

New Jersey Core Curriculum Content Standard Area: **1.1 The Creative Process 1.3: Performance, 1.4 Aesthetic Responses & Critique Methodologies**

Topic/Course: **PRINCIPLES OF DESIGN / DESIGN & MIXED MEDIA**

Grade: 10-12

Date 2012

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>What rules guide the creation of visual art?</p>	<p>1.1.12.D.1/ 1.3.12.D.1/ 1.4.12.A.1/ 1.4.12.B.1</p> <p>Obj. 1 – Recognize/locate the Principles of Design in artwork.</p> <p>Obj. 2 – Define the Principles of Design.</p> <p>Obj. 3 – Apply concepts associated with the Principles of Design in critiquing process/ discussions, verbal/written and artwork.</p>	<ul style="list-style-type: none"> • Review Principles of Design and related subject- specific terminology • Locate/define/recognize/ discuss Principles of Design in artwork from various time periods/cultures in writing and/or verbally • Apply Principles of Design by properly utilizing one or more as objective(s) of artwork(s). <p>Possible Materials:</p> <ul style="list-style-type: none"> • Handouts • LCD Projector/other AV • Art Media • Posters • Computers <p>Cultural Diversity:</p> <ul style="list-style-type: none"> • Analysis of art from differing countries/time periods/cultures <p>Interdisciplinary Connections:</p> <ul style="list-style-type: none"> • Critical thinking skills 	<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 internalize/ utilize Principles of Design • Work completed to assignment specifications <p>Summative:</p> <ul style="list-style-type: none"> • Test(s) • Student use of Principles of Design in work produced. <p>Benchmarks:</p> <ul style="list-style-type: none"> • Assignment(s) completed to specifications • Mid-year assessment/ Final exam • Teacher evaluation 	<p>Approx. 130 Days</p>

New Jersey Core Curriculum Content Standard Area: 1.1 The Creative Process 1.3: Performance, 1.4 Aesthetic Responses & Critique Methodologies

Topic/Course: **ELEMENTS OF ART / DESIGN & MIXED MEDIA**

Grade: 10-12

Date 2012

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>What elements are used in the creation of visual art and how are they used most effectively?</p>	<p>1.1.12.D.1/ 1.3.12.D.1/ 1.4.12.A.1/ 1.4.12.B.1</p> <p>Obj. 1 – Internalize the names and meanings of the Elements of Art.</p> <p>Obj. 2 – Utilize one or more Elements of Art in artwork.</p> <p>Obj. 3 – Apply names/concepts associated with the Elements of Art in critiquing process/discussions, verbal/written work.</p>	<ul style="list-style-type: none"> • Review Elements of Art and subject-specific terminology. • Locate/discuss Elements of Art using given examples, in written and/or verbal form • Apply Elements of Art as objective(s) of assignment(s) <p>Possible Materials:</p> <ul style="list-style-type: none"> • Handouts • LCD Projector/other AV • Art Media • Scholastic Art Magazine • Computers <p>Cultural Diversity:</p> <ul style="list-style-type: none"> • Analysis of art from differing countries/time periods/cultures <p>Interdisciplinary Connections:</p> <ul style="list-style-type: none"> • Critical thinking skills 	<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 • Ability to internalize/utilize Elements of Art • Work completed to specifications <p>Summative:</p> <ul style="list-style-type: none"> • Test(s) • Student use of Elements of Design in work produced. <p>Benchmarks:</p> <ul style="list-style-type: none"> • Mid-year assessment/Final examination • Assignment(s) completed to specifications • Teacher evaluation 	<p>Approx. 130 Days</p>

New Jersey Core Curriculum Content Standard Area: 1.1 The Creative Process 1.4 Aesthetic Responses & Critique Methodologies

Topic/Course: **AESTHETIC & CRITICISM / DESIGN & MIXED MEDIA**

Grade: 10-12

Date 2012

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>How can analyzing an artwork aid in its' creation and/or help the viewer to understand and appreciate the work?</p>	<p>1.1.12.D.1/1.4.12.A.2,4/1.4.12.B.2, 3</p> <p>Obj. 1 – Utilize discipline-specific terminology in forming responses to observed artwork.</p> <p>Obj. 2 – Analyze professional or student-made artwork using proper evaluation techniques verbally and/or in writing using critical thinking skills.</p> <p>Obj. 3 – Examine, discuss and/or describe art from various historical periods, locations and/or cultures using proper critique and/or categorization methodology.</p> <p>Obj. 4 – Utilize information from critique process to improve/enrich ongoing artwork.</p>	<ul style="list-style-type: none"> • Review critique methods and subject-specific terminology. • Critique in written and/or verbal form utilizing the Elements of Art and Principles of Design and appropriate methodology. • Internalize and/or utilize critique feedback to improve art making skills. • <p>Possible Materials:</p> <ul style="list-style-type: none"> • Handouts • LCD Projector/other AV • Posters • Computers <p>Cultural Diversity:</p> <ul style="list-style-type: none"> • Analysis of art from differing countries/time periods/cultures <p>Interdisciplinary Connections:</p> <ul style="list-style-type: none"> • Critical thinking skills 	<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 specifications <p>Summative:</p> <ul style="list-style-type: none"> • Written and/or verbal critique • Test(s) <p>Benchmark</p> <ul style="list-style-type: none"> • Mid-year assessment/ Final examination • Teacher assessment 	<p>Approx. 100 Days</p>

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>What is the connection between Art and human history/culture?</p>	<p>1.1.12.D.1/ 1.2.12.A.1/ 1.3.12.D. 4, 5/1.4.12.A. 2, 4/ 1.4.12.B. 2</p> <p>Obj. 1 – Recognize/record/ internalize important aspects and/or respond to artwork based on historical significance, cultural context, etc. in their work.</p> <p>Obj. 2. - Respond verbally or in writing to observed Elements of Art and Principles of Design within an artwork using discipline-specific arts terminology.</p> <p>Obj. 3 - Make connections between art/world/cultural history by examining stylistic elements and/or changes, in their work.</p>	<ul style="list-style-type: none"> • Review concepts associated with the study of Art History and/or specific artists/movements/styles/ cultural connections. • Introduction to subject-specific terminology. • Review/ participate in individual/group critique using work of professional artist in written and/or verbal form • Participate in art history based exercises/ assignments. <p>Possible Materials:</p> <ul style="list-style-type: none"> • Handouts/art cards/examples • LCD Projector/other AV • Computers <p>Cultural Diversity:</p> <ul style="list-style-type: none"> • Critique art of differing countries/time periods/cultures <p>Interdisciplinary Connections:</p> <ul style="list-style-type: none"> • Social Studies/History/ Geography/Critical thinking 	<ul style="list-style-type: none"> • Vocabulary lists • Handouts • 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 specifications • Critique <p>Summative:</p> <ul style="list-style-type: none"> • Written work • Test(s) <p>Benchmark</p> <ul style="list-style-type: none"> • Mid-year assessment/ Final examination • Assignment(s) completed to • Teacher assessment 	<p>Approx. 30 DAYS</p>

New Jersey Core Curriculum Content Standard Area: 1.4 Aesthetic Responses & Critique Methodologies

Topic/Course: **TERMINOLOGY / DESIGN & MIXED MEDIA**

Grade: 10-12

Date 2012

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>What subject-specific terminology is required to speak about art with clarity and specificity?</p>	<p>1.4.12.A.4/1.4.12.B.1</p> <p>Obj. 1 – Student will internalize and utilize subject-specific terminology verbally and in written form.</p> <p>Obj. 2 – Student will use proper subject-specific terminology in forming responses to observations.</p>	<ul style="list-style-type: none"> • Record vocabulary in notebooks • Review vocabulary lists • Internalize/utilize vocabulary in verbal and/or written work and exercises <p>Materials:</p> <ul style="list-style-type: none"> • Notebook • Pencil • Vocabulary list/flashcards <p>Cultural Diversity:</p> <ul style="list-style-type: none"> • Examples may include artwork from differing countries/ time periods/cultures <p>Interdisciplinary Connections:</p> <ul style="list-style-type: none"> • Critical thinking skills • English/vocabulary/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 • Critique <p>Summative:</p> <ul style="list-style-type: none"> • Written work • Test(s) <p>Benchmark</p> <ul style="list-style-type: none"> • Mid-year assessment/ Final examination • Teacher assessment 	<p>Approx. 150 Days</p>

New Jersey Core Curriculum Content Standard Area: 1.3 Performance

Topic/Course: **COLOR/COMPOSITIONAL THEORY / DESIGN & MIXED MEDIA**

Grade: 10-12

Date 2012

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>What are Color/Compositional Theory, and how can the utilization of these concepts help artists to communicate their ideas effectively in their artwork?</p>	<p>1.3.12.D.1, 2, 3</p> <p>Obj. 1 – Recognize/locate/respond to Color/Compositional Theory principles verbally and/or in written form.</p> <p>Obj. 2 – Utilize principles of Color/ Compositional Theory effectively in the production artwork.</p>	<ul style="list-style-type: none"> • Review Color/Compositional Theory principles and standard color harmonies. • Introduce advanced aspects of Color Theory • Practice use of concepts, tools and techniques. • Utilize presented concepts in assignment(s). <p>Possible Materials:</p> <ul style="list-style-type: none"> • Handouts/flashcards/ examples • LCD Projector/other AV • Computers • Paint/brushes/etc. <p>Cultural Diversity:</p> <ul style="list-style-type: none"> • Examples may include artwork from differing countries/time periods/ cultures <p>Interdisciplinary Connections:</p> <ul style="list-style-type: none"> • Science/Color Theory • Critical thinking skills • English/vocabulary 	<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 specifications • Critique <p>Summative:</p> <ul style="list-style-type: none"> • Artwork • Written work • Test(s) <p>Benchmark:</p> <ul style="list-style-type: none"> • Mid-year assessment/ Final examination • Assignment(s) completed to specifications • Teacher assessment 	<p>Approx. 70 Days</p>

New Jersey Core Curriculum Content Standard Area: 1.3 Performance

Topic/Course: **2-D DESIGN / DESIGN & MIXED MEDIA**

Grade: 10-12

Date 2012

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>How is it possible for artists to create artwork that communicates effectively while utilizing only 2-dimensions?</p>	<p>1.3.12.D.1, 2, 3</p> <p>Obj. 1 – Identify and distinguish between the various forms of 2-dimensional design and art media.</p> <p>Obj. 2 – Produce artwork utilizing 2-D art forms individually or in combination with an appropriate level of skill mastery and adherence to stated objectives.</p> <p>Obj. 3 – Create 2-D design which utilizes the Elements of Art and Principles of Design and Color/Compositional Theory with an appropriate level of mastery.</p>	<ul style="list-style-type: none"> • Review concepts associated with use of Elements of Art & Principles of Design. • Introduction to various forms of 2-D media • Introduction to recognition/ identification various forms of 2-D art. • Practice using concepts, tools/media and techniques associated with 2-D work. • Utilize presented concepts in assignment(s) that meet stated specifications. <p>Possible Materials:</p> <ul style="list-style-type: none"> • Handouts/flashcards/ examples • LCD Projector/other AV • Computers • 2-D art materials <p>Cultural Diversity:</p> <ul style="list-style-type: none"> • Examples may feature artwork from other countries/cultures <p>Interdisciplinary Connections:</p> <ul style="list-style-type: none"> • Critical thinking skills 	<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 specifications • Critique <p>Summative:</p> <ul style="list-style-type: none"> • Artwork • Written work • Test(s) <p>Benchmark:</p> <ul style="list-style-type: none"> • Mid-year assessment/ Final examination • Assignment(s) completed to specifications • Teacher assessment 	<p>Approx. 55 Days</p>

New Jersey Core Curriculum Content Standard Area: 1.3 Performance

Topic/Course: **3-D DESIGN / DESIGN & MIXED MEDIA**

Grade: 10-12

Date 2012

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>How is it possible for artists create 3-D forms that communicate effectively?</p>	<p>1.3.12.D.1, 2, 3</p> <p>Obj. 1 – Identify and distinguish between the various forms that sculpture can take as well as various media that can be utilized in their creation.</p> <p>Obj. 2 – Produce sculpture utilizing 3-D forms with an appropriate level of skill mastery and adherence to stated objectives.</p> <p>Obj. 3 – Create 3-D design which utilizes solid and void, Elements of Art and Principles of Design, Color and Compositional Theory concepts with an appropriate level of mastery.</p>	<ul style="list-style-type: none"> • Introduction to the various forms of sculpture • Recognize and identify various forms of 3-D artwork • Practice use of concepts, tools and techniques • Utilize presented concepts in assignment(s) <p>Possible Materials:</p> <ul style="list-style-type: none"> • Handouts/flashcards/ examples • LCD Projector/other AV • Computers • 3-D art materials <p>Cultural Diversity:</p> <ul style="list-style-type: none"> • Examples can feature work from other countries/cultures <p>Interdisciplinary Connections:</p> <ul style="list-style-type: none"> • Science/Color Theory • Critical thinking skills 	<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 specifications • Critique <p>Summative:</p> <ul style="list-style-type: none"> • Artwork • Written work • Test(s) <p>Benchmark:</p> <ul style="list-style-type: none"> • Mid-year assessment/ Final examination • Assignment(s) completed to • Teacher assessment 	<p>Approx. 55 Days</p>

New Jersey Core Curriculum Content Standard Area: 1.3 Performance

Topic/Course: MIXED-MEDIA / DESIGN & MIXED MEDIA

Grade: 10-12

Date 2012

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>What is “mixed-media” and how can it be used by artists to effectively communicate their ideas?</p>	<p>1.3.12.D.1, 2, 3</p> <p>Obj. 1 – Distinguish between mixed-media and non-mixed-media artwork.</p> <p>Obj. 2 – Produce work(s) utilizing more than one media in a single work with an appropriate level of skill mastery.</p> <p>Obj. 3 – Create a mixed-media 2-D and/or 3-D artwork which utilizes Elements of Art and Principles of Design, Color and Compositional Theory with an appropriate level of skill mastery and adherence to stated objectives.</p>	<ul style="list-style-type: none"> • Introduction to the concept of mixing media. • Recognize and identify mixed-media artwork. • Utilize presented concepts in assignment(s) use of mixed-media as well as Elements of Art and Principles of Design. <p>Possible Materials:</p> <ul style="list-style-type: none"> • Handouts/examples • LCD Projector/other AV • Computers • 2-D and/or 3-D art materials <p>Cultural Diversity:</p> <ul style="list-style-type: none"> • Examples can feature work from other countries/cultures <p>Interdisciplinary Connections:</p> <ul style="list-style-type: none"> • Critical thinking skills 	<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 specifications • Critique <p>Summative:</p> <ul style="list-style-type: none"> • Artwork • Written work • Test(s) <p>Benchmark:</p> <ul style="list-style-type: none"> • Mid-year assessment/ Final examination • Assignment(s) completed to • Teacher assessment 	<p>Approx. 60 Days</p>