

Art (Explore! Imagine! Discover!)

Elective

Sayreville Middle School

Date Curriculum Approved/ Revised: 2019

# Unit 1: Drawing

Content Area: **Sample Content Area**  
Course(s): **Adv. Concepts in Com. Sci. (s), ART**  
Time Period: **September**  
Length: **10 days**  
Status: **Not Published**

## Summary of the Unit

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Students will identify the ways in which lines can be used in drawing and utilize correct terminology when doing so (contour lines, outlines, crosshatched lines). They will differentiate between shape and form, as well as how each relate to one another. They will develop an understanding of the characteristics of the element of line and create works of art that are guided by thoughtfully planned use of a variety of line types. Students will use correct terminology when discussing value, such as tone, texture, shade, and value scale. They will render three-dimensional forms using simple shapes and shading techniques. Finally, students will use correct proportion to render the human form and apply what they have learned to give their drawing three dimensional properties.

## Enduring Understandings

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- In art, the term outline refers to the lines real or apparent by which a figure (or shape) is defined in or bounded by the plane of vision; the sum of these lines forming the contour of the figure.
- Contour drawing, is an artistic technique used in the field of art in which the artist sketches the style of a subject by drawing lines that result in a drawing that is essentially an outline; the French word contour meaning, "outline."
- Crosshatching is the drawing of two layers of hatching at right-angles to create a mesh-like pattern. Multiple layers in varying directions can be used to create textures. Crosshatching is often used to create tonal effects, by varying the spacing of lines or by adding additional layers of lines.
- In the visual arts, shape is a flat, enclosed area of an artwork created through lines, textures, colors or an area enclosed by other shapes such as triangles, circles, and squares. A shape is an enclosed space, the boundaries of which are defined by other elements of art. Shapes are limited to two dimensions: length and width.
- A form is an artist's way of using elements of art, principles of design, and media. Form as an element of art is three-dimensional and encloses space. Like a shape, a form has length and width, but it also has depth. Forms are either geometric or free-form.
- Value is the lightness or darkness of tones or colors. White is the lightest value; black is the darkest. The value halfway between these extremes is called middle gray.
- The value scale is a system of organizing values. It consists of nine values ranging from white to black, with several shades of gray in between.
- Tone in an artistic context refers to the light and dark values used to render a realistic object, or to create an abstract composition.
- Texture is the perceived surface quality of a work of art.
- Shade is a mixture with black, which increases darkness.
- Searching lines is a drawing technique in which the artist utilizes multiple very light lines to gradually match the contours of the subject.
- A figure drawing is a drawing of the human form in any of its various shapes and postures using any of the drawing media.

## Essential Questions

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- How can basic shapes become three-dimensional forms using shading techniques such as crosshatching?
- How can different types of lines be used to create shape and form?
- How can we compare the use of line in two dimensional vs. three-dimensional works of art?

## Summative Assessment and/or Summative Criteria

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Individual/Group visual artwork evaluated by teacher-created rubric.

## Resources

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- 12" x 18" white drawing paper
- pencil
- rulers
- simple objects or images to draw from observation

## Unit Plan

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Topic/ Selection	Suggested Timeline per topic	General Objectives	Instructional Activities	Suggested Benchmarks/ Assessments	New Jersey Student Learning Standards
Blind Contour Drawing	1 day	Utilize appropriate terminology when discussing blind contour drawing.  Conduct a drawing exercise that improves hand-eye coordination and helps students to	Discuss terminology such as outline and contour drawing.  Poke pencils through paper plates to obscure paper when drawing. Draw an object through observation	1. Individual visual artwork.  2. Class participation through question and answer.	1.3.8.D.1-6

		understand that representational drawing is all about observation.	without looking at the paper.		
Crosshatching Shapes	3 days	Utilize appropriate terminology when discussing crosshatching.  Discuss the differences between one, two, and three-dimensional images.  Utilize crosshatching to create shapes with value that appear three-dimensional.	Discuss terminology such as crosshatching, shape, form, value, tone, texture and shade.  Draw a cube, cylinder, and sphere through observation. Utilize crosshatching to draw the objects and apply varying layers of line to create tonal effects.	1. Individual visual artwork.  2. Class participation through question and answer.	1.3.8.D.1-6
Pointillism	1 day	Utilize appropriate terminology when discussing pointillism.  Utilize pointillism to create shapes with value that appear three-dimensional.	Discuss the history of pointillism. Examine works by Seurat.  Draw an egg through observation. Utilize pointillism to draw the egg and apply varying clusters of dots to create tonal effects.	1. Individual visual artwork.  2. Class participation through question and answer.	1.2.8.A.3 1.1.8.D.1 1.1.8.D.CS2 1.3.8.D.1-6 1.4.8.A.CS4 1.4.8.A.4.
Searching Lines	2 days	Utilize appropriate terminology when discussing searching lines.	Use the searching line drawing technique to sketch a portrait of a person.	1. Individual visual artwork.  2. Class	1.3.8.D.1-6

		Utilize searching lines when drawing an observed object to match the contours of the subject.	The subject can be an image or another student.  If using a partner have students face one another in groups of two as they draw.	participation through question and answer.	
Figure Drawing	3 days	Utilize appropriate terminology when discussing figure drawing.  Use correct proportions to draw the human form.  Apply value to the figure drawing to give it a three-dimensional appearance.	Use printed diagrams detailing correct human proportions to draw a figure. Use a ruler to measure out standard proportions.  Using the diagrams and a ruler, draw the human form by observing a model or image.	1. Individual visual artwork.  2. Class participation through question and answer.	1.3.8.D.1-6

### **Suggested Modifications for Special Education, ELL and Gifted Students**

- Multi-sensory lessons (visual, auditory, tactile, kinesthetic)
- frequent breaks
- Color coding/organized classroom
- Lessons broken up into segments
- Allow students to stand or sit when making art
- Preferential seating
- small group instruction and/or 1:1 assistance as needed
- extended time to complete projects

- Peer buddies
- repeat/reword directions
- Directions provided visually and verbally
- Nonverbal cues or prompting
- Redirection
- Open ended questions
- High order thinking questions
- "Do Next Station" (This provides students that finish early an area to go to and practice the skills they learned in new ways. For example, after they complete a project about lines, they could go to the do next station, grab a white board and expo marker and draw a picture using lines, or grab play foam and sculpt lines.)
- Mystery Boxes (lesson extensions): Inside each box is a challenge project assignment that relates to the project that they already completed.
- Encourage further exploration and risk taking and encourage students to add to or change their work to make it more detailed.
- Provide ELL students with multiple literacy strategies.

### **Suggested Technological Innovations/Use**

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- Chromebooks/iPad
- Google Classroom
- Smart Boards
- Discovery Education
- Kahoot

### **Cross Curricular/21st Century Connections**

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9.1: 21st Century Life and Career Skills: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

9.3: 21st Century Life and Career Skills: Career Awareness, Exploration, and Preparation: All students will apply knowledge about and engage in the process of career awareness, exploration, and preparation in order to navigate the globally competitive work environment of the information age.

### **English Language Arts**

- Follow precisely a multistep procedure when preparing and applying artistic techniques such as blind contour drawing, crosshatching, and pointillism.
- Learn and utilize new terminology appropriate to the art being discussed and executed.

### **Social Studies**

- 1.2.8.A.3- Analyze the social, historical, and political impact of artists on culture and the impact of culture on the arts.
- 1.1.8.D.1 - Describe the intellectual and emotional significance conveyed by the application of the elements of art and principles of design in different historical eras and cultures.
- 1.1.8.D.CS2 - The study of masterworks of art from diverse cultures and different historical eras assists in understanding specific cultures.

## Math

- Create geometric shapes using crosshatching techniques.
- Discuss the differences between a cube, cylinder, and sphere regarding their sides.
- Use a ruler to measure proportions.

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- How can we compare the use of line in two dimensional vs. three-dimensional works of art?

## Summative Assessment and/or Summative Criteria

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Individual/Group visual artwork evaluated by teacher-created rubric.

## Resources

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- 12" x 18" white drawing paper
- pencil
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## Unit Plan

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		understand that representational drawing is all about observation.	without looking at the paper.		
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Pointillism	1 day	Utilize appropriate terminology when discussing pointillism.  Utilize pointillism to create shapes with value that appear three-dimensional.	Discuss the history of pointillism. Examine works by Seurat.  Draw an egg through observation. Utilize pointillism to draw the egg and apply varying clusters of dots to create tonal effects.	1. Individual visual artwork.  2. Class participation through question and answer.	1.2.8.A.3 1.1.8.D.1 1.1.8.D.CS2 1.3.8.D.1-6 1.4.8.A.CS4 1.4.8.A.4.
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		Utilize searching lines when drawing an observed object to match the contours of the subject.	The subject can be an image or another student.  If using a partner have students face one another in groups of two as they draw.	participation through question and answer.	
Figure Drawing	3 days	Utilize appropriate terminology when discussing figure drawing.  Use correct proportions to draw the human form.  Apply value to the figure drawing to give it a three-dimensional appearance.	Use printed diagrams detailing correct human proportions to draw a figure. Use a ruler to measure out standard proportions.  Using the diagrams and a ruler, draw the human form by observing a model or image.	1. Individual visual artwork.  2. Class participation through question and answer.	1.3.8.D.1-6

### **Suggested Modifications for Special Education, ELL and Gifted Students**

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- frequent breaks
- Color coding/organized classroom
- Lessons broken up into segments
- Allow students to stand or sit when making art
- Preferential seating
- small group instruction and/or 1:1 assistance as needed
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- Peer buddies
- repeat/reword directions
- Directions provided visually and verbally
- Nonverbal cues or prompting
- Redirection
- Open ended questions
- High order thinking questions
- "Do Next Station" (This provides students that finish early an area to go to and practice the skills they learned in new ways. For example, after they complete a project about lines, they could go to the do next station, grab a white board and expo marker and draw a picture using lines, or grab play foam and sculpt lines.)
- Mystery Boxes (lesson extensions): Inside each box is a challenge project assignment that relates to the project that they already completed.
- Encourage further exploration and risk taking and encourage students to add to or change their work to make it more detailed.
- Provide ELL students with multiple literacy strategies.

### **Suggested Technological Innovations/Use**

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- Chromebooks/iPad
- Google Classroom
- Smart Boards
- Discovery Education
- Kahoot

### **Cross Curricular/21st Century Connections**

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9.1: 21st Century Life and Career Skills: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

9.3: 21st Century Life and Career Skills: Career Awareness, Exploration, and Preparation: All students will apply knowledge about and engage in the process of career awareness, exploration, and preparation in order to navigate the globally competitive work environment of the information age.

### **English Language Arts**

- Follow precisely a multistep procedure when preparing and applying artistic techniques such as blind contour drawing, crosshatching, and pointillism.
- Learn and utilize new terminology appropriate to the art being discussed and executed.

### **Social Studies**

- 1.2.8.A.3- Analyze the social, historical, and political impact of artists on culture and the impact of culture on the arts.
- 1.1.8.D.1 - Describe the intellectual and emotional significance conveyed by the application of the elements of art and principles of design in different historical eras and cultures.
- 1.1.8.D.CS2 - The study of masterworks of art from diverse cultures and different historical eras assists in understanding specific cultures.

## Math

- Create geometric shapes using crosshatching techniques.
- Discuss the differences between a cube, cylinder, and sphere regarding their sides.
- Use a ruler to measure proportions.

# Unit 2: Perspective

Content Area: **Sample Content Area**  
Course(s): **Adv. Concepts in Com. Sci. (s), ART**  
Time Period: **September**  
Length: **10 days**  
Status: **Not Published**

## Summary of the Unit

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Students will learn to utilize perspective in rendering an accurate three-dimensional space. They will use one-point perspective to render structures within a simple landscape with one vanishing point. Students will then use two-point perspective to draw structures within a landscape with two vanishing points. Thus, they will be able to compare and contrast the two perspectives. They will utilize appropriate terminology when discussing one-point and two-point perspective in art. Students will use what they have learned in Unit 1 about line and value, along with what they learn about influential artists, to draw their landscapes in an expressive manner.

## Enduring Understandings

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- Perspective in the graphic arts is an approximate representation of an image as it is seen by the eye.
- Objects appear smaller as their distance from the observer increases.
- Objects are subject to foreshortening, meaning that an object's dimensions along the line of sight appear shorter than its dimensions across the line of sight. For example, an object is often not scaled evenly: a circle often appears as an ellipse and a square can appear as a trapezoid.
- Perspective drawings have a horizon line, which is often implied. This line, directly opposite the viewer's eye, represents objects infinitely far away. They have shrunk, in the distance, to the infinitesimal thickness of a line.
- A vanishing point is a point on the image plane of a perspective drawing where the two-dimensional drawings of mutually parallel lines in three-dimensional space appear to converge.
- A one-point perspective drawing means that the drawing has a single vanishing point, usually (though not necessarily) directly opposite the viewer's eye and usually (though not necessarily) on the horizon line.
- A drawing has two-point perspective when it contains two vanishing points on the horizon line.
- Any number of vanishing points are possible in a drawing, one for each set of parallel lines that are at an angle relative to the plane of the drawing.

## Essential Questions

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- How can we use one-point and two-point perspectives in rendering an accurate three-dimensional space?
- How do we draw structures within a landscape using perspective and geometric shapes?
- Why is perspective important in graphic arts?

## Summative Assessment and/or Summative Criteria

Individual/Group visual artwork evaluated by teacher-created rubric.

### Resources

- 12" x 18" white drawing paper
- pencil
- colored pencils or oil pastels
- rulers
- simple objects or images to draw from observation

### Unit Plan

Topic/ Selection	Suggested Timeline per topic	General Objectives	Instructional Activities	Suggested Benchmarks/ Assessments	New Jersey Student Learning Standards
One-Point Perspective	5 days	Utilize appropriate terminology when discussing one-point perspective.  Use one-point perspective in rendering an accurate three-dimensional space.	Discuss terminology such as perspective, foreshortening, horizon line and vanishing point. Explain/demonstrate how they apply to the execution of a one-point perspective drawing.  Study expressive landscapes of artists, like Vincent VanGogh, while paying attention to their use of one-point perspective.  Practice rendering three-dimensional spaces using one-point perspective. Use rulers to draw	1. Individual visual artwork.  2. Class participation through question and answer.	1.1.8.D.1-2 1.2.8.A.1-3 1.3.8.D.1-6 1.4.8.A.1-7 1.4.8.B.1-5

			<p>geometric shapes to render buildings along a single road which will act as the only vanishing point.</p> <p>Color the landscape using colored pencils, oil pastels, etc.</p>		
Two-Point Perspective	5 days	<p>Utilize appropriate terminology when discussing two-point perspective.</p> <p>Use two-point perspective in rendering an accurate three-dimensional space.</p>	<p>Discuss the difference between one and two-point perspective. Explain/demonstrate how foreshortening, horizon line and vanishing points apply to the execution of a two-point perspective drawing.</p> <p>Study expressive landscapes of artists, like the architectural drawings of Frank Lloyd Wright, while paying attention to their use of two-point perspective.</p> <p>Practice rendering three-dimensional spaces using two-point perspective. Use rulers to draw geometric shapes to render buildings with vanishing points on the left and right sides of the page.</p> <p>Color the landscape using colored pencils, oil pastels, etc.</p>	<p>1. Individual visual artwork.</p> <p>2. Class participation through question and answer.</p>	<p>1.1.8.D.1-2 1.2.8.A.1-3 1.3.8.D.1-6 1.4.8.A.1-7 1.4.8.B.1-5</p>



## **Suggested Modifications for Special Education, ELL and Gifted Students**

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- Multi-sensory lessons (visual, auditory, tactile, kinesthetic)
- frequent breaks
- Color coding/organized classroom
- Lessons broken up into segments
- Allow students to stand or sit when making art
- Preferential seating
- small group instruction and/or 1:1 assistance as needed
- extended time to complete projects
- Peer buddies
- repeat/reword directions
- Directions provided visually and verbally
- Nonverbal cues or prompting
- Redirection
- Open ended questions
- High order thinking questions
- "Do Next Station" (This provides students that finish early an area to go to and practice the skills they learned in new ways. For example, after they complete a project about lines, they could go to the do next station, grab a white board and expo marker and draw a picture using lines, or grab play foam and sculpt lines.)
- Mystery Boxes (lesson extensions): Inside each box is a challenge project assignment that relates to the project that they already completed.
- Encourage further exploration and risk taking and encourage students to add to or change their work to make it more detailed.
- Provide ELL students with multiple literacy strategies.

## **Suggested Technological Innovations/Use**

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- Use of Chromebooks/iPad
- Google Classroom
- Smart Boards
- Discovery Education
- Kahoot

## **Cross Curricular/21st Century Connections**

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9.1: 21st Century Life and Career Skills: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

9.3: 21st Century Life and Career Skills: Career Awareness, Exploration, and Preparation: All students will apply knowledge about and engage in the process of career awareness, exploration, and preparation in order to navigate the globally competitive work environment of the information age.

### English Language Arts

- Follow precisely a multistep procedure when preparing and applying artistic techniques.
- Learn and utilize new terminology appropriate to the art being discussed and executed.

### Social Studies

- 1.2.8.A.3- Analyze the social, historical, and political impact of artists on culture and the impact of culture on the arts.
- 1.1.8.D.1 - Describe the intellectual and emotional significance conveyed by the application of the elements of art and principles of design in different historical eras and cultures.
- 1.1.8.D.CS2 - The study of masterworks of art from diverse cultures and different historical eras assists in understanding specific cultures.

### Math

- Utilizing geometric shapes to draw structures within a landscape.
- Use a ruler to measure vanishing point distances.

# Unit 3: Painting

Content Area: **Sample Content Area**  
Course(s): **Adv. Concepts in Com. Sci. (s), ART**  
Time Period: **October**  
Length: **10 days**  
Status: **Not Published**

## Summary of the Unit

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Students will learn basic color theory. They will paint a value chart of grey scale tints and shades through which they will develop an understanding of mixing paint in order to darken or lighten colors. Next, students will paint and label a 12-step color wheel. They will paint in the primary colors, then mix and paint the secondary and tertiary colors. Through painting the color wheel, students will develop an understanding of how to create new colors and what complimentary colors are. Students will utilize appropriate terminology when discussing color. Finally, they will combine all they have learned about value, perspective, and color to paint an original work of art.

## Enduring Understandings

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- Color theory is a body of practical guidance to color mixing and the visual effects of a specific color combination.
- Tints are lighter versions of the color that are made by mixing a color with white.
- Shades are darker versions of the color that are made by mixing a color with black.
- A color wheel is an illustrative organization of color hues around a circle, which shows the relationships between primary colors, secondary colors, tertiary colors etc.
- Primary colors include red, blue and yellow. Primary colors cannot be mixed from other colors. They are the source of all other colors.
- Secondary colors are mixed from two primary colors adjacent to each other on the color wheel. The secondary colors are orange, green and violet.
- Tertiary colors are combinations of primary and secondary colors. There are six tertiary colors; red-orange, yellow-orange, yellow-green, blue-green, blue-violet, and red-violet.
- Colors that are opposite each other on the color wheel are complementary colors.
- The high contrast of complementary colors creates a vibrant look.

## Essential Questions

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- How can we use the color wheel to create expressive compositions of color?
- How can we use the color wheel to mix colors?
- How do tints and shades effect value and provide the appearance of three-dimensions?

## Summative Assessment and/or Summative Criteria

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Individual/Group visual artwork evaluated by teacher-created rubric.

## Resources

- 9" x 12" watercolor paper
- 12" x 18" white watercolor paper
- pencil
- watercolor or acrylic paint
- rulers
- simple objects or images to draw from observation

## Unit Plan

Topic/ Selection	Suggested Timeline per topic	General Objectives	Instructional Activities	Suggested Benchmarks/ Assessments	New Jersey Student Learning Standards
Tints and Shades	2 days	Utilize appropriate terminology when discussing color.  Paint a value chart of tints and shades of grey.	Discuss terminology such as color theory, tints and shades.  Explain/demonstrate how to mix paint to create tints and shades.  On a 9" x 12" watercolor paper, use a pencil and a ruler to draw 5 1" x 1" squares in a row. Paint the first cube white and the last black. Mix the black and white paint to create a value chart of greys that gradually get darker from white to black.	1. Individual visual artwork.  2. Class participation through question and answer.	1.1.8.D.1-2
Color Wheel	3 days	Utilize appropriate terminology when	Discuss terminology such as color wheel, primary, secondary and tertiary colors.	1. Individual visual artwork.	1.1.8.D.1-2 1.2.8.A.1-3 1.3.8.D.1-6 1.4.8.A.1-7

		<p>discussing color.</p> <p>Paint a 12-step color wheel that organizes and identifies colors in basic groups (primary, secondary, tertiary).</p>	<p>Also, discuss the use of complementary colors for expressive painting.</p> <p>Explain/demonstrate how to mix paint to create different colors.</p> <p>Using a labeled printout of a blank color wheel, draw a color wheel on a 9" x 12" watercolor paper. Paint in the primary colors. Then, mix the primary colors to obtain and paint in the secondary colors. Finally, mix the tertiary colors mixing the appropriate combination of colors on the wheel.</p>	<p>2. Class participation through question and answer.</p>	1.4.8.B.1-3
Painting an Original Work	5 days	<p>Utilize appropriate terminology when discussing color.</p> <p>Use color theory to paint in an expressive manner.</p>	<p>Study artists who use color expressively (Henri Matisse). Pay close attention to their use of color and discuss the role color plays in their work.</p> <p>Using skills acquired from Units 1 to 3, paint an original work. Use value, perspective, and color theory to paint expressively. The work should include at least 2 primary, 2 secondary, and 2 tertiary colors. (rubric suggested)</p>	<p>1. Individual visual artwork.</p> <p>2. Class participation through question and answer.</p>	<p>1.1.8.D.1-2</p> <p>1.2.8.A.1-3</p> <p>1.3.8.D.1-6</p> <p>1.4.8.A.1, 6-7</p> <p>1.4.8.B.1-3</p>

## **Suggested Modifications for Special Education, ELL and Gifted Students**

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- Learn and utilize new terminology appropriate to the art being discussed and executed.

### Social Studies

- 1.2.8.A.3- Analyze the social, historical, and political impact of artists on culture and the impact of culture on the arts.
- 1.1.8.D.1 - Describe the intellectual and emotional significance conveyed by the application of the elements of art and principles of design in different historical eras and cultures.
- 1.1.8.D.CS2 - The study of masterworks of art from diverse cultures and different historical eras assists in understanding specific cultures.

### Math

- Utilizing geometric shapes to draw value chart, color wheel, and objects within paintings.
- Use a ruler to measure and draw a value chart, color wheel, and objects within paintings.

# Unit 4: Ceramic Sculpture

Content Area: **Sample Content Area**  
Course(s): **Adv. Concepts in Com. Sci. (s), ART**  
Time Period: **October**  
Length: **10 Days**  
Status: **Not Published**

## Summary of the Unit

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Students will learn basic hand building with clay. They will develop an understanding of how to properly handle, manipulate, and maintain clay throughout the sculpture process. Students will learn to pinch clay to sculpt a pinch pot and how to use clay modeling tools to add detail and designs to a sculpture. Next, they will learn and utilize coiling to sculpt a decorative vessel. Finally, students will learn to make slabs of clay to sculpt a structure. They will apply all they have learned to sculpt their structure into an ancient ruin. Students will utilize appropriate terminology when discussing hand building.

## Enduring Understandings

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- Hand building is an ancient pottery-making technique that involves creating forms without a pottery wheel, using the hands, fingers, and simple tools.
- Pinching is a method of forming clay through pinching clay between your fingers.
- Coiling is a method of hand building a form using long rolled out, or extruded, snake-like lengths of clay. Each coil is integrated with the previous one to build the work up. The coils can be completely obliterated in the construction process or retained for their decorative properties.
- The slab technique starts with smooth slabs of clay that are then formed around molds or shaped by hand.
- Model tools, sometimes called thumb tools, come in varying shapes; these shapes include straight edge, skew, half-round, serrated, round, star-shaped and pointed. They are used to add details, texture, etc. to a sculpture.
- Wire end modeling tools are used to remove calculated amounts of clay or other modeling material as one is sculpting.
- Moist clay must remain moist during the sculpting process. When not sculpting an unfinished piece, sealing it within a plastic bag with a moist paper towel is recommended.

## Essential Questions

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- How can we use clay modeling tools to add detail and designs to a sculpture?
- How can we use pinching, coiling, and slab techniques to make sculptures?
- How do we properly handle, manipulate, and maintain clay throughout the sculpture process?



## Summative Assessment and/or Summative Criteria

Individual/Group visual artwork evaluated by teacher-created rubric.

### Resources

- Moist clay (such as earthenware)
- Wood/plastic modeling tools (thumb tools)
- Wire end modeling tools
- Rollers
- rulers

### Unit Plan

Topic/ Selection	Suggested Timeline per topic	General Objectives	Instructional Activities	Suggested Benchmarks/ Assessments	New Jersey Student Learning Standards
Pinching	2 days	Utilize appropriate terminology when discussing hand building.  Properly handle, manipulate, and maintain moist clay.  Utilize clay pinching to sculpt a pinch pot.  Utilize modeling tools to detail and design a pinch	Discuss terminology such as hand building and pinching.  Explain/demonstrate how to properly handle and maintain moist clay.  Explain/demonstrate how to properly pinch clay.  Explain/demonstrate how to properly use modeling tools to remove clay or add texture and lines.  Explain/demonstrate how to properly join two separate sculpted	1. Individual visual artwork.  2. Class participation through question and answer.	1.3.8.D.2  1.3.8.D.6

		pot.	pieces of clay.  Sculpt a pinch pot that is at least 4-inches tall. Attach a minimum of two pieces that were sculpted separately (handles, embellishments, ect.) Use the modeling tools to add details and designs to your sculpture.		
Coiling	3 days	Utilize appropriate terminology when discussing hand building.  Properly handle, manipulate, and maintain moist clay.  Utilize coiling to sculpt a vessel.  Utilize modeling tools to detail and design a coiled vessel.	Discuss coiling techniques and present imagery of examples.  Explain/demonstrate how to sculpt using coiling.  Using what has been taught thus far, make a vessel using coiling. The vessel must be at least 7-inches tall and have base with a diameter of at least 4-inches. Use the modeling tools to add details and designs to your sculpture.	1. Individual visual artwork.  2. Class participation through question and answer.	1.3.8.D.2  1.3.8.D.6
Slab Structure	5 days	Utilize appropriate terminology when discussing hand	Discuss slab techniques and present imagery of examples.	1. Individual visual artwork.	1.3.8.D.2  1.3.8.D.6

		<p>building.</p> <p>Properly handle, manipulate, and maintain moist clay.</p> <p>Sculpt a structure using clay slabs.</p> <p>Utilize modeling tools to detail and design a structure.</p>	<p>Explain/demonstrate how to sculpt using slabs.</p> <p>Make a sculpture of a ruined structure. The sculpture will be at least 10-inches tall with a 7-inch by 4-inch base. Use the tools and techniques learned thus far to make the sculpture look like a ruin (missing sections of walls, debris, cracks, etc.).</p>	<p>2. Class participation through question and answer.</p>	
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### **Suggested Modifications for Special Education, ELL and Gifted Students**

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- Multi-sensory lessons (visual, auditory, tactile, kinesthetic)
- frequent breaks
- Color coding/organized classroom
- Lessons broken up into segments
- Allow students to stand or sit when making art
- Preferential seating
- small group instruction and/or 1:1 assistance as needed
- extended time to complete projects
- Peer buddies
- repeat/reword directions
- Directions provided visually and verbally
- Nonverbal cues or prompting
- Redirection
- Open ended questions
- High order thinking questions
- "Do Next Station" (This provides students that finish early an area to go to and practice the skills they learned in new ways. For example, after they complete a project about lines, they could go to the do next station, grab a white board and expo marker and draw a picture using lines, or grab play foam and sculpt lines.)
- Mystery Boxes (lesson extensions): Inside each box is a challenge project assignment that relates to the project that they already completed.

- Encourage further exploration and risk taking and encourage students to add to or change their work to make it more detailed.
- Provide ELL students with multiple literacy strategies.

## **Suggested Technological Innovations/Use**

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- Use of Chromebooks
- iPad, Google Classroom
- Smart Boards
- Discovery Education
- Kahoot

## **Cross Curricular/21st Century Connections**

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9.1: 21st Century Life and Career Skills: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

9.3: 21st Century Life and Career Skills: Career Awareness, Exploration, and Preparation: All students will apply knowledge about and engage in the process of career awareness, exploration, and preparation in order to navigate the globally competitive work environment of the information age.

### English Language Arts

- Follow precisely a multistep procedure when preparing and applying artistic techniques.
- Learn and utilize new terminology appropriate to the art being discussed and executed.

### Social Studies

- 1.2.8.A.3- Analyze the social, historical, and political impact of artists on culture and the impact of culture on the arts.
- 1.1.8.D.1 - Describe the intellectual and emotional significance conveyed by the application of the elements of art and principles of design in different historical eras and cultures.
- 1.1.8.D.CS2 - The study of masterworks of art from diverse cultures and different historical eras assists in understanding specific cultures.

### Math

- Utilizing geometric shapes to sculpt bases, slabs, etc.
- Use a ruler to measure the height, width, and diameter of sculpture parts (slabs, bases, etc.).



# Unit 5: Digital Design

Content Area: **Sample Content Area**  
Course(s): **Adv. Concepts in Com. Sci. (s), ART**  
Time Period: **November**  
Length: **10 Days**  
Status: **Not Published**

## Summary of the Unit

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Students will learn basic digital design. They will develop an understanding of how to access and utilize basic digital design tools and layers within a graphic design program. Students use what they have learned to create an original digital work of art. Next, they will learn to access and utilize digital animations tools. Finally, students will create an original digital animation. They will apply all they have learned in this class to design their digital art. Students will utilize appropriate terminology when discussing digital design.

## Enduring Understandings

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- Digital design is a growing specialty in the field of graphic design. Digital designers use creativity and computer skills to design visuals associated with electronic technology.
- A brush tool is one of the basic tools found in graphic design and editing applications. It is a part of the painting tool set which may also include pencil tools, pen tools, fill color and many others. It allows the user to paint on a picture or photograph with the selected color.
- The mixer brush tool allows you to digitally paint more realistically in a graphic design program. With the mixer brush you can mix colors together as you digitally paint.
- The paint bucket tool fills adjacent pixels that are similar in color value to the pixels you click.
- The shape tools allow you to add graphic shapes in the form of a filled layer with a vector mask, a solid fill, or as a path outline.
- In graphics software, a layer is the term used to describe the different levels at which you can place an object or image file. In the program you can stack, merge or define layers when creating a digital image.
- Frames are the individual drawings that make up an animation. A sequence of frames defines which movement the viewer will see, whereas the position of the frames on the animation defines the timing of the movement.

## Essential Questions

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Click on the lists tab and enter each question individually

- How can we use a graphic design program to make a digital animation?
- How do we properly utilize basic digital design tools in a graphic design program to create digital art?
- What are the advantages of being able to use layers in a graphic design program?

## Summative Assessment and/or Summative Criteria

Individual/Group visual artwork evaluated by teacher-created rubric.

### Resources

- Computer/laptop
- Graphics Design Program (Photoshop)
- Hamburger Beginning Photoshop Lesson ( <https://www.youtube.com/watch?v=5n6X0jcO1sk> )
- Animation addon (Animdessin2 addon for Photoshop)
- Photoshop Animation Basics ( <https://www.youtube.com/watch?v=l1-LN2NIB54&t=1012s> )

### Unit Plan

Topic/ Selection	Suggested Timeline per topic	General Objectives	Instructional Activities	Suggested Benchmarks/ Assessments	New Jersey Student Learning Standards
Digital Design Basics	2 days	Utilize appropriate terminology when discussing digital design.  Access and utilize basic digital design tools.  Utilize layers to create a digital work of art.	Explain/demonstrate how to access and utilize basic digital design tools (Brush Tool, Mixer Brush Tool, Paint Bucket Tool, and Shape Tool).  Explain/demonstrate how to utilize layers within a graphic design program. Discuss the advantages of being able to layer art and look at a finished layered work (hamburger project).  Create a hamburger. Layer 1 will be the bottom bun, Layer 2	1. Individual visual artwork.  2. Class participation through question and answer.	1.3.8.D.2  1.3.8.D.6

			<p>will be the patty, and each consecutive layer will complete the hamburger (lettuce, tomatoes, top bun.).</p> <p>Use the design tools discussed to add detail, texture, color, etc. to each layer.</p>		
Creating an Original Digital Work	3 days	<p>Utilize appropriate terminology when discussing digital design.</p> <p>Access and utilize basic digital design tools.</p> <p>Utilize layers to create an original digital work of art.</p>	<p>Create an original digital work utilizing what we have learned. The work must have a minimum of 5 layers. Apply the skills we have practiced in previous units about line, value, and color.</p>	<p>1. Individual visual artwork.</p> <p>2. Class participation through question and answer.</p>	<p>1.3.8.D.2</p> <p>1.3.8.D.6</p>
Animation Basics	2 days	<p>Utilize appropriate terminology when discussing digital design.</p> <p>Access and utilize basic digital design tools.</p>	<p>Explain/demonstrate how to access and utilize digital design tools for frame-by-frame animation (animation toolbar). Observe a finished animated digital work. (burning candle).</p> <p>Animate a burning candle. (Animating this project along</p>	<p>1. Individual visual artwork.</p> <p>2. Class participation through question and answer.</p>	<p>1.3.8.D.2</p> <p>1.3.8.D.6</p>



		<p>Utilize layers to create a digital work of art.</p> <p>Access and utilize digital animations tools.</p> <p>Create an animation using graphic design software.</p>	<p>with students using a Smart Board is suggested). Utilize the basic digital design tools to draw the candle and flame. Utilize the animation tools to make the flame flicker.</p>		
<p>Creating an Original Digital Animation</p>	<p>3 days</p>	<p>Utilize appropriate terminology when discussing digital design.</p> <p>Access and utilize basic digital design tools.</p> <p>Utilize layers to create a digital work of art.</p> <p>Access and utilize digital animations tools.</p> <p>Create an original</p>	<p>Combine all that you have learned to create an original digital animation. The animation should have a minimum of 12 frames. Apply the skills we have practiced in previous units about line, value, and color.</p>	<p>1. Individual visual artwork.</p> <p>2. Class participation through question and answer.</p>	<p>1.3.8.D.2</p> <p>1.3.8.D.6</p>

		animation using graphic design software.			
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### **Suggested Modifications for Special Education, ELL and Gifted Students**

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- Multi-sensory lessons (visual, auditory, tactile, kinesthetic)
- frequent breaks
- Color coding/organized classroom
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- Directions provided visually and verbally
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- Open ended questions
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- "Do Next Station" (This provides students that finish early an area to go to and practice the skills they learned in new ways. For example, after they complete a project about lines, they could go to the do next station, grab a white board and expo marker and draw a picture using lines, or grab play foam and sculpt lines.)
- Mystery Boxes (lesson extensions): Inside each box is a challenge project assignment that relates to the project that they already completed.
- Encourage further exploration and risk taking and encourage students to add to or change their work to make it more detailed.
- Provide ELL students with multiple literacy strategies.

### **Suggested Technological Innovations/Use**

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- Use of Chromebooks / Laptops
- iPad, Google Classroom
- Smart Boards
- Discovery Education
- Kahoot

## **Cross Curricular/21st Century Connections**

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9.1: 21st Century Life and Career Skills: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

9.3: 21st Century Life and Career Skills: Career Awareness, Exploration, and Preparation: All students will apply knowledge about and engage in the process of career awareness, exploration, and preparation in order to navigate the globally competitive work environment of the information age.

### English Language Arts

- Follow precisely a multistep procedure when preparing and applying artistic techniques.
- Learn and utilize new terminology appropriate to the art being discussed and executed.

### Math

- Utilizing geometric shapes to create digital works of art.
- Use a toolbar ruler within a graphic design program to measure the height, width, and diameter of shapes.