and	crucial to have	people.	participate in the	craftsmanship.	Collaborating and	CRP2. Apply
		identify specific cross-	detailed plans?		creation of a	•	discussing high	appropriate
		cultural themes.	•	During the	film.	Group critique.	level ideas with	academic and
			What does it	editing process,		1 1	classmates and	technical skills.
		1.1.12.D.2 Translate	mean if	filmed footage	Participate in		team members.	
		literary, musical,	something is a	can be	the creation and			CRP4.
		theatrical, and dance	"collaborative	manipulated in	implementation		Engage in	Communicate
		compositions by using	art"?	many different	of props and		multiple forms of	clearly and
		them as		ways.	other mise en		discussion in	effectively and
		stimulus/inspiration for			scene.		order to process,	with reason.
		corresponding visual		The filmmaking			make sense of,	,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,
		artworks.		process is slow	Understand the		and learn from	CRP6.
		artworks.		and involves	narrative		others' ideas,	Demonstrate
		1.2.12.A.1 Determine		many steps.	structure of a		observations, and	creativity and
		how dance, music,		many steps.	film.		experiences.	innovation.
		theatre, and visual art		Planning	111111.		experiences.	iiiiovatioii.
		have influenced world		carefully is vital	Perform in front		Integrate and	CRP8. Utilize
		cultures throughout		in the creation	of the camera,		evaluate multiple	critical thinking
		history.		of larger	doing things		sources of	to make sense
		mstory.		projects.	such as:		information	of problems and
		1.2.12.A.2 Justify the		projects.	following multi-		presented in	persevere in
		impact of innovations		Dognita the mood	step directions,		diverse formats	
				Despite the need			and media.	solving them.
		in the arts (e.g., the		to create	delivering lines		and media.	CRP9. Model
		availability of music		detailed plans,	of dialogue, and			
		online) on societal		filmmakers must	expressing			integrity,
		norms and habits of		maintain	emotions on			ethical
		mind in various		flexibility to	screen.			leadership and
		historical eras.		allow for their	XX 1			effective
				movies to have a	Work			management.
				feeling of	collaboratively			

	1 2 12 D 4 Apolyzo the	anontonaite and	to amosto a shout	CRP10. Plan
	1.3.12.D.4 Analyze the	spontaneity and	to create a short	
	syntax and	life.	film.	education and
	compositional and	A 11-1	III. danatan daha	career paths
	stylistic principles of	A knowledge of	Understand the	aligned to
	two- and three-	art history	technical	personal goals.
	dimensional artworks in	deepens an	aspects of film	CDD11 II
	multiple art media	artist's	production, such	CRP11. Use
	(including computer-	understanding	as:	technology to
	assisted artwork), and	and improves	starting/stopping	enhance
	interpret themes and	the quality of	the camera,	productivity.
	symbols suggested by	their work.	logging takes on	
	the artworks.		the shot log,	CRP12. Work
		Opening	writing the	productively in
	1.3.12.D.5 Identify the	yourself up to	appropriate	teams while
	styles and artistic	the critique	information	using cultural
	processes used in the	process is a vital	(scene/shot/take	global
	creation of culturally	way to improve	number) on the	competence.
	and historically diverse	your art.	slate, showing	
	two- and three-		the slate at the	
	dimensional artworks		beginning of a	
	and emulate those		shot, etc.	
	styles by creating an			
	original body of work.		Have an	
			awareness of the	
	1.4.12.A.1 Use		ways that the	
	contextual clues to		narrative is	
	differentiate between		created in the	
	unique and common		editing process.	
	properties and to		For instance,	
	discern the cultural		students will	
	implications of works		know that shots	
	of dance, music,		can be filmed	
	theatre, and visual art.		out of order and	
			then placed in	
	1.4.12.A.3 Develop		the correct order	
	informed personal		on the	
	responses to an		computer.	
	assortment of artworks			
	across the four arts		Use historically	
	disciplines (dance,		significant films	
	music, theatre, and		5-5	
LL	most, mound, and		<u> </u>	

rious 1 sut) resins	as reference		
visual art), using			
historical significance,	material.		
craftsmanship, cultural	T 1 .'C C'1		
context, and originality	Identify film-		
as criteria for assigning	related career		
value to the works.	pathways.		
1.4.12.A.4 Evaluate	Suggested		
how exposure to	Learning		
various cultures			
influences individual,	Targets:		
•	Douti simata ima		
emotional, intellectual,	Participate in a		
and kinesthetic	table reading of		
responses to artwork.	a script.		
1.4.12.B.1 Formulate	Collaborate to		
criteria for arts	create a film		
evaluation using the	project.		
principles of positive	project.		
critique and observation	Guide students		
of the elements of art	to		
and principles of	collaboratively		
design, and use the	write a short		
criteria to evaluate			
	script.		
works of dance, music,	Etter a street		
theatre, visual, and	Film a short		
multimedia artwork	scene, edit it,		
from diverse cultural	watch it, and		
contexts and historical	critique it.		
eras.	***		
	Watch unedited		
1.4.12.B.2 Evaluate	film footage,		
how an artist's	critique it, and		
technical proficiency	discuss how it		
may affect the creation	can be pieced		
or presentation of a	together in the		
work of art, as well as	editing process.		
how the context in			
which a work is	Allow small		
performed or shown	groups of		
may impact perceptions	students to film		

of its	each other using		
significance/meaning.	different shot		
	techniques.		
1.4.12.B.3 Determine			
the role of art and			
artmaking 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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http://www.tineye.com/

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ASSOCIATED JOBS LIST BY UNIT

Unit 1 Drawing	Graphic designer Illustrator Fashion Designer Industrial Designer Animator Landscape Architect Architect Fine Artist		
Unit 2 Color Theory	Advertising Director Logo/Branding Designer Advertisement Designer Magazine Layout Designer Book/eBook Designer Packaging Designer Fine Artist Illustrator		
Unit 3 Painting	Graphic designer Illustrator Fashion Designer Industrial Designer Animator Landscape Architect Architect Fine Artist Advertising Director Logo/Branding Designer Advertisement Designer Magazine Layout Designer Book/eBook Designer Packaging Designer		
Unit 4 Collage	Graphic designer Illustrator Fine Artist Advertising Director Logo/Branding Designer Advertisement Designer Magazine Layout Designer Book/eBook Designer Packaging Designer		
Unit 5 Sculpture	Toy Designer Industrial Designer Architect Prop Designer Set/Stage Design Interior Designer		
Unit 6 Movie Project	Animator Film Editor Television/Film Producer	Actor Documentary Filmmaker Camera Operator	Photographer Videographer