

CURRICULUM GUIDE
VISUAL/PERFORMING ARTS DEPT.

COURSE:	Painting
Grades:	9 - 12
ADOPTED DATE:	JUNE, 2014
UPDATED:	DECEMBER 18, 2018

Mission Statement

The mission of the Township of Union Public Schools is to build on the foundations of honesty, excellence, integrity, strong family, and community partnerships. We promote a supportive learning environment where all students are challenged, inspired, empowered, and respected as diverse learners. Through cultivation of students' intellectual curiosity, skills and knowledge, our students can achieve academically and socially as well as contribute as responsible and productive citizens of our global community.

Mission Statement **Visual & Performing Arts**

The Township of Union Visual & Performing Arts Department strives:
To create an arts' community that is rich with cultural, social & intellectual diversity..... And, through collaborative partnerships between teachers, parents and members of the community at large, offer substantive art & music instruction and diverse artistic and performance opportunities for students of all ages.

Arts Vision Statement

The Township of Union Department of Visual and Performing Arts is committed to increasing opportunities for all students K-12 to participate in and understand the arts.

We all share the common belief that the arts are one of humanity's most eloquent means of understanding the world. Through the arts, we share the highest achievements of every culture and find a universal language which permits communication among all peoples. As such, the arts are an essential component of a complete education.

Through the years, studies have discovered that the inclusion of the performing arts in a broad-based curriculum improves the quality of a child's educational experience. The arts teach discipline, improve self-esteem, inspire creativity, and help young people to set and reach goals. Knowledge of the arts makes our district a challenging place where our children are encouraged to explore, to create, and to reach their full potential.

Statement of District Goals

- **Develop reading, writing, speaking, listening, and mathematical skills.**
- **Develop a pride in work and a feeling of self-worth, self-reliance, and self discipline.**
- **Acquire and use the skills and habits involved in critical and constructive thinking.**
- **Develop a code of behavior based on moral and ethical principals.**
- **Work with others cooperatively.**
- **Acquire a knowledge and appreciation of the historical record of human achievement and failures and current societal issues.**
- **Acquire a knowledge and understanding of the physical and biological sciences.**
- **Participate effectively and efficiently in economic life and the development of skills to enter a specific field of work.**
- **Appreciate and understand literature, art, music, and other cultural activities.**
- **Develop an understanding of the historical and cultural heritage.**
- **Develop a concern for the proper use and/or preservation of natural resources.**
- **Develop basic skills in sports and other forms of recreation.**

This introductory course is designed to facilitate students in the use of painting and design for expressive purposes. Students will develop technical skills, learn effective methods in the planning and development of painting, refine their perceptual and aesthetic awareness and achieve informed use of color and value within the discipline of painting. Student will work in figurative and abstract styles. They will have a meaningful studio experience; learning the proper uses for and handling of painting tools and will additionally, gain exposure to historical references; learning about numerous painting styles and movements which have shaped this discipline of the arts. Most significantly, through experiencing the process of painting, students will access significant insights into their own creative processes-an academic experience which will enhance their problem-solving capabilities, their critical thinking skills and their world view. Students who participate in this course will be provided a rich cultural experience that meets and exceeds the New Jersey Core Curriculum Standards.

New Jersey Student Learning Standards

Standard 9

21st Century Life and Careers

In today's global economy, students need to be lifelong learners who have the knowledge and skills to adapt to an evolving workplace and world. To address these demands, Standard 9, 21st Century Life and Careers, which includes the 12 Career Ready Practices, establishes clear guidelines for what students need to know and be able to do in order to be successful in their future careers and to achieve financial independence.

Mission: *21st century life and career skills enable students to make informed decisions that prepare them to engage as active citizens in a dynamic global society and to successfully meet the challenges and opportunities of the 21st century global workplace.*

Vision: To integrate 21st Century life and career skills across the K-12 curriculum and to foster a population that:

- Continually self-reflects and seeks to improve the essential life and career practices that lead to success.
- Uses effective communication and collaboration skills and resources to interact with a global society.
- Is financially literate and financially responsible at home and in the broader community.
- Is knowledgeable about careers and can plan, execute, and alter career goals in response to changing societal and economic conditions.
- Seeks to attain skill and content mastery to achieve success in a chosen career path.

Career Ready Practices

Career Ready Practices describe the career-ready skills that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increase college, career, and life success. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study.

- CRP1.** Act as a responsible and contributing citizen and employee.
- CRP2.** Apply appropriate academic and technical skills.
- CRP3.** Attend to personal health and financial well-being.
- CRP4.** Communicate clearly and effectively and with reason.
- CRP5.** Consider the environmental, social and economic impacts of decisions.
- CRP6.** Demonstrate creativity and innovation.
- CRP7.** Employ valid and reliable research strategies.
- CRP8.** Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP9.** Model integrity, ethical leadership and effective management.
- CRP10.** Plan education and career paths aligned to personal goals.
- CRP11.** Use technology to enhance productivity.
- CRP12.** Work productively in teams while using cultural global competence.

CRP1. Act as a responsible and contributing citizen and employee.

Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in

ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.

CRP2. Apply appropriate academic and technical skills.

Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.

CRP3. Attend to personal health and financial well-being.

Career-ready individuals understand the relationship between personal health, workplace performance and personal well-being; they act on that understanding to regularly practice healthy diet, exercise and mental health activities. Career-ready individuals also take regular action to contribute to their personal financial wellbeing, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.

CRP4. Communicate clearly and effectively and with reason.

Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.

CRP5. Consider the environmental, social and economic impacts of decisions.

Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies,

understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.

CRP6. Demonstrate creativity and innovation.

Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.

CRP7. Employ valid and reliable research strategies.

Career-ready individuals are discerning in accepting and using new information to make decisions, changes. They use reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.

CRP9. Model integrity, ethical leadership and effective management.

Career-ready individuals consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding

in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' action, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.

CRP10. Plan education and career paths aligned to personal goals.

Career-ready individuals take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.

CRP11, Use technology to enhance productivity.

Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.

CRP12. Work productively in teams while using cultural global competence.

Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

Recommended Resources

Georgia O'Keefe Art and Letters **Jack Cowart, Juan Hamilton; letters selected and annotated by Sarah Greenough: National Gallery of Art**

Exploring Painting Second Edition **Gerald F. Brommer, Nancy K. Kinne: Davis Publications, Inc. Worcester, Massachusetts.**

Short Lessons in Art History; Artists and Their Work 1987, 2002 **Phyllis Clausen Barker: Walch Publishing**

The Visual Experience 2004 **Jack Hobbs, Richard A. Salome, Ken Vieth: Davis Publications**

Painting Outside the Lines; a Positive Approach to Negative Painting second edition 2013 **Linda Kemp: F&W Media, Inc.**

The Art Teacher's Book of Lists 2010 **Helen D. Hume: Jossey Bass Inc.**

Incredible @rt Department www.incredibleart.org

Course Proficiencies

Students will be able to...

- **Understand color relationships and exhibit this knowledge through the creation of paintings:**
Identify colors and their components; hue, value and intensity;
Alter the values, tones and shades of colors;
Create secondary colors through the mixing of primary colors;
Create intermediate colors through the mixing of analogous colors;
Alter the intensity of colors through mixing them with their complements.
Identify and effectively use varied color schemes.
- **Gain understanding of how paint moves on various surfaces; exhibit technical proficiency:**
Apply flat, hard edges of tempera and acrylic paint;
Blend colors and values of colors, creating gradations;
Use the skill of blending paint to model forms;
Explore many varied painting techniques and apply toward the depiction of surface textures in paintings;
Successfully alternate painting techniques and media;
Paint in watercolor; exhibit all of the aforementioned skills in this media;
Exhibit understanding of how paint moves on various surfaces.
- **Demonstrate planning, organizational skills and the use of the creative process toward the development of projects:**
Create original designs and paint them in various paint media;
Create simple still life paintings;
Create landscape paintings;
Create simple portraits in painted form;
Abstract complex forms such as figures and landscapes; apply toward paintings.
Demonstrate understanding of the evolution of their artwork and how it develops in complexity by building on prior experience.
- **Exhibit understanding of how to conduct oneself in the painting studio:**
Properly use and care for paintbrushes and all other painting tools and materials.
Complete projects and assignments in full, and submit them by a given deadline.
- **Exhibit knowledge of painting history; painting styles and paintings methods through;**
Critiquing the artworks of peers and master artists, in verbal and written form;
Engaging in meaningful discussions regarding art issues.

Curriculum Units

Unit 1: Students will become proficient in their knowledge of color theory and will direct this knowledge toward practical applications: they will identify colors and their components; they will learn how colors relate, how to plan and implement color schemes and how to blend colors with neutrals and with other hues. Students will learn terms and definitions and will, by the conclusion of the unit, be proficient in basic painting techniques and in discussing color themes and issues.

CRP2. Apply appropriate academic and technical skills.

CRP6. Demonstrate creativity and innovation.

CRP7. Employ valid and reliable research strategies.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

CRP11. Use technology to enhance productivity.

Unit 2: Students will gain understanding of how paint moves on various surfaces and will develop technical proficiency: they will explore many varied painting techniques and will become proficient in blending paints, suggesting various textural surfaces and modeling forms. Students will learn how to successfully alternate painting techniques and media. During unit 2, emphasis will be placed upon opaque media, such as tempera and acrylic paints; in a number of planned exercises in “paint-pushing”.

CRP2. Apply appropriate academic and technical skills.

CRP6. Demonstrate creativity and innovation.

CRP7. Employ valid and reliable research strategies.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

CRP11. Use technology to enhance productivity.

Unit 3: Still Life Painting: Students will paint a number of still life motifs, which will be displayed in the classroom and at the onset of the unit, arranged by the teacher. Students will observe and portray these arrangements, using a number of materials and grounds. The arrangements and paintings will become increasingly complex as the unit progresses. Students will exhibit and further develop their painting skills and their observational abilities. In addition to drawing and painting, the final still life motif will be arranged by students, who will work in teams to achieve an effectively composed design. Students will use phones and/or chrome books to record their arrangements. They will use paint programs to experiment with variations of placement and color within the arrangements.

CRP2. Apply appropriate academic and technical skills.

CRP6. Demonstrate creativity and innovation.

CRP7. Employ valid and reliable research strategies.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

CRP11. Use technology to enhance productivity.

CRP12. Work productively in teams while using cultural global competence.

Unit 4: Watercolor Painting: Students will become proficient painters in the medium of watercolor. They will learn the nuances of watercolor techniques; they will be able to make informed comparisons between the use and effects of color in watercolor painting and that of the opaque paints and they will compose and execute a number of watercolor paintings. Studio experiences will range from the creation of nonobjective artworks to the execution of representational compositions such as portrait and figure studies, still life arrangements and depictions of environments.

CRP2. Apply appropriate academic and technical skills.

CRP6. Demonstrate creativity and innovation.

CRP7. Employ valid and reliable research strategies.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

CRP11. Use technology to enhance productivity.

Unit 5: Landscape Painting: Students will become proficient in the art of landscape painting. They will study master works of landscape painting and will create landscape studies in chalk pastel and “sketches” in paint. The unit will conclude by students creating a finished painting of a landscape which they have thoroughly referenced, in the paint medium of their choice: either opaque or watercolor.

CRP2. Apply appropriate academic and technical skills.

CRP6. Demonstrate creativity and innovation.

CRP7. Employ valid and reliable research strategies.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

CRP11. Use technology to enhance productivity.

Unit 6: Abstraction in Painting: Students will gain an understanding of and proficiency in executing painting in styles that use abstraction. Students will study many abstract artists; those who work figuratively and those who create nonobjective art. They will create small, exploratory works of both types. The culmination of the unit, and the year, will be the creation of a final, “grand” painting, executed in an abstracted style of the student’s choice. Students will also choose the medium in which they wish to work. Students will engage in critiques of completed paintings; both verbally and in written form.

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP6. Demonstrate creativity and innovation.

CRP7. Employ valid and reliable research strategies.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

CRP11. Use technology to enhance productivity.

Pacing Guide- Course

<u>Content</u>	<u>Number of Days</u>
<u>Unit 1: Color Theory: Students will become proficient in their knowledge of color theory and will direct this knowledge toward practical applications.</u>	<u>3 Weeks</u>
<u>Unit 2: Technique: Students will gain understanding of how paint moves on various surfaces and will develop technical proficiency.</u>	<u>4 Weeks</u>
<u>Unit 3: Still Life Painting: Students will paint a number of still life motifs.</u>	<u>7 Weeks</u>
<u>Unit 4: Watercolor Painting: Students will become proficient painters in the medium of watercolor.</u>	<u>7 Weeks</u>
<u>Unit 5: Landscape Painting: Students will become proficient in the art of landscape painting.</u>	<u>7 Weeks</u>
<u>Unit 6: Abstraction in Painting: Students will gain an understanding of and proficiency in executing painting in styles that use abstraction.</u>	<u>6 Weeks</u>

Unit 1: Color

Essential Questions	Instructional Objectives/ Skills and Benchmarks <i>NJSLS#</i>	Activities	Assessments
<p>What do students need to know about color in order to be effective painters?</p> <p>What studio experiences best facilitate the development of students as colorists; what practical applications (painting assignments) are best suited for the beginning painter, in pursuit of literacy in the theory and uses of color?</p> <p>When an assignment is completed, how can one guide students to continue learning from their experiences?</p> <p>How can writing assist in the development of student artists?</p> <p>How can historical art</p>	<p>1.3.12.D.1 1.3.12.D.2 1.3.12.D.4 1.4.12.A.2 1.4.12.B.1 1.4.12.B.2 1,3,12,D,1 1.3.12.D.2</p>	<p>Students will engage in discussions pertaining to color theory with the teacher and will take notes on color and color theory.</p> <p>Students will observe teacher painting demonstrations.</p> <p>Students will create secondary colors through the mixing of primary colors.</p> <p>Students will design and paint color wheels, which will include primary, secondary and intermediate colors.</p> <p>Students will create a neutral tonal scale, which will range from white, through several shades of gray, to black.</p>	<p>The teacher will conduct notebook checks. Quizzes on color theory will be administered at the midpoint and at the end of the unit.</p> <p>The teacher will circulate around the room during studio sessions, checking student progress and understanding of lesson objectives</p> <p>Informal critiques of work will be conducted at the midpoint of each studio lesson</p> <p>Formal, graded critiques of each finished project will be conducted, using teacher-designed rubrics that are in accordance with the New Jersey Core Curriculum Standards for</p>

<p>references aid in the development of students as colorists.</p> <p>How can observation of others work facilitate the development of students as colorists?</p>	<p>1.3.12.D.1 1.3.12.D.2 1.3.12.D.4 1.4.12.A.2 1.4.12.B.1 1.4.12.B.2 1,3,12,D,1 1.3.12.D.2</p>	<p>Students will create value scales; one of a cool color and one of a warm color; they will tint, tone and shade the colors in each of the scales.</p> <p>Students will create 3 intensity scales; of the complementary sets.</p> <p>Students will create 2 intermediate scales; one in the cool range and one in the warm range; in each using a color and its two analogous or related “neighbors”.</p> <p>Students will view the painted works of master artists, who are respected for their use of color. Students will view the work of their peers.</p> <p>Students will engage in verbal and written critiques of student work, and of the works of master artists.</p>	<p>the Arts</p> <p>The New Jersey Registered Holistic Scoring Rubric will be used when assessing student writing.</p>
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Unit 2: Technique

Essential Questions	Instructional Objectives/ Skills and Benchmarks <i>NJSLS#</i>	Activities	Assessments
<p>What do students need to know about technique in order to be effective painters? What are the specific skills they will need to develop?</p> <p>What must students learn about materials and tools prior to beginning their painting experiences? How can good studio work habits be developed?</p> <p>What studio experiences best facilitate the development of students as painters; what practical applications (painting assignments) are best suited for the beginning painter, in pursuit of technical proficiency?</p> <p>When an assignment is</p>	<p style="text-align: center;">1.3.12.D.1 1.3.12.D.2 1.3.12.D.4 1.4.12.A.2 1.4.12.B.1 1.4.12.B.2 1,3,12,D,1 1.3.12.D.2</p>	<p>Students will engage in discussions pertaining to painting techniques and approaches with the teacher and will take notes on terms and definitions which apply to technique.</p> <p>Students will observe teacher painting demonstrations.</p> <p>Students will practice the technique of” cutting-in” with tempera paint and acrylic paint. They will paint a number of silhouetted shapes in a basic design. Additionally; they will employ a color scheme of their choice.</p> <p>Students will write about their painting experience and will compare and contrast the approaches</p>	<p>The teacher will conduct notebook checks.</p> <p>Quizzes on technical definitions and terms will be administered at the midpoint and at the end of the unit.</p> <p>The teacher will circulate around the room during studio sessions, checking student progress and understanding of lesson objectives</p> <p>Informal critiques of work will be conducted at the midpoint of each studio lesson</p> <p>Formal, graded critiques of each finished project will be conducted, using teacher-designed rubrics that are in accordance</p>

<p>completed, how can one guide students to continue learning from their experiences?</p> <p>How can writing assist in the development of student artists?</p> <p>How can historical art references aid in the development of students as painters?</p> <p>How can observation of others work facilitate the development of students' painting skills?</p>	<p>1.3.12.D.1 1.3.12.D.2 1.3.12.D.4 1.4.12.A.2 1.4.12.B.1 1.4.12.B.2 1,3,12,D,1 1.3.12.D.2</p>	<p>necessary to paint with each of the media they have used.</p> <p>Students will explore painting through informally pushing paint on the surface of treated canvas pad sheets. They will produce many techniques that include, but are not limited to:</p> <ul style="list-style-type: none"> Washes, Wet-blended shapes; Scraffito; Scumbling; Stippled areas; Splatter painting, And a vast range of wet and dry brush applications. <p>Additionally; they will attempt varied approaches of each of the techniques they execute.</p> <p>Students will create simple paintings, in which they create blending gradations; transitioning</p>	<p>with the New Jersey Core Curriculum Standards for the Arts</p> <p>The New Jersey Registered Holistic Scoring Rubric will be used when assessing student writing.</p> <p>The teacher will circulate around the room during studio sessions, checking student progress and understanding of lesson objectives</p> <p>Informal critiques of work will be conducted at the midpoint of each studio lesson</p> <p>Formal, graded critiques of each finished project will be conducted, using teacher-designed rubrics that are in accordance with the New Jersey Core Curriculum Standards for the Arts</p>
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	<p> 1.3.12.D.1 1.3.12.D.2 1.3.12.D.4 1.4.12.A.2 1.4.12.B.1 1.4.12.B.2 1,3,12,D,1 1.3.12.D.2 </p>	<p> from light to dark in value and from one color to another. These scales will prepare students for modeling in painting. </p> <p> Students will paint imaginary ribbons, shading and modeling them and will also paint a background in which there is a gradation of value. </p> <p> Students will mask areas of a canvas board; creating a basic design and within the masked areas, paint in flat areas and in raised, 3-dimensional areas; introducing them to the impasto painting technique. In class critiques, they will compare and contrast the two different painting approaches. </p> <p> Students will be presented with a written list of textural surfaces they </p>	<p> The New Jersey Registered Holistic Scoring Rubric will be used when assessing student writing. </p> <p> The teacher will circulate around the room during studio sessions, checking student progress and understanding of lesson objectives </p> <p> Informal critiques of work will be conducted at the midpoint of each studio lesson </p> <p> Formal, graded critiques of each finished project will be conducted, using teacher-designed rubrics that are in accordance with the New Jersey Core Curriculum Standards for the Arts </p>
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	<p> 1.3.12.D.1 1.3.12.D.2 1.3.12.D.4 1.4.12.A.2 1.4.12.B.1 1.4.12.B.2 1,3,12,D,1 1.3.12.D.2 </p>	<p> need to portray with paint. They will create a gridded composition and within the composition, employ painting strategies which will best suggest those textures. </p> <p> Students will view the painted works of a vast range of master artists, who are respected for their painterly styles. Students will view the work of their peers. </p> <p> Students will engage in verbal and written critiques of student work, and of the works of master artists. </p>	<p> The New Jersey Registered Holistic Scoring Rubric will be used when assessing student writing. </p>
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Unit 3: Still Life Painting

Essential Questions	Instructional Objectives/ Skills and Benchmarks <i>NJSLS#</i>	Activities	Assessments
<p>What do students need to know about Still life painting prior to attempting to gain proficiency as a still life painter? What are the specific skills they will need to develop?</p> <p>What studio experiences best facilitate the development of students as still life painters; what practical applications (painting assignments) are best suited for the beginning still life painter, in pursuit of technical proficiency?</p> <p>When an assignment is completed, how can one guide students to continue learning from their experiences?</p>	<p>1.3.12.D.1 1.3.12.D.2 1.3.12.D.4 1.4.12.A.2 1.4.12.B.1 1.4.12.B.2 1,3,12,D,1 1.3.12.D.2</p>	<p>Students will engage in discussions pertaining to modeling forms and the elements of shading with the teacher and will take notes on terms and definitions which apply to shading/modeling techniques.</p> <p>Students will, with acrylic paint, depict basic geometric forms; they will break the forms into planes (even the rounded ones) and will describe each form as possessing edges, in an exercise designed to facilitate students in the understanding of volume.</p> <p>Students will, with acrylic paint, model basic geometric forms such as;</p>	<p>The teacher will conduct notebook checks.</p> <p>Quizzes on technical definitions and terms will be administered at the midpoint and at the end of the unit.</p> <p>The teacher will circulate around the room during studio sessions, checking student progress and understanding of lesson objectives</p> <p>Informal critiques of work will be conducted at the midpoint of each studio lesson</p> <p>Formal, graded critiques of each finished project will be conducted, using teacher-designed rubrics that are in accordance</p>

<p>How can writing assist in the development of student artists?</p> <p>How can historical art references aid in the development of students as painters?</p> <p>How can observation of others work facilitate the development of student still life painting skills?</p>	<p>1.3.12.D.1 1.3.12.D.2 1.3.12.D.4 1.4.12.A.2 1.4.12.B.1 1.4.12.B.2 1,3,12,D,1 1.3.12.D.2</p>	<p>Cones; Cylinders; Spheres; and cubes. These forms will be painted as accurately shaded representations of three-dimensional objects.</p> <p>Students will paint a number of still life motifs, which will be displayed in the classroom and at the onset of the unit, arranged by the teacher. Students will observe and portray these arrangements, using a number of materials and grounds. The arrangements and paintings will become increasingly complex as the unit progresses.</p> <p>Students will exhibit and further develop their painting skills and their observational abilities. In addition to drawing and painting, the final still life motif will be arranged by students.</p>	<p>with the New Jersey Core Curriculum Standards for the Arts</p> <p>The teacher will circulate around the room during studio sessions, checking student progress and understanding of lesson objectives</p> <p>Informal critiques of work will be conducted at the midpoint of each studio lesson</p> <p>Formal, graded critiques of each finished project will be conducted, using teacher-designed rubrics that are in accordance with the New Jersey Core Curriculum Standards for the Arts</p>
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	<p>1.3.12.D.1 1.3.12.D.2 1.3.12.D.4 1.4.12.A.2 1.4.12.B.1 1.4.12.B.2 1,3,12,D,1 1.3.12.D.2</p>	<p>Students will view the painted works of a vast range of master artists, who are respected for their painterly styles. Students will view the work of their peers.</p> <p>Students will engage in verbal and written critiques of student work, and of the works of master artists.</p>	<p>The New Jersey Registered Holistic Scoring Rubric will be used when assessing student writing.</p>
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Unit 4: Watercolor Painting

Essential Questions	Instructional Objectives/ Skills and Benchmarks <i>NJSLS#</i>	Activities	Assessments
<p>What do students need to know about watercolor painting prior to attempting to gain proficiency as watercolorist? What are the specific skills they will need to develop?</p> <p>What studio experiences best facilitate the development of students as watercolor painters; what practical applications (painting assignments) are best suited for the beginning watercolor painter, in pursuit of technical proficiency?</p> <p>When an assignment is completed, how can one guide students to continue learning from their experiences?</p>	<p>1.3.12.D.1 1.3.12.D.2 1.3.12.D.4 1.4.12.A.2 1.4.12.B.1 1.4.12.B.2 1,3,12,D,1 1.3.12.D.2</p>	<p>Students will engage in discussions pertaining to watercolor painting techniques with the teacher and will take notes on terms and definitions which apply to watercolor painting.</p> <p>Students will observe teacher painting demonstrations.</p> <p>Students will, over the course of a week, experiment with watercolor painting techniques and approaches, on watercolor paper, in an informal, experimental manner.</p> <p>Students will create water color gradations of related colors and of contrasting colors. They will notate, in</p>	<p>The teacher will conduct notebook checks.</p> <p>Quizzes on technical definitions and terms will be administered at the midpoint and at the end of the unit.</p> <p>The teacher will circulate around the room during studio sessions, checking student progress and understanding of lesson objectives</p> <p>Informal critiques of work will be conducted at the midpoint of each studio lesson</p> <p>Formal, graded critiques of each finished project will be conducted, using teacher-designed rubrics that are in accordance</p>

<p>How can writing assist in the development of student artists?</p> <p>How can historical art references aid in the development of students as painters?</p> <p>How can observation of others work facilitate the development of student watercolor painting skills?</p>	<p>1.3.12.D.1 1.3.12.D.2 1.3.12.D.4 1.4.12.A.2 1.4.12.B.1 1.4.12.B.2 1,3,12,D,1 1.3.12.D.2</p>	<p>written form, the interactions of the colors.</p> <p>Students will create water color letter abstractions, in which they create a design from a letter or letters and paint the letter in a manner which displays a clearly organized color palette.</p> <p>Students will bring natural forms such as branches, flowers rocks and shells to class and will paint depictions of them using the medium of watercolor.</p> <p>Students will create still life paintings, using the medium of watercolor.</p> <p>Students will create figure studies, using the medium of watercolor.</p> <p>Students will create portraits using the medium of watercolor. Students will view the</p>	<p>with the New Jersey Core Curriculum Standards for the Arts.</p> <p>The New Jersey Registered Holistic Scoring Rubric will be used when assessing student writing.</p> <p>The teacher will circulate around the room during studio sessions, checking student progress and understanding of lesson objectives</p> <p>Informal critiques of work will be conducted at the midpoint of each studio lesson</p> <p>Formal, graded critiques of each finished project will be conducted, using teacher-designed rubrics that are in accordance</p>
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Unit 5 Landscape Painting

Essential Questions	Instructional Objectives/ Skills and Benchmarks <i>NJSLS#</i>	Activities	Assessments
<p>What do students need to know about landscaping painting prior to attempting to gain proficiency as landscape painters? What are the specific skills they will need to develop?</p> <p>What studio experiences best facilitate the development of students as landscape painters; what practical applications (painting assignments) are best suited for the beginning landscape painter, in pursuit of technical proficiency?</p> <p>When an assignment is completed, how can one guide students to continue learning from their experiences?</p>	<p style="text-align: center;">1.3.12.D.1 1.3.12.D.2 1.3.12.D.4 1.4.12.A.2 1.4.12.B.1 1.4.12.B.2 1,3,12,D,1 1.3.12.D.2</p>	<p>Students will engage in discussions pertaining to landscape painting techniques with the teacher and will take notes on terms and definitions which apply to landscape painting.</p> <p>Students will observe teacher painting demonstrations.</p> <p>Students will create landscape studies in chalk pastel and “sketches” in paint. They will reference their subjects in the field, and will also take photographs, which they will return to the studio with.</p> <p>Students will create simple landscape paintings in acrylic, using</p>	<p>The teacher will conduct notebook checks.</p> <p>Quizzes on technical definitions and terms will be administered at the midpoint and at the end of the unit.</p> <p>The teacher will circulate around the room during studio sessions, checking student progress and understanding of lesson objectives</p> <p>Informal critiques of work will be conducted at the midpoint of each studio lesson</p> <p>Formal, graded critiques of each finished project will be conducted, using teacher-designed rubrics that are in accordance</p>

<p>How can writing assist in the development of student artists?</p> <p>How can historical art references aid in the development of students as painters?</p> <p>How can observation of others work facilitate the development of student landscape painting skills?</p>	<p>1.3.12.D.1 1.3.12.D.2 1.3.12.D.4 1.4.12.A.2 1.4.12.B.1 1.4.12.B.2 1,3,12,D,1 1.3.12.D.2</p>	<p>an achromatic palette.</p> <p>Students will create simple landscape paintings in acrylic, using a monochromatic palette.</p> <p>Students will create a large finished painting of a landscape which they have thoroughly referenced, in the paint medium of their choice: either opaque or watercolor. Its color scheme will be polychromatic and realistic.</p> <p>Students will view the painted works of a vast range of master artists, who are respected for their landscape paintings.</p> <p>Students will view the work of their peers.</p> <p>Students will engage in verbal and written critiques of student work,</p>	<p>with the New Jersey Core Curriculum Standards for the Arts.</p> <p>The teacher will circulate around the room during studio sessions, checking student progress and understanding of lesson objectives</p> <p>Informal critiques of work will be conducted at the midpoint of each studio lesson</p> <p>Formal, graded critiques of each finished project will be conducted, using teacher-designed rubrics that are in accordance</p> <p>The New Jersey Registered Holistic Scoring Rubric will be</p>
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		and of the works of master artists.	used when assessing student writing.
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Unit 6: Abstraction in Painting

Essential Questions	Instructional Objectives/ Skills and Benchmarks <i>NJSLS#</i>	Activities	Assessments
<p>What do students need to know about abstract art prior to attempting have meaningful experiences as abstract artists? What are the specific skills they will need to develop in order to paint effectively and honestly?</p> <p>What studio experiences best facilitate the development of students as abstract painters; what practical applications (painting assignments) are best suited for the beginning abstract painter, in pursuit of technical proficiency and</p>	<p>1.3.12.D.1 1.3.12.D.2 1.3.12.D.4 1.4.12.A.2 1.4.12.B.1 1.4.12.B.2 1,3,12,D,1 1.3.12.D.2</p>	<p>Students will engage in discussions pertaining to abstract painting with the teacher and will take notes about the creation and development of abstract art.</p> <p>Students will observe teacher painting demonstrations.</p> <p>Students will study many abstract artists; those who work figuratively and those who create nonobjective art.</p> <p>Students will create small, exploratory works of</p>	<p>The teacher will conduct notebook checks.</p> <p>Quizzes on technical definitions and terms will be administered at the midpoint and at the end of the unit.</p> <p>The teacher will circulate around the room during studio sessions, checking student progress and understanding of lesson objectives</p> <p>Informal critiques of work will be conducted at the midpoint of each studio lesson</p>

<p>understanding of abstract art's reason for being, and its purpose?</p> <p>When an assignment is completed, how can one guide students to continue learning from their experiences?</p> <p>How can writing assist in the development of student artists?</p> <p>How can historical art references aid in the development of students as painters?</p> <p>How can observation of others work facilitate the development of student painting skills as they pertain to abstract art?</p>	<p>1.3.12.D.1 1.3.12.D.2 1.3.12.D.4 1.4.12.A.2 1.4.12.B.1 1.4.12.B.2 1,3,12,D,1 1.3.12.D.2</p>	<p>abstract styles, ranging from figurative to nonobjective.</p> <p>Students will listen to music and will create figurative and conversely, nonobjective paintings in response to the same music.</p> <p>Students will choose a prior painting which they completed in class and will copy and abstract the painting, creating a new artwork. Students will write a comparison of the two works and will declare which artwork they felt more connected to.</p> <p>The culmination of the unit, and the year, will be the creation of a final, "grand" painting, executed in an abstracted style of the student's choice. Students will also choose the medium in</p>	<p>Formal, graded critiques of each finished project will be conducted, using teacher-designed rubrics that are in accordance with the New Jersey Core Curriculum Standards for the Arts.</p> <p>The New Jersey Registered Holistic Scoring Rubric will be used when assessing student writing.</p> <p>The teacher will circulate around the room during studio sessions, checking student progress and understanding of lesson objectives</p> <p>Informal critiques of work will be conducted at the midpoint of each studio lesson</p>
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	<p>1.3.12.D.1 1.3.12.D.2 1.3.12.D.4 1.4.12.A.2 1.4.12.B.1 1.4.12.B.2 1,3,12,D,1 1.3.12.D.2</p>	<p>which they wish to work.</p> <p>Students will view the work of their peers.</p> <p>Students will engage in verbal and written critiques of student work, and of the works of master artists.</p>	<p>Formal, graded critiques of each finished project will be conducted, using teacher-designed rubrics that are in accordance with the New Jersey Core Curriculum Standards for the Arts.</p> <p>The New Jersey Registered Holistic Scoring Rubric will be used when assessing student writing.</p>
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New Jersey Student Learning Standards
Academic Area

This organization of the 2009 visual and performing arts standards reflects the critical importance of locating the separate arts disciplines (dance, music, theatre, and visual art) as one common body of knowledge and skills, while still pointing to the unique requirements of individual disciplines. There are four visual and performing arts standards, as follows.

Standards 1.1 and 1.2, respectively, articulate required knowledge and skills concerning the elements and principles of the arts, as well as arts history and culture. Together, the two standards forge a corollary to the NAEP Arts process of *creating*. Standard 1.1 includes four strands, one for each of the arts disciplines: A. Dance, B. Music, C. Theatre, and D. Visual Art; standard 1.2 includes a single strand: A. History of the Arts and Culture.

Standard 1.1 The Creative Process: *All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.*

Standard 1.2 History of the Arts and Culture: *All students will understand the role, development, and influence of the arts throughout history and across cultures.*

Standard 1.3 is rooted in arts performance and thus stands as a corollary to the NAEP Arts process of *performing/interpreting*. Like Standard 1.1, standard 1.3 is made up of four arts- specific strands: A. Dance, B. Music, C. Theatre, and D. Visual Art.

Standard 1.3 Performing: *All students will synthesize skills, media, methods, and technologies that are appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.*

Standard 1.4 addresses two ways students may respond to the arts, including (1) the study of aesthetics and (2) the application of methodologies for critique. Standard 1.4 provides a corollary to the NAEP Arts process of *responding*. This standard pertains to all four arts disciplines, and is comprised of two strands related to the mode of response: A. Aesthetic Responses and B. Critique Methodologies.

Standard 1.4 Aesthetic Responses & Critique Methodologies: *All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.*

Grades 9-12: Throughout secondary school, student instruction continues to focus on one of the four arts disciplines, as chosen by the student. By the end of grade 12, all students *demonstrate* [proficiency](#) in at least one chosen arts discipline by meeting or exceeding the content knowledge and skills delineated in the arts standards.

New Jersey Scoring Rubric

Proficiency: A level of achievement that indicates a student meets or exceeds the K-12 arts standards. Proficiency is attained when a student can:

Respond to artworks with insight and depth of understanding, calling upon informed acquaintance with exemplary works of art from a variety of cultures and historical periods.

1. Develop and present basic analyses of artworks from structural, historical, cultural, and aesthetic perspectives, pointing to their impact on contemporary modes of expression.
2. Perform in a chosen area of the arts with consistency, artistic nuance, and technical ability, defining and solving artistic problems with insight, reason, and technical proficiency.
3. Relate various types of arts knowledge and skills within and across the arts disciplines, by mixing and matching competencies and understandings in art-making, history, culture, and analysis in any arts-related project.

Informal critiques of work will be conducted at the midpoint of each studio lesson.

Formal, graded critiques of each finished project will be conducted, using teacher-designed rubrics that are in accordance with the New Jersey Student Learning Standards for the Arts

The New Jersey Registered Holistic Scoring Rubric will be used when assessing student writing

