

Art Exploration 6 Overview

Content Area: **Art**
Course(s): **ART EXPLORATION 6**
Time Period:
Length: **N/A**
Status: **Published**

Course Overview

COURSE DESCRIPTION

Art Exploration’s curriculum provides the opportunity to inspire and develop students' knowledge of art theory, art history, and fundamental art skills, by demonstrating the use of a variety of techniques. Through a diverse assortment of media and art forms, the curriculum includes opportunities to develop the creativity, independence, and self-expression of the students. The program includes units on drawing, painting, ceramics, and printmaking. In addition, cross-cultural themes, learning and technology elements, and cooperative learning techniques are all utilized, in order to attach further meaning and validity to the students’ learning process.

PRIMARY CONTENT AREA AND SECONDARY AREAS OF FOCUS

NJ Student Learning Standards		NJ Student Learning Standards		NJ Student Learning Standards	
1. Visual and Performing Arts	P	5. Science		9. Career Education and Consumer/ Family/ Life Skills	S
2. Health and Physical Education		6. Social Studies			
3. Language Arts Literacy	S	7. World Languages			
4. Mathematics	S	8. Technology Literacy			

Textbooks and other resources

COURSE RESOURCES

1. Storage facilities to accommodate materials, equipment, and student work
2. Computers and printers with appropriate software
3. DVD, slide projector and screen
4. Adequate materials and supplies
5. Paper cutter and pencil sharpeners
6. Sufficient space and ventilation
7. Appropriate furniture, i.e., chairs, stools, tables, etc. to accommodate students
8. Double sink
9. Kiln
10. Sufficient bulletin boards and chalkboards for demonstrating work and examples

Standards

COURSE SCOPE AND SEQUENCE CHART

Sequential Unit Description	Associated CPI's to be Achieved	Marking Period Guide	Other Pacing Guide References	Proficiency (Summative) Assessments
Unit 1 <u>Drawing/Design</u> Development of observational drawing techniques and drawing skills.	1.4.8.A.2 (D) 1.4.8.A.7 (D) 1.4.8.B.1 (D) 1.4.5.A.2 (R) 1.4.8.A.1 (D) 1.4.5.A.3 (R) 1.3.5.D.1 (R) 1.3.5.D.4 (R) 1.3.8.D.1 (D)	1-4	on-going	<ul style="list-style-type: none"> ● Completed activities and projects in association with rubric. ● Teacher assessment of students' daily progress and time on task. ● Students' journal writing and written responses to rubric and self

	<p>1.3.8.D.3 (D)</p> <p>1.1.8.D.1 (D)</p> <p>1.1.8.D.2 (D)</p> <p>1.1.5.D.5 (R)</p> <p>1.4.5.B.3 (R)</p> <p>1.4.5.B.1 (R)</p> <p>1.4.8.B.2 (D)</p> <p>1.4.5.B.5 (R)</p> <p>1.2.8.A.2 (D)</p> <p>1.2.8.A.1 (D)</p> <p>1.2.5.A.3 (R)</p> <p>3.3.6.A.1 (D)</p> <p>3.3.6.A.2 (D)</p> <p>3.3.6.A.3 (D)</p> <p>3.5.6.A.1 (D)</p> <p>4.2.4.A.1 (R)</p> <p>4.2.6.A.1 (D)</p> <p>9.2.8.F.3 (D)</p>			assessment.
<p>Unit 2</p> <p><u>Painting/Color Theory</u></p> <p>Review of color theory with a strong focus on the color wheel and painting techniques.</p>	<p>1.4.8.A.2 (D)</p> <p>1.4.8.A.4 (D)</p> <p>1.4.8.A.6 (D)</p> <p>1.4.8.A.7 (D)</p> <p>1.4.8.B.1 (D)</p> <p>1.4.5.A.2 (R)</p> <p>1.4.8.A.1 (D)</p> <p>1.4.5.A.3 (R)</p> <p>1.3.5.D.1 (R)</p> <p>1.3.5.D.4 (R)</p>	1-4	on-going	<ul style="list-style-type: none"> ● Completed activities and projects in association with rubric. ● Teacher assessment of students' daily progress and time on task. ● Students' journal writing and written responses to rubric and self assessment.

	<p>1.3.8.D.3 (D)</p> <p>1.1.8.D.1 (D)</p> <p>1.1.5.D.5 (R)</p> <p>1.4.5.B.3 (R)</p> <p>1.4.5.B.1 (R)</p> <p>1.4.8.B.2 (D)</p> <p>1.4.5.B.5 (R)</p> <p>1.2.8.A.2 (D)</p> <p>1.2.8.A.1 (D)</p> <p>1.2.5.A.3 (R)</p> <p>1.2.8.A.3 (D)</p> <p>3.3.6.A.1 (D)</p> <p>3.3.6.A.2 (D)</p> <p>3.3.6.A.3 (D)</p> <p>3.5.6.A.1 (D)</p> <p>9.2.8.F.3 (D)</p>			
<p>Unit 3</p> <p><u>Printmaking</u></p> <p>Development of the techniques used to create a print.</p>	<p>1.4.8.A.2 (D)</p> <p>1.4.8.A.7 (D)</p> <p>1.4.8.B.1 (D)</p> <p>1.4.5.A.2 (R)</p> <p>1.4.8.A.1 (D)</p> <p>1.4.5.A.3 (R)</p> <p>1.3.5.D.1 (R)</p> <p>1.3.5.D.4 (R)</p> <p>1.3.8.D.3 (D)</p> <p>1.3.8.D.5 (D)</p> <p>1.1.8.D.1 (D)</p> <p>1.1.5.D.5 (R)</p> <p>1.4.5.B.3 (R)</p>	3	12 Days	<ul style="list-style-type: none"> ● Completed activities and projects in association with rubric. ● Teacher assessment of students' daily progress and time on task. ● Students' journal writing and written responses to rubric and self assessment.

	1.4.5.B.1 (R) 1.4.8.B.2 (D) 1.4.5.B.5 (R) 1.2.8.A.2 (D) 1.2.8.A.1 (D) 1.2.5.A.3 (R) 1.2.8.A.3 (D) 3.3.6.A.1 (D) 3.3.6.A.2 (D) 3.3.6.A.3 (D) 3.5.6.A.1 (D) 9.2.8.F.3 (D)			
Unit 4 <u>Visual Communications</u> Introduction to graphic art techniques and the visual communication.	1.4.8.A.2 (D) 1.4.8.A.5 (D) 1.4.8.A.7 (D) 1.4.8.B.1 (D) 1.4.5.A.2 (R) 1.4.8.A.1 (D) 1.4.5.A.3 (R) 1.3.5.D.1 (R) 1.3.5.D.4 (R) 1.3.8.D.3 (D) 1.3.8.D.5 (D) 1.3.8.D.6 (D) 1.1.8.D.1 (D) 1.1.5.D.5 (R) 1.4.5.B.3 (R) 1.4.5.B.1 (R)	3	10 Days	<ul style="list-style-type: none"> ● Completed activities and projects in association with rubric. ● Teacher assessment of students' daily progress and time on task. ● Students' journal writing and written responses to rubric and self assessment.

	1.4.8.B.2 (D) 1.4.8.B.3 (D) 1.4.5.B.5 (R) 1.2.8.A.2 (D) 1.2.8.A.1 (D) 1.2.5.A.3 (R) 1.2.8.A.3 (D) 3.3.6.A.1 (D) 3.3.6.A.2 (D) 3.3.6.A.3 (D) 3.5.6.A.1 (D) 9.2.8.F.3 (D)			
Unit 5 <u>Sculpture/Ceramics:</u> Development of 3D design techniques including mixed media sculpture and coil /slab construction with clay.	1.4.8.A.2 (D) 1.4.8.A.7 (D) 1.4.8.B.1 (D) 1.4.5.A.2 (R) 1.4.8.A.1 (D) 1.4.5.A.3 (R) 1.3.5.D.1 (R) 1.3.5.D.4 (R) 1.3.8.D.1 (D) 1.3.8.D.3 (D) 1.3.8.D.4 (D) 1.1.8.D.1 (D) 1.1.5.D.5 (R) 1.4.5.B.3 (R) 1.4.5.B.1 (R) 1.4.8.B.2 (D) 1.4.5.B.5 (R)	4	22 Days	<ul style="list-style-type: none"> ● Completed activities and projects in association with rubric. ● Teacher assessment of students' daily progress and time on task. ● Students' journal writing and written responses to rubric and self assessment.

	1.2.8.A.2 (D)			
	1.2.8.A.1 (D)			
	1.2.5.A.3 (R)			
	1.2.8.A.3 (D)			
	3.3.6.A.1 (D)			
	3.3.6.A.2 (D)			
	3.3.6.A.3 (D)			
	3.5.6.A.1 (D)			
	9.2.8.F.3 (D)			

LA.SL.3.6	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
VPA.1.1.5.D.1	Identify elements of art and principles of design that are evident in everyday life.
VPA.1.1.5.D.2	Compare and contrast works of art in various mediums that use the same art elements and principles of design.
VPA.1.1.8.D.1	Describe the intellectual and emotional significance conveyed by the application of the elements of art and principles of design in different historical eras and cultures.
VPA.1.1.8.D.2	Compare and contrast various masterworks of art from diverse cultures, and identify elements of the works that relate to specific cultural heritages.
VPA.1.2.5.A.1	Recognize works of dance, music, theatre, and visual art as a reflection of societal values and beliefs.
VPA.1.2.5.A.2	Relate common artistic elements that define distinctive art genres in dance, music, theatre, and visual art.
VPA.1.2.5.A.3	Determine the impact of significant contributions of individual artists in dance, music, theatre, and visual art from diverse cultures throughout history.
VPA.1.2.8.A.1	Map historical innovations in dance, music, theatre, and visual art that were caused by the creation of new technologies.
VPA.1.2.8.A.2	Differentiate past and contemporary works of dance, music, theatre, and visual art that represent important ideas, issues, and events that are chronicled in the histories of diverse cultures.
VPA.1.2.8.A.3	Analyze the social, historical, and political impact of artists on culture and the impact of culture on the arts.
VPA.1.3.5.D.1	Work individually and collaboratively to create two- and three-dimensional works of art that make cohesive visual statements and that employ the elements of art and principles of design.
VPA.1.3.5.D.2	Identify common and distinctive characteristics of artworks from diverse cultural and historical eras of visual art using age-appropriate stylistic terminology (e.g., cubist, surreal, optic, impressionistic), and experiment with various compositional approaches influenced by these styles.
VPA.1.3.5.D.3	Identify common and distinctive characteristics of genres of visual artworks (e.g., realism, surrealism, abstract/nonobjective art, conceptual art, and others) using age-appropriate terminology, and experiment with various compositional approaches influenced by these genres.
VPA.1.3.5.D.4	Differentiate drawing, painting, ceramics, sculpture, printmaking, textiles, and computer

imaging by the physical properties of the resulting artworks, and experiment with various art media and art mediums to create original works of art.

- VPA.1.3.5.D.5 Collaborate in the creation of works of art using multiple art media and art mediums, and present the completed works in exhibition areas inside and outside the classroom.
- VPA.1.3.8.D.1 Incorporate various art elements and the principles of balance, harmony, unity, emphasis, proportion, and rhythm/movement in the creation of two- and three- dimensional artworks, using a broad array of art media and art mediums to enhance the expression of creative ideas (e.g., perspective, implied space, illusionary depth, value, and pattern).
- VPA.1.3.8.D.2 Apply various art media, art mediums, technologies, and processes in the creation of allegorical, theme-based, two- and three-dimensional works of art, using tools and technologies that are appropriate to the theme and goals.
- VPA.1.3.8.D.3 Identify genres of art (including realism, abstract/nonobjective art, and conceptual art) within various contexts using appropriate art vocabulary, and solve hands-on visual problems using a variety of genre styles.
- VPA.1.3.8.D.4 Delineate the thematic content of multicultural artworks, and plan, design, and execute multiple solutions to challenging visual arts problems, expressing similar thematic content.
- VPA.1.3.8.D.5 Examine the characteristics, thematic content, and symbolism found in works of art from diverse cultural and historical eras, and use these visual statements as inspiration for original artworks.
- VPA.1.3.8.D.6 Synthesize the physical properties, processes, and techniques for visual communication in multiple art media (including digital media), and apply this knowledge to the creation of original artworks.
- VPA.1.4.5.A.1 Employ basic, discipline-specific arts terminology to categorize works of dance, music, theatre, and visual art according to established classifications.
- VPA.1.4.5.A.2 Make informed aesthetic responses to artworks based on structural arrangement and personal, cultural, and historical points of view.
- VPA.1.4.5.A.3 Demonstrate how art communicates ideas about personal and social values and is inspired by an individual's imagination and frame of reference (e.g., personal, social, political, historical context).
- VPA.1.4.5.B.1 Assess the application of the elements of art and principles of design in dance, music, theatre, and visual artworks using observable, objective criteria.
- VPA.1.4.5.B.2 Use evaluative tools, such as rubrics, for self-assessment and to appraise the objectivity of critiques by peers.
- VPA.1.4.5.B.3 Use discipline-specific arts terminology to evaluate the strengths and weaknesses of works of dance, music, theatre, and visual art.
- VPA.1.4.5.B.4 Define technical proficiency, using the elements of the arts and principles of design.
- VPA.1.4.5.B.5 Distinguish ways in which individuals may disagree about the relative merits and effectiveness of artistic choices in the creation and performance of works of dance, music, theatre, and visual art.
- VPA.1.4.8.A.1 Generate observational and emotional responses to diverse culturally and historically specific works of dance, music, theatre, and visual art.
- VPA.1.4.8.A.2 Identify works of dance, music, theatre, and visual art that are used for utilitarian and non-utilitarian purposes.
- VPA.1.4.8.A.3 Distinguish among artistic styles, trends, and movements in dance, music, theatre, and visual art within diverse cultures and historical eras.
- VPA.1.4.8.A.4 Compare and contrast changes in the accepted meanings of known artworks over time, given shifts in societal norms, beliefs, or values.
- VPA.1.4.8.A.5 Interpret symbolism and metaphors embedded in works of dance, music, theatre, and visual art.

VPA.1.4.8.A.6	Differentiate between “traditional” works of art and those that do not use conventional elements of style to express new ideas.
VPA.1.4.8.A.7	Analyze the form, function, craftsmanship, and originality of representative works of dance, music, theatre, and visual art.
VPA.1.4.8.B.1	Evaluate the effectiveness of a work of art by differentiating between the artist’s technical proficiency and the work’s content or form.
VPA.1.4.8.B.2	Differentiate among basic formal structures and technical proficiency of artists in works of dance, music, theatre, and visual art.
VPA.1.4.8.B.3	Compare and contrast examples of archetypal subject matter in works of art from diverse cultural contexts and historical eras by writing critical essays.

Grading and Evaluation Guidelines

GRADING PROCEDURES

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60%- Studio projects:

Students will be graded based on a scoring rubric. The rubric establishes the criteria for grading and allows the student to see what is expected from the beginning of the project.

25%- Sketchbook Assignments:

Students will receive homework on a weekly basis in the form of a sketchbook assignment. Students are responsible for buying and maintaining a working sketchbook, which reinforces activities and techniques presented in class. This is a mandatory part of the class, which can make the difference in developing your skills or standing still artistically.

5%- Misc Homework:

With each new project or medium, there is an exercise that allows students to explore techniques and design. These exercises give students further reinforcement with familiarizing themselves with themes and mediums.

10%- Work Grade:

Doing the right thing in an art class is as important as project outcome. This is a production studio where students should feel free to express themselves through their work while maintaining a positive and productive atmosphere. Students are graded based on time on task as well as their productivity on a weekly and daily basis.

In terms of proficiency level the East Brunswick grades equate to:

A Excellent Advanced Proficient

B	Good	Above Proficient
C	Fair	Proficient
D	Poor	Minimally proficient
F	Failing	Partially Proficient

COURSE EVALUATION

In Art Exploration 6 the goal is that a minimum of 95% of all pupils will achieve at least minimum proficiency (D or better) relative to the NJSL set for this course. The department will review student achievement at all levels of proficiency relative to marking period grades, and if necessary, the individual components and assignments comprising these grades. Student achievement will further be analyzed to compare the achievement of the total enrollment vs. sub-groups to determine course areas requiring greater support or modification. As a result of the analysis, decisions will be made concerning modifications to course content and/or instructional methodology.

Other Details

#3260 Art Exploration 6

Projected Number of Students	School #'s	Course Level	Course Length	Grade Level	Credits	Min. Per Week	Elective/Required	Initial Course Adopted
180	056	A	F	6	0.00	100	E	11/17/1988

