

# —WEST DEPTFORD HIGH SCHOOL—

DEPARTMENT OF FINE ARTS

*Art 1*

2015-2016

Time Interval/ Content	Standards/Strands	Essential Questions	Skills	Assessments	Suggested Differentiated Activities
<p><b>Unit 1</b> Introduction to drawing</p> <p><i>Lessons</i> Intro to class What is Drawing(1day) Discuss rules. (2 day) Tour and find location of materials Prepare a portfolio to be used to hold student art work (2 weeks)</p>	<p><b>1.1 The Creative Process:</b> 1.1.12.D.1 (E&amp;P), 1.1.12.D.2 (translate literature, music, theatre, dance, etc into visual art)</p> <p><b>1.2 History of the Arts and Culture</b> 1.2.12.A.1 (world culture), 1.2.12.A.2 (innovation/historical eras)</p> <p><b>1.3 Performing</b> 1.3.12.D.2 (portfolio), 1.3.12.D.2 (art medium), 1.3.12.D.3 (exhibit), 1.3.12.D.4 (composition, theme, symbols), 1.3.12.D.5 (identify styles and emulate)</p> <p><b>1.4 Aesthetic Response and Critique Methodologies</b> 1.4.12.A.1 (use context), 1.4.12.A.2 (artist's intent using arts terminology), 1.4.12.A.3 (personal response based on craftsmanship, cultural context, originality as criteria), 1.4.12.A.4 (evaluate how culture influences emotional, intellectual, kinesthetic responses to art), 1.4.12.B.1 (critique), 1.4.12.B.2 (technical proficiency) 1.4.12.B.3 (influence of technology on art)</p> <p><b>8.1 Educational technology:</b> All Students in order to solve problems individually and collaborate and create and communicate knowledge</p>	<p>What type of rules should we have in a class like this?</p> <p>What types of jobs can one get in the field of illustration ?</p> <p>What is Illustration?</p> <p>What is the difference between a sketch and a completed composition</p> <p>Why is it important to capture a moment in time?</p> <p>What do all good artist have in common?</p> <p>Why is it important to be able draw and not to interpret art?</p> <p><b>Why is it important to have a portfolio</b></p>	<p><i>Students will be able to...</i></p> <p>Comprehend classroom rules and grading system</p> <p>Be oriented to classroom and procedures</p> <p>Have an understanding of how artist create in our daily lives</p> <p>Have an understanding of careers available in the field</p> <p>Create a portfolio while learning how to graph</p> <p>Read and Analyze drawings</p> <p>Utilize modern technology to do research and practice techniques(utube smart board))</p> <p>Properly use and care for materials</p> <p>Determine quality of composition</p>	<ul style="list-style-type: none"> <li>● Participation</li> <li>● Questions</li> <li>● Progress checks</li> <li>● Classmates critiques</li> <li>● Guided Practice</li> <li>● Smart board group</li> </ul>	<p>Peer group work and discussions</p> <p>Analyze artifacts</p> <p><b>You're the expert:</b> Students teach the class a topic and create handouts</p> <p>Jigsaw (analyze historical photos)</p>

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<i>Drawing series (12)</i>		<p>How does an artist safely and responsibly use materials, tools processes and technology in creating well-crafted works of art</p> <p>Why is it important to know how to use and care for your tools.</p> <p>What are drawing techniques?</p> <p>What are drawing styles?</p> <p>What is perspective and proportion?</p> <p>How does technology hinder or improve the product ?</p>	<p><i>Artist create original works ( still Lifes, landscapes, animals, portraits) with fluency, flexibility.</i></p> <p><i>Creative thinking and compositional planning</i></p> <p><i>Develop skills in various mediums such as pencil and charcoal</i></p> <p><i>All communication involves some type of visual rendering</i></p>	<p>Formative Assessment Peer/Staff assessments</p> <p>Practice Presentations</p> <p>Exhibits</p> <p>Rubrics</p> <p>Test/Quizzes/ Midterm/Final</p> <p>Observations</p> <p>Demonstrations and sketches</p>	<p>One on one evaluation and growth</p> <p>Using different tools which require blending as a result</p> <p>One on one testing</p> <p>Oral testing</p> <p>Smart board demonstration</p> <p>Evaluation or critique of art work from other student artist or artist in history</p> <p>Pointing to the areas of positive or negative effects</p>
<b>Time Interval</b>	<b>Standards/Strands</b>	<b>Essential Questions</b>	<b>Skills</b>	<b>Assessments</b>	<b>Suggested Differentiated Activities</b>
<b>Content</b>					
<p><b>Unit 2</b> <i>Intro to painting Techniques weeks</i></p> <p><b>Lessons:</b> <i>Color chart</i> <i>Painting rubric</i> <i>Paited portfolio</i> <i>Art Show</i></p>	<p><b>1x AR.9-12.1.1.12.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.</b></p>	<p>How does learning about color techniques help you in your everyday life?</p> <p>How can certain colors effect the emotion! outcome of a composition or product.</p> <ul style="list-style-type: none"> <li>How does certain colors manipulate are thoughts? How does</li> </ul>	<p><i>Students will be able to...</i></p> <p><b>Students will be able to independently use their learning to create successful color compositions and express themselves creatively</b></p>	<ul style="list-style-type: none"> <li>Checks for understanding</li> <li>Teacher Demo</li> <li>Presentations on Smart board</li> <li>Silber Studios/ YouTube videos (Dove real beauty)</li> <li>Written evaluations</li> <li>rubrics</li> <li>Verbal Quiz</li> <li>Exit Tickets</li> <li>Rubrics</li> <li>Student Reflections</li> </ul>	<p>Choice: Level of difficulty for image chosen</p> <p>Choice: Use of technology: create a video or a physical product based on level of craftsmanship/ technical ability</p> <p>Make a poster, book, flashcards or video about techniques</p> <p>Picture Walk (colorize)</p>

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	<p><b>0x AR.9-12.1.1.12.D.2</b>  <b>Translate literary, musical, theatrical, and dance compositions by using them as stimulus/inspiration for corresponding visual artworks.</b></p> <p><b>0x AR.9-12.1.2.12.A.1</b>  <b>Determine how dance, music, theatre, and visual art have influenced world cultures throughout history.</b></p> <p><b>0x AR.9-12.1.2.12.A.2</b>  <b>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.</b></p> <p><b>1x AR.9-12.1.3.12.D.1</b>  <b>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.</b></p> <p><b>0x AR.9-12.1.3.12.D.2</b>  <b>Produce an original body of artwork in one or more art mediums that demonstrates mastery of visual literacy, methods,</b></p>	<p>that affect the viewer and the artist.?</p> <ul style="list-style-type: none"> <li>• What can learn by imitating a professional artist or another student's work?</li> <li>• Why is it important to set up proper subject props, lighting and shadow angles?</li> <li>• Why is it important to understand the weight of color?</li> <li>• How can Someone make a career out of painting other than a house or room painter.?</li> <li>• Why is it important to understand the effects of the different types of brushes?</li> <li>• How should artwork be presented and viewed?</li> <li>• How does art ask questions of the viewer?</li> <li>• What drawing rules apply to using the painting medium</li> <li>• What are the differences and similarities between drawing texture and painting texture</li> </ul>	<p><b>Develop skills in using a variety of tools and mediums of color</b></p> <p>Identify examples of various painting styles and techniques in other works of art including( cards, magazines, advertisements brochures menu etc)</p> <p>Analyze and discuss the business aspect of color choices</p> <p>Determine what drawing rules will effect the painting most successfully.</p> <p>Use techniques to create a cartoon painting on their portfolios</p> <p>Find an image to re-create with graphing that best suits their personal ability</p> <p><b>Students will understand that ...</b></p> <p>Brush choice is important to the outcome of the composition</p>	<ul style="list-style-type: none"> <li>• Self assessments</li> <li>• Peer assessments</li> <li>• Physical Projects (prints, books, videos)</li> <li>• Accuracy of image re-creation</li> <li>• Evaluation of final paintings</li> <li>• Class critiques</li> </ul> <p><i>Formative Assessments:</i></p> <ul style="list-style-type: none"> <li>• Walking around checking for understanding</li> <li>• Guiding students with paint brushes(Sable. Bristle , 0000 brushes tools</li> <li>• Instructional Videos provided to support learners</li> </ul>	<p>Students create their own color wheel rubric in a group</p> <p>Halves of photo cards used to assign random partners</p> <p>Choice of subject matter for final painting composition</p>
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	<p><b>techniques, and cultural understanding.</b></p> <p><b>0x AR.9-12.1.3.12.D.3</b> <b>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.</b></p> <p><b>0x AR.9-12.1.3.12.D.4</b> <b>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.</b></p> <p><b>0x AR.9-12.1.3.12.D.5</b> <b>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.</b></p> <p><b>0x AR.9-12.1.4.12.A.1</b> Use contextual clues to differentiate between unique and common properties and to discern</p>		<p>Through color choices messages can be conveyed without the use of words.</p> <p>The elements and principles of art are used to create interesting and successful compositions</p>		
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	<p>the cultural implications of works of dance, music, theatre, and visual art.</p> <p>0x AR.9-12.1.4.12.A.2 Speculate on the artist's intent, using discipline-specific arts terminology and citing embedded clues to substantiate the hypothesis.</p> <p>0x AR.9-12.1.4.12.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 context, and originality as criteria for assigning value to the works.</p> <p>0x AR.9-12.1.4.12.A.4 Evaluate how exposure to various cultures influences individual, emotional, intellectual, and kinesthetic responses to artwork.</p> <p>0x AR.9-12.1.4.12.B.1 Formulate criteria for arts evaluation using the principles of positive</p>				
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