

**Art III**

Content	Core Content	Essential Questions	Art III Skills The students will	Assessment	Literacy/Life Skills Integration
Aesthetics	The student will discern the value of works of art, based on historical significance, craftsmanship, cultural context, and originality using appropriate domain specific terminology. <b>NJCCS 1.1A2</b>	Is it necessary for us all to use the same frame of reference or can we each have criteria that may or may not overlap with each other?	Critique art work (Past and Present) in small informal groups, large groups and self critique through writing and discussion.	Journal Réfection “Assume the role of an arts critic, philosopher and/or historian, what are the essential skills necessary and moral responsibilities required to appropriately fill the requirements of the position?”	<p><b>3.3A2</b> The student will support, modify, or refute a position in small or large-group discussions.</p> <p><b>3.3C8</b> Write legibly in manuscript or cursive to meet district standards.</p> <p><b>3.1H3</b> Develop increased ability to critically select works to support a topic.</p> <p><b>3.1G5</b> Analyze how works of a given period reflect historical and social events and conditions.</p>
Aesthetics	Determine how historical responses affect the evolution of various artistic styles, trends and movements in art forms from classicism to post-modernism. <b>NJCCS 1.1A3</b>	How does history influence art?	Learn how technological advancements facilitate the ease with which we create and reproduce artwork:  Permanent marker Light table, transfer paper Acrylic paint Internet access for visual references and product usage research	Evolution Map  Performance Assessment  Research project  Create a personal diary of an artist.	<b>8.2A3</b> The student will provide various examples of how technological developments have shaped human history.

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Aesthetics	Compose specific and metaphoric cultural messages in works of art, using contemporary methodologies <b>NJCCS 1.1B1</b>	How can an artist influence the way people think?	Observe and discuss various artistic and social messages created by artists of many time periods.  Create a piece of art work that conveys a personal message metaphorically using an art medium and explain its message either in writing or orally.	Performance assessment bases on the elements and principals of art.  Rubric	<b>3.1H2</b> Develop materials for a portfolio that reflect a specific career choice.  <b>3.3A1</b> The student will paraphrase, illustrate, clarify, and/or expand on a topic or idea.  <b>3.4A1</b> Explore and reflect on ideas while hearing and focusing attentively  <b>3.4B1</b> Listen to summarize, make judgments and evaluate.
Aesthetics	Formulate a personal philosophy or individual statement on the meaning(s) of art. <b>NJCCS 1.1B2</b>	How will your art work reflect who you are?	Present to the class how they see the world through the use of a variety of art media to include: Drawing Color Theory Painting Printmaking- Linoleum Crafts Ceramics Sculpture Graphic Design – Lettering	Performance assessment bases on the elements and principals of art.  Self Critique  Journal Entry	<b>3.3A1</b> The student will paraphrase, illustrate, clarify, and/or expand on a topic or idea.  <b>3.3D1</b> The student will speak for a variety of purposes (e.g., persuasion, information, entertainment, literary interpretation, dramatization, personal expression).

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Creation and Performance	The student will interpret themes using symbolism, allegory or irony through the production of two or three-dimensional art. <b>1.2D1</b>	How and when does symbolism become important in a work of art?	<p>Explore how the beach can be used as symbol or metaphor (e.g. culturally, historically, and/or socially.)</p> <p>Produce a series of two and/or three dimensional images that respond to the interpretation of your choice.</p> <p>Compose and incorporate written or spoken text to compliment the images.</p> <p>Paint an acrylic painting on hand sketched canvas in a Cubist manner depicting a personal experience, an event or everyday routine.</p>	Performance assessment  Rubrics	<b>3.5A2</b> The student will identify and evaluate how a media product expresses the values of the culture that produced it.
Creation and Performance	The student will perform various methods and techniques used in the production of works of art. <b>NJCCS 1.2D2</b>	<p>How might my choice of color (and other choices) affect the mood, tone or interpretation of my work?</p> <p>How does exaggeration or emphasis of one or more elements/principles alter the meaning or quality of my composition?</p>	<p>Select media, techniques and processes that best communicate the desired effect in their works of art:</p> <p><b>Drawing:</b> Decide which material (pencil, charcoal, conte`, pastel, ink, colored pencil, etc.) will produce the most desirous effect?</p> <p><b>Color:</b> Decide which material (colored pencil,</p>	Performance assessment  Rubrics  District Art Show	<p><b>3.4A1</b> The student will explore and reflect on ideas while hearing and focusing attentively.</p> <p><b>9.1</b>The student will participate in a structured learning experience that demonstrates interpersonal</p>

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		How can varied effects be applied successfully to my composition to produce effective communication of my ideas?	<p>acrylic paint, watercolor) will best produce the results they seek.</p> <p>Decide which application best suggests the surface being rendered.</p>		communication, teamwork, and leadership skills.
Creation and Performance	The student will produce an original body of work in one or more mediums that demonstrates mastery of methods and techniques. <b>NJCCS 1.2D3</b>	What does it mean to “master” your art?	<p>Create a final portfolio of work demonstrating techniques learned.</p> <p>Create a life size portrait (<b>full body</b>) using pencil techniques with a background consisting of a value pattern which creates mood, atmosphere, and suggests something personal about the person.</p> <p>Create a collage composition using <b>mixed media</b> and an Expressionistic depiction of a landscape, event or personal experience.</p> <p>Create an intaglio etching using a 3x4 zinc plate.</p> <p>Create a hand built teapot based on a famous painting. Accompany this with a written report on the project an artist chosen.</p> <p>Decorate a vessel using a surface decoration a sgraffito design using commercial slips.</p> <p>Create a sculpture using a variety of media.</p>	<p>Student self assessment rubric</p> <p>Checklist</p> <p>Performance evaluation</p> <p>Art Exhibitions in (but not limited to) the following: Winter &amp; Spring Art Festivals Hall Displays District Arts Festival Teen Arts Festival</p>	<p><b>3.3A1</b> The student will explore and reflect on ideas while hearing and focusing attentively.</p> <p><b>9.2F2</b> Describe and demonstrate basic first aid and safety procedures.</p>

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Drawing	Compare and contrast innovative applications of the elements of art and principles of design <b>NJCCS 1.3D1</b>	Is it possible to create a “good” piece of artwork in modern times without using innovative applications?	<p><b>Review and demonstrate</b> design elements through the creation of original art to express their uniqueness as individuals through experimenting with different techniques in various art mediums.</p> <p><b>Review and demonstrate</b> various types of drawing, such as: Blind contour Modified contour Gesture drawing</p> <p>Be introduced to basic concepts including:</p> <ul style="list-style-type: none"> <li>-Right and left brain attributes.</li> <li>-Realistic, abstract, non-objective styles of art.</li> <li>-Organic and geometric shapes and forms.</li> <li>-Compositions guidelines.</li> <li>-layouts</li> </ul> <p><b>Review and demonstrate</b> drawing technique skills including: -Stipple -Hatching -Cross hatching -Scribble -blending</p>	Journal Probes  Ven Diagrams for contrasting and comparing  Rubrics  Self Assessment regarding art “principals”	<p><b>3.3A1</b> The student will explore and reflect on ideas while hearing and focusing attentively.</p> <p><b>9.2F2</b> Describe and demonstrate basic first aid and safety procedures.</p> <p><b>5.7B4</b> Show that light is reflected, refracted, or absorbed when it interacts with matter and that colors may appear as a result of this interaction.</p> <p><b>3.3C1</b>The student will paraphrase, illustrate, clarify, and/or expand on a topic or idea.</p>

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			<p><b>Review and demonstrate</b> how to render relationships using a full range of tones.</p>		
Color Theory	<p>Compare and contrast innovative applications of the elements of art and principles of design <b>NJCCS 1.3D1</b></p>	<p>How will your art work reflect who you are?  How is color used to affect people thoughts and ideas?</p>	<p><b>Review and demonstrate</b> the color wheel  <b>Review</b> and discuss terms used to describe color theory and approaches to mixing color  <b>Review</b> color mixing  <b>Review</b> brush techniques and care.  Create an expressionistic computer color design applying concepts of color theory.</p>	<p>Student self assessment rubric  Checklist  Performance evaluation  Art Exhibitions in (but not limited to) the following: Winter &amp; Spring Art Festivals Hall Displays District Arts Festival Teen Arts Festival</p>	<p><b>5.7B4</b> Show that light is reflected, refracted, or absorbed when it interacts with matter and that colors may appear as a result of this interaction.  <b>3.3C1</b>The student will paraphrase, illustrate, clarify, and/or expand on a topic or idea.  <b>8.2A3</b> The student will provide various examples of how technological developments have shaped human history.  <b>8.2C2</b> The student will analyze the factors that influence design of products, systems, and environments</p>

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Painting	Compare and contrast innovative applications of the elements of art and principles of design <b>NJCCS 1.3D1</b>	How does art communicate ideas to others?	<p><b>Review</b> , discuss and demonstrate techniques such as:</p> <ul style="list-style-type: none"> <li>Underpainting</li> <li>Local color</li> <li>Blending</li> <li>Dry brush</li> <li>Glazing</li> <li>Scumbling</li> <li>Impasto</li> <li>Wet into wet</li> <li>Lift</li> <li>Graded color</li> <li>Line wash</li> </ul> <p>Discuss and demonstrate use of paints and tools.</p> <p>Practice using various brushes and knives to affect surface textures and paint application.</p> <p>Design a create an acrylic painting of a Expressionistic depiction of a personal experience that had a personal emotional impact.</p> <p>Hand stretch a canvas.</p>	<p>Student self assessment rubric</p> <p>Checklist</p> <p>Performance evaluation</p> <p>Art Exhibitions in (but not limited to) the following:                      Winter &amp; Spring Art Festivals                      Hall Displays                      District Arts Festival                      Teen Arts Festival</p>	<p><b>9.2F2</b> Describe and demonstrate basic first aid and safety procedures.</p> <p><b>3.3C1</b>The student will paraphrase, illustrate, clarify, and/or expand on a topic or idea.</p>

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Printing making	Compare and contrast innovative applications of the elements of art and principles of design <b>NJCCS 1.3D1</b>	How will your art work reflect who you are?	<p>Discuss, define and demonstrate the following printmaking techniques:</p> <p>Silk Screen (serigraph)</p> <ul style="list-style-type: none"> <li>- Stencil making</li> <li>- Stop-out</li> <li>- Screen preparation</li> <li>- Registration</li> <li>- Cleaning procedures</li> </ul> <p>Editioning                      Photographic intaglio                      Etching                      Drypoint                      Engraving                      Filing the plate                      Grounding the plate                      Biting with acid                      Inking the plate                      Paper presentation                      Printing                      Beveling the plate                      Intaglio</p> <p>Define and discuss tools and media.</p> <p>Discuss the various types of printmaking.</p> <p>Discuss how to finish prints by numbering editions, matting, etc.</p> <p>Create an intaglio etching using a 3 x 4 zinc plate. Hand in one artist's proof and an edition using as a concept the abstraction of an interior space or still life.</p>	<p>Student self assessment rubric</p> <p>Checklist</p> <p>Performance evaluation</p> <p>Art Exhibitions in (but not limited to) the following:                      Winter &amp; Spring Art Festivals                      Hall Displays                      District Arts Festival                      Teen Arts Festival</p>	<p><b>9.2F2</b> Describe and demonstrate basic first aid and safety procedures...</p> <p><b>9.1A3</b> The student will analyze factors that can impact an individual's career.</p>

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			Create a silk screen that models an Expressionistic theme.		
Crafts Ceramics	Compare and contrast innovative applications of the elements of art and principles of design <b>NJCCS 1.3D1</b>	How will your art work reflect who you are?	<p>Review a variety of hand building techniques like coil, slab, pinch and drape.</p> <p>Demonstrate and define decoration techniques.</p> <p>Review the stages of clay building and the possibilities and limitation of each stage.</p> <p>Define and discuss building terms.</p> <p>Review suggested media tools.</p> <p>Demonstrate proper use of various skills of wheel throwing.</p> <p>Discuss firing procedures and approaches for: bisque, glaze and raku.</p> <p>Discuss controlled clay storage.</p> <p>Create a 3D composition (using clay handling techniques) based on a famous painting. Accompany this with a written report on the project and artist chosen.</p> <p>Building on experience in Art II., create more complex forms on the potter’s wheel, including such things as a bowl, vase, and/or a bottle.</p>	<p>Student self assessment rubric</p> <p>Checklist</p> <p>Performance evaluation</p> <p>Art Exhibitions in (but not limited to) the following: Winter &amp; Spring Art Festivals Hall Displays District Arts Festival Teen Arts Festival Student self assessment rubric</p> <p>Checklist</p> <p>Performance evaluation</p> <p>Art Exhibitions in (but not limited to) the following:</p>	<p><b>9.2F2</b> Describe and demonstrate basic first aid and safety procedures.</p> <p><b>3.3C1</b>The student will paraphrase, illustrate, clarify, and/or expand on a topic or idea.</p> <p><b>3.3C8</b> Write legibly in manuscript or cursive to meet district standards.</p>

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			Using commercial glazes, decorate the surface of a vessel using a two color design.  Finish and glaze works using surface decoration techniques.	Winter & Spring Art Festivals Hall Displays District Arts Festival Teen Arts Festival	
Metal Work Jewelry	Compare and contrast innovative applications of the elements of art and principles of design <b>NJCCS 1.3D1</b>	How will your art work reflect who you are?	Discuss and demonstrate jewelry making fabricating techniques like: <ul style="list-style-type: none"> <li>- sawing</li> <li>- piercing</li> <li>- filing</li> <li>- finishing</li> <li>- buffing</li> <li>- soldering</li> </ul> Demonstrate use of a variety of media and tools specific to jewelry making.  Discuss and show examples of metalworking arts such as: <ul style="list-style-type: none"> <li>- Navajo</li> <li>- Hopi</li> <li>- Art Deco</li> <li>- Arts and Crafts Movement</li> </ul> Create a design for and a template for a contemporary jewelry design piece that uses both the pierced design technique and the copper enameling technique.  Building upon their cutting, filing and finishing skills, create such a piece of	Student self assessment rubric  Checklist  Performance evaluation  Art Exhibitions in (but not limited to) the following: Winter & Spring Art Festivals Hall Displays District Arts Festival Teen Arts Festival	<b>9.2F2</b> Describe and demonstrate basic first aid and safety procedures.

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			jewelry with contemporary metal crafts.		
Sculpture	Compare and contrast innovative applications of the elements of art and principles of design <b>NJCCS 1.3D1</b>	How will your art work reflect who you are?	Define and discuss the differences between: -additive sculpture -subtractive sculpture -assemblage -carving -modeling -construction-casting  Define and discuss various sculpture media and tools.  Discuss concepts related to sculpture.  Create a sculpture using a variety of media and approaches.  Create a sculpture using Expressionistic concepts as a focus.	Student self assessment rubric  Checklist  Performance evaluation  Art Exhibitions in (but not limited to) the following: Winter & Spring Art Festivals Hall Displays District Arts Festival Teen Arts Festival	<b>9.2F2</b> Describe and demonstrate basic first aid and safety procedures.  <b>3.3C1</b> The student will paraphrase, illustrate, clarify, and/or expand on a topic or idea.
Commercial Art	Compare and contrast innovative applications of the elements of art and principles of design		Discuss graphic design as it relates to: -Corporate identity -package design -product identity -marketing a product  Discuss lettering techniques: -Calligraphy	Student self assessment rubric  Checklist  Performance evaluation	<b>3.3C1</b> The student will paraphrase, illustrate, clarify, and/or expand on a topic or idea.  <b>8.1A5</b> The student will produce a multimedia project using text,

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	NJCCS 1.3D1		-Computer generated -Spacing and formation  Create a logo. Design a package that was paper engineered by the student. Create a package design that explores corporate and product identity as a marketing tool. Create a book and apply bookbinding techniques.	Art Exhibitions in (but not limited to) the following: Winter & Spring Art Festivals Hall Displays District Arts Festival Teen Arts Festival	graphics, moving images, and sound.
Elements and Principals	The student will analyze how a literary, musical, theatrical and/or dance composition can provide inspiration for a work of art. NJCCS 1.3D2	How do other art venues influence your decisions in creating a piece of art?  What do we mean by techniques in art?	Choose and research a literary, musical or theatrical piece for a piece of art work. Student will choose their own medium for this particular work.	Performance assessment  Journal Probes What made it easier or more difficult to pair the image with the music?  Ven Diagrams for contrasting and comparing  Rubrics  Self Assessment regarding the "Principles of Art."	<b>3.1H3 Develop</b> increased ability to critically select works to support a research topic.  <b>3.5A3</b> The student will identify and select media forms appropriate for the viewer's purpose.
Critique	Examine the artwork from a variety of historical	How does composition and subject themes differ from time period to time period?	Throughout the course of study view and discussion examples of artwork from various cultures.	Ven Diagram to compare and contrast different ideas from various	<b>3.4B1</b> Listen to summarize, make judgments and evaluate

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	periods in both western and non-western culture(s). <b>NJCCS 1.4A1</b>			cultures.  Written Art History Report  Time Line  Illustrated Art Historical Report	<b>3.1G1</b> Identify, describe, evaluate and synthesize the central ideas in informational texts  <b>9.2A2</b> The student will describe and apply constructive responses to criticism.
Critique	Categorize the artistic subject, the formal structure, and the principal elements of art used in exemplary works of art. <b>NJCCS 1.4A2</b>	What constitutes a good piece of art?	View diverse examples of paintings, representing multiple styles, subjects, artists and technical approaches.  Students will compare and contrast the works.  Develop an art evaluation rubric and/or checklist	Journal  Written Report  Comparison Tools  Rubric	<b>9.2A2</b> The student will describe and apply constructive responses to criticism.  <b>3.2B6</b> The student will write a literary research paper that synthesizes and cites data using researched information and technology to
Critique	Determine the influence of tradition on arts experience, as an arts creator, performer and arts consumer. <b>NJCCS 1.4A3</b>	How does tradition influence the attendance at modern art museums?	Explore cultural traditions as they apply to visual arts.	Class Discussion  Written Report	<b>3.3B7</b> The student will participate actively in panel discussions, symposiums, and/or business meeting formats (e.g., explore a question and consider perspectives).  <b>3.3D2</b> Demonstrate

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					command of a variety genres, such as Persuasive Essay
Critique	The student will 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. <b>NJCCS 1.4B1</b>	How do you evaluate a piece or art work?	<p>Develop a guideline for evaluating theatre works. As a class, discuss what criteria should be used to evaluate performances.</p> <p>List ideas. Criteria can include such domains as directing, acting, design, and dramatic structure. In small groups, formulate a rubric to critique to be used for personal and peer performances.</p> <p>A representative from each group presents the rubric.</p> <p>With teacher guidance, a class rubric is created from the small group work.</p> <p>Teacher and students use this as an assessment tool when evaluating performances.</p> <p>Model how to use the rubric in a constructive way. Teacher performs a short piece. Students evaluate teacher's performance. Teacher assesses him/herself in front of students.</p> <p>Discuss the rubric while encouraging constructive criticism.</p>	<p>Student developed Assessment Criteria</p> <p>Write an article as an "art critic" on a particular piece of work.</p>	<p><b>3.1F1</b> The student will use knowledge of word origins and word relationships, as well as historical and literary context clues, to determine the meanings of specialized vocabulary.</p> <p><b>3.3B7</b> The student will participate actively in panel discussions, symposiums, and/or business meeting formats (e.g., explore a question and consider perspectives).</p> <p><b>3.4B1</b> Listen to summarize, make judgments and evaluate</p> <p><b>3.3B7</b> The student will</p>

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					participate actively in panel discussions, symposiums, and/or business meeting formats (e.g., explore a question and consider perspectives).
History and Culture	Provide examples of how critique may affect the creation and/or modification of an existing or new work of art. <b>NJCCS 1.4B2</b>	How can critique cause improvement?	Improve upon their original work by using constructive criticism and critique from others.	Sequential portfolio of a single piece of work	<b>3.1H2</b> Develop materials for a portfolio that reflect a specific career choice.  <b>3.4B1</b> Listen to summarize, make judgments and evaluate
History and Culture	The student will parallel historical events and artistic development found in dance, music, theater, and visual art. <b>NJCCS 1.5A1</b>  Summarize and reflect upon how various art forms and cultural	In what ways does art influence society?  How does art preserve history?	Research, read and present ideas in the following areas as they pertain to art.  Entertainment Political and Social Commentary Therapy Artifact	Research Presentation Written and/or aural  Rubrics	<b>6.1A1</b> Analyze how historical events shape the modern world. <b>3.6D3</b> Analyze how historical events shape the modern world.

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	resources preserve cultural heritage and influence contemporary art. <b>NJCCS 1.5 A2</b>				
History and Culture	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. <b>NJCCS 1.5B1</b>	How does technology impact visual art?	Discuss the implication of technology on the visual arts.	Presentations  Discussions  Research project	<b>8.2A3</b> The student will provide various examples of how technological developments have shaped human history.  <b>8.1B12</b> The student will integrate new information into an existing knowledge base and communicate the results in a project or presentation.

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