

Paulsboro Schools



Curriculum

Art 3: Drawing

Grade 11

2012 - 2013

* For adoption by all regular education programs
Board Approved: 11/2012
as specified and for adoption or adaptation by
all Special Education Programs in accordance
with Board of Education Policy.

PAULSBORO SCHOOL DISTRICT

Superintendent
Dr. Frank Scambia
BOARD OF EDUCATION

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***Greenwich Township Board of Education Representative**

Paulsboro Schools Mission Statement

The mission of the Paulsboro School District is to provide each student educational opportunities to assist in attaining their full potential in a democratic society.

Our instructional programs will take place in a responsive, community based school system that fosters respect among all people.

Our expectation is that all students will achieve the New Jersey Core Curriculum Content Standards (NJCCCS) at every grade level.

INTRODUCTION, PHILOSOPHY OF EDUCATION, AND EDUCATIONAL GOALS

Introduction/Philosophy: Creativity is a driving force in the 21st-century global economy, with the fastest growing jobs and emerging industries relying on the ability of workers to think unconventionally and use their imaginations. The arts enable personal, intellectual, social, economic, and human growth by fostering creativity and providing opportunities for expression beyond the limits of language.

Educational Goals (taken from NJCCCS)

- Define and solve artistic problems with insight, reason, and technical proficiency.
- Develop and present basic analyses of works of art from structural, historical, cultural, and aesthetic perspectives.
- Call upon their informed acquaintance with exemplary works of art from a variety of cultures and historical periods.
- Relate various types of arts knowledge and skills within and across the arts disciplines by mixing and matching competencies and understandings in art-making, history, culture, and analysis in any arts-related project.
- Create, reshape, and fully participate in the enhancement of the quality of life.
- Possess essential technical skills and abilities significant to many aspects of life and work in the 21st century.

Visual Arts: Art 3

Scope and Sequence Map

Quarter 1

Big Idea 1:

1.2 History of the Arts and Culture All students will understand the role, development, and influence of the arts throughout history and across cultures (embedded in all projects).

Big Idea 3:

1.3 Performance All students will synthesize those skills, media, methods, and technologies appropriate to creating, and/or presenting works of art in visual art.
a. still life

Big Idea 2:

1.4 Aesthetic Responses & Critique

Methodologies All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of visual art (embedded in all projects).

Quarter 2

Big Idea 1:

1.2 History of the Arts and Culture All students will understand the role, development, and influence of the arts throughout history and across cultures (embedded in all projects).

Big Idea 4:

1.3 Performance All students will synthesize those skills, media, methods, and technologies appropriate to creating, and/or presenting works of art in visual art.
a. one point perspective

<p>Big Idea 2: 1.4 Aesthetic Responses & Critique Methodologies All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of visual art (embedded in all projects).</p>	
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Quarter 3	
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<p>Big Idea 1: 1.2 History of the Arts and Culture All students will understand the role, development, and influence of the arts throughout history and across cultures (embedded in all projects).</p>	<p>Big Idea 5: 1.3 Performance All students will synthesize those skills, media, methods, and technologies appropriate to creating, and/or presenting works of art in visual art. a. 2 point perspective b. proportion</p>
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<p>Big Idea 2: 1.4 Aesthetic Responses & Critique Methodologies All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of visual art (embedded in all projects).</p>	
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Quarter 4

Big Idea 1:

1.2 History of the Arts and Culture All students will understand the role, development, and influence of the arts throughout history and across cultures (embedded in all projects).

Big Idea 6:

1.3 Performance All students will synthesize those skills, media, methods, and technologies appropriate to creating, and/or presenting works of art in visual art.

- a. portraiture
- b. figure drawing

Big Idea 2:

1.4 Aesthetic Responses & Critique

Methodologies All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of visual art (embedded in all projects).

Curriculum Management System – Big Idea 1

Visual Art/grade 11	Suggested days of instruction: 1 day per project	
Quarter 1 Objective/ Cluster Concept/ Cumulative Progress Indicators Taken from CPI's in NJCCCS standards http://www.nj.gov/education/aps/cccs/ The student will be able to: <div style="background-color: yellow; padding: 2px;">1.2.12.A.1,</div> <div style="background-color: yellow; padding: 2px;">1.2.12.A.2,</div>	Big Idea 1: Art History and culture	
	Topic: Topics are embedded in projects throughout the curriculum	
	<ul style="list-style-type: none"> • Overarching Goals: • Develop and present basic analyses of works of art from structural, historical, cultural, and aesthetic perspectives. • Call upon their informed acquaintance with exemplary works of art from a variety of cultures and historical periods. • Relate various types of arts knowledge and skills within and across the arts disciplines by mixing and matching competencies and understandings in art-making, history, culture, and analysis in any arts-related project. 	
	Goal 1: The student will become familiar with various art movements and the related artists. Goal 2: The student will determine how culture influences the arts.	
	Essential Questions: <ul style="list-style-type: none"> • Does art define culture or does culture define art? • What is old and what is new in any work of art? Enduring Understanding:	Learning Activities: Throughout the year, each Art 3 project begins with art historical references demonstrating the significance of the particular style of drawing as an art form in the history of art and culture.

- Culture affects self-expression, whether we realize it or not.
- Every artist has a style; every artistic period has a style.

Conceptual Understanding:

- Cultural and historical events impact art-making as well as how audiences respond to works of art.
- Access to the arts has a positive influence on the quality of an individual's lifelong learning, personal expression, and contributions to community and global citizenship.

Assessment Models:

Critique
Discussion
Teacher rubrics
Self evaluations
Test questions

Additional resources:

art reproduction posters, slides, videos,
internet art resources

Curriculum Management System - Big Idea 2

Visual Art/grade 11	Suggested days of instruction: 1 day per project	
Quarter 1 Objective/ Cluster Concept/ Cumulative Progress Indicators Taken from CPI's in NJCCCS standards http://www.nj.gov/education/aps/cccs/ The student will be able to: 1.4.12.B.1 1.4.12.B.2	Big Idea 2: Aesthetic Responses & Critique Methodologies	
	Topic: Critique	
	<ul style="list-style-type: none"> • Overarching Goals: • Develop and present basic analyses of works of art from structural, historical, cultural, and aesthetic perspectives. • Call upon their informed acquaintance with exemplary works of art from a variety of cultures and historical periods. • Relate various types of arts knowledge and skills within and across the arts disciplines by mixing and matching competencies and understandings in art-making, history, culture, and analysis in any arts-related project. 	
	Goal 1: The student will be able to make an informed and positive critique of an artwork.	
	Essential Questions: <ul style="list-style-type: none"> • When is art criticism vital and when is it not? Enduring Understanding: <ul style="list-style-type: none"> • The critical processes of observing, describing, interpreting, and evaluating leads to informed judgments about the relative merits of artworks. 	Learning Activities: Throughout the year, each Art 3 project culminates with the exercise of critique which is done in an informed and positive manner. Students model critique methodologies after teacher demonstrations.

Conceptual Understanding:

- Archetypal subject matter exists in all cultures and is embodied in the formal and informal aspects of art.
- The cohesiveness of a work of art and its ability to communicate a theme or narrative can be directly affected by the artist's technical proficiency as well as by the manner and physical context in which it is performed or shown.

Assessment Models:

Discussion

Teacher rubrics

Self evaluations

Additional resources:

n/a

Curriculum Management System – Big Idea 3

Visual Art/grade 11	Suggested days of instruction: 50	
Quarter 1 Objective/ Cluster Concept/ Cumulative Progress Indicators Taken from CPI's in NJCCCS standards http://www.nj.gov/education/aps/cccs/ The student will be able to: 1.3.12.D.1 1.3.12.D.2 1.3.12.D.3 1.3.12.D.5	Big Idea 3: Performance	
	Topic: Still Life Drawing	
	Overarching Goals: <ul style="list-style-type: none"> • Define and solve artistic problems with insight, reason, and technical proficiency. • Call upon their informed acquaintance with exemplary works of art from a variety of cultures and historical periods. 	
	Goal 1: The student will be able to develop an individual vision of the world around him/her. Goal 2: The student will develop the tools and skills to interpret that vision. Goal 3: The student will identify the place of still life drawing in the history of art.	
	Essential Questions: <ul style="list-style-type: none"> • How individuals manipulate the elements of art and principles of design results in original portfolios that reflect choice and personal stylistic nuance • Culturally and historically diverse art media, art mediums, techniques, and styles impact originality and interpretation of the artistic statement • Two- and three-dimensional artworks can be rendered culturally specific by 	Learning Activities: The student will examine examples of famous still life drawing. TSW practice the basic shapes required. TSW learn how to construct an object that appears 3-dimensional. TSW become familiar with positive and negative space. TSW learn how to create the illusion of depth in a drawing. TSW learn how to render volume using shading and blending techniques. TSW construct more and

using the tools, techniques, styles, materials, and methodologies that are germane to a particular cultural style

Enduring Understanding:

- Synthesize the elements of art and principles of design in an original portfolio of two- and three-dimensional artworks that reflects personal style and a high degree of technical proficiency and expressivity.
- Produce an original body of artwork in one or more [art mediums](#) that demonstrates mastery of [visual literacy](#), methods, techniques, and cultural understanding.
- Identify the styles and artistic processes used in the creation of culturally and historically diverse two- and three-dimensional artworks, and emulate those styles by creating an original body of work.

Conceptual Understanding:

- Each art medium has its own materials, processes, skills, and technical application methods.
- The artist's understanding of the relationships among art media, methodology, and visual statement allows the artist to use expressionism, abstractionism (nonobjective art),

more complex still life drawings. TSW practice using varying media. TSW learn related vocabulary.

Assessment Models:

Critique, discussion, teacher rubrics, self evaluations

Additional resources:

Reproductions of famous works of art
Pencils (HB, 3B, 6B, charcoal)
Chalk/oil pastel
Marker
Erasers
Tortillions
80# drawing paper

	realism/naturalism, impressionism, and other genre styles to convey ideas to an audience.	
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Curriculum Management System – Big Idea 3

Visual Art/grade 11	Suggested days of instruction: 30	
Quarter 1 Objective/ Cluster Concept/ Cumulative Progress Indicators Taken from CPI's in NJCCCS standards http://www.nj.gov/education/aps/cccs/ The student will be able to: 1.3.12.D.1 1.3.12.D.2 1.3.12.D.3 1.3.12.D.5	Big Idea 4: Performance	
	Topic: One Point Perspective	
	Overarching Goals: <ul style="list-style-type: none"> Define and solve artistic problems with insight, reason, and technical proficiency. Call upon their informed acquaintance with exemplary works of art from a variety of cultures and historical periods. 	
	Goal 4: The student will be able to use and understand one point perspective. Goal 5: The student will be able to create 3 dimensionality in his/her drawing. Goal 6: The student will identify the place of perspective drawing in the history of art.	
	Essential Questions: <ul style="list-style-type: none"> How individuals manipulate the elements of art and principles of design results in original portfolios that reflect choice and personal stylistic nuance Culturally and historically diverse art media, art mediums, techniques, and styles impact originality and interpretation of the artistic statement Two- and three-dimensional artworks can be rendered culturally specific by 	Learning Activities: The students will learn the concepts of vanishing point and horizon line. TSW draw boxes above, on, and below HL. TSW Assessment Models: Critique, discussion, teacher rubrics, self evaluations

using the tools, techniques, styles, materials, and methodologies that are germane to a particular cultural style

Enduring Understanding:

- Synthesize the elements of art and principles of design in an original portfolio of two- and three-dimensional artworks that reflects personal style and a high degree of technical proficiency and expressivity.
- Produce an original body of artwork in one or more [art mediums](#) that demonstrates mastery of [visual literacy](#), methods, techniques, and cultural understanding.
- Identify the styles and artistic processes used in the creation of culturally and historically diverse two- and three-dimensional artworks, and emulate those styles by creating an original body of work.

Conceptual Understanding:

- Each art medium has its own materials, processes, skills, and technical application methods.
- The artist's understanding of the relationships among art media, methodology, and visual statement allows the artist to use expressionism, abstractionism (nonobjective art), realism/naturalism, impressionism, and

Additional resources:

Reproductions of famous works of art
Pencils (HB, H, 2H)
Erasers
T Squares
Drafting Tape
Tortillions
80# drawing paper

	other genre styles to convey ideas to an audience.	
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Curriculum Management System Big Idea 3

Visual Art/grade 11	Suggested days of instruction: 10	
Quarter 1 Objective/ Cluster Concept/ Cumulative Progress Indicators Taken from CPI's in NJCCCS standards http://www.nj.gov/education/aps/cccs/ The student will be able to: 1.3.12.D.1 1.3.12.D.2 1.3.12.D.3 1.3.12.D.5	Big Idea 5a: Performance	
	Topic: Two Point Perspective	
	Overarching Goals: <ul style="list-style-type: none"> • Define and solve artistic problems with insight, reason, and technical proficiency. • Call upon their informed acquaintance with exemplary works of art from a variety of cultures and historical periods. 	
	Goal 7: The student will be able to use and understand two point perspective. Goal 8: The student will be able to create 3 dimensionality in his/her drawing. The student will identify the place of perspective drawing in the history of art..	
	Essential Questions: <ul style="list-style-type: none"> • How individuals manipulate the elements of art and principles of design results in original portfolios that reflect choice and personal stylistic nuance • Culturally and historically diverse art media, art mediums, techniques, and styles impact originality and interpretation of the artistic statement • Two- and three-dimensional artworks can be rendered culturally specific by using the tools, techniques, styles, materials, and methodologies that are germane to a particular cultural style 	Learning Activities: Following discussion and demonstration on basic lay-out and typography, the students will create a practice poster. Then TSW design 3 thumbnail sketches for posters for an upcoming school event. Following thumbnail critique, students will create poster using the chosen design. Assessment Models: Critique, discussion, teacher rubrics, self evaluations Additional Resources:

Enduring Understanding:

- Synthesize the elements of art and principles of design in an original portfolio of two- and three-dimensional artworks that reflects personal style and a high degree of technical proficiency and expressivity.
- Produce an original body of artwork in one or more [art mediums](#) that demonstrates mastery of [visual literacy](#), methods, techniques, and cultural understanding.
- Identify the styles and artistic processes used in the creation of culturally and historically diverse two- and three-dimensional artworks, and emulate those styles by creating an original body of work.

Conceptual Understanding:

- Each art medium has its own materials, processes, skills, and technical application methods.
- The artist's understanding of the relationships among art media, methodology, and visual statement allows the artist to use expressionism, abstractionism (nonobjective art), realism/naturalism, impressionism, and other genre styles to convey ideas to an audience.

Reproductions of famous works of art

Pencils (HB, H, 2H)

Erasers

T Squares

Drafting Tape

Tortillions

80# drawing paper

Curriculum Management System Big Idea 4

Visual Art/grade 11	Suggested days of instruction: 15	
Quarter 2 Objective/ Cluster Concept/ Cumulative Progress Indicators Taken from CPI's in NJCCCS standards http://www.nj.gov/education/aps/cccs/ The student will be able to: 1.3.12.D.1 1.3.12.D.2 1.3.12.D.3 1.3.12.D.4 1.3.12.D.5	Big Idea 5b: Performance	
	Topic: Proportion	
	Overarching Goals: <ul style="list-style-type: none"> • Define and solve artistic problems with insight, reason, and technical proficiency. • Call upon their informed acquaintance with exemplary works of art from a variety of cultures and historical periods. 	
	Goal 9: The student will be able to use and understand human proportion. Goal 10: The student will be able to create a realistically proportioned figure. Goal 11: The student will identify the place of proportion in the history of art.	
	Essential Questions: <ul style="list-style-type: none"> • How individuals manipulate the elements of art and principles of design results in original portfolios that reflect choice and personal stylistic nuance • Culturally and historically diverse art media, art mediums, techniques, and styles impact originality and interpretation of the artistic statement • Two and three-dimensional artworks can be rendered culturally specific by using the tools, techniques, styles, 	Learning Activities: Students will practice drawing different parts of the human anatomy. TSW do quick gesture drawings of the human figure. Students will draw the full figure in proportion. Assessment Models: Critique, discussion, teacher rubrics, self evaluations

materials, and methodologies that are germane to a particular cultural style

Enduring Understanding:

- Synthesize the elements of art and principles of design in an original portfolio of two- and three-dimensional artworks that reflects personal style and a high degree of technical proficiency and expressivity.
- Produce an original body of artwork in one or more [art mediums](#) that demonstrates mastery of [visual literacy](#), methods, techniques, and cultural understanding.
- Identify the styles and artistic processes used in the creation of culturally and historically diverse two- and three-dimensional artworks, and emulate those styles by creating an original body of work.

Conceptual Understanding:

- Each art medium has its own materials, processes, skills, and technical application methods.
- The artist's understanding of the relationships among art media, methodology, and visual statement allows the artist to use expressionism, abstractionism (nonobjective art), realism/naturalism, impressionism, and

Additional resources:

Reproductions of famous works of art
Handouts
Pencils (HB, 3B, 6B, charcoal)
Chalk/oil pastel
Erasers
Tortillions
80# drawing paper

	other genre styles to convey ideas to an audience.	
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Curriculum Management System Big Idea 4

Visual Art/grade 11	Suggested days of instruction: 20	
Quarter 2 Objective/ Cluster Concept/ Cumulative Progress Indicators Taken from CPI's in NJCCCS standards http://www.nj.gov/education/aps/cccs/ The student will be able to: 1.3.12.D.1 1.3.12.D.2 1.3.12.D.3 1.3.12.D.4 1.3.12.D.5	Big Idea 6a: Performance	
	Topic: Portraiture	
	Overarching Goals: <ul style="list-style-type: none"> • Define and solve artistic problems with insight, reason, and technical proficiency. • Call upon their informed acquaintance with exemplary works of art from a variety of cultures and historical periods. 	
	Goal 12: The student will be able to understand and create a portrait. Goal 13: The students will be familiar with the basic proportions of the human head.	
	Essential Questions: <ul style="list-style-type: none"> • How individuals manipulate the elements of art and principles of design results in original portfolios that reflect choice and personal stylistic nuance • Culturally and historically diverse art media, art mediums, techniques, and styles impact originality and interpretation of the artistic statement • Two- and three-dimensional artworks can be rendered culturally specific by using the tools, techniques, styles, materials, and methodologies that are 	Learning Activities: The students will learn the proportions of the human head. TSW draw a portrait using a photo. TSW draw a portrait using a mirror. Assessment Models: Critique, discussion, teacher rubrics, self evaluations, test questions Additional resources:

germane to a particular cultural style

Enduring Understanding:

- Synthesize the elements of art and principles of design in an original portfolio of two- and three-dimensional artworks that reflects personal style and a high degree of technical proficiency and expressivity.
- Produce an original body of artwork in one or more [art mediums](#) that demonstrates mastery of [visual literacy](#), methods, techniques, and cultural understanding.
- Identify the styles and artistic processes used in the creation of culturally and historically diverse two- and three-dimensional artworks, and emulate those styles by creating an original body of work.

Conceptual Understanding:

- Each art medium has its own materials, processes, skills, and technical application methods.
- The artist's understanding of the relationships among art media, methodology, and visual statement allows the artist to use expressionism, abstractionism (nonobjective art), realism/naturalism, impressionism, and other genre styles to convey ideas to an audience.

Reproductions of famous works of art

Pencils (HB, 3B, 6B, charcoal)

Chalk/oil pastel

Erasers

Tortillions

80# drawing paper

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Curriculum Management System – Big Idea 4

Visual Art/grade 10	Suggested days of instruction: 15	
Quarter 2 Objective/ Cluster Concept/ Cumulative Progress Indicators Taken from CPI's in NJCCCS standards http://www.nj.gov/education/aps/cccs/ The student will be able to: 1.3.12.D.1 1.3.12.D.2 1.3.12.D.3	Big Idea 6b: Performance	
	Topic: Figure Drawing	
	<ul style="list-style-type: none"> • Overarching Goals: • Define and solve artistic problems with insight, reason, and technical proficiency. • Call upon their informed acquaintance with exemplary works of art from a variety of cultures and historical periods. • 	
	<p>Goal 14: The student will be able to understand and produce renderings of the human figure.</p> <p>Goal 15: The student will be able to create the illusion of 3 dimensionality in his/her drawing.</p> <p>Goal 16: The student will identify the place of figure drawing in the history of art.</p>	
	Essential Questions: <ul style="list-style-type: none"> • How individuals manipulate the elements of art and principles of design results in original portfolios that reflect choice and personal stylistic nuance • Culturally and historically diverse art media, art mediums, techniques, and styles impact originality and interpretation of the artistic statement • Two- and three-dimensional artworks 	Learning Activities: Students will practice drawing different parts of the human anatomy. TSW do quick gesture drawings of the human figure. Students will draw the full figure in proportion. TSW incorporate line, shape, value and texture within the composition. TSW place the figure in a space.

can be rendered culturally specific by using the tools, techniques, styles, materials, and methodologies that are germane to a particular cultural style

Enduring Understanding:

- Synthesize the elements of art and principles of design in an original portfolio of two- and three-dimensional artworks that reflects personal style and a high degree of technical proficiency and expressivity.
- Produce an original body of artwork in one or more [art mediums](#) that demonstrates mastery of [visual literacy](#), methods, techniques, and cultural understanding.
- Identify the styles and artistic processes used in the creation of culturally and historically diverse two- and three-dimensional artworks, and emulate those styles by creating an original body of work.

Conceptual Understanding:

- Each art medium has its own materials, processes, skills, and technical application methods.
- The artist's understanding of the relationships among art media, methodology, and visual statement allows the artist to use expressionism,

Assessment Models:

Critique, discussion, teacher rubrics, self evaluations, test questions

Additional resources:

Reproductions of famous works of art
Pencils (HB, 3B, 6B, charcoal)
Chalk/oil pastel
Erasers
Tortillions
80# drawing paper
Drawing boards

	abstractionism (nonobjective art), realism/naturalism, impressionism, and other genre styles to convey ideas to an audience.	
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