

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.

2019 HTPS Visual Arts Curriculum Map – Art 1A Grades 9-12

| Unit of Study | Pacing | NJCCC Standards | Essential Questions | Enduring Understandings | Learning Targets | Assessment: Formative & Summative | Interdisciplinary Connections | 21 st Century Life & Career Standards |
|----------------|---------|---|--|---|--|---|--|--|
| Drawing | 10 days | <p>1.1.12.D.1 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.</p> <p>1.3.12.D.4 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.</p> <p>1.3.12.D.3 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 mediums, and techniques used.</p> <p>1.4.12.A.3 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</p> | <p>What do artists do?</p> <p>How does art communicate ideas to others?</p> <p>How does a knowledge of art history deepen an artist's understanding and improve the quality of their work?</p> <p>How might one's choice of line or texture (or other elements) affect the mood, tone or interpretation of one's work?</p> <p>How does exaggeration or emphasis of one or more elements/principles alter the meaning or quality of one's composition?</p> <p>What constitutes a quality drawing?</p> | <p>How individuals manipulate the Elements of Art and Principles of Design results in original portfolios that reflect choice and personal stylistic nuance.</p> <p>Good art requires skills and discipline to turn ideas and observations into a quality product.</p> <p>A knowledge of art history deepens an artist's understanding and improves the quality of their work.</p> <p>Opening yourself up to the critique process is a vital way to improve your art.</p> | <p>Create contour line drawings using various media</p> <p>Demonstrate use of various drawing tools, materials, equipment, such as: pencils, pastels, crayon, pen & ink, charcoal, erasers, T-squares, assorted papers, etc.</p> <p>Demonstrate drawing techniques and skills such as stippling, hatching, cross hatching, scribbling, and blending.</p> <p>Describe and demonstrate the rendering of value relationships using a full range of tones.</p> | <p>Teacher will provide individual and group feedback regarding skills, technique and craftsmanship.</p> <p>Group critique.</p> | <p>Use proper conventions and grammar when speaking and writing.</p> <p>Collaborating and discussing high level ideas with classmates and team members.</p> <p>Engage in multiple forms of discussion in order to process, make sense of, and learn from others' ideas, observations, and experiences.</p> <p>Integrate and evaluate multiple sources of information presented in diverse formats and media.</p> <p>Use measuring skills and tools to format and mat or mount art works.</p> | <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP7. Employ valid and reliable research strategies.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP10. Plan education and career paths aligned to personal goals.</p> <p>CRP11. Use technology to enhance productivity.</p> |

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| | | <p>context, and originality as criteria for assigning values to the works.</p> <p>1.4.12.A.4 Evaluate how exposure to various cultures influences individual, emotional, intellectual, and kinesthetic responses to artwork.</p> <p>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.</p> <p>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.</p> | <p>How may critique affect the creation and/or modification of an existing or new work of art?</p> <p>How can a knowledge of underlying structures assist you in the creation of art?</p> | <p>A knowledge of underlying structures, such as facial proportions, can assist you in the creation of art.</p> | <p>Employ the technique of "sighting" in drawing to measure spatial relationships.</p> <p>Use the Elements of Art and Principles of Design.</p> <p>Identify and discuss possible visual arts careers which employ a variety of media and design approaches.</p> <p>Integrate technology by using the internet to research artists and periods and by using digital cameras.</p> <p>Demonstrate knowledge of facial proportions and an ability to draw parts of a face.</p> | | <p>Demonstrate safe use of art materials, ingredients, and equipment.</p> | |
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| | | | | | <p>Suggested Learning Activities:</p> <p>Create a composition using various types of lines.</p> <p>Create a value chart using line and/or value techniques.</p> <p>Draw from observation of still life/model using demonstrated techniques.</p> <p>Draw a self-portrait or a portrait of a classmate.</p> <p>Use a grid method to draw from an original photograph taken by the student.</p> <p>Create drawings using a variety of drawing media, techniques and tools such as pen & ink</p> | | | |
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| | | | | | renderings, pencil value renderings, line renderings, color drawings in chalk or oil pastels, color pencils, markers, etc. | | | |
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| Color Theory | 15 days | <p>1.1.12.D.1-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.</p> <p>1.3.12.D.1-Synthesize 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 degree of technical proficiency and expressivity.</p> <p>1.3.12.D.2-Produce an original body of artwork in one or more art mediums that demonstrates mastery of visual literacy methods, techniques, and cultural understanding.</p> <p>1.3.12.D.5-Identify the styles and artistic processes used in the creation of culturally and historically diverse two- and three-dimensional</p> | <p>How can color suggest meaning in a work of art?</p> <p>How can art historical references improve the quality of a student's work?</p> <p>How can the understanding and incorporation of the elements and principles of design strengthen a student's work?</p> <p>How can critique affect the creation and/or modification of an existing or new work of art?</p> <p>How can the use of color express a mood or feeling in a piece of artwork?</p> <p>How do underlying structures unconsciously guide the creation of art works?</p> | <p>Artists often use color to express a mood or feeling in a piece of artwork.</p> <p>An understanding of color theory is crucial if one wants to advance as an artist.</p> <p>Artists use a variety of problem solving and decision-making skills to apply the elements of art and principles of design in two-dimensional works of art.</p> <p>Two-dimensional design in various media has been used by various cultures and civilizations</p> | <p>Define and discuss the color wheel terms and the relationship between the hues.</p> <p>Identify, define, and demonstrate knowledge of color-related terminology, such as: Primary, Secondary, Tertiary, Complementary, Analogous, Tints, Shades, Tones, Warm vs. Cool, Intensity, and Value.</p> <p>Define and discuss terms used to describe color theory concepts and approaches such as: advancing and receding colors, monochromatic color, neutral colors,</p> | <p>Teacher will provide individual and group feedback regarding skills, technique and craftsmanship.</p> <p>Group critique.</p> | <p>Use proper conventions and grammar when speaking and writing.</p> <p>Collaborating and discussing high level ideas with classmates and team members.</p> <p>Engage in multiple forms of discussion in order to process, make sense of, and learn from others' ideas, observations, and experiences.</p> <p>Integrate and evaluate multiple sources of information presented in diverse formats and media.</p> <p>Use measuring skills and tools to format and mat or mount art works.</p> | <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP7. Employ valid and reliable research strategies.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP10. Plan education and career paths aligned to personal goals.</p> |

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| | | <p>artworks and emulate those styles by creating an original body of work.</p> <p>1.4.12.A.2-Speculate on the artist's intent, using discipline-specific arts technology and citing embedded clues to substantiate the hypothesis.</p> <p>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.</p> <p>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.</p> | <p>How might one's choice of color (and other choices) affect the mood, tone, or interpretation of one's work?</p> <p>How does exaggeration or emphasis of one or more elements/principles alter the meaning or quality of one's composition?</p> | <p>throughout history.</p> <p>The creation of art includes creative planning and the use of a variety of studio skills.</p> <p>Through the study of art, people learn to make informed critical judgments, gain knowledge about visual communication, and learn to respect one's own expression and those of others.</p> <p>Artists use a variety of media and technological tools to find visual resources to inspire future paintings.</p> <p>The development of critical thinking skills enables keener insights when solving</p> | <p>atmospheric perspective, and the expressive and emotional qualities of different colors.</p> <p>Suggested Learning Activities:</p> <p>Create a color wheel in tempera paint on paper</p> <p>Practice color mixing using just the primary colors.</p> <p>Practice mixing tints and shades using black and white paint added to a color, as well as using the complement of a color to create lower intensity.</p> <p>Analyze different compositions in relation to their use of color.</p> <p>Create a chart to practice mixing</p> | | <p>Demonstrate safe use of art materials, ingredients, and equipment.</p> | <p>CRP11. Use technology to enhance productivity.</p> |
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| | | | | <p>future design problems.</p> | <p>intensity scales; tints and shades.</p> <p>Employ color mixing exercises to create a monochromatic color palette, one with analogous colors, advancing and receding colors, and complementary colors.</p> <p>Create a piece of art using harmonious colors.</p> <p>Apply color to a piece of art using a limited palette (for example, using only warm colors or only cool ones)</p> <p>Create a piece of art using a complementary color palette.</p> <p>Use atmospheric perspective to create the illusion of three-</p> | | | |
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| | | | | | dimensional space on a two dimensional surface. | | | |
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| Painting | 15 days | <p>1.3.12.D.1-Synthesize 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 degree of technical proficiency and expressivity.</p> <p>1.3.12.D.2-Produce an original body of artwork in one or more art mediums that demonstrates mastery of visual literacy methods, techniques, and cultural understanding.</p> <p>1.3.12.D.5-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.</p> <p>1.4.12.A.2-Speculate on the artist's intent, using discipline-specific arts technology and citing embedded clues to substantiate the hypothesis.</p> <p>1.4.12.A.3-Develop informed personal responses to an assortment of artworks across the four arts disciplines (dance, music, theatre, and visual art),</p> | <p>How does understanding the elements and principles of design enable you to make strong design choices?</p> <p>How do different techniques, media, and processes affect self-expression?</p> <p>What makes painting different from other studio mediums?</p> <p>How can artists use traditional methods, such as a variety of painting techniques, to create works of art?</p> <p>Why must art materials be used in a safe and responsible manner?</p> | <p>The best way to learn to paint is by painting frequently, in order to develop a comfort level with the brush.</p> <p>How individuals manipulate the Elements of Art and Principles of Design results in original portfolios that reflect choice and personal stylistic nuance.</p> <p>Good art requires skills and discipline to turn ideas and observations into a quality product.</p> <p>A knowledge of art history deepens an artist's understanding and improves the quality of their work.</p> | <p>Demonstrate techniques such as: scumbling, impasto, glazing, dry brush, and wet into wet, line, masking out, blending, lift, and graded color.</p> <p>Practice using paints and tools such as: tempera, acrylic, watercolor, brushes, mixing trays, canvas board, watercolor paper, illustration board.</p> <p>Create a painting with a foreground, middle ground and background.</p> <p>Demonstrate the use of elements such</p> | <p>Teacher will provide individual and group feedback regarding skills, technique and craftsmanship.</p> <p>Group critique.</p> | <p>Use proper conventions and grammar when speaking and writing.</p> <p>Collaborating and discussing high level ideas with classmates and team members.</p> <p>Engage in multiple forms of discussion in order to process, make sense of, and learn from others' ideas, observations, and experiences.</p> <p>Integrate and evaluate multiple sources of information presented in diverse formats and media.</p> <p>Use measuring skills and tools to format and mat or mount art works.</p> | <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP7. Employ valid and reliable research strategies.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP10. Plan education and career paths aligned to personal goals.</p> |

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| | | <p>using historical significance, craftsmanship, cultural context, and originality as criteria for assigning value to the works.</p> <p>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.</p> <p>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.</p> | <p>What is the importance of design and craftsmanship in a work of art?</p> <p>How can artists use texture effectively in a composition?</p> <p>What constitutes a quality painting?</p> <p>How may critique affect the creation and/or modification of an existing or new work of art?</p> | <p>Opening yourself up to the critique process is a vital way to improve your art.</p> | <p>as line, texture, value, and form as they relate to painting.</p> <p>Create a painting on watercolor paper or canvas board.</p> <p>Suggested Learning Activities:</p> <p>Demonstrate the use of various painting and brush techniques using different types of paint.</p> <p>Create a landscape painting using watercolor or tempera paint.</p> <p>Create a painting in the style of a famous artist.</p> <p>Use natural objects, such as flowers, leaves, or branches, as the foundation for a painting.</p> | | <p>Demonstrate safe use of art materials, ingredients, and equipment.</p> | <p>CRP11. Use technology to enhance productivity.</p> |
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| | | | | | Create a sample chart of each learned technique which can be used as a reference for future paintings. | | | |
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| Collage | 10 days | <p>1.2.12.A.2 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.</p> <p>1.1.12.D.1 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.</p> <p>1.3.12.D.2 Produce an original body of artwork in one or more art mediums that demonstrate mastery of visual literacy, methods, techniques, and cultural understanding.</p> <p>1.4.12.A.2 Speculate on the artist's intent using discipline-specific arts terminology and citing embedded clues to substantiate the hypothesis.</p> <p>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</p> | <p>How can existing materials be reused in different, creative, unique ways?</p> <p>Why must art materials and tools be used in a safe and responsible manner?</p> <p>What is the importance of design and craftsmanship in a work of art?</p> <p>What distinguishes collage from other types of art making?</p> | <p>Through the collage process, artists can utilize found materials and can repurpose them in original ways.</p> <p>Cutting and pasting is a good way to build up fine motor control.</p> <p>How individuals manipulate the Elements of Art and Principles of Design results in original portfolios that reflect choice and personal stylistic nuance. Good art requires skills and discipline to turn ideas and observations into a quality product.</p> <p>A knowledge of art history deepens an artist's</p> | <p>Identify different types of shapes.</p> <p>Distinguish between organic and geometric shapes.</p> <p>Cut and paste various kinds of shapes onto a firmer backing sheet.</p> <p>Create their own collage materials using different media.</p> <p>Utilize their own collage materials to create a finished composition.</p> <p>Find photographs in magazines that all conform to a theme. For instance, they will cut out purple pictures,</p> | <p>Teacher will provide individual and group feedback regarding skills, technique and craftsmanship.</p> <p>Group critique.</p> | <p>Use proper conventions and grammar when speaking and writing.</p> <p>Collaborating and discussing high level ideas with classmates and team members.</p> <p>Engage in multiple forms of discussion in order to process, make sense of, and learn from others' ideas, observations, and experiences.</p> <p>Integrate and evaluate multiple sources of information presented in diverse formats and media.</p> <p>Use measuring skills and tools to format and mat or mount art works.</p> | <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP7. Employ valid and reliable research strategies.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP10. Plan education and career paths aligned to personal goals.</p> |

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| | | from diverse cultural contexts and historical eras. | | <p>understanding and improves the quality of their work.</p> <p>Opening yourself up to the critique process is a vital way to improve your art.</p> | <p>or pictures of triangles, etc.</p> <p>Find copyright-free photographs online, print them, and use them to collage with.</p> <p>Suggested Learning Activities:</p> <p>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.</p> <p>Create a collage by finding lots of examples of a particular letter or number.</p> <p>Students will create their own collage material using various art media and will then use it</p> | | Demonstrate safe use of art materials, ingredients, and equipment. | CRP11. Use technology to enhance productivity. |
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| | | | | | <p>to create a finished piece of art.</p> <p>Students will create abstract collage portraits by finding examples of different facial features in magazines.</p> | | | |
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| Sculpture | 15 days | <p>1.1.12.D.1 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.</p> <p>1.3.12.D.1 Synthesize 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 degree of technical proficiency and expressivity.</p> <p>1.3.12.D.2 Produce an original body of artwork in one or more art mediums that demonstrate mastery of visual literacy, methods, techniques, and cultural understanding.</p> <p>1.3.12.D.5 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.</p> <p>1.4.12.A.3 Develop informed personal responses to an assortment of artworks across</p> | <p>What are the purposes for which cultures create art, specifically sculpture?</p> <p>How can artists use traditional methods, such as construction techniques, and use them to create innovative art works?</p> <p>How can various media affect the surface quality of a piece of sculpture and our appreciation of it?</p> <p>Why must art materials and tools be used in a safe and responsible manner?</p> <p>Do underlying structures guide</p> | <p>Artists use a variety of problem solving and decision-making skills to apply the elements of art and principles of design in three-dimensional works of art.</p> <p>How individuals manipulate the Elements of Art and Principles of Design results in original portfolios that reflect choice and personal stylistic nuance.</p> <p>Good art requires skills and discipline to turn ideas and observations into a quality product.</p> <p>A knowledge of art history deepens an artist's understanding</p> | <p>Understand and apply the elements of art and principles of design as they relate to the making of three-dimensional art.</p> <p>Create a relief sculpture.</p> <p>Define and differentiate between additive sculpture and subtractive sculpture.</p> <p>Create a piece of art using an assemblage technique.</p> <p>Analyze and evaluate the use of positive and negative space in different kinds of sculpture.</p> <p>Understand that sculpting</p> | <p>Teacher will provide individual and group feedback regarding skills, technique and craftsmanship.</p> <p>Group critique.</p> | <p>Use proper conventions and grammar when speaking and writing.</p> <p>Collaborating and discussing high level ideas with classmates and team members.</p> <p>Engage in multiple forms of discussion in order to process, make sense of, and learn from others' ideas, observations, and experiences.</p> <p>Integrate and evaluate multiple sources of information presented in diverse formats and media.</p> <p>Demonstrate safe use of art materials, ingredients, and equipment.</p> | <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP5. Consider the environmental, social and economic impacts of decisions.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP7. Employ valid and reliable research strategies.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> |

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| | | <p>the four arts disciplines (dance, music, theatre, and visual art), using historical significance, craftsmanship, cultural context, and originality as criteria for assigning values to the works.</p> | <p>the creation of works of art?</p> <p>What is the importance of design and craftsmanship in a work of art?</p> | <p>and improves the quality of their work.</p> <p>Opening yourself up to the critique process is a vital way to improve your art.</p> | <p>techniques can be used to create props for a performance or movie project.</p> <p>Suggested Learning Activities:</p> <p>Produce a sculpture using one of a variety of media and approaches.</p> <p>Create a paper sculpture.</p> <p>Create a relief sculpture using painted mat board scraps.</p> <p>Use cardboard or other materials to create props for a performance or movie project.</p> <p>Create a sculpture using media such as: clay, plasticine, plaster, foam board, found objects, paper Mache, wood,</p> | | | |
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| Unit of Study | Pacing | NJCCC Standards | Essential Questions | Enduring Understandings | Learning Targets | Assessment: Formative & Summative | Interdisciplinary Connections | 21 st Century Life & Career Standards |
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| Movie Project | 20 days | <p>1.1.12.D.1 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.</p> <p>1.1.12.D.2 Translate literary, musical, theatrical, and dance compositions by using them as stimulus/inspiration for corresponding visual artworks.</p> <p>1.2.12.A.1 Determine how dance, music, theatre, and visual art have influenced world cultures throughout history.</p> <p>1.2.12.A.2 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.</p> | <p>What are the steps in the filmmaking process?</p> <p>Why is it so crucial to have detailed plans?</p> <p>What does it mean if something is a “collaborative art”?</p> | <p>Filmmaking is a collaborative art form that requires the pooled efforts of a lot of different people.</p> <p>During the editing process, filmed footage can be manipulated in many different ways.</p> <p>The filmmaking process is slow and involves many steps.</p> <p>Planning carefully is vital in the creation of larger projects.</p> <p>Despite the need to create detailed plans, filmmakers must maintain flexibility to allow for their movies to have a feeling of</p> | <p>Understand the process by which a film is made.</p> <p>Understand and participate in the creation of a film.</p> <p>Participate in the creation and implementation of props and other mise en scene.</p> <p>Understand the narrative structure of a film.</p> <p>Perform in front of the camera, doing things such as: following multi-step directions, delivering lines of dialogue, and expressing emotions on screen.</p> <p>Work collaboratively</p> | <p>Teacher will provide individual and group feedback regarding skills, technique and craftsmanship.</p> <p>Group critique.</p> | <p>Use proper conventions and grammar when speaking and writing.</p> <p>Collaborating and discussing high level ideas with classmates and team members.</p> <p>Engage in multiple forms of discussion in order to process, make sense of, and learn from others’ ideas, observations, and experiences.</p> <p>Integrate and evaluate multiple sources of information presented in diverse formats and media.</p> | <p>CRP1. Act as a responsible and contributing citizen and employee.</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP9. Model integrity, ethical leadership and effective management.</p> |

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| | <p>1.3.12.D.4 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.</p> <p>1.3.12.D.5 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.</p> <p>1.4.12.A.1 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.</p> <p>1.4.12.A.3 Develop informed personal responses to an assortment of artworks across the four arts disciplines (dance, music, theatre, and</p> | | <p>spontaneity and life.</p> <p>A knowledge of art history deepens an artist's understanding and improves the quality of their work.</p> <p>Opening yourself up to the critique process is a vital way to improve your art.</p> | <p>to create a short film.</p> <p>Understand the technical aspects of film production, such as: starting/stopping the camera, logging takes on the shot log, writing the appropriate information (scene/shot/take number) on the slate, showing the slate at the beginning of a shot, etc.</p> <p>Have an awareness of the ways that the narrative is created in the editing process. For instance, students will know that shots can be filmed out of order and then placed in the correct order on the computer.</p> <p>Use historically significant films</p> | | <p>CRP10. Plan education and career paths aligned to personal goals.</p> <p>CRP11. Use technology to enhance productivity.</p> <p>CRP12. Work productively in teams while using cultural global competence.</p> |
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| | | <p>visual art), using historical significance, craftsmanship, cultural context, and originality as criteria for assigning value to the works.</p> <p>1.4.12.A.4 Evaluate how exposure to various cultures influences individual, emotional, intellectual, and kinesthetic responses to artwork.</p> <p>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.</p> <p>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</p> | | <p>as reference material.</p> <p>Identify film-related career pathways.</p> <p>Suggested Learning Targets:</p> <p>Participate in a table reading of a script.</p> <p>Collaborate to create a film project.</p> <p>Guide students to collaboratively write a short script.</p> <p>Film a short scene, edit it, watch it, and critique it.</p> <p>Watch unedited film footage, critique it, and discuss how it can be pieced together in the editing process.</p> <p>Allow small groups of students to film</p> | | | |
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| | | <p>of its significance/meaning.</p> <p>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.</p> | | | <p>each other using different shot techniques.</p> | | | |
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ASSOCIATED JOBS LIST BY UNIT

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| 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 |