MONROE TOWNSHIP PUBLIC SCHOOLS
WILLIAMSTOWN, NEW JERSEY

Williamstown High School

Illustration

August 2013

Written by: Lisa Weis

Stan Krzyminski, Director of Curriculum

Dean Insana, Supervisor of Special Areas

Monroe Township Public Schools
Williamstown, New Jersey

Philosophy of Education

The administration, faculty, and staff of Monroe Township Public Schools, in cooperation with parent and the community, and with active participation of the students, are committed to viewing each other as individuals, respecting each person's uniqueness, and setting high expectations for all students. The school system will assist each student to become a contributing member of our society by providing a learning environment that is responsive to the needs of the individual student, community, and changing society by providing a learning environment that nurtures values and morals. This environment will be conducive to acquisition of knowledge, as well as to the development of problem solving, critical thinking, and organizational skills. We will provide a learning environment that is responsive to the needs of the individual student, community, and changing society. We will aid our students in developing responsible behavior, a positive attitude toward themselves and others, the necessary life skills to become productive citizens and lifetime learners. We accept the challenge and responsibility of accomplishing these goals.

Revised: August, 1996

Williamstown High School
Williamstown, New Jersey

Mission Statement

The administration, faculty, and staff of Williamstown High School, in cooperation with parents and the community, and with the active participation of the students, are committed to viewing each other as individuals, respecting each person's uniqueness, and setting high expectations for all students. Through an interdisciplinary approach we will aid our students in developing responsible behavior, a positive attitude toward themselves and others, and the necessary life skills to become productive citizens in our changing society. We accept the challenge and responsibility of accomplishing these goals.

Williamstown High School Education
Life's Preparation

The Visual and Performing Arts

Department Philosophy

The Visual and Performing Arts Department is committed to teaching all students what they need for development of their talents in the areas of art, music and theatre arts. Students should be able to take courses, which enable them to unlock their creative abilities, and then enable them to perform and create in their areas of interest. It is the goal of this department to foster ideals which permit the student to become more artistically self aware through the development of the student's creative abilities, and become more self-assured through the performance process.

Through these basic goals, it is our hope that each student will become more creative in their chosen field of endeavor, and develop into a more self-confident individual, We hope that each student develops an appreciation for the arts and how they can enrich their life and make the a more knowledgeable individual.

Through the course of a student's Visual and Performing Arts education, the student should be able to justify its connection to other subjects and the needs of the society. This realization will serve to enrich the student's abilities and make them a more marketable commodity.

Monroe Township Public Schools
Williamstown, New Jersey

Curriculum Philosophy

Monroe Township Public Schools offer all students access to curricula that addresses the New Jersey Core Curriculum Content Standards to provide for differentiation in meeting the needs of a variety of learners. All students identified as Special Needs and English language Learners are provided with instruction that will meet the needs as identified in their individual educational plan or as established through the utilization of content area benchmark assessments. Our goal, as a district, is to provide students with the skills necessary to meet the rigor of a selected career in the 21st century.

August 2008

COURSE ORGANIZATION

Illustration

LENGTH OF TIME:	**Full Year**
NUMBER OF PERIODS PER WEEK	**5**
NUMBER OF CREDITS:	**5.00**
PREREQUISITES:	
REQUIRED:	**Elective**
RANK:	**Non-Weighted**

Pursuant to the High School Graduation Standards Act (NJSA 18A: 7, et. seq.) successful completion of this course will require:

    A.   Regular attendance as mandated by Board Policy.

B.   Mastery of 70% of the below listed content/objectives and achievement of the proficiencies required.

PURPOSE STATEMENT

Illustration is a course which introduces students to the field of communication through pictures. The genius of the illustrator lies in the ability to create art work for newspapers, books, posters and magazines, which communicate a concept relating to a product, an event, a service or an attitude. Today's mass-media illustrators give us not only visual information; they define and express our culture, customs, styles, and individuality as a nation. Art history, aesthetics and a survey of techniques used by the illustrator will be infused to delineate the influence of traditions, events, inventions, and political, economic and social attitudes.

The New Jersey Core Curriculum Content Standards and Workplace Readiness Standards are implemented throughout the course. The marketable knowledge and skills acquired can be directly utilized in the workplace and will provide a solid foundation for advanced studies in a variety of disciplines/careers. More specifically, students will develop an awareness of careers related to the content of this course study and prepare for a job within the business community.

Williamston High School
Williamstown, New Jersey

Course Proficiency Requirements

OVERVIEW

Illustration is a course which introduces the student to the field of graphic communication. The genius of the illustrator lies in his ability to interpret visual images to be used in books, magazines, newspapers, posters and advertisements. Wherever a picture is needed, the illustrator will provide it. We will investigate our past and present need for mass media, and the events that have influenced artist's styles and techniques.

PROFICIENCIES   Upon completion of this course the student will be able to:

1. Develop aesthetic perceptions through the study of illustration.
2. Recognize the importance of illustration as a visual communicator in society.
3. Apply the elements and principles of design to illustrations.
4. Effectively use a variety of tools, equipment, media and processes to communicate ideas.
5. Create original illustrations through the use of traditional and contemporary means.
6. Produce problem-solving projects related to categories of illustration.
7. Demonstrate appropriate safety and health practices in the art studio.
8. Demonstrate appropriate steps taken in the completion of assignments.
9. Apply a professional attitude in the art studio atmosphere.
10. Establish aesthetic criteria for improvement of personal work and the work of others.
11. Articulate aesthetic criteria to be applied to works of illustration past and present.
12. Recognize the role of the illustrator in society.
13. Use art history as a resource and reference.
14. Develop an awareness of careers related to illustration.

CAREER OBJECTIVES

When available, career opportunities will be infused through: guest speakers, visitations, field trips, video, career counseling, library and teacher owned resources, and integration of career information in daily instructions.

MEASUREMENT OF STUDENT ACHIEVEMENT

Achievement in Illustration will be measured by: class discussion, participation, individual and group, personal assessment, review, written essay, tests, quizzes, and homework assignments. Fulfillment of all requirements to 70% or more.

THE STATE OF NEW JERSEY

Visual Arts
Core Course Proficiencies

AESTHETICS/PERSONAL PHILOSOPHY

The student will:

1. Understand the study of aesthetics as a philosophical process which deals with questions about the nature and meaning of art.
2. Weigh conflicting ideas about art to achieve a personal coherent viewpoint.
3. Apply informed judgment as well as personal opinion when responding to works of art.
4. Develop an appreciation for artistic freedom.

CREATING/PERFORMING

5. Effectively use a variety of tools, equipment, media, and processes as required by projects.
6. Experience and create original art works of varied media through the use of traditional and contemporary methods and technologies.
7. Demonstrate through the creative process an understanding of the elements and principles of artistic design in original two – and three-dimensional artworks.
8. Demonstrate awareness of and adherence to known health and safety practices.
9. Demonstrate the appropriate use of time in the completion of an assignment.
10. Use description, analysis, interpretation, and judgment about visual relationships based on aesthetic values to improve his/her work.
11. Develop an awareness of careers related to the content of this course of study.

CRITICAL/ANALYTICAL/JUDGEMENT/EVALUATIVE

The student will:

12. Demonstrate a working knowledge of the elements of art criticism.
13. Apply criteria for observing, analyzing, and understanding visual expression.
14. Establish a set of evaluative criteria for assessing personal art work and the work of others.
15. Articulate and support criticism based on aesthetic criteria.

<u>HISTORICAL/CULTURAL/SOCIAL CONTEXTS</u>

The student will:

16. Recognize various styles and trends from the history of world art.
17. Recognize representative artists and their roles in society.
18. Develop and understanding of art history as a reference tool for personal expression.
19. Identify and describe, using the appropriate vocabulary, various visual art forms from different historical and contemporary periods and cultures.
20. Utilize a variety of sources which can be found in museums, galleries, cultural institutions, and the community.
21. Recognize different techniques through an exposure to the work of various artists.
22. Recognize the importance of preserving the artistic heritage of various cultures.
23. Develop an understanding or recurrent social and cultural themes and subject matter.

Scope and Sequence
Illustration

Aesthetics			I	R	M	E
1-4*	1.	Develop aesthetic perceptions	X	X		
21*	2.	Identify symbolic visual images in illustrations	X	X		
22*	3.	Recognize cultural characteristics in visual images	X	X		
23*	4.	Recognize social, politic, economic themes in illustration	X	X		
Performance						
7*	5.	Apply design elements to illustration	X	X		
5*	6.	Use tools and media with skills	X	X		
6*	7.	Apply appropriate techniques	X	X		
6*	8.	Use traditional and contemporary ideas to problem-solve.	X	X		
8*	9.	Use proper safety procedures	X	X		
9	10.	Use time appropriately to complete projects	X	X		
9*	11.	Use progressive, sequential method of working				
Critiquing						
10, 12*	12.	Use critique as an evaluation tool	X	X		
13*	13.	Use appropriate criteria for critiquing	X	X		
14,15*	14.	Articulate self using appropriate criteria	X	X		
Historical			I	R	M	E
16, 17*	15.	Examine role of illustrator in society	X	X		
16,17*	16.	Recognize styles and history of illustrators	X	X		
18*	17.	Use history as reference and resource	X	X		
11*	18*	Identify careers related to illustration	X	X		

* State Mandated Proficiency Development Skills I = Introduced
*= Core Proficiency R = Reinforced

**= Content Standard M = Mastered

E = Enhanced

SCOPE AND SEQUENCE

Illustration

1. demonstrate proper studio procedures and safety regulations
2. demonstrate preplanning skills and techniques
3. effective use of tools, equipment, media, and art processes
4. demonstrate proper artistic research skills and apply research to project
5. demonstrate skill of observation and concentration
6. develop a creatively expressive finished work of art
7. demonstrate the appropriate use of time in the completion of as assignment
8. use materials to achieve certain intended effects
9. choose the proper tools, equipment, media, and processes appropriate to the completion of the   task at hand
10. experiment with a variety of styles in art
11. experiment using a variety of skills, techniques, media, and procedures
12. demonstrate proper respect and care for all aspects of the art room and its content
13. develop an awareness for art careers
14. demonstrate the importance of sharing artistic ideas
15. demonstrate art etiquette
16. recognize social and cultural art themes
17. explore past and present art forms
18. understand the motives for making art
19. use proper art terminology
20. support criticism based on criteria
21. learn to respect others' way of thinking, working and expressing themselves

MONROE TOWNSHIP PUBLIC SCHOOLS INSTRUCTIONAL PLAN

Focus Topic #1 Student will develop aesthetic perceptions thru the study of illustration.

Essential Question:

Content Standard CPI	Established Goals Content Objectives Measurable Skills	Suggested Instructional Strategies/Activities	Assessment Strategies	Materials, Technology Resources
		1. Problem Based Learning 9. Reading 2. Teacher Directed 10. Application 3. Study Groups 11. Lab (report) 4. Technology 12. Homework 5. Demonstration 13. Field Trip 6. Cooperative Groups 14. Projects 7. Literature Circles 15. Other (explain) 8. Participation & Discussion	1. Multiple Choice 9. Self-Assessment 2. Essay 10. Class Survey 3. Fill-In-Blanks 11. Rubrics 4. Academic Prompts 12. Reflective Discussion 5. Writing Samples 13. Performance Tasks 6. Lab Report 14. Teacher Observation 7. Problem Solving 15. Portfolio 8. Oral Presentation 16. Other (explain)	1. Textbooks 2. Technology Software 3. Technology Hardware 4. Graphic Organizers 5. AVA/Video 6. Primary Sources 7. Resource People 8. Internet Resources
1.3.5.D.2, 3	Develop an aesthetic vocabulary related to illustration.			
1.3.8.D.3, 4	Analyze illustration concepts through its use of symbols, visual messages and style.			
1.3.8.D.5	Compare works of art by grouping style, technique, time period or events.			
9.4.12.C.15, 16	Apply problem-solving techniques to the development of project ideas.			

MONROE TOWNSHIP PUBLIC SCHOOLS INSTRUCTIONAL PLAN

Focus Topic # 2 Student will recognize the importance of illustration as a visual communicator in society.

Essential Question:

Content Standard CPI	Established Goals Content Objectives Measurable Skills	Suggested Instructional Strategies/Activities		Assessment Strategies		Materials, Technology Resources
		1. Problem Based Learning 9. Reading 2. Teacher Directed 10. Application 3. Study Groups 11. Lab (report) 4. Technology 12. Homework 5. Demonstration 13. Field Trip 6. Cooperative Groups 14. Projects 7. Literature Circles 15. Other (explain) 8. Participation & Discussion		1. Multiple Choice 9. Self-Assessment 2. Essay 10. Class Survey 3. Fill-In-Blanks 11. Rubrics 4. Academic Prompts 12. Reflective Discussion 5. Writing Samples 13. Performance Tasks 6. Lab Report 14. Teacher Observation 7. Problem Solving 15. Portfolio 8. Oral Presentation 16. Other (explain)		1. Textbooks 2. Technology Software 3. Technology Hardware 4. Graphic Organizers 5. AVA/Video 6. Primary Sources 7. Resource People 8. Internet Resources
1.4.12.A.1, 3, 4	Recognize the purpose of illustration as a communication.					
1.4.12.A.1, 3, 4	Identify visual illustration through as expose to magazines, books, poster, television and advertising media.					
1.4.12.A.1, 3, 4	Recognize the importance of visual symbols as part of a cultural heritage.					
1.4.12.A.1, 3, 4	Recognize the graphic image as an avenue of information.					
1.4.12.A.1, 3, 4	Gain an understanding of global themes and subject matter.					

MONROE TOWNSHIP PUBLIC SCHOOLS INSTRUCTIONAL PLAN

Focus Topic # 3 Student will apply the element and principles of design to illustrations.

Essential Question:

Content Standard CPI	Established Goals Content Objectives Measurable Skills	Suggested Instructional Strategies/Activities	Assessment Strategies	Materials, Technology Resources
		1. Problem Based Learning 9. Reading 2. Teacher Directed 10. Application 3. Study Groups 11. Lab (report) 4. Technology 12. Homework 5. Demonstration 13. Field Trip 6. Cooperative Groups 14. Projects 7. Literature Circles 15. Other (explain) 8. Participation & Discussion	1. Multiple Choice 9. Self-Assessment 2. Essay 10. Class Survey 3. Fill-In-Blanks 11. Rubrics 4. Academic Prompts 12. Reflective Discussion 5. Writing Samples 13. Performance Tasks 6. Lab Report 14. Teacher Observation 7. Problem Solving 15. Portfolio 8. Oral Presentation 16. Other (explain)	1. Textbooks 2. Technology Software 3. Technology Hardware 4. Graphic Organizers 5. AVA/Video 6. Primary Sources 7. Resource People 8. Internet Resources
1.4.12.A.1, 3, 4	Apply the principles of design to the subject. i.e., balance, rhythm, emphasis, unity and appeal.			
1.1.12.D.1, 2	Use layout as a preliminary step to plan designs.			
1.3.8.D.1, 2	Use value studies to plan lights and darks.			
1.3.8.D.1, 2	Correlate design with the concept (and/or message).			
1.3.8.D.1, 2	Simplify, alter, amplify or rearrange design elements to comply with its purpose.			

MONROE TOWNSHIP PUBLIC SCHOOLS INSTRUCTIONAL PLAN

Focus Topic # 4 Student will effectively use a variety of tools, equipment, media and processes to communicate ideas.

Essential Question:

Content Standard CPI	Established Goals Content Objectives Measurable Skills	Suggested Instructional Strategies/Activities	Assessment Strategies	Materials, Technology Resources
		1. Problem Based Learning 9. Reading 2. Teacher Directed 10. Application 3. Study Groups 11. Lab (report) 4. Technology 12. Homework 5. Demonstration 13. Field Trip 6. Cooperative Groups 14. Projects 7. Literature Circles 15. Other (explain) 8. Participation & Discussion	1. Multiple Choice 9. Self-Assessment 2. Essay 10. Class Survey 3. Fill-In-Blanks 11. Rubrics 4. Academic Prompts 12. Reflective Discussion 5. Writing Samples 13. Performance Tasks 6. Lab Report 14. Teacher Observation 7. Problem Solving 15. Portfolio 8. Oral Presentation 16. Other (explain)	1. Textbooks 2. Technology Software 3. Technology Hardware 4. Graphic Organizers 5. AVA/Video 6. Primary Sources 7. Resource People 8. Internet Resources
1.3.8.D.1, 2	Use tools, media and processes skillfully.			
1.3.8.D.1, 2	Apply simple and direct use of media to be convincing.			
1.3.8.D.1, 2	Promote the idea through forceful illustration.			
1.3.8.D.1, 2	Explore techniques which maximize impact.			
1.3.8.D.1, 2	Use color as a support, not a detractor.			
1.3.8.D.1, 2	Execute unusual symbols, colors, images and elements to attract attention.			
1.3.8.D.1, 2	Apply expressive imagery that suggests a theme.			

MONROE TOWNSHIP PUBLIC SCHOOLS INSTRUCTIONAL PLAN

Focus Topic # 5 Student will create original illustrations through the use of traditional and contemporary means.

Essential Question:

Content Standard CPI	Established Goals Content Objectives Measurable Skills	Suggested Instructional Strategies/Activities	Assessment Strategies	Materials, Technology Resources
		1. Problem Based Learning 9. Reading 2. Teacher Directed 10. Application 3. Study Groups 11. Lab (report) 4. Technology 12. Homework 5. Demonstration 13. Field Trip 6. Cooperative Groups 14. Projects 7. Literature Circles 15. Other (explain) 8. Participation & Discussion	1. Multiple Choice 9. Self-Assessment 2. Essay 10. Class Survey 3. Fill-In-Blanks 11. Rubrics 4. Academic Prompts 12. Reflective Discussion 5. Writing Samples 13. Performance Tasks 6. Lab Report 14. Teacher Observation 7. Problem Solving 15. Portfolio 8. Oral Presentation 16. Other (explain)	1. Textbooks 2. Technology Software 3. Technology Hardware 4. Graphic Organizers 5. AVA/Video 6. Primary Sources 7. Resource People 8. Internet Resources
1.3.12.D.1, 2	Use variety of media to express solutions to visual problems.			
1.3.12.D.1, 2	Incorporate new techniques for exploration and potential.			
9.4.12.C.26-28	Apply a multi-media approach to achieve special effects.			
9.4.12.C.26-28	Experiment with new technologies to achieve a unique point of view.			

MONROE TOWNSHIP PUBLIC SCHOOLS INSTRUCTIONAL PLAN

Focus Topic # 6 Student will produce problem-solving projects related to categories of illustration.

Essential Question:

Content Standard CPI	Established Goals Content Objectives Measurable Skills	Suggested Instructional Strategies/Activities		Assessment Strategies		Materials, Technology Resources
		1. Problem Based Learning 9. Reading 2. Teacher Directed 10. Application 3. Study Groups 11. Lab (report) 4. Technology 12. Homework 5. Demonstration 13. Field Trip 6. Cooperative Groups 14. Projects 7. Literature Circles 15. Other (explain) 8. Participation & Discussion		1. Multiple Choice 9. Self-Assessment 2. Essay 10. Class Survey 3. Fill-In-Blanks 11. Rubrics 4. Academic Prompts 12. Reflective Discussion 5. Writing Samples 13. Performance Tasks 6. Lab Report 14. Teacher Observation 7. Problem Solving 15. Portfolio 8. Oral Presentation 16. Other (explain)		1. Textbooks 2. Technology Software 3. Technology Hardware 4. Graphic Organizers 5. AVA/Video 6. Primary Sources 7. Resource People 8. Internet Resources
9.4.12.C.26-28	Examine the characteristics of categories in illustration. i.e., medical illustration, children's book illustration, poster illustration.					
9.4.12.C.26-28	Plan ideas appropriate to specific categories.					
9.4.12.C.26-28	Use appropriate media and techniques for specific areas of illustration. i.e., black and white vs. limited color.					
9.4.12.C.14	Express verbally the process, concept and execution of work.					

MONROE TOWNSHIP PUBLIC SCHOOLS INSTRUCTIONAL PLAN

Focus Topic # 7 Student will demonstrate appropriate safety and health practices in the art studio.

Essential Question:

Content Standard CPI	Established Goals Content Objectives Measurable Skills	Suggested Instructional Strategies/Activities		Assessment Strategies		Materials, Technology Resources
		1. Problem Based Learning 9. Reading 2. Teacher Directed 10. Application 3. Study Groups 11. Lab (report) 4. Technology 12. Homework 5. Demonstration 13. Field Trip 6. Cooperative Groups 14. Projects 7. Literature Circles 15. Other (explain) 8. Participation & Discussion		1. Multiple Choice 9. Self-Assessment 2. Essay 10. Class Survey 3. Fill-In-Blanks 11. Rubrics 4. Academic Prompts 12. Reflective Discussion 5. Writing Samples 13. Performance Tasks 6. Lab Report 14. Teacher Observation 7. Problem Solving 15. Portfolio 8. Oral Presentation 16. Other (explain)		1. Textbooks 2. Technology Software 3. Technology Hardware 4. Graphic Organizers 5. AVA/Video 6. Primary Sources 7. Resource People 8. Internet Resources
9.4.12.C.36-38	Use tools, media and machinery in a safe manner.					
9.4.12.C.36-38	Follow directions in regard to clean up, organization and general up-keeping of the art studio.					
9.4 .12.C.46	Show respect for material and working area in the art studio atmosphere.					
9.4.12.C.48	Exhibit a mature, responsible attitude towards peers and teachers.					

MONROE TOWNSHIP PUBLIC SCHOOLS INSTRUCTIONAL PLAN

Focus Topic #8 Student will demonstrate appropriate steps taken in the completion of assignments.

Essential Question:

Content Standard CPI	Established Goals Content Objectives Measurable Skills	Suggested Instructional Strategies/Activities	Assessment Strategies	Materials, Technology Resources
		1. Problem Based Learning 9. Reading 2. Teacher Directed 10. Application 3. Study Groups 11. Lab (report) 4. Technology 12. Homework 5. Demonstration 13. Field Trip 6. Cooperative Groups 14. Projects 7. Literature Circles 15. Other (explain) 8. Participation & Discussion	1. Multiple Choice 9. Self-Assessment 2. Essay 10. Class Survey 3. Fill-In-Blanks 11. Rubrics 4. Academic Prompts 12. Reflective Discussion 5. Writing Samples 13. Performance Tasks 6. Lab Report 14. Teacher Observation 7. Problem Solving 15. Portfolio 8. Oral Presentation 16. Other (explain)	1. Textbooks 2. Technology Software 3. Technology Hardware 4. Graphic Organizers 5. AVA/Video 6. Primary Sources 7. Resource People 8. Internet Resources
9.4.12.C.34	Take practical steps to plan and execute projects.			
9.4.12.C.34	Develop a sequential order of working from simple to complex.			
9.4.12.C.15, 16	Focus attention on problem-solving.			
	Follow directions.			
9.4.12.C.72-74	Research, plan, sketch, analyze and express his/her interpretation.			
9.4.12.C.74-74	Make improvements, when necessary, in the quality of work.			
9.4.12.C.74-74	Integrate presentation of work through proper mounting and matting.			

MONROE TOWNSHIP PUBLIC SCHOOLS INSTRUCTIONAL PLAN

Focus Topic # 9* Student will apply a professional attitude in the art studio atmosphere.

Essential Question:

Content Standard CPI	Established Goals Content Objectives Measurable Skills	Suggested Instructional Strategies/Activities		Assessment Strategies		Materials, Technology Resources
		1. Problem Based Learning 9. Reading 2. Teacher Directed 10. Application 3. Study Groups 11. Lab (report) 4. Technology 12. Homework 5. Demonstration 13. Field Trip 6. Cooperative Groups 14. Projects 7. Literature Circles 15. Other (explain) 8. Participation & Discussion		1. Multiple Choice 9. Self-Assessment 2. Essay 10. Class Survey 3. Fill-In-Blanks 11. Rubrics 4. Academic Prompts 12. Reflective Discussion 5. Writing Samples 13. Performance Tasks 6. Lab Report 14. Teacher Observation 7. Problem Solving 15. Portfolio 8. Oral Presentation 16. Other (explain)		1. Textbooks 2. Technology Software 3. Technology Hardware 4. Graphic Organizers 5. AVA/Video 6. Primary Sources 7. Resource People 8. Internet Resources
9.4.12.C.15-17	Execute projects with pride and purpose in the process.					
9.4.12.C.15-17	Apply common sense to practical situations. i.e., time restraints.					
9.4.12.C.13, 14	Use professional vocabulary when appropriate.					
9.4.12.C.(1).1	Apply mature viewpoints, to visual problems.					
9.4.12.C.46-48	Integrate flexibility of opinion when discussing or working with groups.					

MONROE TOWNSHIP PUBLIC SCHOOLS INSTRUCTIONAL PLAN

Focus Topic # 10 Student will establish aesthetic criteria for improvement of personal work and the work of others..

Essential Question:

Content Standard CPI	Established Goals Content Objectives Measurable Skills	Suggested Instructional Strategies/Activities		Assessment Strategies		Materials, Technology Resources
		1. Problem Based Learning 9. Reading 2. Teacher Directed 10. Application 3. Study Groups 11. Lab (report) 4. Technology 12. Homework 5. Demonstration 13. Field Trip 6. Cooperative Groups 14. Projects 7. Literature Circles 15. Other (explain) 8. Participation & Discussion		1. Multiple Choice 9. Self-Assessment 2. Essay 10. Class Survey 3. Fill-In-Blanks 11. Rubrics 4. Academic Prompts 12. Reflective Discussion 5. Writing Samples 13. Performance Tasks 6. Lab Report 14. Teacher Observation 7. Problem Solving 15. Portfolio 8. Oral Presentation 16. Other (explain)		1. Textbooks 2. Technology Software 3. Technology Hardware 4. Graphic Organizers 5. AVA/Video 6. Primary Sources 7. Resource People 8. Internet Resources
9.4.12.C.49-52	Identify a format for critiquing: description, analyzing judgment and opinion.					
9.4.12.C.49-52	Recognize strengths and weaknesses in works of art.					
9.4.12.C.49-52	Apply the formal elements of good design when interpreting.					
9.4.12.C.49-52	Express opinions using known resources as points of reference.					
9.4.12.C.49-52	Apply a positive, open attitude to work of others.					

MONROE TOWNSHIP PUBLIC SCHOOLS INSTRUCTIONAL PLAN

Focus Topic # 11 Student will articulate aesthetic criteria to be applied to works of illustration past and present.

Essential Question:

Content Standard CPI	Established Goals Content Objectives Measurable Skills	Suggested Instructional Strategies/Activities	Assessment Strategies	Materials, Technology Resources
		1. Problem Based Learning 9. Reading 2. Teacher Directed 10. Application 3. Study Groups 11. Lab (report) 4. Technology 12. Homework 5. Demonstration 13. Field Trip 6. Cooperative Groups 14. Projects 7. Literature Circles 15. Other (explain) 8. Participation & Discussion	1. Multiple Choice 9. Self-Assessment 2. Essay 10. Class Survey 3. Fill-In-Blanks 11. Rubrics 4. Academic Prompts 12. Reflective Discussion 5. Writing Samples 13. Performance Tasks 6. Lab Report 14. Teacher Observation 7. Problem Solving 15. Portfolio 8. Oral Presentation 16. Other (explain)	1. Textbooks 2. Technology Software 3. Technology Hardware 4. Graphic Organizers 5. AVA/Video 6. Primary Sources 7. Resource People 8. Internet Resources
1.2.8.A.2	Compare illustrations of the present to those of the past.			
1.2.8.A.2	Become familiar with styles and trends of the past and present.			
1.2.8.A.3	Apply theories of the past to new works of illustration.			
1.2.12.A.1, 2	Recognize the impact of social, economic and political events on illustration.			
1.2.12.A.1, 2	Examine the influence of one's culture on works of art.			

Focus Topic # 12 Student will recognize the role of the illustrator in society.

Essential Question:

Content Standard CPI	Established Goals Content Objectives Measurable Skills	Suggested Instructional Strategies/Activities		Assessment Strategies		Materials, Technology Resources
		1. Problem Based Learning 9. Reading 2. Teacher Directed 10. Application 3. Study Groups 11. Lab (report) 4. Technology 12. Homework 5. Demonstration 13. Field Trip 6. Cooperative Groups 14. Projects 7. Literature Circles 15. Other (explain) 8. Participation & Discussion		1. Multiple Choice 9. Self-Assessment 2. Essay 10. Class Survey 3. Fill-In-Blanks 11. Rubrics 4. Academic Prompts 12. Reflective Discussion 5. Writing Samples 13. Performance Tasks 6. Lab Report 14. Teacher Observation 7. Problem Solving 15. Portfolio 8. Oral Presentation 16. Other (explain)		1. Textbooks 2. Technology Software 3. Technology Hardware 4. Graphic Organizers 5. AVA/Video 6. Primary Sources 7. Resource People 8. Internet Resources
1.2.8.A.1, 2	Identify a variety of artists whose work influenced illustration.					
1.2.8.A.1, 2	Analyze the development of specific categories of illustrators.					
1.2.8.A.1 - 3	Examine the illustrator as an interpreter of the nature of society.					
1.2.8.A.1 – 3	Recognize the impact of visual images on society. i.e. logos, products illustration, newspaper caricatures, cartoons.					

MONROE TOWNSHIP PUBLIC SCHOOLS INSTRUCTIONAL PLAN

Focus Topic # 13 Student will demonstrate use art history as a resource and reference.

Essential Question:

Content Standard CPI	Established Goals Content Objectives Measurable Skills	Suggested Instructional Strategies/Activities	Assessment Strategies	Materials, Technology Resources
		1. Problem Based Learning 9. Reading 2. Teacher Directed 10. Application 3. Study Groups 11. Lab (report) 4. Technology 12. Homework 5. Demonstration 13. Field Trip 6. Cooperative Groups 14. Projects 7. Literature Circles 15. Other (explain) 8. Participation & Discussion	1. Multiple Choice 9. Self-Assessment 2. Essay 10. Class Survey 3. Fill-In-Blanks 11. Rubrics 4. Academic Prompts 12. Reflective Discussion 5. Writing Samples 13. Performance Tasks 6. Lab Report 14. Teacher Observation 7. Problem Solving 15. Portfolio 8. Oral Presentation 16. Other (explain)	1. Textbooks 2. Technology Software 3. Technology Hardware 4. Graphic Organizers 5. AVA/Video 6. Primary Sources 7. Resource People 8. Internet Resources
1.2.8.A.1-3	Use art history as a resource for images and ideas.			
1.2.8.A.1-3	Compare art history to the present in terms of subject, style, technique.			
1.2.8.A.1-3	Explore the unique qualities of individual expression through art of different cultures.			
1.2.8.A.1-3	Use sources from museums galleries and/or the community.			

MONROE TOWNSHIP PUBLIC SCHOOLS INSTRUCTIONAL PLAN

Focus Topic # 14 Student will develop an awareness of careers related to illustration.

Essential Question:

Content Standard CPI	Established Goals Content Objectives Measurable Skills	Suggested Instructional Strategies/Activities	Assessment Strategies	Materials, Technology Resources
		1. Problem Based Learning 9. Reading 2. Teacher Directed 10. Application 3. Study Groups 11. Lab (report) 4. Technology 12. Homework 5. Demonstration 13. Field Trip 6. Cooperative Groups 14. Projects 7. Literature Circles 15. Other (explain) 8. Participation & Discussion	1. Multiple Choice 9. Self-Assessment 2. Essay 10. Class Survey 3. Fill-In-Blanks 11. Rubrics 4. Academic Prompts 12. Reflective Discussion 5. Writing Samples 13. Performance Tasks 6. Lab Report 14. Teacher Observation 7. Problem Solving 15. Portfolio 8. Oral Presentation 16. Other (explain)	1. Textbooks 2. Technology Software 3. Technology Hardware 4. Graphic Organizers 5. AVA/Video 6. Primary Sources 7. Resource People 8. Internet Resources
9.4.12.C.62	Describe a variety of careers categorized as illustration. i.e. book, product, fashion, technical, medical, cartoon, magazine, video.			
9.4.12.C.62, 69, 70	Examine the requirements for a variety of illustration careers.			
9.4.12.C.62, 69, 70	Apply professional criteria to works related to illustration.			

APPENDIX

ILLUSTRATION

Suggested teaching Strategies

Illustration is an introductory level course, and as such, will provide a wide range of categories relate4d to this field of study. It is also an ever changing area of commercial art, that has been affected by the use of highly technological media i.e., computers, photography, animation, and audio visual media. However, the illustrator will always deal with the subject as an interpreter, so basic drawing and expressive interpretation are primary skills needed in this area. The following list represents the essential tools and techniques of the illustrator.

SKILLS	SUBJECT AREAS 2 DIMENSIONAL	MATERIALS (Media)	THEMES ILLUSTRATION
Planning	Posters – silkscreen, printing	Drawing Papers	Art Shoe Poster
Layout	Package Illustration	Illustration Boards	Sports Events
Concept Development	Advertising Displays	Foam Core Board	CD & Disc Covers
Communication Skills	Fashion Illustration	Construction Paper	Wild Life
(Verbalizing)			
	Book illustration – children,		
Spatial Concepts	Text, Technical, Medical	Silkscreen	Book Cover
Design Principles	Magazines	Markers	Circus
Flexibility	Newspapers	Pencils/Colored	Musical Group or
			performance
Drawing (linear + tonal)	Cartoons	Pastels	
Colorist		Charcoal	
		Conte Crayon	
		Pen and ink/colored	
		Acrylic Paints	
		Watercolor	

ILLUSTRATION

Suggested Resource List

	Location
H.W. Janson, *History or Art*	Book Shelf-Art Room
Scholastic Art Magazine Series, *Art and Man*	File Cabinet

- The above books are available in the art room and can be used as reference material.
- Additional books are available in the library as well as periodicals.
- Slides and teacher owned books are made available to the students.
- AVA materials – on the library.
- Enrichment is provided through an annual field trip approved by the Board of Education and Superintendent of Schools.
- Participation in local and State art shows is encouraged.

Specialized Area Books	Location
Katz, Lankford, Plank, *Themes & Foundations of Art*	Teacher owned
Collier, Graham, *Form, Space and Vision*	Library (school)
Uchelen, Rod Van, *Say it with Pictures*	Temple U. Library
Booth, Clibborn, *Language of Graphics*	Temple U. Library
Horn, George, *Contemporary Posters*	Library