

Time Frame: Months or # of Days	Content/Topic	Observable Proficiencies/Skills	NJCCCS	Performance Benchmarks/Assessment
on going	Line	Observe and identify various types of line. Create examples of each type discussed. Define line, perspective, optical illusion, and vanishing point. Arrange various types of line using perspective to create 3-D drawings. Use prior knowledge of positive and negative space to reverse the illusion.	1.1.6.B.1, 1.2.6.D.1, 1.2.6.D.2, 1.2.6.D.3, 1.4.6.A.2, 1.4.6.B.1, 1.4.8.B.1, 1.4.8.B.2, 1.4.8.A.1, 1.3.8.D.1, 1.5.6.B.2, 1.2.8.D.2	Performance based assessment of the identification and definitions of line, perspective, optical illusion and vanishing point. Classroom critique based assessment in the use of line to create perspective, 3-D optical illusions and the ability to correctly reverse the illusion from prior knowledge of pos/neg space.
on going	Color	Discuss/Review prior knowledge of color theory. Define complementary, analogous, primary, secondary, tertiary, monochromatic, etc... Create examples of each color scheme. Create multiple examples of different color schemes using the same drawing. Identify what color scheme(s) are used in each drawing TLW review analogous colors on the color wheel. Students will then display their understanding of this concept by drawing organic shapes on 12x18 watercolor paper and painting in the shapes while utilizing analogous color theory.	1.1.8.A.2, 1.2.8.D.1, 1.2.8.D.4, 1.4.8.A.2, 1.4.8.B.1, 1.5.8.A.1, 1.5.8.A.2, 1.5.8.A.1,	Self evaluation via rubric evaluating use of color and color scheme correctly. Class critique -quiz style game (name that color scheme) TLW will use color vocabulary in critiques that follow lesson Performance-based assessment of the understanding and use of analogous colors and wet on wet water color techniques. Assessment of effort. Participation in class critique.
on going	Creating depth in drawings and paintings	TLW view, discuss, and demonstrate examples of aerial perspective and one-point, two-point, and three-point perspective. Techniques will be offered along with tools to aid this process. Historical references will be given and discussed.	1.3.2.D1, 1.3.4D1, 1.2.4.D.1, 1.2.6.D1, 1.2.8.D.2, 1.5.4A1, 1.4.8.B.1, 1.5.6.B.1, 1.5.6.B.1, 1.3.8.D.2, 1.2.6.D.4, 1.5.6.B.1, 1.1.6.A.2, 1.1.6.A.4, 1.2.6.D.3	Assessment by learner or teacher in a class critique or by a peer in a one-to-one critique. Performance based assessment in areas of perspective. Assessment of skills and concepts can be judged by tests, quizzes and final projects.

on going	Drawing techniques	TLW be offered many different drawing techniques from beginners to advanced. Some key techniques are: (1) using grids for enlarging images and emphasizing specific areas of an image; (2) shading to create realism; and (3) mechanical drawing to create correct perspective in an image. TLW be taught how to correctly use mechanical drawing tools (e.g., T-squares, triangles, adjustable triangles, drawing stencils, rulers, etc.). The knowledge of these techniques and manual tools helps the students transfer those skills over to the computer graphics program.	1.2.12D.3, 1.1.6.B1-4, 1.2.4D.1-3, 1.3.4.D1-2, 1.2.12D.2	Performance based assessment of the (general concepts listed in observable proficiencies). Classroom Critique based assessment. Assessment of skills is shown in one point or two point perspective or in test/ quizzes.
on going	Critique	Compare, Contrast, Describe and Interpret various artists work. Articulate strengths and areas that need improvement on own work and on peers with regard to stated assignment objectives. Learn to self evaluate and project evaluate through rubrics.	1.4.8.B.1, 1.5.8.A.1, 1.4.8.A.2, 1.1.4.A.1, 1.5.6.A.1,1.5.6.B.1,1.5.8.B.2, 1.1.6.A.3, 1.1.6.A.4,1.1.8.A.1, 1.1.8.A.3, 1.2.6.D.2, 1.2.6.D.4, 1.1.6.B.1, 1.1.6.B.2, 1.1.6.B.3, 1.1.8.A.2,1.1.8.A.3,1.1.8.A.4	Performance based assessment of the utilization of critique techniques that provide feed back to self and others. A range of artists throughout art history will be used to enhance the critique process.
on going	Live drawings	TLW be drawing from set up still life, posed models, live landscape and photos. TLW be exposed to manydrawing techniques to aid the drawing process . TLW have examples illustrated in class and be shown examples of other artists. Projects will be given that utilzise diffrent approches to drawing that emphasize imagination ,antomy , draw a portrait or a self portrait or a facial features. □	1.2.4D,1.1.6B.1-4,1.1.8A.3,1.2.6D.1,1.2.8D1, 1.2.12.2,	Performance based assessmentof the learners ability to utilize the techniques and concepts illustrated by the teachers in each class.

on going	Cooperative Art	TLW be asked to draw or paint in a mural for school related asthetics. TLW create artwork to be displayed in show cases, teen arts festival and FMS spring art show. Students will participate in hanging artwork for the show. Students will participate in group projects to create specific pieces of artwork and may participate in community based or community sponsored art projects.	1.2.6.D.1, 1.2.8.D.1, 1.1.6.B.3, 1.1.6.B.4, 1.1.8.A.1, 1.3.6.D.1, 1.1.8.D.1, 1.4.6.B.3, 1.5.6.A.1, 1.5.6.B.2, 1.5.8.A.1, 1.5.8.A.2, 1.5.8.A.3	Performance based assessment of working together to meet a common goal, sharing ideas and materials, and raising awareness of social and cultural issues. Assessment by learner or teacher in a class critique or by a peer in a one to one critique.
on going	Computer Graphic Arts	TLW be shown how to log on to the computer and open a graphic program. TLW be shown how to use some basic tools to some more advanced tools (for example, cut/copy/paste, text, eraser, magic wand, etc.) within the graphics programs. TLW be shown how to use a scanner, scan their own artwork, and edit their own artwork in the graphics program. In addition, TLW be shown how to use existing graphics from multiple sources and place those graphics into their artwork in perspective by utilizing the graphics program. TLW will be shown how to save their scanned artwork onto the school network. Ethical behavior and safe practices regarding computer use and internet access will be discussed. Discussions will take place regarding the workplace and job opportunities connected to computer graphics.	8A.1-7, 8B1-8	Performance based assessment of the software tools and the hardware. Tests and quizzes . Classroom Critique based assessment will also be used.

on going	3D- Sculpture	TLW view examples of or create 3D sculptures in various mediums like clay, glazes, papier-mâché, paper, plastic, beads, wire, glue, cardboard, felt or markers, dyes and cloth. (Microwave needed for some of these processes) TLW see movies, computer tours or pictures as classroom aids or examples to enhance the learning process. 3-D projects will give the learner the opportunity to build thier knowledge of perspective, depth and dimension from a 2-dimensional plane to a 3-dimensional plane; to physically take an idea from paper and manipulate it to a 3-D work of art.	1.2.6.D.2, 1.5.8.B.2, 1.5.8.A.2, 1.2.8.D.1, 1.2.8.D.2, 1.2.8.D.3, 1.3.8.D.2, 1.1.6.B.1, 1.1.6.A.2,	Performance based assessment of the learners ability to work with the various materials to create a final project. Classroom critique based assessment.
on going	Art History	Research, describe and interperit artist works dicussed or shown through a movie,computer tour,visual aid or general class discission of Renaissance, High Renaissance Impressionism, Post-Impressionism, Surrealism, Americana, Cubism, Realism Expressionism, Pop Art, Abstract and Cultural based art. Dicuss the aesthetic or visable influnce as shown in clasroom drawings	1.1.6.B.1.1.3.2.D.1, 1.4.6.A.2, 1.4.6.B.3, 1.5.6.A.1,	Performance based assessment of ideas and techniques used in various types of art throughout its history. Classroom critique based assessment.
on going	Painting	TLW view a demonstration (by instructor) of various brush strokes and techniques. Students will then exhibit their understanding of these techniques by practicing the different techniques into an artwork. TLW view discuss and critique posters and images of famousartworks that reflect examples of the painting techniques discussed . Create a painting using the techniques discussed in class. Compare and contrast different ways to use brushstrokes for texture.	1.2.D.1.3,1.3.8.D.2, 1.3.8.D.3, 1.3.6.D.1, 1.1.8.B.2, 1.2.6.D.3, 1.2.6.D.4, 1.5.6.B.1	Performance-based assessment of the understanding and use of various painting techniques and brush strokes. Classroom critique based assessment