

NJCCCS AREA:
North Brunswick Township Public Schools

Color, Composition, and Calligraphy

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Date: August 30, 2008

Board Adoption_____

New Jersey Core Curriculum Content Standard Area: Fine Arts

**Topic/Course: Color, Composition, and Calligraphy
2008**

Grade: 9-12

Date: August

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	PACING
<p>1.5 History/Culture How do inscriptions used in past civilizations provide an indirect/direct model for modern manuscript?</p>	<p align="center">1.5.12A.2 1.5.12A.3 1.5.12B.1</p> <p>Obj. 1: SWBAT understand traditional manuscript and its influence in modern manuscript. Obj. 2: SWBAT design artworks that reflect a rendering of inscriptions of past civilizations Obj. 3: SWBAT demonstrate understanding of modern manuscript design interpretations</p>	<ul style="list-style-type: none"> • Class discussion of historical contexts • Class discussion of symbolism • Design diverse art projects that incorporate historical and cultural influences • Create artwork that incorporate modern interpretations <p>Materials: Handouts, pens, inks, paints, paper/parchment, videos, slideshows, posters, computer/Internet</p>	<ul style="list-style-type: none"> • Diversified teaching strategies • Extended time • One-on-one assistance 	<p>Formative:</p> <ul style="list-style-type: none"> • Project Performance • Worksheets • Class observation • Class participation <p>Summative</p> <ul style="list-style-type: none"> • Quizzes or tests • Final exam <p>Benchmark:</p> <ul style="list-style-type: none"> • Final exam 	<p>Semester</p>
<p>1.2 Creation and Performance How are basic writing tools, color, and design composition utilized to create unique bodies of artwork?</p>	<p align="center">1.2.12D.1 1.2.12D.2 1.2.12D.3 1.5.12A.1 1.5.12A.2</p> <p>Obj. 1: SWBAT demonstrate proper methods</p>	<ul style="list-style-type: none"> • Identify basic lettering tools/pens, inks, paints, papers • Use basic tools to render traditional and modern manuscript • Color wheel • Identify and render 	<ul style="list-style-type: none"> • Handouts • Worksheets • Diversified teaching strategies • One-on one assistance 	<p>Formative:</p> <ul style="list-style-type: none"> • Class discussions • Class observation • Class participation 	<p>Semester</p>

	and techniques when utilizing basic writing tools. Obj. 2: SWBAT demonstrate understanding of design composition Obj. 3: SWBAT demonstrate understanding of color theory	letterforms of diverse time periods and cultures (i.e., Roman Empire, Asian, Irish, Renaissance, Ecclesiastical, Greek. Etc.) Materials: pens, inks, paints, paper/parchment, videos, slideshows, posters, computer/Internet		Summative: <ul style="list-style-type: none"> Worksheets Tests/quizzes Project Performance Benchmark: <ul style="list-style-type: none"> Final exam 	
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1.3 Elements/Principles Why are the elements and principles of art imperative when developing manuscripts?	1.3.12D.1 1.3.12D.2 1.4.12A.2 1.4.12B.1 Obj.1. SWBAT develop manuscript design that incorporates the use of lines. Obj.2. SWBAT develop manuscript design with an understanding of the use of shapes, form, and space. Obj.3 SWBAT develop manuscript design with an understanding of the use of color (i.e., primary, secondary, intermediate, complementary, saturation, value, hues, etc.)	<ul style="list-style-type: none"> Complete diverse manuscript designs (i.e. illuminated pages, posters, invitations, etc.) Apply knowledge of composition (use of lines, shapes, color) Class discussions Critiques Materials: Worksheets, pens, inks, paints, paper/parchment, videos, slideshows	<ul style="list-style-type: none"> Diversified strategies Handouts Vocabulary sheets One-on-one assistance 	Formative: <ul style="list-style-type: none"> Teacher observation Peer observation Quizzes Worksheets Summative: <ul style="list-style-type: none"> Final exam Benchmark: <ul style="list-style-type: none"> Final exam 	Semester

<p>1.3 Elements/Principles How can other forms of art provide a source of inspiration when developing manuscript design?</p>	<p>1.3.12D.1 1.3.12D.2 Obj.1. SWBAT analyze and interpret other art forms. Obj.2. SWBAT utilize other works of art as sources of inspiration when creating new designs.</p>	<ul style="list-style-type: none"> • Worksheets • Slideshows • Class discussions • Diverse art projects • Critiques • Cooperative learning <p>Materials: pens, inks, paints, paper/parchment, videos, slideshows</p>	<p>Diversified strategies Extra time</p>	<p>Formative:</p> <ul style="list-style-type: none"> • Teacher observation • Written <p>Summative:</p> <ul style="list-style-type: none"> • Final exam <p>Benchmark:</p> <ul style="list-style-type: none"> • Final exam 	<p>Semester</p>
<p>1.4 Critique How can evaluating the work of peers, existing artworks, or one's own works of art affect the composition of future artworks?</p>	<p>1.4.12A.1 1.4.12A.2 1.4.12A.3 1.4.12B.1 1.4.12B.2 Obj.1. SWBAT evaluate works of art and provide positive commentaries during critiques.</p>	<ul style="list-style-type: none"> • Worksheets • Slideshows • Class discussions • Diverse art projects • Critiques • Cooperative learning <p>Materials: pens, inks, paints, paper/parchment, videos, slideshows</p>	<p>Diversified strategies Extra time</p>	<p>Formative:</p> <ul style="list-style-type: none"> • Teacher observation • Written <p>Summative:</p> <ul style="list-style-type: none"> • Final exam <p>Benchmark:</p> <ul style="list-style-type: none"> • Final exam 	<p>Semester</p>
<p>1.1 Aesthetics How can basic writing tools be utilized to compose works of art with metaphoric messages?</p>	<p>1.1.12A.1 1.1.12A.2 1.1.12A.3 1.1.12B.1 Obj.1. SWBAT analyze and interpret literary works and/or song writings as visual metaphors. Obj.2. SWBAT utilize basic writing tools to compose artwork with metaphoric messages.</p>	<ul style="list-style-type: none"> • Worksheets • Literary works • Songs • Class discussions • Diverse art projects • Critiques • Cooperative learning <p>Materials: pens, inks, paints, paper/parchment, videos, slideshows</p>	<p>Diversified strategies Extra time</p>	<p>Formative:</p> <ul style="list-style-type: none"> • Teacher observation • Written <p>Summative:</p> <ul style="list-style-type: none"> • Final exam <p>Benchmark:</p> <ul style="list-style-type: none"> • Final exam 	<p>Semester</p>

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