



# **ELEMENTS OF DESIGN**

## **CURRICULUM GUIDE**

**August 25, 2009**

# **MILLVILLE PUBLIC SCHOOLS**

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# MILLVILLE PUBLIC SCHOOLS

## TABLE OF CONTENTS

District Mission/Vision Statement .....	Page 1
District Philosophy.....	Page 2
District Goals.....	Page 3
Statement of Purpose.....	Page 4
Pacing Charts/Timelines.....	Page 5
Objectives/Benchmarks.....	Page 7
Student Assessment.....	Page 8
Core Curriculum/Proficiencies.....	Page 9
Appendices.....	Page 10
Curriculum Rating Form.....	Page 11
NJ CCCS.....	Page 12
Rubrics.....	Page 13

# MILLVILLE PUBLIC SCHOOLS

## VISION STATEMENT

*To create a world class district involving all stakeholders where every child can learn.*

## MISSION STATEMENT

The mission of the Millville School District, in partnership with the community, is to assure that each and every student develops the skills, knowledge, and attitudes necessary to succeed in life. As partners in this mission, we will provide an engaging and challenging curriculum, as reflected in the NJCCCS, as well as a safe and secure teaching and learning environment with an active commitment to ensure trust, mutual respect, communication, effective collaboration, and good citizenship.

**August 11, 2009**

# MILLVILLE PUBLIC SCHOOLS

*We Believe...*

- 1. All students can learn and achieve.**
- 2. Students come to us with different levels of skills, learning styles, rates of learning, prior experience and levels of confidence.**
- 3. Students learn best when they are actively engaged in thinking, planning, hands on learning experiences and problem solving.**
- 4. Students learn best when they have teachers who provide a challenging curriculum while maintaining high but unanimous expectations.**
- 5. In addition to academics, child-centered education addresses the physical, social and emotional need of our children.**
- 6. All adults in the school need to model an ongoing commitment to their own professional development and lifelong learning.**
- 7. The educational community needs to be mindful and respectful of diversity and the need for all students and families to feel welcome, significant and accepted.**
- 8. Students learn best when the staff, parents, and community work together on behalf of education.**
- 9. School communities need to create an effective open communications process that values all voices and creates trusting, positive relationships.**
- 10. Students learn best when the learning environment is safe, secure, well maintained and inviting.**
- 11. Students succeed when educators learn and utilize the best available educational and instructional practices.**
- 12. Quality education is best achieved when students and teachers are provided with necessary resources and support.**
- 13. Everyone in the educational community is accountable and responsible for student learning and performance.**
- 14. Student assessments conducted continuously and in multiple ways form the basis for sound educational decisions.**

**...no alibis, no excuses, no exceptions!**

# **MILLVILLE PUBLIC SCHOOLS**

## **DISTRICT GOALS**

### **ALL SCHOOLS WILL MAKE AYP IN LANGUAGE ARTS AND MATH**

- 1. RECRUIT AND RETAIN TALENTED STAFF**
- 2. IMPROVE PERFORMANCE IN ALL  
DISAGGREGATED GROUPS**
- 3. PROVIDE ADEQUATE FACILITIES AND  
RESOURCES**
- 4. USE TECHNOLOGY TO SUPPORT PROGRAMS  
AND SCHOOLS**
- 5. CREATE AN INCLUSIVE CULTURE THAT IS SAFE  
AND COLLABORATIVE**

# MILLVILLE PUBLIC SCHOOLS

## STATEMENT OF PURPOSE

**The Millville School District's Visual Arts Program's primary goal is to educate, enrich, and enhance our children's awareness in visual arts by using the NJ Core Standards as a guiding tool. Our focus is to create opportunities for students to develop creative, expressive skills and enjoy active participation as creator and critical thinker. We will create and maintain a network of community arts and cultural institutions that support all teachers, students, and other disciplines in a standards-based arts curriculum. Our aim is to recognize, develop, and administer to multiple intelligences, creative thinking, cultural diversity and special needs. The Visual Arts Program in the Millville School District will incorporate those skills necessary to guide our children into becoming good decision makers and problem solvers.**

**This course emphasizes and consists of studying the elements of art as found in a variety of forms including: drawing, painting, illustration, design, 3-D construction and similar hands-on projects. Elements of Design is also a study of art history and cultures. All students will acquire knowledge and skills that refine their perceptual, intellectual, physical and technical skills while increasing their aesthetic awareness. They will also acquire knowledge of the critiquing process. Those students with an interest in the arts, that have a background in fine art and are willing do the work to become better artists, are encouraged to enroll in this course.**

**Students are expected to demonstrate self management. Grading is based upon work skills, willingness to work, attendance, class participation, textbook work, written critiques, marking period quizzes, final exam, meeting objectives of the lessons and completion of all art projects.**

# MILLVILLE PUBLIC SCHOOLS

## PACING CHARTS/TIMELINES

Week	Element/Principle	Art History	Suggested Projects For Benchmarks	NJCCCS
1	Line, shape, form, color, Texture, space,	Power point & handout with additional notes & drawings Books	Intro to Elements - 1 page worksheet that includes small activity & artist. 1 day each Flag Book	1.1, 1.2, 1.3, 1.4
2	Pattern, balance, contrast, emphasis (focal point) Proportion, composition		Intro to Principles 1 page worksheet that includes small activity & artist. 1 day each	All
3	Line Shape, color		Contour line drawing Pencil illustration Pencil design (picture consisting of pencils)	All
4	Space	Da Vinci, Raphael Renaissance	1 Point Perspective Mid marking period quiz	All
5	Shape, color, value Line, shape, color, value, pattern	Archibaldo, Thiebaud Escher, Surrealism	Fall sandwich or food as inspiration Still life (contour, pen & ink value, pattern background) En & ink – stippling, crosshatching	All
6	Pattern, Symmetry, (form)	Greek Roman	Scratchboard or Re'pousse' urn Myth/column design (focal point)	All
7	Shape, Balance, color		Seasonal still life - pen & ink	All
8	Shape, color	Kuna Indians	Mola, reverse appliqué', Matisse cut paper 1 <sup>st</sup> marking period quiz	All
9	Shape, color, texture, pattern	Middle Ages/Medieval	Winter tree, stained glass Illuminated letter	All
10	Form	African, Native American, Japanese, Chinese	Paper Mache' mask Oaxaca sculptures	All
11	Space, color, value	Renaissance	Joke's on Mona	All
12	Color	Impressionism	Color wheel & color mixing Painting on canvas	All
13	Form, texture, color	Modern Sculpture	Ceramics	All
14	Color, pattern, composition	Post Impressionism (Munch, Toulouse-Lautrec, O'Keeffe, Van Gogh, Dali)	Poster with markers/ Gesture Drawing (Glazing & 2 <sup>nd</sup> firing of ceramics)	All
15		Modern Art II Expressionism, Kandinsky, Stella	Action painting, hard edge, color field Response to music project	All
16	Line, shape, color	Durer, Warhol	Printmaking	All
17			Finish projects Small specialty projects	
18			Final Exam Review Final Exam Project Final Exam	

One day per week for non-project work: vocabulary; worksheets; Art history & oral critiques.  
All students will be required to do a planning sketch for ALL projects.  
Completed projects will be collected with completed student critique. (CCCS 1.4)

# MILLVILLE PUBLIC SCHOOLS

## STUDENT OBJECTIVES/BENCHMARKS

**Art students will:**

**These are the skills our school expects you to develop in art class:**

- Complete ALL projects on time.
- Keep an organized art folder in class.
- Complete written art assignments / classwork.
- Complete all tests.
- Complete the Art Final Exam.
- Satisfactorily help with:
  - maintaining art supplies
  - keeping the classroom organized
  - clean up
- Be respectful and responsible...to everyone and everything.
- Follow art class and school rules.
- Have some fun and enjoy your art experience!

**You will be working in the following areas:**

Drawing

Careers

Printmaking

Art History

2D & 3D Construction

Painting

Design

Art Appreciation

Lettering

Crafts

Illustration

# MILLVILLE PUBLIC SCHOOLS

## STUDENT ASSESSMENT

Students are evaluated in the following ways:

- Teacher Monitoring During Lesson
- Completion of Projects
- Display of Student Work
- Creativity
- Extra Credit
- Following Directions
- Written Exam
- Written Critiques
- Art projects
- Classwork & Procedures
- Tests/Quizzes
- Final Exam
- Daily Performance (your personal work habits & behavior)

- The Following Grading Scale will be used in Grades 6-12:

A+ = 98-100	A = 95-97	A- = 92-94
B+ = 89-91	B = 86-88	B- = 83-85
C+ = 80-82	C = 77-79	C- = 74-76
D+ = 71-73	D = 68-70	D- = 65-67
F = 0-64		

- Marking Period percentages will be applied as follows:
  - 70 % - Projects
  - 20 % - Written Critiques, Classwork
  - 10 % - Tests, Quizzes
- Final Exam will be evaluated as:
  - 60 % - Project
  - 40 % - Written Exam

# MILLVILLE PUBLIC SCHOOLS

## COURSE PROFICIENCIES AND REQUIREMENTS (SECONDARY)

- Using the Elements and Principles of Design.
- Drawing with pencil, pen and other materials.
- Painting with tempera, watercolor, and acrylic.
- Creating in 2 dimensions and 3 dimensions.
- Designing using lettering and photos.
- Developing an understanding of the impact that Art has in cultures from the past, present and in your life.
- Understanding the process of Critiquing Art.
- Proper use and care of art materials.
- Identifying art related careers.
- Using critical thinking, decision-making and problem solving.
- Demonstrating Self-Management.

# MILLVILLE PUBLIC SCHOOLS

## APPENDICES

### **References:**

Chapman. A World of Images. Davis Publishing. 1992.

Hobbs & Salome. The Visual Experience. Davis Publishing. 1995.

Mittler, G. Art in Focus. Glencoe Publishing. 1994.

Ragans, Rosalind. ArtTalk. Glencoe Publishing. 2005.

Scholastic Art. 2009.

### **New Jersey Core Content Curriculum Standards:**

### **Curriculum Rating Form:**

### **Rubrics:**

### **Warm-up Templates:**

### **Expectations:**

### **Learning Log Reflections:**

**Standards Clarification Project: All Content Areas  
Grades K-12 Visual and Performing Arts**

**Mission:** *The arts contribute to the achievement of social, economic and human growth by fostering creativity and providing opportunities for expression beyond the limits of language.*

<b>Standard 1.1 Aesthetics</b>	
All students will use aesthetic knowledge in the creation of and in response to dance, music, theater and visual arts.	
<b>Big Idea:</b> Aesthetic knowledge stimulates judgment and imagination empowering students to interpret, appreciate and extract meaning from the arts.	
<b>Essential Questions</b>	<b>Enduring Understandings</b>
<b>Strands A and B: Knowledge and Skills</b> <ul style="list-style-type: none"> <li>▪ Why should I care about the arts?</li> <li>▪ What's the difference between a thoughtful and a thoughtless artistic judgment?</li> </ul>	<ul style="list-style-type: none"> <li>▪ Aesthetics fosters artistic appreciation, interpretation, imagination, significance and value.</li> <li>▪ The point of studying the arts is to foster meaning making, deeper emotional response and more inventive decision making.</li> <li>▪ Experts can and do disagree about the value, power and source of art.</li> </ul>
<b>Standard 1.2 Creation and Performance</b>	
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.	
<b>Big Idea:</b> Active participation in the arts leads to a comprehensive understanding of the imaginative and creative process.	
<b>Essential Questions</b>	<b>Enduring Understandings</b>
<b>Strands A-D: Dance, Music, Theater and Visual Arts</b> <ul style="list-style-type: none"> <li>▪ How does creating and performing in the arts differ from viewing the arts?</li> <li>▪ To what extent does the viewer properly affect and influence the art and the artist and to what extent is the art for the artist?</li> </ul>	<ul style="list-style-type: none"> <li>▪ The arts serve multiple functions: enlightenment, education, and entertainment.</li> <li>▪ Though the artist's imagination and intuition drive the work, great art requires skills and discipline to turn notions into a quality product.</li> <li>▪ The artistic process can lead to unforeseen or unpredictable outcomes.</li> </ul>
<b>Standard 1.3 Elements and Principles of the Arts</b>	
All students will demonstrate an understanding of the elements and principles of dance, music, theater and visual art.	
<b>Big Idea:</b> An understanding of the elements and principles of art is essential to the creative process and artistic production.	
<b>Essential Questions</b>	<b>Enduring Understandings</b>
<b>Strands A-D: Dance, Music, Theater and Visual Arts</b> <ul style="list-style-type: none"> <li>▪ How do underlying structures unconsciously guide the creation of art works?</li> <li>▪ Does art have boundaries?</li> </ul>	<ul style="list-style-type: none"> <li>▪ Underlying structures in art can be found via analysis and inference.</li> <li>▪ Breaking accepted norms often gives rise to new forms of artistic expression.</li> </ul>
<b>Standard 1.4 Critique</b>	
All students will develop, apply and reflect upon knowledge of the process of critique.	
<b>Big Idea:</b> Through the critical process, students formulate judgments regarding artistic and aesthetic merits of artwork.	
<b>Essential Questions</b>	<b>Enduring Understandings</b>
<b>Strands A and B: Knowledge and Skills</b> <ul style="list-style-type: none"> <li>▪ When is art criticism vital and when is it beside the point?</li> </ul>	<ul style="list-style-type: none"> <li>▪ The critical process of observing, describing, analyzing, interpreting and evaluating leads to informed judgments regarding the relative merits of artworks.</li> </ul>
<b>Standard 1.5 World Cultures, History, and Society</b>	
All students will understand and analyze the role, development and continuing influence of the arts in relation to world cultures, history, and society.	
<b>Big Idea:</b> The relationship of the arts and culture is mutually dependent; culture affects the arts and the arts reflect and preserve culture.	
<b>Essential Questions</b>	<b>Enduring Understandings</b>
<b>Strands A and B: Knowledge and Skills</b> <ul style="list-style-type: none"> <li>▪ Does art define culture or does culture define art?</li> <li>▪ What is old and what is new in any work of art?</li> <li>▪ How important is "new" in art?</li> </ul>	<ul style="list-style-type: none"> <li>▪ Culture affects self-expression, whether we realize it or not.</li> <li>▪ Every artist has a style; every artistic period has a style.</li> </ul>



**MILLVILLE PUBLIC SCHOOLS**  
MILLVILLE, NEW JERSEY 08332

**Curriculum Rating Form**

Analyzing texts, workbooks, curriculum guides, audio-visual materials, and supplementary materials to ensure appropriate curricular alignment.

**Title of Work** Various **Copyright Date** See Appendix References

**Author** Various **Publisher** Various

**Medium (i.e. Video)** \_\_\_\_\_ **NJCCS Standards Identified:** All

(If a Video/DVD please identify the rating.)

**Evaluator** \_\_\_\_\_ **Supervisor Signature** Henry J. Hartman, IV

**Today's Date** August 17, 2009

	Approved	Not Approved	Not Applicable
1. There is clear evidence that the material is aligned to the curriculum and the NJCCCS.	X		
2. The identified material includes factual information that aligns with the instructor's lesson plans.	X		
3. Students will be assessed on the material presented as it is a part of the daily lesson plan.	X		
4. The material is being incorporated into the curriculum for this course to ensure standardization.	X		
5. The material is age appropriate and is free from any inappropriate language, violence, sexual acts, nudity or suggestive topics.	X		
6. The material provides workplace or job embedded skills.	X		
7. The material avoids any stereotyped behaviors based on race, creed, color, national origin, ancestry, age, marital status, or sexual orientation, gender, religion, disability or socioeconomic status.	X		
8. Illustrations/images show non-stereotyped roles for race, sex, national origin, color, creed, religion, ancestry, social/economic status.	X		
9. Treats minority and ethnic groups in a non-stereotyped way.	X		
10. There are no unchallenged, derogatory stereotyped characterizations.	X		

# Great Expectations!

Welcome to Memorial High School's Art Program.

Art 1 is designed to introduce you to the world of art by creating art, writing and discussing it and learning about art history. This class also helps you to think and see your world through the creativity of an artist's eye. These skills can be used throughout your chosen career in life, but your success depends on **YOU**. You have to want to succeed and be willing to work to achieve that goal. I have great expectations for you and hope that you have them for yourself.

Here is what I expect from you:

1. Have a pencil---EVERYDAY!!!
2. The bell is your signal to sit down NOW. Class is beginning.
3. Please call me Ms. Schiavo, Ms. S or possibly Superteacher---not "Hey Miss."
4. Know project and test dates. They are posted on the board.
5. If you are absent, see me immediately for missed work. Make up work may be completed after school or at home within one week.
6. Attach a CRITIQUE sheet to every project AND always write your name and period on the back of each project.
7. Clean up after yourself. Return art supplies to their proper place.
8. Ask for help if you feel lost or confused.
9. Treat others the way you expect to be treated.  
Come to class with a smile, nobody likes a poor attitude.
10. When I talk---YOU listen. Please pay attention.

**Teacher's Notes:** If you are not sure what to do in a situation use your common sense and remember to say "please," "thank you," and "excuse me" a lot, it will get you far in life.

Don't forget to be creative thinkers and enjoy what you are doing.  
Come to class to learn something NEW.

RESPECT

RESPONSIBILITY

Art:

# WARM UP

Name: \_\_\_\_\_ Period \_\_\_\_\_

Date: \_\_\_\_\_

Quote:

Response:

Date: \_\_\_\_\_

Topic: \_\_\_\_\_

Date: \_\_\_\_\_

Topic: \_\_\_\_\_

Date: \_\_\_\_\_

Topic: \_\_\_\_\_

Date: \_\_\_\_\_

Topic: \_\_\_\_\_

# Learning Log: "Reflection"

**Directions:** Answer both at the end of each class.

1. List something I learned today. Maybe something that surprised me or that I find interesting.
2. Questions I have: I didn't understand? I want to know more about?...

DATE: \_\_\_\_\_ TOPIC: \_\_\_\_\_

DATE: \_\_\_\_\_ TOPIC: \_\_\_\_\_

DATE: \_\_\_\_\_ TOPIC: \_\_\_\_\_

DATE: \_\_\_\_\_ TOPIC: \_\_\_\_\_

DATE: \_\_\_\_\_ TOPIC: \_\_\_\_\_

Name: \_\_\_\_\_

Date: \_\_\_\_\_

### Oral Presentation Form

Presenter: \_\_\_\_\_

Topic: \_\_\_\_\_

Date Given: \_\_\_\_\_

Time Used: \_\_\_\_\_

Visual Aids: \_\_\_\_\_

Speaker Evaluation	Outstanding	Nice Job	Needs Work	OOPs!!
1. Stands in a poised manner				
2. Looks at the audience				
3. Speaks clearly				
4. Speaks loudly				
5. Rarely uses "uhs" or "ums"				
6. Well prepared				
7. Effective use of notes				
8. Extras				