

NJCCCS AREA: Visual Art
North Brunswick Township Public Schools

ART/ ANYONE CAN DRAW, PAINT AND SCULPT

Ms. Valerie Grollman/Art Instructor

Ms. Peggy Sica/Supervisor of Art and Music

New Jersey Core Curriculum Content Standard Area: VISUAL ART

Topic/Course: ANYONE CAN DRAW. PAINT AND SCULPT

Grade: 9-12

Date AUG. 2008

Essential Question NJCCC Standard	NJCCCS – Skills/Objectives	Instructional Strategies Activities/ Materials / Technology Interdisciplinary Connections Cultural Diversity	Modifications ESL / Special Education Academic Support/ G&T	Assessments Formative Summative Benchmarks	PACIN G
<p>1.3</p> <p>What rules guide the creation of visual art?</p>	<p>1.3.12D.1</p> <p>Obj. 1 – Student will internalize then utilize one or more Principles of Design in their work (artwork, critique, etc.)</p>	<ul style="list-style-type: none"> • Introduction to Principles of Design • Art analysis using Principles of Design • Student demonstrate ability to locate Principles of Design in artwork • Student demonstrates ability to use Principles as objective(s) of artwork(s) <p>Materials:</p> <ul style="list-style-type: none"> • Handouts • LCD Projector • Scholastic Art Magazine • Slide/Overhead Projector • Posters • Computers <p>Cultural Diversity:</p> <ul style="list-style-type: none"> • Analysis of art from differing countries/time periods 	<ul style="list-style-type: none"> • Vocabulary lists • Handout • Examples • Student need-specific strategies 	<p>Formative:</p> <ul style="list-style-type: none"> • In class discussion/ participation • Ability to locate Principles in artwork(s) • Work completed to assignment specific specifications <p>Summative:</p> <ul style="list-style-type: none"> • Test • Student use of Principles of Design in artwork(s) <p>Benchmarks:</p> <ul style="list-style-type: none"> • Assignment(s) completed to specifications • Mid-Year/ Final 	<p>120 Days</p>

				examination	
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1.3 What elements are used in the creation of visual art?	1.3.12D.1 Obj. 1 – Student will internalize then utilize one or more Elements of Design in their work (artwork, critique, etc.)	<ul style="list-style-type: none"> • Introduction to Elements of Design • Student demonstrate ability to locate Elements of Design in artwork • Art analysis using Elements of Design • “Treasure Hunt” for Elements of Design in artwork(s) • Student demonstrate ability to use Elements of Design as objective(s) of artwork <p>Materials:</p> <ul style="list-style-type: none"> • Handouts • LCD Projector • Scholastic Art Magazine • Computers <p>Cultural Diversity:</p> <ul style="list-style-type: none"> • Analysis of art from 	<ul style="list-style-type: none"> • Vocabulary lists • Handout • Student need-specific strategies 	<p>Formative:</p> <ul style="list-style-type: none"> • In class discussion/ participation • Work completed to assignment specific specifications <p>Summative:</p> <ul style="list-style-type: none"> • Test • Student use of Elements of Design in artwork(s) <p>Benchmarks:</p> <ul style="list-style-type: none"> • Mid-Year/ Final examination • Assignment(s) completed to specifications 	120 Days

		differing countries/time periods			
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1.1, 1.4, 1.5 How can analyzing an artwork help in its' creation or aid in the understanding of art work from the past?	1.1.12A.1,2 1.4.12B.1, 2 1.5.12B.1 Obj. 1 – Student will use proper subject-related terminology in forming responses to observations of artwork and its elements. Obj. 2 – Student will use critical thinking skills and proper art evaluation techniques during and/or after the creation of artwork by self and/or group critique verbally and/or in writing . Obj. 3 – Student will explore art from various historical periods and compare and contrast the differences in style.	<ul style="list-style-type: none"> • Introduction to critique • Introduction to subject related terminology • Introduction to methods of critique • Guided critique • Students participate in group and/or self critique • Students participate in verbal and/or written critique exercises. <p>Materials:</p> <ul style="list-style-type: none"> • Handouts • LCD Projector • Scholastic Art Magazine • Slide Projector <p>Cultural Diversity:</p> <ul style="list-style-type: none"> • Critique of art from differing countries/time periods <p>Interdisciplinary Connections:</p>	<ul style="list-style-type: none"> • Vocabulary lists • Handout • Student need-specific strategies 	<p>Formative:</p> <ul style="list-style-type: none"> • In class critiquing (self/others) (verbal/written) • Work completed to assignment specific specifications <p>Summative:</p> <ul style="list-style-type: none"> • Written and/or verbal critique • Test <p>Benchmark</p> <ul style="list-style-type: none"> • Mid-Year/ Final examination • Teacher evaluation 	120 Days

	<p>Obj. 4 – Student will categorize the artistic subject and structure using the Elements and Principles of Design.</p>	<ul style="list-style-type: none"> • Critical Thinking Skills 			
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<p>1.1, 1.5 What is the connection between Art and human history?</p>	<p>1.1.12A.,2,3 1.5.12A.1,2 1.5.12B.1,2 Obj. 1 - Student will form responses verbally or in written form to artwork based on historical significance, cultural context, etc. Obj. 2. - Student will respond verbally or in written form to observed elements within an artwork using subject related vocabulary. Obj. 3 - Student will make connections and examine stylistic characteristics/changes verbally or in written form between art and history, by</p>	<ul style="list-style-type: none"> • Introduction to concepts associated with the study of Art History • Introduction to subject related terminology (general and specific to each individual work) • Reading on critique steps • Introduction to methods of critique • Students participate in group critique • Students participate in written critique exercises <p>Materials:</p> <ul style="list-style-type: none"> • Handouts • LCD Projector • Scholastic Art Magazine/books • Slide Projector 	<ul style="list-style-type: none"> • Vocabulary lists • Handout • Student need-specific strategies 	<p>Formative:</p> <ul style="list-style-type: none"> • In class discussion/ participation • Participation in art history related activities • Work completed to assignment specific specifications <p>Summative:</p> <ul style="list-style-type: none"> • Written work • Test <p>Benchmark</p> <ul style="list-style-type: none"> • Mid-Year/ Final examination • Assignment(s) completed to 	

	comparing and contrasting stylistic characteristics.	<p>Cultural Diversity:</p> <ul style="list-style-type: none"> • Critique of art from differing countries/time periods <p>Interdisciplinary Connections:</p> <ul style="list-style-type: none"> • Social Studies and Geography 		specifications	
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1.1 What terminology is needed to speak about Art with clarity and specificity?	1.1.12A.1 Obj. 1 – Student will internalize and utilize subject related vocabulary verbally and in written form.	<ul style="list-style-type: none"> • Record vocabulary in Notebooks • Review Vocabulary Lists • Utilize Vocabulary in verbal and/or written work <p>Materials:</p> <ul style="list-style-type: none"> • Notebook • Pencil • Vocabulary list <p>Cultural Diversity:</p> <ul style="list-style-type: none"> • Introduction to subject specific terminology regarding artwork from differing countries/ time periods <p>Interdisciplinary Connections:</p> <ul style="list-style-type: none"> • English/Standardized Test Preparation 	<ul style="list-style-type: none"> • Vocabulary lists • Student need-specific strategies 	<p>Formative:</p> <ul style="list-style-type: none"> • In class discussion/ participation • Participation using proper terminology <p>Summative:</p> <ul style="list-style-type: none"> • Written work • Test <p>Benchmark</p> <ul style="list-style-type: none"> • Mid-Year/ Final examination 	175 Days

<p>1.1, 1.2 What is color and how can we perceive and use color effectively?</p>	<p>1.1.12A.1 1.2.12D.2,3</p> <p>Obj. 1 – Student will internalize and utilize basic color theory principles verbally and in written work</p> <p>Obj. 2 – Student will complete painting to a line exercise(s)</p> <p>Obj. 3 – Student will paint to a line and adhere to stated objectives for presented assignment.</p>	<ul style="list-style-type: none"> • Introduction to basic Color Theory concepts and standard color schemes • Introduction to paint application • Student practice use of tools and associated techniques • Painting exercise(s) and Assignment(s) <p>Materials:</p> <ul style="list-style-type: none"> • Paint • Brushes • Exercise sheets <p>Technology:</p> <ul style="list-style-type: none"> • Computers • LCD projector • Video/DVD <p>Interdisciplinary Connections:</p> <ul style="list-style-type: none"> • Science/Color Theory 	<ul style="list-style-type: none"> • Vocabulary lists • Audio/visual presentation • Student need-specific strategies 	<p>Formative:</p> <ul style="list-style-type: none"> • In class discussion/ participation • Skill/concepts application • Work completed to assignment specific specifications <p>Summative:</p> <ul style="list-style-type: none"> • Artwork • Written work • Test <p>Benchmark:</p> <ul style="list-style-type: none"> • Mid-Year/Final examination • Assignment(s) completed to specifications 	90 Days

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<p>1.2</p> <p>What is the oldest form of visual art and how can we make use of that skill?</p>	<p>1.2.12D.2,3</p> <p>Obj. 1 – Student will use various basic drawing methods and techniques.</p> <p>Obj. 2 – Student will produce a body of work which demonstrates some mastery of methods and techniques associated with drawing.</p>	<ul style="list-style-type: none"> • Introduction to basic tools and techniques associated with drawing (inner/outer contour, negative space drawing, etc.) • Exercises/finished work using various basic drawing tools and techniques to build a small portfolio of drawings. <p>Materials:</p> <ul style="list-style-type: none"> • Drawing media • Drawing paper • Pens • View-finders 	<ul style="list-style-type: none"> • Vocabulary lists • Student need-specific strategies 	<p>Formative:</p> <ul style="list-style-type: none"> • In class discussion/ participation • Skill/concept application • Work completed to assignment specific specifications <p>Summative:</p> <ul style="list-style-type: none"> • Artwork • Written work • Test <p>Benchmark</p> <ul style="list-style-type: none"> • Mid-Year/ Final examination • Assignment(s) completed to specifications 	

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<p>1.1 What is three-dimensional art and what techniques are used in its' creation?</p>	<p>1.2.12D.2,3</p> <p>Obj. 1 – Student will use various basic sculptural methods and techniques.</p> <p>Obj. 2 – Student will produce a body of work which demonstrates some mastery of methods and techniques associated with sculpture.</p>	<ul style="list-style-type: none"> • Introduction to basic concepts associated with of sculpture (solid/void, low relief/high relief, etc) • Introduction to media specific sculpture assignment • Student produces work which meets stated objectives. <p>Materials:</p> <ul style="list-style-type: none"> • Assignment specific sculptural materials <p>Technology:</p> <ul style="list-style-type: none"> • Slide projector • DVD/video • LCD projector 	<ul style="list-style-type: none"> • Vocabulary lists • Student need-specific strategies 	<p>Formative:</p> <ul style="list-style-type: none"> • In class discussion/ participation • Skill/concepts application • Work completed to assignment specific specifications <p>Summative:</p> <ul style="list-style-type: none"> • Artwork • Written work • Test <p>Benchmark</p> <ul style="list-style-type: none"> • Mid-Year/ Final examination • Assignment(s) completed to specifications 	

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<p>1.2 What Anyone Can Draw, Paint & Sculpt concepts can be used in real world careers?</p>	<p>1.2.12D.4 Obj. 1 – Student will be able to able to discuss possible career path(s).</p>	<ul style="list-style-type: none"> • Introduction to art related careers • Audio/visual presentation • Student participation in class discussion and/or written assignment <p>Materials:</p> <ul style="list-style-type: none"> • Notebook • Pencil/pen <p>Technology:</p> <ul style="list-style-type: none"> • LCD Projector • DVD/video • Computer 	<ul style="list-style-type: none"> • Student needs-specific strategies 	<p>Formative:</p> <ul style="list-style-type: none"> • In class discussion/ participation <p>Summative:</p> <ul style="list-style-type: none"> • Ability of students to list possible careers in the visual arts • Work completed to assignment specific specifications <p>Benchmark:</p> <ul style="list-style-type: none"> • Mid-Year/ Final examination • Teacher evaluation 	