

NJCCCS AREA: Visual Art
North Brunswick Township Public Schools

ART/ PORTRAITURE AND CARTOONING

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New Jersey Core Curriculum Content Standard Area:**VISUAL ART**

Topic/Course: PORTRAITURE AND CARTOONING

Grade: 9-12

Date: AUGUST 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	PACI NG
1.2 Are there any facial proportions that are common to all humans and how is it possible to render them realistically?	1.2.12D.2,3 Obj. 1 – Student will use human frontal facial proportions with accuracy in written, verbal and drawn work. Obj. 2 – Student will produce some drawings which demonstrate some mastery of methods and techniques associated with drawing human frontal facial proportions.	<ul style="list-style-type: none"> • Introduction to human frontal facial proportions with students drawing along with lecture • Students complete assignment using human frontal facial proportions 	<ul style="list-style-type: none"> • Vocabulary lists • Examples • Student need-specific strategies 	Formative: <ul style="list-style-type: none"> • In class discussion/ participation • Work completed to assignment specific specifications • Proper use of human facial proportions in completed assignment(s) Summative: <ul style="list-style-type: none"> • Written work • Test Benchmark <ul style="list-style-type: none"> • Assignment completed to specifications • Final examination 	30 Days

<p>1.2</p> <p>How is it possible for an artist to capture realistic values?</p>	<p>1.2.12D.2,3</p> <p><u>Obj. 1</u> – Student will use various value producing methods and techniques in artwork.</p> <p><u>Obj. 2</u> – Student will produce a small body of work which demonstrates some mastery of methods and techniques associated with the production of values.</p>	<ul style="list-style-type: none"> • Introduction to gray scale • Students draw gray scale • Introduction to use of media to use gray scale • Students utilize gray scale in a finished work utilizing proper media application. 	<ul style="list-style-type: none"> • Vocabulary lists • Examples • Student need-specific strategies 	<p>Formative:</p> <ul style="list-style-type: none"> • In class discussion/participation • Work completed to assignment specific specifications • Proper use of gray scale/values application technique(s) in completed assignment(s) <p>Summative:</p> <ul style="list-style-type: none"> • Written work • Test <p>Benchmark</p> <ul style="list-style-type: none"> • Assignment completed to specifications • Final examination 	<p>20 Days</p>
<p>1.1, 1.2</p> <p>What is Color Theory and how do we see and use it in color mixing?</p>	<p>1.1.12A.1 1.2.12D.2,3</p> <p><u>Obj. 1</u> – Student will internalize and utilize basic color theory principles verbally and in written work</p>	<ul style="list-style-type: none"> • Introduction to basic Color Theory concepts • Introduction to paint application • Student practice use of tools and associated techniques • Painting exercise(s) using 	<ul style="list-style-type: none"> • Vocabulary lists • Examples • Student need-specific strategies 	<p>Formative:</p> <ul style="list-style-type: none"> • In class discussion/participation • Work completed to assignment 	<p>30 Days</p>

	<p>Obj. 2 – Student will complete painting to a line exercise(s) and use color theory concepts with some mastery when appropriate.</p>	<p>proper mixing and application techniques</p> <p>Materials:</p> <ul style="list-style-type: none"> • Paint • Brushes • Exercise sheets <p>Technology:</p> <ul style="list-style-type: none"> • Video/DVD • LCD projectory <p>Interdisciplinary Connections:</p> <ul style="list-style-type: none"> • Science/Color Theory 		<p>specific specifications</p> <ul style="list-style-type: none"> • Proper use of concepts and techniques in the form of finished assignment(s) <p>Summative:</p> <ul style="list-style-type: none"> • Written work • Test <p>Benchmark</p> <ul style="list-style-type: none"> • Final Exam • Teacher evaluation 	
<p>1.1, 1.5</p> <p>Who created groundbreaking techniques in cartooning and animation, and how?</p>	<p>1.1.12A.,2,3 1.5.12A.1,2 1.5.12B.1,2</p> <p>Obj. 1 - Student will form responses verbally or in written form to artwork based on historical significance, cultural context, etc.</p> <p>Obj. 2 - Student will respond verbally or in written form to observed elements within an artwork using subject related vocabulary.</p> <p>Obj. 3 - Student will make connections and examine</p>	<ul style="list-style-type: none"> • Introduction to concepts associated with the study of Art History • Introduction to subject related terminology • Students participate in class discussions/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 • Examples • Student need-specific strategies 	<p>Formative:</p> <ul style="list-style-type: none"> • In class discussion/participation <p>Summative:</p> <ul style="list-style-type: none"> • Written work • Testing <p>Benchmark</p> <ul style="list-style-type: none"> • Final Exam 	<p>25 Days</p>

	stylistic characteristics/changes verbally or in written form between art and history, by 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 			
1.2 How are cartoons created and how do they function?	<p>1.2.12D.2,3</p> <p><u>Obj. 1</u> – Student will use various basic cartooning methods and techniques.</p> <p><u>Obj. 2</u> – Student will produce a body of work which demonstrates some mastery of methods and techniques associated with cartoon creation.</p> <p><u>Obj. 3</u> – Student will define/locate various portraiture/cartooning examples.</p>	<ul style="list-style-type: none"> • Introduction to basic cartooning concepts • Students define and locate examples of different forms of portraiture/cartooning. • Student develops cartooned facial features • Student assembles features to create an original frontal cartoon which can then be rotated to create different views. 	<ul style="list-style-type: none"> • Vocabulary lists • Examples • Student need-specific strategies 	<p>Formative:</p> <ul style="list-style-type: none"> • In class discussion/participation • Work completed to assignment specific specifications • Proper use of cartooning technique(s) in completed assignment(s) <p>Summative:</p> <ul style="list-style-type: none"> • Written work • Test <p>Benchmark</p> <ul style="list-style-type: none"> • Final Exam • Assignments completed to 	

				specifications	
<p>1.2 What Portraiture and Cartooning 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) which use concepts taught within this curriculum.</p>	<ul style="list-style-type: none"> • Introduction to concept 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 need-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 <p>Benchmark:</p> <ul style="list-style-type: none"> • Final examination 	2 Days
<p>1.1 What terminology is needed to speak about Art with clarity and specificity?</p>	<p>1.1.12A.1 Obj. 1 – Student will internalize and utilize subject related vocabulary verbally and in written form.</p>	<ul style="list-style-type: none"> • Record vocabulary in Notebooks • Review Vocabulary Lists • Utilize Vocabulary in class <p>Materials:</p> <ul style="list-style-type: none"> • Notebook • Pencil • Vocabulary list 	<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 	75 Days

		<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 		<p>Benchmark</p> <ul style="list-style-type: none"> • Final examination 	
<p>1.1, 1.4, 1.5</p> <p>How can analyzing an artwork help in its' creation or aid in the understanding of works from the past?</p>	<p>1.1.12A.1 1.4.12B.1, 2 1.5.12B.1 <u>Obj. 1</u> – Student will use proper subject-related terminology in forming responses to observations of artwork and its elements.</p> <p><u>Obj. 2</u> – 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 .</p> <p><u>Obj. 3</u>– Student will explore art from various historical periods and compare and</p>	<ul style="list-style-type: none"> • Introduction to critique • Introduction to subject related terminology • Introduction to methods of critique • Students participate in group critique written and/or verbal <p>Materials:</p> <ul style="list-style-type: none"> • Handouts • Notebook • Pen/pencil • LCD Projector <p>Cultural Diversity:</p> <ul style="list-style-type: none"> • Anime <p>Interdisciplinary Connections:</p> <ul style="list-style-type: none"> • Critical Thinking Skills 	<ul style="list-style-type: none"> • Vocabulary list • Handouts • Student needs specific-strategies 	<p>Formative:</p> <ul style="list-style-type: none"> • Guided critique <p>Summative:</p> <ul style="list-style-type: none"> • Self critique • Proper use of critiquing technique(s) <p>Benchmark</p> <ul style="list-style-type: none"> • Assignment(s) completed to specifications • Teacher evaluation • Final examination 	<p>15 Days</p>

	contrast the differences in style.				
1.3 What rules guide the creation of visual art?	1.3.12D.1 Obj. 1 – Student will internalize then utilize one or more Principles of Design in their work (artwork, critique, etc.)	<ul style="list-style-type: none"> • Introduction to basic Principles of Design • Art analysis using basic Principles of Design • Student demonstrates ability to use one or more basic Principles of Design in their artwork. <p>Materials:</p> <ul style="list-style-type: none"> • Handouts • LCD Projector • Scholastic Art Magazine • LCD projector • DVD/video <p>Cultural Diversity:</p> <ul style="list-style-type: none"> • Analysis of cartooning/animation from differing countries 	<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 • Work completed to assignment specific specifications • Proper use of Principle(s) <p>Summative:</p> <ul style="list-style-type: none"> • Written work • Test <p>Benchmark</p> <ul style="list-style-type: none"> • Final examination • Teacher evaluation 	10 Days
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 • Art analysis using Elements of Design • Student demonstrate ability to use some Elements of Design in their artwork 	<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 • Work completed to assignment specific 	10 Days

		<p>Materials:</p> <ul style="list-style-type: none"> • Handouts • LCD Projector • Scholastic Art Magazine • LCD projector • DVD/video <p>Cultural Diversity:</p> <ul style="list-style-type: none"> • Analysis of cartooning/animation from differing countries 		<p>specifications</p> <ul style="list-style-type: none"> • Proper use of Element(s) <p>Summative:</p> <ul style="list-style-type: none"> • Written work • Test <p>Benchmark</p> <ul style="list-style-type: none"> • Final examination • Teacher evaluation 	
<p>1.1</p> <p>What terminology is needed to speak about Art with clarity?</p>	<p>1.1.12A.1</p> <p>Obj. 1 – Student will internalize and utilize subject related vocabulary verbally and in written form.</p>	<ul style="list-style-type: none"> • Record vocabulary in Notebooks • Review Vocabulary Lists • Utilize Vocabulary in class <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 	<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 • 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"> • Final examination 	<p>85 Days</p>

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