

| Time Frame | Content/Topic | Observable Proficiencies/Skills | NJCCCS | Performance Benchmarks/Assessment |
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| 10 Class Sessions | UNIT 1: DRAWING Contour | Produce drawings in which line is used to indicate shape, volume and emotion | 1.2D2, 1.3D1 | 15 drawings of a single subject; Rubric Assessment: <i>Line Quality and Contour</i> |
| | | Produce drawings in which eye/hand coordination is demonstrated | | |
| | Mixed Media Collage | Produce drawings in which principles of design are explored and applied | 1.2D2, 1.3D1 | 2 pieces; Rubric Assessment: <i>Elements and Principles of Design</i> : Visual coherence, balance, center of interest |
| | | Produce drawings in which found materials are manipulated to produce a unified image having visual coherence, balance and a definite center of interest. | | |
| | Matting | Plan, measure and cut a mat correctly using written directions | 1.2D2, 3.1, 4.2 | Rubric Assessment: <i>Matting Critique</i> |
| | Art History Master Drawing | Demonstrate knowledge of various historic and cultural drawing styles | 1.5B2, 3.1, 3.2, 3.4, 3.5 | Rubric Assessment: <i>Stylistic Characteristics</i> ; Discussion, written analysis; Quiz/exam |
| | Art Criticism | Make aesthetic judgments of own work and that of peers | 1.1A2, 1.2D4, 1.3D1, 1.4A2, 3.3, 3.4 | Critical analysis: self evaluation (oral or written) |
| 15 Class Sessions | UNIT 2: RENDERING Photomontage | Demonstrate the ability to organize elements within pictorial space to achieve balance, unity, focus | 1.2D2 | Rubric Assessment: <i>Balance, unity, focus, craftsmanship</i> |
| | | Demonstrate care in craftsmanship | | |
| | Gridding a picture for enlargement and reproduction | Create grid to enlarge and reproduce subject in proportion | 1.2D2 | Completed photomontage |
| | | Demonstrate understanding of mathematical concepts of proportion and progression | | |
| | Rendering | Demonstrate observational drawing skills - ability to render value, illusion of 3-D and textures, accurate proportions | 1.1B1, 1.2D1, 1.2D2, 1.3D1 | Rubric Assessment: <i>Range of values, texture, dimension, proportion</i> |
| | Art History Master Drawings | Recognize individual style, importance, and message of master drawings | 1.1A2, 1.4A1, 1.5B2, 3.2, 3.3, 3.4 | Discussion: Stylistic qualities, message; Quiz/Exam |

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| | Art Criticism | Make aesthetic judgments of own work and that of peers | 1.4A2 | Critical Analysis/Interpretation; Discussion or written analysis |
| | | Analyze and interpret message conveyed in the drawings | | |
| 5 Class Sessions | UNIT 3: FIGURE DRAWING | Create observational drawings from a model using 3 techniques | 1.2D2 | 3 Drawings; Rubric Assessment: <i>Model and pose</i> |
| | Contour Drawing | Convey volume, shape, significant detail and mood through use of line | 1.2D2 | Rubric Assessment: <i>Line - Detail, volume, expression</i> |
| | Gesture Drawing | Demonstrate ability to capture the essential gesture of a figure | 1.2D2 | Rubric Assessment: <i>Action of the Figure</i> |
| | Massed Drawing | Render large masses of the figure in correct proportion and perspective (foreshortening) | 1.2D2 | Rubric Assessment: <i>Proportion, perspective, weight</i> |
| | Art History Master Figure Drawings. | Demonstrate knowledge of and understanding of the merits of figurative master drawings, for example: Schiele, Degas, Ingres, Matisse, Rodin, Giacometti, Seurat, | 1.1A2, 1.4A1, 1.5B2, 3.1, 3.2, 3.3, 3.4, 3.5 | Rubric Assessment: <i>Stylistic Characteristics</i> ; Discussion, written analysis; Quiz/exam |
| | Art Criticism | Determine the value of works of art based on craftsmanship, originality and stated objectives | 1.1A1,1.1A2, 1.4B1, 3.2, 3.3, 3.4 | Class critique (oral or written justifications) Rubric Assessment: <i>Aesthetics</i> |
| | | .Apply critical skills to select most successful drawing | | |
| 15 Class sessions | UNIT 4: PRINTMAKING Visual Literacy | Plan and execute an original image suitable for translation into print medium | 1.1A2,1.2D2,1.3D1 | 3 thumbnail sketches/ 3 visual references; Rubric Assessment: <i>Planning,Medium, message, reproduction, personal style</i> |
| | | Demonstrate a developing personal style | | |
| | | Convey an intended message to the viewer | | |
| | | Utilize the printmaking medium for its expressive | | |
| | | Produce a print capable of reproducing clearly | | |
| | Methods | Learn the techniques specific to at least three printmaking methods, (Linoleum - relief, Litho - planographic, Silk Screen - Stencil, Embossing, Etching-Intaglio) | 1.1A2,1.2D2 | Artist's Proof and edition of 4 identical prints, minimum; Rubric Assessment: <i>Printmaking method, techniques, terminology</i> |
| | | Create an edition of prints using one method | | |

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| | | Demonstrate the ability register prints and operate the printing press | | |
| | | Recognize and describe the specific attributes of relief, planographic, intaglio and stencil printmaking processes using appropriate terminology | | |
| | Art History Durer-Present | Identify the work of artists who have made important contributions in the field of printmaking | 1.5B2 | Response sheet/quiz/exam: <i>Master Printmakers. Printing processes</i> |
| | | Demonstrate knowledge of various printmaking methods, techniques and terminology | | Rubric Assessment: <i>Aesthetic and technical decisions</i> |
| | Art Criticism | Articulate artistic merits of own work and that of peers with respect to clarity of message | 1.4B1 | Peer Critique (oral or written); Rubric Assessment: <i>Message</i> |
| 10 class sessions | UNIT 5: CRAYPAS STILL LIFE Small Still Life Study | Create a small study from life which colors and values are produced by applying layering and broken color techniques | 1.2D2,1.3D1 | One small study; Rubric Assessment: <i>Color Composition</i> (layered color, values, texture, depth dimension, balance) |
| | | Create a small study from life which color and value are used to represent form, texture and space, suggesting the effect of light | | |
| | | Create a small study from life which render form and space by means of color, value and textural relationships | | |
| | | Create a small study from life which principles of design are applied to produce a dynamic composition | | |
| | | Create a small study from life which the medium of oil pastel and exaggerated color are used expressively | | |
| | Expressive Still Life Composition | Create a still life craypas painting in which color and gesture are used to create mood | 1.2D2,1.3D1 | Portfolio; Written self-assessment; Group Critique; Rubric Assessment: <i>Style, Color, Form, Space</i> |
| | | Create a still life craypas painting in which the effect of light is created through color, value and warm/cool | | |
| | | Create a still life craypas painting in which the illusion of 3-D form and space are suggested | | |
| | | Create a still life craypas painting in which the principles of design are manipulated to construct a dynamic composition | | |

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| | Art History 19th and 20th C. | Identify and discuss styles of Post Impressionists, Symbolists and Fauvists | 1.5B2 | Response sheet/quiz/exam; Written or oral analysis/interpretation: |
| | | Analyze and interpret the relationship between artists' uses of color and meaning expressed | | |
| | Art Criticism | Make aesthetic judgments of own work and that of peers | 1.4A2, 1.4B1 | Critical Analysis:self evaluation (oral or written) |
| 15 class sessions | UNIT 6: ACRYLIC PAINTING | Compose a landscape painting using a combination of reference materials including direct observation and various photographic sources | 1.2D2,1.3D1 | Finished acrylic painting: Rubric Assessment: <i>Elements and Principles of Design, Mood</i> |
| | Properties of Color | Develop observational and painting skills to produce shifts of chroma and temperature of local colors | 1.2D2 | Finished acrylic painting; Rubric Assessment: <i>Properties of Color</i> |
| | | Develop observational and painting skills to produce shifts of chroma and temperature of local colors | 1.2D2 | |
| | | Develop skill in producing color harmonies throughout the painting | 1.2D2 | |
| | | Develop ability to adjust color for expressive intent | | |
| | ART HISTORY 19th C - Contemporary Landscape Painting | Identify and describe technical/stylistic differences from among a range of modern and contemporary Landscape painters including Turner, Constable, Corot, Monet, Van Gogh, Hopper, Wolf Kahn, Sylvia Mangold | 1.4A1,1.5A2 | Teacher or student selected works of art; Critical Analysis/Interpretation/Justification (<i>discussions, written responses, PowerPoint presentations, quiz or exam</i>) |
| | Art Criticism | Articulate artistic merits of own work and that of peers with respect to techniques/strategies used to convey content and point of view | 1.4A2, 1.4B1 | Critical analysis: self evaluation (oral or written) |
| 10 class sessions | UNIT 7: FIGURATIVE SCULPTURE | Plan and Construct a freestanding figure (human, animal or imaginative) which demonstrates the balance and the integrated consideration of the fundamentals of sculpture | 1.1,1.2,1.3 | Evidence of planning - references, drawings; Completed Figure; Rubric Assessment: <i>Fundamentals of Sculpture (form, content, technique)</i> |
| | Principles of Order | Knowledgeably manipulate Principles of Order and Elements of Design in making aesthetic, conceptual and technical decisions | | Rubric Assessment: <i>Principles of Order (balance, proportion, variety, unity, repetition, movement)</i> |

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| | Art History | Identify, describe, analyze and demonstrate understanding of the sculptures of artists and indigenous cultures in which the figure is manipulated to convey meaning, including, but not limited to, Degas, Giacometti, Moore, Brancusi, Kiki Smith, Alison Saar, Easter Island Heads, African Power Figures. | 1.4,1.5 | Group discussions; oral or written responses; quiz/exam |
| | Art Criticism | Make aesthetic judgments of own work and that of peers | 1.4 | Critical analysis: self evaluation (oral or written) |
| On-going, 16 weeks | UNIT 8: SKETCHBOOK | Develop a visual journal that will become an idiosyncratic personal record of student artist's experiences, sensations and responses to his/her world as well as a resource for future work | 1.1B1,1.2D3,1.3 D1 | Sketchbook submissions; Rubric Assessment: <i>research, exploration, observation, reflection</i> |
| | | Apply compositional and shading skills to create drawings based on direct observation | | |
| | | Create drawings that express a personal response to each assignment | | |
| | UNIT 9: CAREERS | Investigate and describe the professional and/or non-professional career opportunities in the fields of fine and applied arts | 1.2D4 | Research project; Rubric Assessment: <i>Oral Presentation; Written summary</i> |
| | | Investigate a selected profession in the field of art | | |
| | | Research the preparation required for a selected arts profession | | |