

MSD Curriculum Map

Course: Painting II

Grade Level: 10-12

Time Frame	Content/Topic	Observable Proficiencies/Skills	NJCCCS	Performance Benchmarks/ Assessment
Ongoing	<p>UNIT 1: MEDIA/TECHNIQUES</p> <p style="text-align: center;">Altered Book/Journal</p>	<p>How does choice of medium and materials influence the content of an artist's work? How would such a work differ from a photographic representation?</p> <p>Maintain a sketchbook journal in which drawings, photos, references, experiments and reflections are accumulated for use in ongoing and future artistic endeavors.</p>	<p>1.1D1, 1.2D2, 1.3D2</p>	<p>Book shows quality craftsmanship and attention to detail, application of elements of principles in execution of design.</p> <p>Pages have been cut, torn, glued, burnt, folded, painted, drawn upon, collaged, and otherwise added to to ultimately create a unique work of art.</p>
4 sessions	Collage	<p>Utilize varied flat elements such as newspaper, printed text, illustrations, cloth, string as well as drawn and/or painted elements, to produce related unified compositions, each with a clear center of interest.</p> <p>Produce a series of Artist Trading Cards having a visible theme or connection.</p>	<p>1.1D1, 1.2D2, 1.3D2</p>	<p>Evidence of knowledge of elements and principles of art apparent in series.</p> <p>Clear relationship among components.</p>

<p>5 sessions</p>	<p>Image transfer</p>	<p>Demonstrate proficiency in 1 or more methods of image transferal: Gesso transfer Acrylic polymer lift Xerox transfer Polaroid transfer</p> <p>Produce a finished work of art utilizing 1 or more methods of image transferal in conjunction with traditional media.</p>	<p>1.1D1, 1.2D2, 1.3D2</p>	<p>Experimental images transferred are relatively distinct and secured in altered book/journal.</p> <p>Mixed media composition makes maximal use of previous experimentation and shows evidence of knowledge of elements and principles of art.</p>
<p>3 sessions</p>	<p>Monotype</p>	<p>Produce one of a kind prints, then enhanced with the addition of other media.</p> <p>Use additive and subtractive methods of image transfer.</p> <p>Effectively use hand transfer or press to produce images.</p>	<p>1.1D1, 1.2D2, 1.3D2</p>	<p>Submit 5 monotypes, 4 of which have been altered with the addition of other media.</p>
<p>6 sessions</p>	<p>Assemblage</p>	<p>Produce a work of art from found materials and selected mediums.</p> <p>Use principles of repetition, rhythm, variety and unity to organize elements in a dimensional composition.</p>	<p>1.1D1, 1.2D2, 1.3D2</p>	<p>Rubric assessment</p>

1 session	Art History	Be aware of the development of mixed media art and related artists. E.g. Cubist artists - Braque, Picasso, Juan Gris, Degas, Jean Dubuffet, Joseph Cornell, Robert Rauschenberg, Jasper Johns and Jim Dine.	1.4D1, 1.5A2, 1.5B1, 1.5B2	Completed response sheet/quiz/reflection in journal/sketchbook.
1 session	Critique	Articulate strengths and weaknesses of own work and that of peers according to stated objectives.	1.4B1, 1.4B2	Participation in class critique. Rubric evaluation
4 Sessions	UNIT 2: NATURE Landscape – Macro view	<p>What issues have become increasingly important in the relationship between man and nature? How have artists represented this relationship and how has this changed over time?</p> <p>Digitally document a walk in the landscape, recording experiences with the everyday, with attention to detail.</p> <p>Translate a literal drawing or photo of a detail into a stylized or abstracted representation, making innovative use of 2 or more media.</p> <p>Organize composition with knowledgeable use of elements and principles of art.</p>	1.1D1, 1.2D2, 1.3D2, 8.1B	<p>2 Studies, 1 final mixed media work submitted</p> <p>Student selected substrate, mediums, and techniques reflect innovation, personal style and effectively represent subject.</p>

8 sessions	Landscape – Mixed Media	Create a collage or assemblage representing an experience of the landscape.	1.1D1, 1.2D2, 1.3D2	Preparatory sketchbook drawings, photographs, references and reflections submitted in sketchbook/journal. Composition reflect understanding of elements and principles. Media selected are effectively utilized to present subject matter in a personal and original manner.
	Art History	Develop and awareness of artists who observe and record nature and the landscape, incorporate elements of the landscape into their work or whose work is integrated into or transforms the landscape (Earthworks). E.g.: Stonehenge, Blake, Cezanne, Charles Sheeler, Ernst, Motherwell, Diebenkorn, Andy Goldsworthy, James Turrell, Maya Lin, Gabriel Orozco, Mel Chin, etc.	1.5B1, 1.5B2	Quiz: recognition of and ability to discuss the work artists studied with 80% accuracy or better.
	Critique	Write an objective critical evaluation of own work based on stated objectives.	1.4B1	Written evaluation/reflection submitted. Demonstrated ability to make informed judgments about own work, an work of peers, based on stated objectives.
12 sessions	UNIT 3: PORTRAIT	How do artists expose and challenge commonly held assumptions about self, individuals and groups? Demonstrate sufficient skills in several media to produce portraits in which content is communicated.	1.1D1, 1.2D2, 1.3D2, 8.1B	Reference and stylized preliminary drawings submitted in sketchbook 2 portraits produced offering insight into the subject using oils, acrylics and/or drawing media. Using multiple images – literal,

		Effectively use technology skills to scan and alter images to be used as references or a component of finished work.		stylized, expressive, abstracted Using symbolism Making innovative use of newly learned techniques and found materials
1 session	Art History	How do artists address the idea of identity? Recognize and discuss important qualities of portraits created by different artists in different historical contexts: Picasso, Alice Neel, Timothy Hawkinson, Francis Bacon, Kerry James Marshall.	1.5B1, 1.5B2	Participation in class discussions. Reflections recorded in sketchbook/journal
1 session	Critique	Defend the selection of specific media, techniques, colors, textures and materials in relationship to the communication of content, and reflect upon outcome.	1.4B1	Rationale offered for aesthetic decisions made
10 sessions	UNIT 4: SOCIAL COMMENTARY	How have artists influenced public opinion on topics such as war, human suffering, politics, etc.? What is their ultimate purpose? Translate an intellectual idea into a clear visual statement. Use technology to gather information, images, and to manipulate artistic elements in preparation for producing a work of art. Understand and use organizational principles, along with expressive images and materials to convey a personal view of contemporary society.	1.1D1, 1.2D2, 1.3D2, 8.1B	Journal/Sketchbook submitted showing references, computer generated and/or published images, working drawings and journal entries relevant to work produced. 1 work produced having: center of interest dynamic composition discovery of, and expressive use of, diverse methods and materials in the interest of communicating information.

	Art History	Identify and discuss contemporary artists whose work communicates personal views on social issues: Robert Rauschenberg, Shahzia Sikander, Kara Walker, Walton Ford, etc.	1.5B1, 1.5B2	Quiz/Final Exam Reflections recorded in sketchbook/journal.
	Critique	Analyze artistic intent by examining subject matter, symbols and materials used.	1.4B1	Peers are able to recognize and articulate the intended message of the work – in discussion or in writing Rubric: Portfolio Assessment.