

**Fine Arts Courses  
Grade: 9-12  
Fine & Performing Arts  
Curriculum Guide**

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**LINDEN PUBLIC SCHOOLS  
LINDEN, NEW JERSEY**

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**The Linden Board of Education adopted the Curriculum Guide on:**

August 25, 2022

**Date**

Education Item 10

**Agenda Item**

**Rationale**

**Be it resolved, that all curricula within the following content areas be readopted for use in the Linden Public Schools for the 2021-2022 school year. All curricula are aligned to the New Jersey Student Learning Standards.**

**Public Notice of Non-Discrimination**

If any student or staff member feels that they have experienced discrimination on the basis of race, color, creed, religion, gender, ancestry, national origin, social or economic status, sexual orientation or disability, contact:

Affirmative Action Officer

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### **Linden Public Schools Vision**

The Linden Public School District is committed to developing respect for diversity, excellence in education, and a commitment to service, in order to promote global citizenship and ensure personal success for all students

### **Linden Public Schools Mission**

The mission of the Linden Public School District is to promote distinction through the infinite resource that is Linden's diversity, combined with our profound commitment to instructional excellence, so that each and every student achieves their maximum potential in an engaging, inspiring, and challenging learning environment.

## **Fine & Performing Arts Department Philosophy**

We in the Linden Public Schools believe that the basic purpose of fine and performing arts education K to12 is to develop and nurture the students' skills as performers, creators, organizers, observers and evaluators. Our program is the study of the wide-range of disciplines that contain band, choir, dance, drama, musical theatre, orchestra, and visual art as well as, appropriate content from the humanities and the sciences.

We believe and accept the idea that the study of the fine and performing arts:

- Cultivates the whole person, engaging the mind, body and spirit.
- Builds many kinds of literacy while developing intuition, reasoning, dexterity and imagination.
- Invites multiple ways of knowing which actively engage the brain learning.
- Fosters unique, vital forms of communication, bringing excitement and exhilaration to the learning process.
- Embraces ambiguity-encouraging students to wonder and question.
- Develops both individual initiative and collective responsibility.
- Connects cultures and generations, past and present.
- Integrates the arts into other subjects as well as incorporating mathematics, language arts, history, and science into the fine & performing arts curriculum.
- Has commonalities but must also be respected as a distinct discipline.

We believe the primary goal of our fine & performing arts program will allow young people to nurture a positive self-image by developing self-awareness and self-discipline. We believe the teaching of art & music in the Linden Public Schools encourages students to be fluent in thought, flexible in acceptance, sensitive to feeling, creative in experimentation, aware of moral attitudes, inventive in their work, imaginative in creation, poised in presentation, cooperative in social interactions and appreciative of the work of others.

### **Fine & Performing Arts Department Goals**

It is the goal of the music department to give the students of Linden Public Schools an opportunity to investigate the diverse areas in music open to them and let them choose and explore those to their liking. It is our desire that the students will gain a background in the basics of music. They will develop an appreciation of music and enrich the quality of their lives now and in the future. This revised K-8 music curriculum includes the six elements of music: rhythm, melody, harmony, tone color, form and expression. Originality, creativity and self-expression are stressed throughout each lesson taught. A scope and sequence is evident in this curriculum, as well as an understanding of the student's growth and development in music.

Additional goals will:

1. Provide the opportunity for students to develop skills to express feelings and ideas through music production.
2. Present the music program as a creative challenge to all students providing for skill development in the area of critical thinking and problem solving.
3. Give students an opportunity to explore music in the context of personal interests and aptitude including the development of communication skills both verbal and written.
4. Encourage students to achieve an appreciation of music, which will assist them in understanding its use and value historically and culturally.
5. Reinforce the interconnectedness between the study of art, music, mathematics, history, creative writing and literature.
6. Develop student awareness of the relationship of music with important aspects of daily living including its necessary functions for various career pursuits.
7. Provide the opportunity for visibility of the school music program via students' concerts as both a reflection of student achievement and a vehicle to communicate the value of music education to the community.

## I. Course Description

### Introduction to Art

This course introduces the technical skills needed for personal expression in drawing, painting and illustration using various 2-D and 3-D applications. Students will explore the elements and various techniques of art as well as general art history. This is a half year course.

### Painting, Drawing & Sculpting

This course is a continuation of Introduction to Art. Students will explore advanced practices and techniques using acrylic, water color, pastels and other mediums. Artwork from this class will be selected for exhibits in our community, in the All City Festival as well as at the Union County TeenArts Festival.

### Digital/Traditional Illustration & Animation

This course is a continuation of Introduction to Art. Students will utilize traditional mediums and programs such as Adobe Photoshop and Corel Painter to create commercial art work. The class will also focus on 2-D animation. Artwork from this class will be selected for exhibits in our community, in the All City Festival as well as the Union County Teen Arts Festival.

### Advanced Art/Portfolio

This is an advanced program for students looking to pursue a career in fine arts. Students will learn advanced techniques and build a career or school based portfolio that will show their work, skills and ability. The primary objective of this course is to understand career options and prepare for college acceptance as an art major.

## II. Standards and NJDOE Mandates Guiding Instruction

### A. New Jersey Student Learning Standards

<https://www.nj.gov/education/cccs/2020/2020%20NJSLS-VPA.pdf>

### B. 21<sup>st</sup> Century Life and Career Standards

<https://www.nj.gov/education/aps/cccs/career/>

### C. Amistad Commission Mandates...

(specific topics are identified where appropriate within each unit)

- the teaching of the African slave trade, slavery in America, the vestiges of slavery in this country and the contributions of African-Americans to our society
- evidence is found in all grade-bands in the district's K to 12 social studies curricula, [e.g., units about slavery, civil rights, Contemporary United States History (Era 14)]
- Resources available at:  
<http://www.njamistadcurriculum.net>

### D. Holocaust Commission Mandates...

(specific topics are identified where appropriate within each unit)

- the curricula address issues of bias, prejudice and bigotry, including bullying through the teaching of the Holocaust and genocide for all children in grades K to 12
- the implementation of this mandate will be found in the district's K to 12 social studies curricula, specifically in standard 6.3 (K to 4 and 5 to 8) and during the appropriate time periods in grades 9-12 (standard 6.1, Era 11 and 6.2, Era 4)
- Resources available at:  
<https://www.nj.gov/education/holocaust/>

### E. LGBTQ Mandate...

- The teaching of the political, economic, and social contributions of persons with disabilities, lesbian, gay, bisexual, and transgender people.

### F. Diversity, Equity, and Inclusion Mandate.....

- The teaching of diversity, equity, and inclusion will be incorporated in appropriate places throughout the curriculum.

### III. General Interdisciplinary Connections

Art in its nature is connected to every content area. In middle school art classes, students use visual aids or read art descriptions which associate to language arts classes. Students use math through counting, patterns, and measuring based on the genre. Additionally, classes relate to social studies through the connection of art to various regions of the world and time periods/genres from which they derive. Finally, art classes connect to science through the explanation of how colors are mixed.

#### IV. Pacing Guide

##### **Pacing Guide**

Intro to Art	
Weeks	Unit
8	Drawing
8	Painting
n/a	Illustration
n/a	Animation
1	Ceramics
1	Sculpture
2	Design
Painting, Drawing, Sculpting	
Weeks	Unit
13	Drawing
10	Painting
5	Illustration
n/a	Animation
4	Ceramics
6	Sculpture
2	Design
Illustration/Animation	
Weeks	Unit
10	Drawing
5	Painting
10	Illustration
10	Animation
n/a	Ceramics
n/a	Sculpture
5	Design
Portfolio	
Weeks	Unit
8	Drawing
8	Painting
6	Illustration
6	Animation
3	Ceramics
5	Sculpture
4	Design

## V. Vertical Integration – Course Mapping

The mapping of the Fine & Performing Arts program within Linden Public Schools consists of the following:

Course Key: IN- Intro to Art, PDS- Painting Drawing Sculpting, IA- Digital/Traditional Illustration & Animation, P-Advanced Art/Portfolio

Level Key: P- Proficient, A- Accomplished, C- Advanced

UNIT TOPIC AND STRANDS		Course			
Drawing		IN	PDS	IA	P
1	Understand the use of line drawing with many media.	P	A	A	C
2	Understand line as an expression of emotion or mood.	P	A	A	C
3	Understand the use of line in rhythm, repetition and movement.	P	A	A	C
4	Understand the use of tones, in relation to showing distance.	P	A	A	C
5	Understand drawing in one-point perspective.	P	A	A	C
6	Understand drawing in two-point perspective.	P	A	A	C
7	Understand proportion in relation to a realistic visual artwork.	P	A	A	C
8	Train the eye to draw what it sees through contour drawing.	P	A	A	C
9	Understand personal perception of the individual artist (distortions, each artist as an individual).	P	A	A	C
10	Blend colors to achieve volume in drawing.	P	A	A	C
11	Know hard line.	P	A	A	C
12	Understand positive and negative space.	P	A	A	C
13	Draw a portrait from life.	P	A	A	C
14	Draw what is part of his/her environment.	P	A	A	C
15	Understand drawing the figure in proportion.	P	A	A	C
16	Understand composition.	P	A	A	C
17	Understand that drawing may be accomplished in many media.	P	A	A	C



<b>18</b>	<b>Understand concepts of mathematical art (division of space-geometric design, etc.)</b>	<b>P</b>	<b>A</b>	<b>A</b>	<b>C</b>
<b>19</b>	<b>Understand the concepts of cross-hatching, dotting, and combination of line.</b>	<b>P</b>	<b>A</b>	<b>A</b>	<b>C</b>
<b>20</b>	<b>Understand the use of large drawing materials (chalk), and materials to create fine line drawing (pen &amp; ink, scratchboard).</b>	<b>P</b>	<b>A</b>	<b>A</b>	<b>C</b>
<b>21</b>	<b>Understand the concept of enlarging and the concept of scale.</b>	<b>P</b>	<b>A</b>	<b>A</b>	<b>C</b>

<b>UNIT TOPIC AND STRANDS</b>		<b>Course</b>			
<b>Painting</b>		<b>IN</b>	<b>PDS</b>	<b>IA</b>	<b>P</b>
<b>1</b>	<b>Understand the qualities of painting media through mixing colors.</b>	<b>P</b>	<b>A</b>	<b>A</b>	<b>C</b>
<b>2</b>	<b>Better understanding of the principles of color theory: mixing primaries to create a secondary color.</b>	<b>P</b>	<b>A</b>	<b>A</b>	<b>C</b>
<b>3</b>	<b>Better understanding of the principles of color theory: Tints, shades and values</b>	<b>P</b>	<b>A</b>	<b>A</b>	<b>C</b>
<b>4</b>	<b>Better understanding of the principles of color theory: Complementary colors.</b>	<b>P</b>	<b>A</b>	<b>A</b>	<b>C</b>
<b>5</b>	<b>Better understanding of the principles of color theory: Analogous colors.</b>	<b>P</b>	<b>A</b>	<b>A</b>	<b>C</b>
<b>6</b>	<b>Better understanding of the principles of color theory: Cool colors, warm colors.</b>	<b>P</b>	<b>A</b>	<b>A</b>	<b>C</b>
<b>7</b>	<b>Better understanding of the principles of color theory: Tertiary colors.</b>	<b>P</b>	<b>A</b>	<b>A</b>	<b>C</b>
<b>8</b>	<b>Understand the concept of a horizon line in painting the world around us.</b>	<b>P</b>	<b>A</b>	<b>A</b>	<b>C</b>
<b>9</b>	<b>Understand large and small to show distance (perspective).</b>	<b>P</b>	<b>A</b>	<b>A</b>	<b>C</b>
<b>10</b>	<b>Understand the difference between opaque and transparent.</b>	<b>P</b>	<b>A</b>	<b>A</b>	<b>C</b>
<b>11</b>	<b>Understand the concept of hard-line painting (with tape, etc.).</b>	<b>P</b>	<b>A</b>	<b>A</b>	<b>C</b>

12	Develop the use of the painting media to illustrate depth or form.	P	A	A	C
13	Create visual texture through the use of values (brush manipulation, sponges, found objects, palette knife).	P	A	A	C
14	Create spontaneous design using the painting media.	P	A	A	C
15	Utilize various types of painting tools such as: sponge, brush, etc.	P	A	A	C
16	To utilize the theory of oriental brush strokes to create controlled painting (drybrush).	P	A	A	C
17	To understand how to control a wet medium to achieve desired results.	P	A	A	C
18	Develop a painting from beginning to completion with the use of paint for solid areas as well as line.	P	A	A	C
19	Understand how to layer paint both with transparent pigment wash and opaque pigment.	P	A	A	C
20	Utilize the elements of design in painting.	P	A	A	C
21	Understand the principles of design in creating a painting.	P	A	A	C
22	Understand the concept of foreground, middle ground and background by using color.	P	A	A	C
23	Understand the technique of blending colors to create shapes and forms.	P	A	A	C
24	Understand the difference in painting media: tempera, acrylics, watercolor.	P	A	A	C
25	Be aware of the types of artists (illustrators, fine artists, moviemakers, and designers), that utilize painting techniques and the job opportunities in the marketplace.	P	A	A	C

UNIT TOPIC AND STRANDS		Course			
Design		IN	PDS	IA	P
1	Student being proficient with composition and design.	P	A	C	C
2	Understanding Positive and Negative space	P	A	C	C
3	Proficient in the use of repetition	P	A	C	C
4	Applying and understanding the importance of complimentary colors.	P	A	C	C
5	Understanding the color wheel, and usage of color.	P	A	C	C
6	The use of natural, cultural elements in a piece.	P	A	C	C
7	Understanding aesthetics, and how it relates to art and many other fields and applications.	P	A	C	C
8	Advanced composition, how forms and lines counter-balance others and how the visual centerpiece of the subject matter is emphasized and 'led to'	n/a	A	C	C

UNIT TOPIC AND STRANDS		Course			
Animation		IN	PDS	IA	P *
1	Understand the use good quality thumbnail sketches.	n/a	n/a	P	A
2	Advanced understanding of the principles of color theory:	n/a	n/a	P	A
3	Advanced compositional skill which includes font types and sizes.	n/a	n/a	P	A
4	Advanced use of perspective and scale.	n/a	n/a	P	A
5	Understanding squash and stretch	n/a	n/a	P	A
6	Understanding and creating/use of character and model sheets	n/a	n/a	P	A
7	Understanding the use of timing in animation.	n/a	n/a	P	A
8	Understanding anatomy, physics, scale, and weight	n/a	n/a	P	A
9	Utilizing the use of storyboards and scripting.	n/a	n/a	P	A
10	Studying the styles and aesthetics of past animators.	n/a	n/a	P	A
11	Be aware of the types of animators and special effects houses that utilize these techniques, and the job opportunities in the marketplace.	n/a	n/a	P	A

\*May not apply is student is concentrating on 2D or Illustration portfolio

UNIT TOPIC AND STRANDS		Course			
Illustration		IN	PDS	IA	P
1	Understand the use good quality thumbnail sketches.	n/a	P	A	C
2	Advanced understanding of the principles of color theory:	n/a	P	A	C
3	Advanced compositional skill which includes font types and sizes.	n/a	P	A	C
4	The art of telling a story, and/or illustrating an option or view.	n/a	P	A	C
5	Understand the graphic software.	n/a	P	A	C
6	Make students aware of social and cultural issues in their commercial work.	n/a	P	A	C
7	Develop the use of the painting media to illustrate depth or form.	n/a	P	A	C
8	Studying the artists and their styles and aesthetics of the past.	n/a	P	A	C
9	Advanced use of design and narrative concepts	n/a	P	A	C
10	Utilize various types of painting tools such as: sponge, brush, blotting, etc.	n/a	P	A	C
11	Advanced theory of traditional and non-traditional brushes to create.	n/a	P	A	C
12	To understand the dangers of overworking their piece.	n/a	P	A	C
13	Understanding the many styles of each media in illustration	n/a	P	A	C
	Understanding the relevance of correct use of fonts, and guidelines.	P	P	A	C

UNIT TOPIC AND STRANDS		Course			
Sculpture		IN	PDS	IA	P *
1	Distinguish between 2D and 3D design.	P	A	n/a	A
2	To be able to work with a variety of materials to create a 3D form.	P	A	n/a	A
3	Create a sculptural form with movement and balance in space (mobile, kinetic, stables).	P	A	n/a	A
4	Know how to create realistic sculptures of human, animal or inanimate forms using a variety of materials.	P	A	n/a	A
5	Create a functional piece of sculpture (puppets, jewelry).	P	A	n/a	A
6	Design an architectural form as a sculptural form.	n/a	P	n/a	A
7	Develop knowledge of proportion when creating realistic sculpture.	P	A	n/a	A
8	Understand how to create a sculptural form through the use of simple paper construction.	P	A	n/a	A
9	Understand how to create a sculptural form through construction materials (blocks, boxes, etc.).	P	A	n/a	A
10	Understand the methods of the joining process in a sculptural form, (gluing, stapling, etc.).	P	A	n/a	A
11	Understand the paper construction process including curling, coiling, flat and folding.	P	A	n/a	A
12	Understand complex modular construction through the use of popsicle sticks, Styrofoam, etc.	n/a	P	n/a	A
13	Understand the creative process with paper & tape sculpture	P	A	n/a	A

\*May not apply if student is concentrating on 2D or Illustration portfolio

UNIT TOPIC AND STRANDS		Course			
Ceramics		IN	PDS	IA	P *
1	Create a relief sculpture: ie; sand casting, bas-relief, clay (houses and masks).	n/a	P	n/a	A
2	Understand creating a sculpture form through the use of ceramic clay.	n/a	P	n/a	A
3	Create a pinch pot.	P	C	n/a	A
4	To be able to use the coil method when working with clay.	P	C	n/a	A
5	Utilize slab method when working with clay.	n/a	A	n/a	A
6	Create a representational sculptural form using clay.	n/a	A	n/a	A
7	Recognize the importance of texture when working with clay.	n/a	A	n/a	A
8	Utilize combining techniques in one ceramic form (coil-slab-pinch pot)	n/a	A	n/a	A
9	Understand the use of ceramic clay to create a functional traditional form.	n/a	A	n/a	A
10	Distinguish between 2D and 3D design.	P	A	n/a	A

\*May not apply is student is concentrating on 2D or Illustration portfolio

## VI. Accommodations, Modifications, and Teacher Strategies

(specific recommendations are made in each unit)

Instructional Strategies	Gifted and Talent Accommodations and Modifications	Special Education and At-Risk Accommodations and Modifications	English Language Learners Accommodations and Modifications
<ul style="list-style-type: none"> <li>Teacher Presentation</li> <li>Student Presentation</li> <li>Class Discussion</li> <li>Socratic Discussion</li> <li>Reading for Meaning</li> <li>Inquiry Design Model</li> <li>Interactive Lecture</li> <li>Interactive Notetaking</li> <li>Compare and Contrast</li> <li>Research Based</li> <li>Problem Based</li> <li>Project Based</li> </ul> <p><b>504 Plans</b></p> <p>Students can qualify for 504 plans if they have physical or mental impairments that affect or limit any of their abilities to:</p> <ul style="list-style-type: none"> <li>walk, breathe, eat, or sleep</li> <li>communicate, see, hear, or speak</li> <li>read, concentrate, think, or learn</li> <li>stand, bend, lift, or work</li> </ul> <p>Examples of accommodations in 504 plans include:</p> <ul style="list-style-type: none"> <li>preferential seating</li> <li>extended time on tests and assignments</li> <li>reduced homework or classwork</li> <li>verbal, visual, or technology aids</li> <li>modified textbooks or audio-video materials</li> <li>behavior management support</li> <li>adjusted class schedules or grading</li> <li>verbal testing</li> <li>excused lateness, absence, or missed classwork</li> <li>pre-approved nurse's office visits and accompaniment to visits</li> <li>occupational or physical therapy</li> </ul>	<ul style="list-style-type: none"> <li>Allow for further independent research on topics of interest related to the unit of study</li> <li>Advanced leveled readers and sources</li> <li>Increase the level of complexity</li> <li>Decrease scaffolding</li> <li>Variety of finished products</li> <li>Allow for greater independence</li> <li>Learning stations, interest groups</li> <li>Varied texts and supplementary materials</li> <li>Use of technology</li> <li>Flexibility in assignments</li> <li>Varied questioning strategies</li> <li>Encourage research</li> <li>Strategy and flexible groups based on formative assessment or student choice</li> <li>Acceleration within a unit of study</li> <li>Exposure to more advanced or complex concepts, abstractions, and materials</li> <li>Encourage students to move through content areas at their own pace</li> <li>After mastery of a unit, provide students with more advanced learning activities, not more of the same activity</li> <li>Present information using a thematic, broad-based, and integrative content, rather than just single-subject areas</li> </ul>	<ul style="list-style-type: none"> <li>Focus on concept not details</li> <li>More visual prompts</li> <li>Leveled readers and teacher annotated sources</li> <li>Timelines and graphic organizers</li> <li>Remove unnecessary material, words, etc., that can distract from the content</li> <li>Use of off-grade level materials</li> <li>Provide appropriate scaffolding</li> <li>Limit the number of steps required for completion</li> <li>Time allowed</li> <li>Level of independence required</li> <li>Tiered centers, assignments, lessons, or products</li> <li>Provide appropriate leveled reading materials</li> <li>Deliver the content in "chunks"</li> <li>Varied texts and supplementary materials</li> <li>Use technology, if available and appropriate</li> <li>Varied homework and products</li> <li>Varied questioning strategies</li> <li>Provide background knowledge</li> <li>Define key vocabulary, multiple-meaning words, and figurative language.</li> <li>Use audio and visual supports, if available and appropriate</li> <li>Provide multiple learning opportunities to reinforce key concepts and vocabulary</li> <li>Meet with small groups to reteach idea/skill</li> <li>Provide cross-content application of concepts</li> <li>Ability to work at their own pace</li> <li>Present ideas using auditory, visual, kinesthetic, &amp; tactile means</li> <li>Provide graphic organizers and/or highlighted materials</li> <li>Strategy and flexible groups based on formative assessment</li> <li>Differentiated checklists and rubrics, if available and appropriate</li> </ul>	<ul style="list-style-type: none"> <li>Focus on concept not details</li> <li>More visual prompts</li> <li>Leveled readers and teacher annotated sources</li> <li>Guided notes with highlighted words and concepts</li> <li>Use of Merriam-Webster's ELL dictionary</li> <li>Timelines and graphic organizers</li> <li>Remove unnecessary material, words, etc., that can distract from the content</li> <li>Use of off-grade level materials</li> <li>Provide appropriate scaffolding</li> <li>Limit the number of steps required for completion</li> <li>Time allowed</li> <li>Level of independence required</li> <li>Tiered centers, assignments, lessons, or products</li> <li>Provide appropriate leveled reading materials</li> <li>Deliver the content in "chunks"</li> <li>Varied texts and supplementary materials</li> <li>Use technology, if available and appropriate</li> <li>Varied homework and products</li> <li>Varied questioning strategies</li> <li>Provide background knowledge</li> <li>Define key vocabulary, multiple-meaning words, and figurative language.</li> <li>Use audio and visual supports, if available and appropriate</li> <li>Provide multiple learning opportunities to reinforce key concepts and vocabulary</li> <li>Meet with small groups to reteach idea/skill</li> <li>Provide cross-content application of concepts</li> <li>Ability to work at their own pace</li> <li>Present ideas using auditory, visual, kinesthetic, &amp; tactile means</li> <li>Provide graphic organizers and/or highlighted materials</li> <li>Strategy and flexible groups based on formative assessment</li> <li>Differentiated checklists and rubrics, if available and appropriate</li> </ul>

## VII. Assessments

- Tests
- Quizzes
- Homework
- Projects
- Class Participation
- Performance Evaluation
- Attendance
- Final Exam
- Class Observation

## VII. Resources

- Pencils (6H to 6B)
- Watercolor Paint
- Tempera Paint
- Acrylic Paint
- Gouache Paint
- Inks
- Pens – felt tip, lettering, etc.
- Illustration Board
- Masonite
- Paintbrushes
- Markers
- Chalks and pastels
- Scratch board points
- Watercolor paper
- Canvas Board
- White paper
- Construction paper, assorted colors
- Scratch Board
- Acetate
- Charcoal
- Cardboard
- Railroad Board
- Wood
- Sponges
- Computers
- Ceramic clay - (terra cotta, earth-stone, white talc)
- Glaze
- Underglaze
- Slip
- Clay tools
- Rolling pins



- Carving, cutting tools
- Fabrics, burlap, etc.
- Extruder (garlic press)
- Dowel sticks/rulers
- Found objects (shells, pine cones, etc.)
- Newspaper
- Tape
- Dowels
- Cardboard
- Various Erasers
- Salt
- Sandpaper
- Saws
- Various varnishes and fixatives
- Blenders
- Tracing paper
- Light table
- Triangles
- Rulers
- T-squares
- Plastic shapes
- Geometric objects
- Life Drawing reference (bottles, etc.)
- Scissors
- Plaster
- String
- Palettes (Seniors ad inserts)
- Sponges

## Unit 1:

### Overview: Drawing

#### **Essential Questions:**

- How can you train your eye to see proper proportions?
- How can you apply proper shading and contrast to your work?
- Proper placement of forms, can the composition in a still-life be pleasing?
- How can you give drawing proper weight and volume?
- How do elements 'change' as they recede.
- Is there a way to scale larger drawings/pictures, using Math?
- Does sketching prior to final piece improve the resulting project?
- How can I create a 2D drawing from a 3D object?

#### **Enduring Understanding:**

- Understand the elements and principles of design. (Advanced classes).
- Understand the various techniques of drawing as well as application of shading, tones, etc.
- Observe aesthetically pleasing work.
- Observe proper form and use of lighting,
- The importance of rechecking you work.
- The importance of brainstorming and sketching.
- The importance of self-critique
- The use of the grid, and you can get better proportions when you scale up.

#### **Students will be able to:**

- Develop fine and gross motor skills- use drawing skills even with a paint brush, charcoal, etc.
- Use drawing as an expression of oneself both visually and emotionally.
- To become proficient in the technical ability of anatomy of objects and figures.
- Develop observational skills and eye-hand coordination through drawing from our environment.
- Develop perceptual skills and awareness of the world around him/her.
- Understand the concept of one point perspective.
- Understand the concept of two and (possibly), three-point perspective.
- Sketching and brainstorming to 'finalize' project final.
- Understand the visual concept of big-small.
- Understand the visual concept of distance: background, foreground, middle ground.
- Understand the concept of overlapping in drawing a realistic visual expression.
- Understand the concept of overlapping in drawing a design.
- Scale up a photo or a sketch to work larger
- Help focusing on getting proper proportions in a drawing
- Understand the concepts of "in front of" and "behind."
- Be aware of the history of drawing- from ancient cave 'paintings' to DaVinci to architecture.

### **Students will know:**

- Strong composition, and how to lead viewers eye to intended space.
- Proper usage of positive and negative space
- Drawing what they see instead of what they think they see
- How to observe form apply it to a selected medium and value of objects.
- How to observe value and apply it to a selected medium
- Analyze proportions of life objects and apply to 2D paper
- Mastering blending to soften elements
- The reason why sketches are very important in improving final work.
- Mastering use of texture to show contrast and roughness
- To utilize specularly to show hardness and the specific material of the object.
- What is a vanishing point and how images appear small the further away they are.
- How mathematics is important in art

### **Suggested Experiences:**

- Life drawing- drawing an object from life
- Life drawing- drawing multiple objects from life
- Life drawing with a design twist (combining patterns and unbalanced design elements with life drawing.
- Life drawing- drawing quick Timed drawing. to learn to draw loose.
- Draw at museums (like Natural History Museum), or park/outdoors.
- Draw a bedroom for a start, then a more sophisticated room
- Draw a city street using one-point perspective.
- Utilize one-point perspective in a unique way.
- Sketch/brainstorm dreams
- Instead of copying, modify inspiring material enough to make it your own.

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Students will learn about artists from diverse backgrounds during the investigative portion of the creative process.

## Unit 2:

### Overview: Design

#### **Essential Questions:**

- How can you train your eye to make images within images aesthetically pleasing?
- How do you make repetition interesting and engaging in a design or incorporate into an image?
- How can you instill historical and cultural elements within a design?
- How do you compose a solid picture for drawing, as well as photography?
- Structure-wise, why are pictures more pleasing to the eye than others?
- What colors are required to 'pop' out to contrast one another.

#### **Enduring Understanding:**

- Understand the elements and principles of design.
- Continue to use shading, color, and other elements to improve art work.
- To use opposite (or complementary), colors to make things 'Pop.'
- Utilizing the concept and use of repetition, and repeating elements.
- The importance of self-critique

#### **Students will be able to:**

- Develop an understanding on how complementary colors work and contrast.
- Implement their personal likes and personality into the subject matter of the design.
- Use drawing as an expression of oneself both visually and emotionally.
- Have the ability to contemplate themes and theming.
- Understand the concept of overlapping in drawing a design.
- Utilize repetition to create backgrounds, texture, details.
- Research and implement and worldwide cultural and natural designs (clothes, wildlife).

#### **Students will know:**

- Strong composition, and how to lead viewers eye to intended space.
- Proper usage of positive and negative space.
- With the knowledge of design, taking better photographs.
- How to lead the viewers eye in to the most important part of their work.
- To be aware of filling up space, exercise greater patience, and attention to detail.
- How color can be important (opposite colors with advertising, lettering, etc.)
- Uses for repetition.
- Adding designs as a form of detail (advanced classes).
- Aware of intricate designs of Aboriginal, African, Islamic, etc. culture designs.

### **Suggested Experiences:**

- Create intelligent 'doodles.'
- Implement and research cultural and natural designs (clothes, wildlife).
- Life drawing with a design twist (combining patterns and unbalanced design elements with life drawing).
- Thumbnail compositions.
- Utilize simple designs in textiles or background elements.
- Compositional exercises.

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## Unit 3:

### Overview: Painting

#### **Essential Questions:**

- Is every painting medium the same?
- How can I paint realistically as a beginner?
- How do I blend paints?
- Why is water importance in a painting?
- How can I use the color wheel to my advantage in a painting?
- How can I use drawing skills as I paint?
- How do I mix certain colors?
- How can I learn from past painting master such as Van Gogh, Rembrandt, and Monet?

#### **Enduring Understanding:**

- Continue to understand and master the elements and principles of design.
- Understand how to control paints (watercolor, acrylics, gouache), and water content.
- Focusing from reference to final project and rechecking/self-criticism.
- The importance of questioning yourself to see if it is the best that you can do.
- The art of creation a new world or environment using multiple references.
- Using reference correctly.
- Utilizing a variety of paint stroke techniques.
- The possibilities of layering.

#### **Students will be able to:**

- Develop hand-eye coordination.
- Understand and use the elements and principles of color theory.
- Understand the care and use of painting materials (Ill. board vs Masonite and gouache vs acrylics)
- Have the opportunity for spontaneous creative expression through this fluid media.
- Develop ideas from imagination with a fluid media.
- Commit time and effort to developing ideas and concepts.
- Understand the variety of methods of applying paint other than with a brush (i.e., sponge, Q-tip, etc.).
- Understand the various techniques of painting, including principles of design and composition.
- Develop ideas from the environment or man-made objects for inspiration.
- Self-criticize themselves during and after completion of their work.
- Criticize well-known/famous and unknown works of art.
- Aware of the historical significance of many famous artists, and a multitude of genres and eras.

**Students will know:**

- Strong composition, and how to lead viewers eye to intended space.
- Proper usage of positive and negative space.
- How to blend colors and shades in acrylic.
- How to match colors and color mixing.
- Which brushes are good for individual parts of image.
- How to fix mistakes.
- The importance of how much water is used on the brush and in the paint.
- Brush skills for initial covering and detail.
- Taking proper care of palette and brushes.
- Simplify imagery to create 'Pop' style in a reference (Sculpture and drawing class)

**Suggested Experiences:**

- Painting- acrylic and water-color
  - My family
  - My pets
  - Flowers
  - People
  - A scene including seasonal)
- "Together" painting- (two students on a large paper.)
- Using multiple reference to formulate unique piece. Mural Painting
- Painting a design
- Use sponges as a painting tool
- Mixing colors
- Imaginary pictures
- Story illustrations
- Geometric designs (hard line)
- Free form
- Spontaneous design
- Analogous, Complimentary, Warm, and Cool colors
- Crayon resist (use of wash)
- Landscape
- Seascape
- Gesture drawing
- Sports and celebrities
- On- location drawing/painting

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## Unit 4:

### Overview: Illustration

#### **Essential Questions:**

- What is an illustration? And why is it important?
- Can I use illustration in advertising?
- What forms of illustration can be utilized for projects and portfolio?
- Who were some of the top illustrators of the past?
- What mediums can I use in illustration?
- Is font choice important?
- Is the concept and composition that important?

#### **Enduring Understanding:**

- Continue to understand and master the elements and principles of design.
- How their ideas and concepts can 'paint' a powerful image for others to learn from.
- Understand how to control paints (watercolor, acrylics, gouache), and water content (if applicable).
- Use of any material can be used (ink, markers, pencils, charcoal, and paints).
- Copying is not advised at all. And reference should be used to help, and be utilized as a 'crutch.'
- Understand the importance, procedure, and personal 'growth' with of self-criticism.
- Utilizing words and images in same piece.
- The art of creation a new world or environment using multiple references.
- The widening of genres, and subject matter (fantasy, cultural, social, and historical significance)
- The art of telling a story through visual means.
- Using reference and modifying it correctly and wisely.
- Utilizing a variety of paint stroke techniques.
- The importance of self-critique
- The combination of text and imagery.
- The importance of font type- it's placement and style/type.
- The significance of illustration history, and famous artists in that genre.

#### **Students will be able to:**

- Develop simple and complex concepts, that can be personal, or are important in artist's life.
- Understand the importance of brainstorm to create multiple ideas, then edit it down to one great concept.
- Understand the importance and strengths of each medium use of materials (Water color, Acrylics, Gouache, Colored Pencils, Ink, etc.) Ill. Board Water color Paper, Tag Board, Masonite).
- Understand the use of applying media over media (like colored pencils over watercolor), as a whole or as a way to fix issues with artwork.
- Continued awareness of solid composition and proper use of positive and negative space.
- Commit time and effort to developing ideas and concepts.
- Self-criticize themselves during and after completion of their work.
- Properly render imagery with optional 'help' with reference.



- Choose the correct font to enhance their visuals (if words are applicable).
- Adding placement of font in relationship to positive and negative space.
- Make 'space' in composition for lettering.
- Use initial illustrative process for all illustrative words.
- Understand the importance of self-critique

### **Students will know:**

- Strong composition, and how to lead viewers eye to intended space.
- Proper usage of positive and negative space.
- How to blend colors and shades in selected medium.
- How to match colors and color mixing in any medium.
- Showcase emotion, personal views and a passion for their concept.
- The necessity to keep the work 'clean' and sharp, the point and concept are most important.
- How to fix mistakes and self-critique as they proceed with rendering through to completion.
- Many font types/lettering and imagery together to create harmony.
- How to get their personal point across more efficiently.
- How to use guidelines for lettering, and how to space them properly.
- Brush skills for initial covering and detail.
- Make their imagery strong and emphasize contrast (if applicable).
- Taking proper care of materials so they will last.

### **Suggested Experiences:**

- Using hands and fingers to paint (ala Da Vinci)
- Paint with cut linoleum
- Creating logos
- Use cardboard collage as a relief method
- Stencil making for positive and negative
- Utilizing special effects in painting (salt, blotting, etc.).
- Reverse painting- ala an animation cel
- Chalk
- Comic book illustration
- Advertising and packaging illustration
- Embossing, cardboard and found objects
- Lettering
- A political cartoon/ social issue illustration
- Creating a book cover
- Create a cartoon strip
- Illustrating a CD/album cover
- Creating a movie poster
- Creating an original playing card (jack, queen or king).
- Illustrating a classic 'fairy' from another age (50's, 60's 90.s etc.)
- Read up or watch videos on Norman Rockwell, NC Wyeth, Frank Frazetta, etc.

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## Unit: 5

### Overview: Animation

#### **Essential Questions:**

- What is a model sheet?
- What are tweens?
- Is timing important?
- What does physics have to do with Animation and Art?
- What can I use animation for?
- Who were some of the great animators in the world?
- What makes up good animation?
- What is squash and stretch?

#### **Enduring Understanding:**

- To comprehend how to draw elements in relation to physics, gravity, and form.
- To create a character by utilizing a model sheet so figure is consistent.
- To comprehend an animation cycle and the art/use of a repeating element.
- To understand exaggeration in animation.
- Understand the importance, procedure, and personal 'growth' with of self-criticism.
- Appreciate the historical importance of the history and animation use.
- Understand and master the elements and principles of design with a mobile structure.
- Utilizing 2D animation software
- The difference between full and limited animation
- How animation can be used in games, web design, advertisements, film/TV, and education.
- See and decipher different styles, eras, and qualities of animation throughout history.

#### **Students will be able to:**

- Create a a small animation with proper timing, sequence, etc.
- Understand the importance of brainstorming and to create a storyboard.
- Create a model sheet.
- Use sequences and artwork 'distance' to modify timing.
- Elementary use of squash and stretch.
- To simulate gravity and its effects.
- Have an elementary grasp of animation software and its capabilities.
- Utilizing Anim-brushes

#### **Students will know:**

- How to deferential and change timing in an animation.
- Use of story boards and model sheets.
- The importance of pre-planning everything from concept to details.
- The difference of limited vs full animation.
- How sequences are created then chained together.
- The historical and financial positives of animation (Disney, Fleischer, Pixar, Rockstar, etc.)

### **Suggested Experiences:**

- Watching videos on how to create animations
- Create a small segment or test animation, such as an eye blink.
- Create a model sheet(s)
- Create storyboards
- Act a scene out, then try to draw it (ala a comic)
- Create a moving logo ad.
- Create a retro videogame sequence.
- Create a character/mascot for a fictitious web page or ad.

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## Unit: 6

### Overview: Sculpture

#### **Essential Questions:**

- How can one sculpt paper?
- How do I create a 3D form from a 2D sketch?
- Can I use found objects to take my sculpture to a higher level?
- What is form?
- How do I eliminate stiffness in a 3D work of art?

#### **Enduring Understanding:**

- How to work with and manage 3D space.
- How to fuse various materials together to best form 3D imagery.
- How to create a piece of sculpture created from air clay or news paper.
- Create a sculptural form with movement and balance in space (mobile, kinetic, stables).
- Design an architectural form as a sculptural form.
- Develop knowledge of proportion when creating realistic sculpture.
- Distinguish between 2D and 3D design.
- Understand the importance, procedure, and personal 'growth' with of self-criticism.

#### **Students will be able to:**

- Develop simple and complex concepts, that can be personal, who important in artist's life.
- Create a work piece of sculpture created from air clay or news paper.
- Create a sculptural form with movement and balance in space (mobile, kinetic, stables).
- Design an architectural form as a sculptural form.
- Develop knowledge of proportion when creating realistic sculpture.
- Distinguish between 2D and 3D design.
- Know how to create realistic sculptures of human, animal or inanimate forms using a variety of materials.
- To be able to work with a variety of materials to create a 3D form.
- Understand the creative process with Paper & Tape sculpture
- Understand complex modular construction through the use of 'found objects.'
- Understand how to create a sculptural form through construction materials (blocks, boxes, etc.).
- Understand how to create a sculptural form through the use of simple paper construction.
- Understand the importance, procedure, and personal 'growth' with of self-criticism.

**Students will know:**

- Understand how to create a sculptural form through the use of simple paper construction.
- Understand the methods of the joining process in a sculptural form, (gluing, stapling, etc.).
- Utilize found objects and 'unconventional' materials to better create their 3D piece.
- Out to deal with 3D space.
- How to add detail to paper sculpture using found and other materials such as toilet paper, etc.
- To create a paper sculpture that is structurally sound.

**Suggested Experiences:**

- Complete a 3D paper sculpture.
- Create a character
- Create an enlarge object (a giant cup and saucer, etc.)
- 3D sculpted lettering
- A recyclable object sculptures
- Recreating a 3D pet
- Creating a space ship
- 3D pop art
- Creating a 3D game board
- 3D Caricature
- 3D award or statue

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## Unit: 7

### Overview: Ceramics

#### **Essential Questions:**

- How can one create a simple pinch pot from clay?
- What thickness does clay fire at? What temperature?
- How do I apply glazes?
- How does a kiln work?
- How do I use the adding and taking away process?
- How do I create a 3D form from a 2D sketch?
- What is form?
- How do I eliminate stiffness in a 3D work of art?
- What is the historical and practical significance of sculpture and pottery.

#### **Enduring Understanding:**

- How to work with clay.
- How to create simple pottery.
- The importance of pottery, and the correct process for success.
- On the usage of a kiln.
- How to attach clay to clay.
- How a kiln working and the firing process.

#### **Students will be able to:**

- Complete a pinch pot.
- Be able to use the coil method when working with clay.
- Utilize slab method when working with clay.
- Create a representational sculptural form using clay.
- Recognize the importance of texture when working with clay.
- Know the appropriate terminology when using clay: kiln, fire, glaze, bisque, green ware, slip, pinch, coil, slab, scoring, under glaze.
- Utilize combining techniques in one ceramic form (coil-slab-pinch-pot).
- Understand the use of ceramic clay to create a functional traditional form.
- Understand the clay forming process of rolling.
- Understand the clay forming processes of joining, slipping, and scoring.
- Understand the clay forming process of pinching and pulling.
- Understand the various types of surface decoration process used in clay (impressed designs, texture tools, underglaze).
- How to manipulate clay and prepare it for pottery or sculpting.
- The build and subtractive processes of adding and taking clay away.
- To safely sculpt class so not to burst in kiln.

**Students will know:**

- Understand creating a sculpture form through the use of ceramic clay.
- Distinguish between 2D and 3D design.
- Prepare clay for use in sculpture or ceramics.
- Recognize the importance of texture when working with clay.
- Recognize the importance of texture when working with clay.
- Know the appropriate terminology when using clay: kiln, fire, glaze, bisque, green ware, slip, pinch, coil, slab, scoring, under glaze.
- To be able to use the coil method when working with clay.
- Understand the use of ceramic clay to create a functional traditional form.

**Suggested Experiences:**

- Complete a 3D sculpture.
- Be able to use the coil method when working with clay.
- Utilize slab method when working with clay.
- Create a representational sculptural form using clay.
- Create a representational sculptural form using clay.
- Create a pinch pot
- Understand the clay forming process of rolling.
- Understand the clay forming processes of joining, slipping, and scoring.
- Understand the clay forming process of pinching and pulling.
- Understand the various types of surface decoration process used in clay (impressed designs, texture tools, underglaze).
- Utilize slab method when working with clay.
- Create a pinch pot with textural designs and /or forming animals, clowns, bells, etc.
- Simple sculpture, animals, etc.
- Coil method pots, 3D design, etc.
- Slab method, house bells, boxes, jars, container vessels.
- Balls, coils into a predetermined mold to create a vessel.
- Cut-out designs.
- Add on, (relief, bas-relief).
- Clay masks.
- Drape clay to create a vessel.
- Ceramic jewelry.
- Figure modeling.
- Figures and animals created with combining coils and slab.
- Designing a tile.



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# Fine Arts

Content Area: **Fine Arts**  
Course(s): **Introduction to Art, Painting, Drawing, and Sculpting, Digital/Traditional Illustration and Animation , Advanced Art / Portfolio**  
Time Period: **Full Year**  
Length: **Full Year**  
Status: **Published**

## New Jersey Learning Standards- Fine Arts Proficient

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VA.9-12.1.5.12prof.Cr1a	Use multiple approaches to begin creative endeavors.
VA.9-12.1.5.12prof.Cr2c	Collaboratively develop a proposal for an installation, artwork, or space design that transforms the perception and experience of a particular place.
VA.9-12.1.5.12prof.Re8a	Interpret an artwork or collection of works, supported by relevant and sufficient evidence found in the work and its various contexts.
VA.9-12.1.5.12prof.Cn10a	Document the process of developing ideas from early stages to fully elaborated ideas.
VA.9-12.1.5.12prof.Cn11a	Describe how knowledge of culture, traditions and history may influence personal responses to art.
VA.9-12.1.5.12prof.Cr2a	Engage in making a work of art or design without having a preconceived plan.
VA.9-12.1.5.12prof.Cr1b	Shape an artistic investigation of an aspect of present-day life using a contemporary practice of art and design.
VA.9-12.1.5.12prof.Pr6a	Analyze and describe the impact that an exhibition or collection has on personal awareness of social, cultural or political beliefs and understandings.
VA.9-12.1.5.12prof.Cn11b	Describe how knowledge of global issues, including climate change, may influence personal responses to art.
VA.9-12.1.5.12prof.Re7a	Hypothesize ways in which art influences perception and understanding of human experiences.
VA.9-12.1.5.12prof.Pr5a	Analyze and evaluate the reasons and ways an exhibition is presented.
VA.9-12.1.5.12prof.Cr2b	Explain how traditional and non-traditional materials may impact human health and the environment, and demonstrate safe handling of materials, tools and equipment.
VA.9-12.1.5.12prof.Re9a	Establish relevant criteria in order to evaluate a work of art or collection of works.
VA.9-12.1.5.12prof.Cr3a	Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on and plan revisions for works of art and design in progress.
VA.9-12.1.5.12prof.Pr4a	Analyze, select and curate artifacts and/or artworks for presentation and preservation.
VA.9-12.1.5.12prof.Re7b	Analyze how one's understanding of the world is affected by experiencing visual arts.

## New Jersey Student Learning Standards- Media Arts Proficient

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MA.9-12.1.2.12prof.Cn11a	Demonstrate and explain how media artworks and ideas relate to various contexts, purposes, and values (e.g., social trends, power, equality, personal/cultural identity).
MA.9-12.1.2.12prof.Re7b	Analyze how a variety of media artworks affect audience experience and create intention through multimodal perception when addressing global issues including climate change.
MA.9-12.1.2.12prof.Re7a	Analyze the qualities of and relationships between the components, style and preferences communicated by media artworks and artists.
MA.9-12.1.2.12prof.Cr2a	Organize and design artistic ideas for media arts productions.

MA.9-12.1.2.12prof.Cn11b	Critically evaluate and effectively interact with legal, technological, systemic, and vocational contexts of media arts, considering ethics, media literacy, social media, virtual worlds, and digital identity.
MA.9-12.1.2.12prof.Pr6a	Design the presentation and distribution of collections of media artworks, considering combinations of artworks, formats and audiences.
MA.9-12.1.2.12prof.Cr3a	Understand the deliberate choices in organizing and integrating content, stylistic conventions, and media arts principles such as emphasis and tone.
MA.9-12.1.2.12prof.Cn10a	Access, evaluate and integrate personal and external resources to inform the creation of original media artworks, such as experiences, interests and cultural experiences.
MA.9-12.1.2.12prof.Cn10	Synthesizing and relating knowledge and personal experiences to create products.
MA.9-12.1.2.12prof.Cr1b	Organize and design artistic ideas for media arts productions.
MA.9-12.1.2.12prof.Cr3b	Refine and modify media artworks, emphasizing aesthetic quality and intentionally accentuating stylistic elements to reflect an understanding of personal goals and preferences.
MA.9-12.1.2.12prof.Cr2b	Critique plans, prototypes and production processes considering purposeful and expressive intent.
MA.9-12.1.2.12prof.Cr1c	Critique plans, prototypes and production processes considering purposeful and expressive intent.
MA.9-12.1.2.12prof.Cr1d	Apply aesthetic criteria in developing, refining and proposing media arts artwork.
MA.9-12.1.2.12prof.Pr6b	Evaluate the benefits and impacts at the personal, local and social level from presenting media artworks, such as benefits to self and others.
MA.9-12.1.2.12prof.Cr1a	Formulate multiple ideas using generative methods to develop artistic goals and solve problems in media arts creation processes.
MA.9-12.1.2.12prof.Re9a	Evaluate media art works and production processes at decisive stages, using identified criteria and considering context and artistic goals.
MA.9-12.1.2.12prof.Pr4a	Integrate various arts, media arts forms and content into unified media arts productions, considering the reaction and interaction of the audience, such as experiential design.
MA.9-12.1.2.12prof.Pr5a	Demonstrate progression in artistic, design, technical, and soft skills, as a result of selecting and fulfilling specified roles in the production of a variety of media artworks.
MA.9-12.1.2.12prof.Cr2c	Apply aesthetic criteria in developing, refining and proposing media arts artwork.
MA.9-12.1.2.12prof.Cn11	Relating artistic ideas and works within societal, cultural and historical contexts to deepen understanding.
MA.9-12.1.2.12prof.Cn10b	Explain and demonstrate the use of media artworks to expand meaning and knowledge, and create cultural experiences such as learning and sharing through online environments.
MA.9-12.1.2.12prof.Pr5c	Demonstrate adaptation and innovation through the combination of tools, techniques and content to communicate intent in the production of media artworks.
MA.9-12.1.2.12prof.Pr5b	Develop and refine creativity and adaptability, such as design thinking and risk taking, in addressing identified challenges and constraints within and through media arts productions.
MA.9-12.1.2.12prof.Re8a	Analyze the intent, meaning and perception of a variety of media artworks, focusing on personal and cultural contexts and detecting bias, opinion and stereotypes.

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## **New Jersey Learning Standards- Visual Arts Accomplished**

VA.9-12.1.5.12acc.Re7b	Evaluate the effectiveness of visual artworks to influence ideas, feelings, and behaviors of specific audiences.
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VA.9-12.1.5.12acc.Re9a	Determine the relevance of criteria used by others to evaluate a work of art or collection of works.
VA.9-12.1.5.12acc.Re8a	Identify types of contextual information useful in the process of constructing interpretations of an artwork or collection of works.
VA.9-12.1.5.12acc.Pr5a	Evaluate, select and apply methods or processes appropriate to display artwork in a specific place.
VA.9-12.1.5.12acc.Cr2b	Demonstrate awareness of ethical implications of making and distributing creative work.
VA.9-12.1.5.12acc.Cn11b	Compare uses of art in a variety of societal, cultural and historical contexts and make connections to global issues, including climate change.
VA.9-12.1.5.12acc.Re7a	Recognize and describe personal aesthetic and empathetic responses to the natural world and constructed environments.
VA.9-12.1.5.12acc.Cr1b	Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design.
VA.9-12.1.5.12acc.Cr1a	Individually and collaboratively formulate new creative problems based on student's existing artwork.
VA.9-12.1.5.12acc.Cn11a	Compare uses of art in a variety of societal, cultural and historical contexts and make connections to uses of art in contemporary and local contexts.
VA.9-12.1.5.12acc.Cn10a	Utilize inquiry methods of observation, research and experimentation to explore other subjects through artmaking.
VA.9-12.1.5.12acc.Pr4a	Analyze, select and critique personal artwork for a collection or portfolio presentation.
VA.9-12.1.5.12acc.Pr6a	Make, explain and justify connections between artists or artwork and social, cultural and political history.
VA.9-12.1.5.12acc.Cr2a	Through experimentation, practice and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.
VA.9-12.1.5.12acc.Cr2c	Redesign an object, system, place, or design in response to contemporary issues.
VA.9-12.1.5.12acc.Cr3a	Engage in constructive critique with peers, then reflect on, re-engage, revise, and refine works of art and design in response to personal artistic vision.

## **New Jersey Learning Standards-Media Arts Accomplished**

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MA.9-12.1.2.12acc.Cn11a	Examine and demonstrate in depth the relationships of media arts ideas and works to various contexts, purposes and values, such as markets, systems, propaganda, truth.
MA.9-12.1.2.12acc.Cr1c	Critique plans, prototypes, constraint of resources, and production processes considering purposeful and expressive artistic intention and personal aesthetic.
MA.9-12.1.2.12acc.Cr2a	Organize and design artistic ideas for media arts productions.
MA.9-12.1.2.12acc.Cn10b	Explain and demonstrate the use of media artworks to synthesize new meaning and knowledge. Reflect and form cultural experiences, such as new connections between themes and ideas, local and global networks, and personal influence.
MA.9-12.1.2.12acc.Cr3c	Refine and elaborate aesthetic elements and technical components. Intentionally form impactful expressions in media artworks for specific purposes, intentions, continuity, juxtaposition, audiences and contexts.
MA.9-12.1.2.12acc.Cr2c	Apply aesthetic criteria in developing and refining media arts artwork.
MA.9-12.1.2.12acc.Cr3b	Demonstrate an understanding of media art principles through a selection of tools and production processes.
MA.9-12.1.2.12acc.Pr5a	Demonstrate effective command of artistic, design, technical and soft skills in managing and producing media artworks.

MA.9-12.1.2.12acc.Cn11b	Critically investigate and ethically interact with legal, technological, systemic, and vocational contexts of media arts, considering ethics, media literacy, digital identity, and artist/audience interactivity.
MA.9-12.1.2.12acc.Cr1d	Apply aesthetic criteria in developing and refining media arts artwork.
MA.9-12.1.2.12acc.Cr3a	Apply ideas with deliberate choices in organization, integrating content and stylistic conventions.
MA.9-12.1.2.12acc.Pr4a	Integrate various arts, media arts forms and academic content into unified media arts productions that retain thematic integrity and stylistic continuity, such as transmedia productions.
MA.9-12.1.2.12acc.Re7a	Analyze and synthesize the qualities and relationships of the components in a variety of media artworks and how they impact an audience.
MA.9-12.1.2.12acc.Pr6b	Evaluate the benefits and impacts at the personal, local and social level from presenting media artworks, such as benefits to people or to a situation.
MA.9-12.1.2.12acc.Pr5b	Demonstrate effective creativity and adaptability, such as resisting closure and responsive use of failure, to address sophisticated challenges within and through media arts productions.
MA.9-12.1.2.12acc.Cr1b	Organize and design artistic ideas for media arts productions.
MA.9-12.1.2.12acc.Cn10a	Synthesize internal and external resources to enhance the creation of persuasive media artworks, such as cultural connections, introspection, research, and exemplary works.
MA.9-12.1.2.12acc.Re7b	Analyze how a broad range of media artworks affect audience experience, as well as create intention and persuasion through multimodal perception when addressing global issues including climate change.
MA.9-12.1.2.12acc.Re9a	Create and apply defensible evaluations in the constructive and systematic critique of media artworks and production processes.
MA.9-12.1.2.12acc.Cr2b	Critique plans, prototypes, constraint of resources, and production processes considering purposeful and expressive artistic intention and personal aesthetic.
MA.9-12.1.2.12acc.Pr5c	Demonstrate the skillful adaptation and combination of tools, styles and techniques to achieve specific expressive goals in the production of a variety of media artworks.
MA.9-12.1.2.12acc.Re8a	Analyze the intent, meanings and influence of a variety of media artworks, based on personal, societal, historical, and cultural contexts.
MA.9-12.1.2.12acc.Pr6a	Curate and design the presentation and distribution of media artworks through a variety of contexts, such as mass audiences and physical and virtual channels.
MA.9-12.1.2.12acc.Cr1a	Strategically use generative methods to create multiple ideas and refine artistic goals that increase aesthetic depth.

## **New Jersey Learning Standards- Visual Arts- Advanced**

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VA.9-12.1.5.12adv.Cr3a	Reflect on, re-engage, revise and refine works of art or design considering relevant traditional and contemporary criteria as well as personal artistic vision.
VA.9-12.1.5.12adv.Re7b	Determine the commonalities within a group of artists or visual arts attributed to a particular type of art, timeframe, or culture.
VA.9-12.1.5.12adv.Pr4a	Critique, justify and present choices in the process of analyzing, selecting, curating, and presenting artwork for a specific exhibit or event.
VA.9-12.1.5.12adv.Cn10a	Synthesize knowledge of social, cultural, historical, and personal life with artmaking approaches to create meaningful works of art or design.
VA.9-12.1.5.12adv.Pr6a	Curate a collection of objects, artifacts or artwork to impact the viewer's understanding of social, cultural and/or political experiences.

VA.9-12.1.5.12adv.Cr2a	Experiment, plan and make multiple works of art and design that explore a personally meaningful theme, idea, or concept.
VA.9-12.1.5.12adv.Cn11a	Assess the impact of an artist or a group of artists on the beliefs, values and behaviors of a society.
VA.9-12.1.5.12adv.Re7a	Analyze how responses to art develop over time based on knowledge of and experience with art and life.
VA.9-12.1.5.12adv.Cn11b	Assess the impact of an artist or group of artists on global issues, including climate change.
VA.9-12.1.5.12adv.Cr1b	Choose from a range of materials and methods of traditional and contemporary artistic practices, following or breaking established conventions, to plan the making of multiple works of art and design based on a theme, idea or concept.
VA.9-12.1.5.12adv.Pr5a	Investigate, compare and contrast methods for preserving and protecting art.
VA.9-12.1.5.12adv.Cr2c	Demonstrate in works of art or design how visual and material culture defines, shapes, enhances, inhibits, and/or empowers people's lives.
VA.9-12.1.5.12adv.Cr1a	Visualize and generate art and design that can affect social change.
VA.9-12.1.5.12adv.Re9a	Construct evaluations of a work of art or collection of works based on differing sets of criteria.
VA.9-12.1.5.12adv.Cr2b	Demonstrate understanding of the importance of balancing freedom and responsibility in the use of images, materials, tools and equipment in the creation and circulation of creative work.
VA.9-12.1.5.12adv.Re8a	Analyze differing interpretations of an artwork or collection of works in order to select and defend a plausible critical analysis.

## **New Jersey Student Learning Standards- Media Arts Advanced**

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MA.9-12.1.2.12adv.Re8a	Analyze the intent, meanings and impacts of diverse media artworks, considering complex factors of context and bias.
MA.9-12.1.2.12adv.Cn10b	Interpret the use of media artworks in order to demonstrate a high degree of skill to create new meaning, knowledge, and impactful cultural experiences.
MA.9-12.1.2.12adv.Cr2a	Fluently integrate a sophisticated personal aesthetic for media arts productions.
MA.9-12.1.2.12adv.Cr3b	Intentionally and consistently refine and elaborate elements and components to form impactful expressions in media artworks, directed at specific purposes, audiences and contexts.
MA.9-12.1.2.12adv.Re7a	Analyze and synthesize the qualities and relationships of the components and audience impact in a variety of media artworks.
MA.9-12.1.2.12adv.Pr5c	Independently utilize and adapt tools, styles and systems in standard, innovative and experimental ways in the production of complex media artworks.
MA.9-12.1.2.12adv.Re7b	Survey an exemplary range of media artworks, analyzing methods for managing audience experience, creating intention and persuasion through multimodal perception and systemic communications when addressing global issues including climate change.
MA.9-12.1.2.12adv.Pr5b	Fluently employ mastered creativity and adaptability in formulating inquiry and solutions to address complex challenges within and through media arts productions.
MA.9-12.1.2.12adv.Cn10a	Independently and proactively access relevant and qualitative resources to inform the creation of impactful media artworks.
MA.9-12.1.2.12adv.Cr2b	Knowledge of systems, prototypes and production processes with consideration of complex constraints of goals, time, resources and personal limitations.
MA.9-12.1.2.12adv.Re9a	Independently develop rigorous evaluations of work, strategically seek feedback for media

	artworks and production processes and considering complex goals and factors.
MA.9-12.1.2.12adv.Cr3a	Synthesize ideas with content, processes and components to express compelling purpose, demonstrating mastery of media arts principles such as hybridization.
MA.9-12.1.2.12adv.Pr4a	Synthesize various arts, media arts forms and academic content into unified media arts.
MA.9-12.1.2.12adv.Pr5a	Employ mastered artistic, design, technical, and soft skills in managing and producing media artworks.
MA.9-12.1.2.12adv.Cr1c	Knowledge of systems, prototypes and production processes with consideration of complex constraints of goals, time, resources, and personal limitations.
MA.9-12.1.2.12adv.Cn11a	Through relevant and impactful media artworks, demonstrate the relationships of media arts ideas to personal and global contexts, purposes and values.
MA.9-12.1.2.12adv.Pr6b	Evaluate the benefits and impacts at the global level from presenting media artworks, such as new understandings gained by the artist or audience.
MA.9-12.1.2.12adv.Cn11b	Critically investigate and strategically interact with legal, technological, systemic, and vocational contexts of media arts.
MA.9-12.1.2.12adv.Pr6a	Curate, design and promote the presentation and distribution of media artworks through a variety of contexts.
MA.9-12.1.2.12adv.Cr1a	Fluently integrate generative methods, aesthetic principles and innovative thinking to form original ideas and solutions.
MA.9-12.1.2.12adv.Cr1b	Fluently integrate a sophisticated personal aesthetic for media arts productions.

## Career Readiness, Life Skills Standards

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WRK.K-12.P.1	Act as a responsible and contributing community members and employee.
WRK.K-12.P.2	Attend to financial well-being.
WRK.K-12.P.3	Consider the environmental, social and economic impacts of decisions.
WRK.K-12.P.4	Demonstrate creativity and innovation.
WRK.K-12.P.5	Utilize critical thinking to make sense of problems and persevere in solving them.
WRK.K-12.P.6	Model integrity, ethical leadership and effective management.
WRK.K-12.P.7	Plan education and career paths aligned to personal goals.
WRK.K-12.P.8	Use technology to enhance productivity increase collaboration and communicate effectively.
WRK.K-12.P.9	Work productively in teams while using cultural/global competence.

## Interdisciplinary Connections

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In high school art classes, students use visual aids or read art descriptions which associates to language arts classes. Students use math through counting, patterns, and measuring based on the genre. Additionally, classes relate to social studies through the connection of art to various regions of the world and time periods/genres from which they derive. Finally, art classes connect to science through the explanation of how colors are mixed.

CRP.K-12.CRP2	Apply appropriate academic and technical skills.
CAEP.9.2.12.C.1	Review career goals and determine steps necessary for attainment.
CRP.K-12.CRP4	Communicate clearly and effectively and with reason.

MA.G-CO.D.12	Make formal geometric constructions with a variety of tools and methods (compass and straightedge, string, reflective devices, paper folding, dynamic geometric software, etc.).
TECH.9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
TECH.9.4.12.DC.7	Evaluate the influence of digital communities on the nature, content and responsibilities of careers, and other aspects of society (e.g., 6.1.12.CivicsPD.16.a).
CRP.K-12.CRP11	Use technology to enhance productivity.
TECH.9.4.12.IML.9	Analyze the decisions creators make to reveal explicit and implicit messages within information and media (e.g., 1.5.12acc.C2a, 7.1.1L.IPRET.4).
MA.G-CO.C.9	Prove theorems about lines and angles.
MA.G-CO.C.10	Prove theorems about triangles.
CRP.K-12.CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.
TECH.9.4.12.CI.3	Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).
TECH.9.4.12.IML.4	Assess and critique the appropriateness and impact of existing data visualizations for an intended audience (e.g., S-ID.B.6b, HS-LS2-4).
TECH.9.4.12.CI.2	Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).
CRP.K-12.CRP1	Act as a responsible and contributing citizen and employee.
CRP.K-12.CRP6	Demonstrate creativity and innovation.
CRP.K-12.CRP10	Plan education and career paths aligned to personal goals.
CAEP.9.2.12.C	Career Preparation