MONROE TOWNSHIP PUBLIC SCHOOLS
WILLIAMSTOWN, NEW JERSEY

Williamstown High School

Discovering Art

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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

Williamstown High School provides an atmosphere where our students become responsible,
productive citizens, and life-long learners.

BELIEFS

Students are responsible for their education and are accountable for their actions and decisions.

Students and staff respect all people regardless of race, color, creed, religion, gender, and sexual orientation.

Students, regardless of learning styles and abilities, need to be challenged and inspired in order to achieve their full potential.

Students and staff are provided a safe and supportive environment in which they can pursue their educational goals.

High expectations are communicated to the students from all members of the school's community.

Effective education is a student, staff, and community partnership, which prepares students for the future in a technologically changing society.

High school personnel serve as catalysts for academic and personal success for all students.

Revised: 2004

Williamstown High School
Williamstown, New Jersey

The Visual and Performing Arts

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

Williamstown High School
Williamstown, New Jersey
Purpose Statement

The arts are used to achieve a multitude of human purposes: to present issues and ideas, to teach or persuade, to entertain, to decorate or please. The arts are integral to every person's daily. Our personal, social, economic, and cultural environments are shaped by the arts at every turn. Their impact cannot be denied. Throughout history, art has served to connect our imaginations within the deepest questions of human existence: Who am I? What must I do? Where am I going? Studying responses to those questions through time and across cultures-as well acquiring the skills and knowledge to create one's own response is essential not only to understanding life but to living it fully.

The arts offer unique sources of enjoyment and exhilaration for the imagination. They explore relationships between ideas and objects and serve as links between thought and action. The arts help students develop respectful attitudes about the beliefs and cultures of others, communicate ideas and inner emotions, and obtain the intellectual skills required to participate effectively in today's society and economy. The arts teach self discipline, reinforce self-esteem, and foster the thinking skills and creativity so valued in the work place. They teach the importance of teamwork and cooperation. They demonstrate the direct connection between study, hard work, and high levels of achievement.

This Introduction to Art course will include the creation of individual art works using a variety of subject matters and art mediums. Through the basic studies of art the student will develop insight into the nature of human involvement in the art as a viewer, creator, and participant. The student will increase his/her abilities to critique, analyze and develop aesthetics/personal art philosophy. This course offers students a total sensory experience at an introductory level. It is designed to lay down the beginning groundwork of art exploration. The student is encouraged to develop creative self-expression, as well as, focus on the intellectual qualities of producing artistically accepted art works.

SCOPE AND SEQUENCE: Introduction to Art

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. use traditional and contemporary methods of technologies, and processes.
11. experiment with a variety of styles in art
12. experiment using a variety of skills, techniques, media, and procedures
13. demonstrate refinement and corrective techniques
14. demonstrate proper respect and care for all aspects of the art room and its content
15. develop an awareness for art careers
16. demonstrate the importance of sharing artistic ideas
17. demonstrate art etiquette
18. recognize social and cultural art themes
19. explore past and present art forms
20. relate projects to his/her own environment
21. understand the motives for making art
22. apply basic concepts for color structure/theory
23. create a focal point in his/her own work
24. use positive and negative space
25. create a visually aesthetically pleasing and creative work of art
26. establish guidelines for assessing art work
27. use proper art terminology
28. support criticism based on criteria
29. analyze the artistic merit of an art piece
30. combine the art of computer with traditionally created art
31. develop an appreciation for artistic freedom
32. learn to respect others' way of thinking, working and expressing themselves
33. recognize the pros and cons of artistic censorship placed on an artists' in a free society
34. understand and adhere to the legalities of copy right laws as related to artistic freedom

MONROE TOWNSHIP PUBLIC SCHOOLS INSTRUCTIONAL PLAN

Focus Topic #1 (Aesthetics) All students will use Aesthetic knowledge in the creation of and in response to Dance, Music, Theater, and Visual Art.

Descriptive Statement: The arts strengthen our appreciation of the world, as well as our ability to be creative and inventive decision-makers. The acquisition of knowledge and skills that contribute to aesthetic awareness of dance, music, theater, and visual art enhances these abilities. Through experience in the arts, students develop the capacity to perceive and respond imaginatively to works of art. These experiences result in knowledge of forms of artistic expression and in the ability to draw personal meaning from works of art.

Key skills necessary to an understanding of aesthetics include the abilities to identify arts elements within a work to articulate informed emotional responses to works of art, to engage in cultural reflection, and to communicate through the use of metaphor and critical evaluation. Aesthetics involves the following key understanding: appreciation and interpretation: stimulating imagination; the value and significance of the arts; art as object; the creation of art; developing a process of valuing; and acquaintance with aesthetic philosophies.

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
1.1.8.D.1	**A. Knowledge** Formulate responses to fundamental elements within an art form, based on observation, using the domain-specific terminology of that art form.	2, 3, 4, 5, 6, 11, 12, 13	2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14	1, 2, 4, 5, 6
1.1.8.A.2,3	Discern the value of works of art, based on historical significance, craftsmanship, cultural context, and originality using appropriate domain specific terminology	2, 3, 4, 5, 6, 11, 12, 13	2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14	1, 2, 4, 5, 6
1.1.8.A.1-3	Determine how historical responses affect the evolution of various artistic styles, trend, and movements in art forms from classicism to post-modernism.	2, 3, 4, 5, 6, 11, 12, 13	2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14	1, 2, 4, 5, 6
1.1.8.D.1,2 1.3.8.D.2-4	**B. Skills** Compose Specific and metaphoric cultural messages in works of art, using contemporary methodologies.	2, 3, 4, 5, 6, 11, 12, 13	2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14	1, 2, 4, 5, 6
1.1.8.D.1,2 1.3.8.D.2-4	Formulate a personal philosophy or individual statement on the meaning(s) of art.	2, 3, 4, 5, 6, 11, 12, 13	2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14	1, 2, 4, 5, 6

MONROE TOWNSHIP PUBLIC SCHOOLS INSTRUCTIONAL PLAN

Focus Topic # 2 (Creation and Performance) All students will utilize those Skills, Media, Methods, and Technologies appropriate to each art form in the Creation, Performance, and Presentation of Dance, Music, Theater, and Visual Art.

Descriptive Statement: Through developing products and performances in the arts, students enhance their perceptual, physical, and technical skills and learn that pertinent techniques and technologies apply to the successful completion of the tasks. The development of sensory acuity (perceptual skills) enables students to perceive and acknowledge various viewpoints. Appropriate physical movements, dexterity, and rhythm pertain to such activities as brush strokes in painting, dance movement, and gingering of musical instruments.

Active participation in the arts is essential to deep understanding of the imaginative and creative processes of the arts as they relate to the self and others. Involvement in the presentational aspects of art and art making also leads to awareness and understanding of arts-related careers.

Content Standard CPI	Established Goals Content Objectives Measurable Skills	Suggested Instructional Strategies/Activities 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	Assessment Strategies 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)	Materials, Technology Resources 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	**D. Visual Art** Interpret themes using symbolism, allegory, or irony through the production of two or three-dimensional art	2, 3, 4, 5, 6, 11, 12, 13	2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14	1, 2, 4, 5, 6
1.3.8.D.5,6	Perform various methods and techniques used in the production of works of art	2, 3, 4, 5, 6, 11, 12, 13	2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14	1, 2, 4, 5, 6
1.2.8.D.1-3	Produce an original body of work in one or more mediums that demonstrates mastery of methods and techniques.	2, 3, 4, 5, 6, 11, 12, 13	2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14	1, 2, 4, 5, 6
1.2.8.A.1	Outline a variety of pathways and the requisite training for careers in the visual arts	2, 3, 4, 5, 6, 11, 12, 13	2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14	1, 2, 4, 5, 6

MONROE TOWNSHIP PUBLIC SCHOOLS INSTRUCTIONAL PLAN

Focus Topic # 3 (Elements and Principles) All students will demonstrate an understanding of the elements and principles of Dance, Music, Theater, and Visual Art.

Descriptive Statement: In order to understand the visual and performing arts, students must discover the elements and principles both unique and common to dance, music, theater, and the visual arts. The elements, such as color, line, shape, form and rhythm, time, space and energy, are the basis for the creation of works of art. An understanding of these elements and practice of the principles insure the strengthening of interdisciplinary relationships with all content area curricula and their applications in daily life.

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
1.4.8.A.4	**D. Visual Art** Compare and contrast innovative applications of the elements of art and principles of design	2, 3, 4, 5, 6, 11, 12, 13	2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14	1, 2, 4, 5, 6
1.4.8.A.6,7	Analyze how a literary, musical, theatrical, and/or dance composition can provide inspiration for a work of art	2, 3, 4, 5, 6, 11, 12, 13	2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14	1, 2, 4, 5, 6

MONROE TOWNSHIP PUBLIC SCHOOLS INSTRUCTIONAL PLAN

Focus Topic # 4 (Critique) All students will develop, apply, and reflect upon knowledge of the process of critique.

Descriptive Statement: Through the informed criticism of works of art, students will develop a process by which they will observe, describe, analyze, interpret and evaluate artistic expression and quality in both their own artistic creation and in the work of others. Through this critical process, students will arrive at informed judgments of the relative artistic and aesthetic merits of the work examined.

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
1.4.8.B.3	**A. Knowledge** Examine the artwork from a variety of historical periods in both western and non-western culture(s)	2, 3, 4, 5, 6, 11, 12, 13	2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14	1, 2, 4, 5, 6
1.4.8.A.2	Categorize the artistic subject he formal structure, and the principal elements of art used in exemplary works of art	2, 3, 4, 5, 6, 11, 12, 13	2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14	1, 2, 4, 5, 6
1.2.8.A.1,2	Determine the influence of tradition on arts experience, as an arts creator, performer, and consumer	2, 3, 4, 5, 6, 11, 12, 13	2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14	1, 2, 4, 5, 6
1.4.5.B.1	**B. Skills** Develop criteria for evaluating art in a specific domain and use the criteria to evaluate one's personal work and that of their peers, using positive commentary for critique	2, 3, 4, 5, 6, 11, 12, 13	2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14	1, 2, 4, 5, 6
1.4.8.A.2	Provide examples of how critique may affect the creation and/or modification of an existing or new work of art	2, 3, 4, 5, 6, 11, 12, 13	2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14	1, 2, 4, 5, 6

MONROE TOWNSHIP PUBLIC SCHOOLS INSTRUCTIONAL PLAN

Focus Topic # 5 (History/Culture) All students will understand and analyze the role, development, and continuing influence of the arts in relation to World Cultures, History, and Society

Descriptive Statement: In order to become culturally literate, students need to understand the historical, societal, and multicultural aspects and implications of Dance, Music Theater, and Visual Art. This includes understanding how the arts and cultures continue to influence each other.

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
1.4.8.A.1-3	A. Knowledge Parallel historical events and artistic development found in dance, music, theater, and visual art	2, 3, 4, 5, 6, 11, 12, 13		2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14		1, 2, 4, 5, 6
1.4.8.A.1-3	Summarize and reflect upon how various art forms and cultural resources preserve cultural heritage and influence contemporary art	2, 3, 4, 5, 6, 11, 12, 13		2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14		1, 2, 4, 5, 6
1.4.8.A.1-3	B. Skills Evaluate the impact of innovations in the arts from various historical periods in works of dance, music, theater, and visual art stylistically representative of the times	2, 3, 4, 5, 6, 11, 12, 13		2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14		1, 2, 4, 5, 6
1.4.8.A.1-3	Compare and contrast the stylistic characteristics of a given historical period through dance, music, theater, and visual art	2, 3, 4, 5, 6, 11, 12, 13		2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14		1, 2, 4, 5, 6

MONROE TOWNSHIP PUBLIC SCHOOLS INSTRUCTIONAL PLAN

Focus Topic # 8 (Computer and Information Literacy) All students will use computer applications to gather and organize information and to solve problems

Descriptive Statement: Using computer applications and technology tools, students will conduct research, solve problems, improve learning, achieve goals, and produce products and presentations in conjunction with standards in all content areas, including career education and consumer family and life skills. They will also develop, locate, summarize, organize, synthesize, and evaluate information for lifelong learning.

Content Standard CPI	Established Goals Content Objectives Measurable Skills	Suggested Instructional Strategies/Activities 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	Assessment Strategies 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)	Materials, Technology Resources 1. Textbooks 2. Technology Software 3. Technology Hardware 4. Graphic Organizers 5. AVA/Video 6. Primary Sources 7. Resource People 8. Internet Resources
8.1.8.A.1	**A. Basic Computer Skills & Tools** Create a multi-page document with citations using word processing software in conjunction with other tools that demonstrates the ability to format, edit, and print	4, 5, 7, 9, 10, 13	1, 3, 7, 9	2, 4, 5, 6
8.1.8.A.2	Create documents including a resume and a business letter using professional format	4, 5, 7, 9, 10, 13	1, 3, 7, 9	2, 4, 5, 6
8.1.8.B.1	**B. Application of Productivity Tools** Describe the potential and implications of contemporary and emerging computer applications for personal, social, lifelong learning, and workplace needs	4, 5, 7, 9, 10, 13	1, 3, 7, 9	2, 4, 5, 6
8.1.8.B.5	**Information Access and Research** Select and use specialized databases for advanced research to solve real world problems	4, 5, 7, 9, 10, 13	1, 3, 7, 9	2, 4, 5, 6
8.1.8.A.6	Identify new technologies and other organizational tools to use in personal, home, and/or work environments for information retrieval, entry, and presentation	4, 5, 7, 9, 10, 13	1, 3, 7, 9	2, 4, 5, 6
8.1.8.A.7	Evaluate information sources for accuracy, relevance, and appropriateness	4, 5, 7, 9, 10, 13	1, 3, 7, 9	2, 4, 5, 6

APPENDIX

Introduction to Art

Resources

New Jersey Core Curriculum Standards for the Visual and Performing Arts

Supplementary Text: A Sampling of Teacher Reference Books:
- North American Indian Mythology – Burland
- Album Cover Designing – Hamilton
- History of Art – Janson
- Landscape Painting – Bo Jeffares
- How to Draw What You See – Rudy DeReyna
- Collagraph Printmaking – D. Stoltenberg
- Ceramics – Glenn Nelson
- Michelangelo – Goldschneider
- Nightmare in the Sky – Fritzgerald
- Perspective – JM Parramon
- Art and Man Series
- The Occult in Art – Rachleff

A Sampling of Computer Reference Materials:

- CD Art History and History Series
- CD Encyclopedia
- Library of the Arts on CD
- The Paintings of the Louvre
- Gothic Art
- Modern Art Series
- Cezanne
- A is for Art
- Internet

Library:
Art Section .700 - .745 Periodicals American Artist and
American Crafts

Audio Materials:

- The Living Canvas VHS
- Pyramids VHS
- Various Native American VHS
- Understanding Color
- Understanding Perspective

Field Trips:

* Teen Arts Festival – Cloucester County/State

* U of Penn. Art Museum

* Philadelphia Art Museum

* Others

Guest Speakers:

When available