Materials & Techniques
Course Compendium

UNITS OF STUDY*

Unit 1- *Charcoal - Burnt Organic Drawing Medium*
Unit 2- *White Charcoal on Black Paper - A Reverse Drawing Method*
Unit 3- *Scratchboard - Etching into Clay*
Unit 4- *Pen & Ink: A Timeless Inking Medium*
Unit 5- *Oil Pastel - A Wax Oil Crayon Medium*
Unit 6- *Colored Pencil - A Precise Colored Blendable Drawing Medium*
Unit 7 -*Watercolor- A Transparent Painting Medium*
Unit 8 - *Acrylic - A Fast-Drying Opaque Polymer Medium*
Unit 9 - Oil Paint: *A Slow-Drying Blendable Opaque Medium*
Unit 10 - Pastel - *Soft and Smooth Powdery Medium*

MATERIALS & TECHNIQUES
Credits: 5
Prerequisite: Art Experience
Grades: 10, 11, 12
This course fulfills the visual and performing arts graduation requirement.

This course will offer students exploration and practice in the application of artistic processes and skills. Students will be introduced to various materials and receive demonstration in each to build technique. Materials such as pencil, charcoal, colored pencil, oil pastel, chalk pastel, pen & ink, scratchboard, watercolor, acrylic on canvas, and oil on canvas will be utilized. Students will work with line, contour, shading, texture, perspective, composition, drawing from life, and drawing from references. Students will create ten original artworks in ten different materials and compile a portfolio of their artwork.

INTERDISCIPLINARY CONNECTIONS
NJSLS Companion Standards
Anchor Standards for Reading

NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text.

NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

Reading History

RH.11-12.7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, qualitatively, as well as in words) in order to address a question or solve a problem.

Reading Science & Technical Subjects

RST.11-12.4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to *grades 11-12 texts and topics*.

RST.11-12.7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.

Anchor Standards for Writing
NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

NJSLSA.W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

NJSLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Writing History
WHST.11-12.1. Write arguments focused on *discipline-specific content.*

WHST.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

WHST.11-12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

WHST.11-12.6. Use technology, including the Internet, to produce, share, and update writing products in response to ongoing feedback, including new arguments or information.

WHST.11-12.9. Draw evidence from informational texts to support analysis, reflection, and research.

21st Century Life and Careers

CRP1. Act as a responsible and contributing citizen and employee.
CRP2. Apply appropriate academic and technical skills.
CRP4.   Communicate clearly and effectively and with reason.
CRP7.   Employ valid and reliable research strategies.
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
9.3.HT-RFB.4 Demonstrate leadership qualities and collaboration with others.
9.3.12.AR.1 Analyze the interdependence of the technical and artistic elements of various careers within the Arts, A/V Technology & Communications Career Cluster.
9.3.12.AR.5 Describe the career opportunities and means to achieve those opportunities in each of the Arts, A/V Technology & Communications Career Pathways.
9.3.12.AR-PRT.2 Demonstrate the production of various print, multimedia or digital media products.
9.3.12.AR-VIS.1 Describe the history and evolution of the visual arts and its role in and impact on society.
9.3.12.AR-VIS.2 Analyze how the application of visual arts elements and principles of design communicate and express ideas.
9.3.12.AR-VIS.3 Analyze and create two and three-dimensional visual art forms using various media.

Technology

8.2.12.D.6 Synthesize data, analyze trends and draw conclusions regarding the effect of a technology on the individual, society, or the environment and publish conclusions.
8.2.8.E.1 Identify ways computers are used that have had an impact across the range of human activity and within different careers where they are used.

GENERAL CONSIDERATIONS FOR DIVERSE LEARNERS

English Language Learners	Students Receiving Special Education Services	Advanced Learners
- Personal glossary - Text-to-speech - Extended time - Simplified / verbal instructions - Frequent breaks WIDA Can Do Descriptors for Grade9-12 WIDA Essential Actions Handbook FABRIC Paradigm Wall Township ESL Grading Protocol *Use WIDA Can Do Descriptors in coordination with Student Language Portraits (SLPs).	- Small group/One to one - Additional time - Review of directions - Student restates information - Space for movement or breaks - Extra visual and verbal cues and prompts - Preferential seating - Follow a routine/schedule - Rest breaks - Verbal and visual cues regarding directions and staying on task - Checklists - Immediate feedback Students receiving Special Education programming have specific goals and objectives, as well as accommodations and modifications outlined within their Individualized Education Plans (IEP) due to an identified disability and/or diagnosis. In addition to exposure to the general education curriculum, instruction is differentiated based upon the student's needs. The IEP acts as a supplemental curriculum guide inclusive of instructional strategies that support each learner. Considerations for Special Education Students 6-12 National Center on Universal Design for Learning - About UDL UDL Checklist UDL Key Terms	- Use of high level academic vocabulary/texts - Problem-based learning - Preassess to condense curriculum - Interest-based research - Authentic problem-solving - Homogeneous grouping opportunities Knowledge and Skill Standards in Gifted Education for All Teachers Pre-K-Grade 12 Gifted Programming Standards Gifted Programming Glossary of Terms

Students with 504 Plan
Teachers are responsible for implementing designated services and strategies identified on a student's 504 Plan.

At Risk Learners / Differentiation Strategies		
Alternative Assessments Choice Boards Games and Tournaments Group Investigations Guided Reading Learning Contracts Leveled Rubrics Literature Circles Multiple Texts Personal Agendas	Independent Research & Projects Multiple Intelligence Options Project-Based Learning Varied Supplemental Activities Varied Journal Prompts or RAFT Writing Tiered Activities/Assignments Tiered Products Graphic Organizers Choice of Books/Activities Mini-Workshops to Reteach or Extend Think-Pair-Share by readiness or interest Use of Collaboration of Various Activities	Jigsaw Think-Tac-Toe Cubing Activities Exploration by Interest Flexible Grouping Goal-Setting with Students Homework Options Open-Ended Activities Use of Reading Buddies Varied Product Choices Stations/Centers Work Alone/Together