



SCHOOL DISTRICT OF THE CHATHAMS CURRICULUM PROFILE



CONTENT AREA(S): Visual Art

GRADE LEVEL(S): 9-12

COURSE: Experiencing Fine Art

TIME FRAME: Semester (2.5 credits)
90 days

I. Course Overview

The School District of the Chathams' Visual Art Department teaches using the National Core Art Standards as our compass, developing our students' ability to create, present, respond, and connect with works of art.

We teach using a studio thinking philosophy, where our students develop craft, engage in personally meaningful endeavors, envision new works of art and how to bring them life, express personal meaning, observe and interpret meaning in the works of others, reflect on works of art and processes, explore new techniques, and experience collaborative artistic communities.

We teach to foster and develop our students' creative thinking and because we believe every student has the ability to develop and communicate their personal identity through the study of visual art, regardless of their future career path.

Experiencing Fine Art provides students with the knowledge of basic art principles and core concepts at the secondary level. Students will experience many forms of art making, techniques, and materials including (but not limited to) drawing, painting, sculpture, graphic design, multimedia, and collaborative concepts. Students are evaluated on their process of artistic creation in addition to their completed products. In this format, students are encouraged to take creative risks and challenge their artistic comfort zones. This course is required prior to enrollment in additional art electives.

II. Units of Study

***Please Note: The order in which the units are taught can be adjusted at the teacher's discretion. ***

Unit 1: Line (~18 days)

- Contour Line Object Self Portrait
- Botanical Positive and Negative Space Collage

Unit 2: Value (~18 days)

- Noodle Still Life
- Torn Paper Portraits

Unit 3: Color (~18 days)

- Pet Portraits
- Candy Still Life

Unit 4: Media Exploration (~18 days)

- Linoleum Print
- Ceramic Planters

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Unit 5: Artist-Inspired (~18 days)

- O'Keefe Pastel

Each project/topic is broken down in the following manner:

- Concept Introduction & Art History Connections
 - *Whole group discussion of basic concepts and connections to art history and culture.*
- Material/Skill Demonstration
 - *Teacher-led demonstration/modeling of new skills.*
 - *Students practice new skills.*
- Project Planning & Execution
 - *Students apply concepts and skills in a hands-on manner through the creation of individual works of art.*
- Reflection & Self-Evaluation
 - *Students complete a critique sheet, reflecting on their work and design process.*

III. Essential Questions

Unit 1: Line

- How do artists use lines in their artwork?
- How does the weight of line affect how you view dimension?
- What is the difference between a contour line and sketched line and how/when do you use each?

Unit 2: Value

- What is value and how can an artist use value to show dimension?
- What are the various media that I can use to create value?
- How does relative value impact how light or dark a value appears?

Unit 3: Color

- What is the color wheel (primary, secondary and tertiary colors) and how do I employ colors to evoke feelings or emotion?
- What is the difference between color tiers, tints, hues, and tones and how can I use them in my artwork?
- What does monochromatic and complementary mean and how/when do I employ these techniques into my artwork?

Unit 4: Media Exploration

- What is the reductive process and how is it used in printing?
- How do I safely work with linoleum cutting and printing?
- How do I work with clay to create 3-dimensional works of art?
- What other media can I use (besides clay) to create 3-dimensional works of art?

Unit 5: Artist-Inspired

- What is the style of the artist under investigation and how do I emulate it using a variety of media?
- How does the artist under investigation use materials and manipulate media to create their artistic style?

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IV. Learning Objectives

- Create accurate contour line drawings of meaningful personal objects. Develop an artwork that demonstrates compositional balance and visual rhythm.
- Students will be able to use contour lines to depict objects (mechanical/botanical) in a 2-dimensional presentation with contour line and effective composition.
- Identify the application of positive and negative space in an artwork.
- Develop contour line drawing which showcases knowledge and ability to use negative space as the concept for the drawing.
- Create a collage that works visually with the botanical cut paper image.
- Utilize a variety of line techniques to draw. (*line weight, overlapping*)
- Draw an object from multiple points of view using contour line.
- Use the grid enlarging technique to create a larger-than-life still life.
- Students will utilize a full range of drawing pencil values to render a still life.
- Identify values in a photograph and match values from a limited palette of pre-painted paper.
- View areas of a photograph in terms of shapes, forms and planes rather than line and color
- Use collage as an impressionistic painting medium.
- Apply color palette to a portrait. Students will learn the properties of acrylic paint and the proper use and clean up of the materials.
- To allow students to experience the fluidity of watercolor. Creating a landscape with should allow them to let go of the constraints of perfection and use color theory and composition to guide them.
- Demonstrate visual understanding of a natural form through direct observation (from life).
- Use color expressively to create convincing natural form with correct values.
- Demonstrate their knowledge of composition by deconstructing and synthesizing images.
- Apply their knowledge of color theory by utilizing a color scheme to alter an image's emotional qualities.
- Apply colored pencils through layering, blending, and mark making to achieve a range of visual results.
- Creating a printmaking image through linoleum carving that can be reproduced in multiples.
- Become familiar with the basic hand-building technique of creating pinch pots. Beginning with basic forms, alter, add to and adapt, for an original design intended for use with a specific plant. Decorate the surface using carving, glazing and other methods.
- Use hatching, cross hatching and other mark making techniques, along with various scratch tool tips, to create a scratchboard image of an animal, showing convincing visual texture.
- Using masking tape, scissors, X-Acto knives and keen powers of observation, students will make an exact replica of a shoe.
- Demonstrate the usage of scale in an artwork and how it changes the viewers perception of a subject.
- Work with found natural objects and develop an arrangement emphasizing one or more of the five elements of art.



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NJSLS Visual Art Standards:

- 1.1.12.D.1 Distinguish innovative applications of the elements of art and principles of design in visual artworks from diverse cultural perspectives and identify specific cross-cultural themes.
- 1.1.12.D.2 Translate literary, musical, theatrical, and dance compositions by using them as stimulus/inspiration for corresponding visual artworks.
- 1.2.12.A.1 Determine how visual art has influenced world cultures throughout history.
- 1.2.12.A.2 Justify the impact of innovations in the arts (e.g., the availability of music online) on societal norms and habits of mind in various historical eras.
- 1.3.12.D.1 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.
- 1.3.12.D.2 Produce an original body of artwork in one or more art mediums that demonstrates mastery of visual literacy, methods, techniques, and cultural understanding.
- 1.3.12.D.3 Organize an exhibit of personal works of visual art that convey a high level of understanding of how the expression of ideas relates to the art media, art mediums, and techniques used.
- 1.3.12.D.4 Analyze the syntax and compositional and stylistic principles of two- and three-dimensional artworks in multiple art media (including computer-assisted artwork), and interpret themes and symbols suggested by the artworks.
- 1.3.12.D.5 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.
- 1.4.12.A.2 Speculate on the artist's intent, using discipline-specific arts terminology and citing embedded clues to substantiate the hypothesis.
- 1.4.12.A.4 Evaluate how exposure to various cultures influences individual, emotional, intellectual, and kinesthetic responses to artwork.
- 1.4.12.B.1 Formulate criteria for arts evaluation using the principles of positive critique and observation of the elements of art and principles of design, and use the criteria to evaluate works of dance, music, theatre, visual, and multimedia artwork from diverse cultural contexts and historical eras.
- 1.4.12.B.2 Evaluate how an artist's technical proficiency may affect the creation or presentation of a work of art, as well as how the context in which a work is performed or shown may impact perceptions of its significance/meaning.
- 1.4.12.B.3 Determine the role of art and art-making in a global society by analyzing the influence of technology on the visual, performing, and multimedia arts for consumers, creators, and performers around the world.

National Core Arts Standards

- VA:Cr1.1.1a Use multiple approaches to begin creative endeavors
- VA:Cr1.2.1a Shape an artistic investigation of an aspect of the present day life using a contemporary practice of art or design.
- VA:Cr2.1.1a Engage in making a work of art or design without having a preconceived plan.
- VA:Cr2.2.1a Explain how traditional and nontraditional materials may impact human health and the environment and demonstrate safe handling of materials, tools, and equipment.

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- VA:Pr4.1.1a Analyze, select, and curate artifacts and/or artworks for presentation and preservation.
- VA:Pr5.1.1a Analyze and evaluate the reasons and ways an exhibition is presented
- VA:Pr6.1.1a Analyze and describe the impact that an exhibition or collection has on personal awareness of social, cultural, or political beliefs and understandings.
- VA:Re.7.1.1a Hypothesize ways in which art influences perception and understanding of human experiences.
- VA:Re.7.2.1a Analyze how one's understanding of the world is affected by experiencing visual imagery.
- VA:Re.8.1.1a Interpret an artwork or collection of works, supported by relevant and sufficient evidence found in the work and its various contexts.
- VA:Re.9.1.1a Establish relevant criteria in order to evaluate a work of art or collection of works.
- VA:Cn10.1.1a Document the process of developing ideas from early stages to fully elaborated ideas.

Technology Integration | NJSLS 8.1

- 8.1.12.A.3 Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue.
- 8.1.5.D.1 Understand the need for and use of copyrights.
- 8.1.12.D.1 Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.

21st Century Integration | NJSLS 9

- 9.3.12.AR-VIS.1 Describe the history and evolution of the visual arts and its role in and impact on society.
- 9.3.12.AR-VIS.2 Analyze how the application of visual arts elements and principles of design communicate and express ideas.
- 9.3.12.AR-VIS.3 Analyze and create two and three-dimensional visual art forms using various media.
- 9.3.12.AR-AV.2 Demonstrate the use of basic tools and equipment.

Career Ready Practices

- CRP1. Act as a responsible and contributing citizen..
- CRP2. Apply appropriate academic and technical skills.
- CRP4. Communicate clearly and effectively and with reason.
- CRP6. Demonstrate creativity and innovation.
- CRP7. Employ valid and reliable research strategies.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP10. Plan education and career paths aligned to personal goals.
- CRP11. Use technology to enhance productivity.
- CRP12. Work productively in teams while using cultural global competence.

Interdisciplinary Connections

- Language Arts (allegorical symbolism)
NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

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- Social Studies
 - 6.2.12.D.2.a Determine the factors that led to the Renaissance, the significance of the location of the Italian city-states as the center of the Renaissance, and the impact on the arts.
- Engineering
 - 8.2.12.B.1 The cultural, social, economic and political effects of technology
 - 8.2.12.C.1 The attributes of design.
 - 8.2.12.C.6 The role of troubleshooting, research and development, invention and innovation and experimentation in problem solving.
- Mathematics
 - G-MG.A.1 Use geometric shapes, their measures, and their properties to describe objects (e.g., modeling a tree trunk or a human torso as a cylinder).
- Science (Chemical Reactions - Heat [Kiln])
 - HS-PS1-5. Apply scientific principles and evidence to provide an explanation about the effects of changing the temperature or concentration of the reacting particles on the rate at which a reaction occurs.

V. Instructional Materials

Core Materials:

- [The Art of Education](#)
- [Incredible Art Lessons](#)
- [Google Arts & Culture \(Art Culture Resources\)](#)
- Teacher computer with Internet access and projector/Smart Board
- Document Camera
- Chromebooks/Computing Devices (*for research*)
- Oil Pastels
- Canvas Board
- Watercolor Paint
- Brushes
- Watercolor Paper
- Acrylic Paint
- Construction Paper
- Cutting Knives
- Cutting Mats
- X-Acto Knives
- Safety Scissors
- Pencils
- Glue
- References Images
- Black and White Paper
- Clay References
- Kiln
- Glazes
- Sketch Paper
- Pencils

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- Clay
- Clay Tools

Supplemental/District Created Materials:

- Contour Line Object Self Portrait Project Sheet
- Contour Line Object Self Portrait Rubric
- Crushed Can Project Sheet
- Crushed Can Rubric
- Botanical Positive and Negative Space Collage Project Sheet
- Positive Negative Space Presentation
- Value Noodle Still Life
- Value Basics Presentation
- Torn Paper Portraits
- Pet Portraits
- Candy Still Life
- Linoleum Print
- Ceramic Planters
- O'Keefe Pastel

VI. Key Performance and Benchmark Tasks

Assessment Methods:

- Students will complete approximately five (5) projects throughout the semester.
- When a student completes a project, s/he will complete a critique sheet, reflecting on their work and answer thoughtful questions on their design process.
- A rubric is outlined on the critique sheet, delineating the project parameters and expectations.

Summative:

- Contour Line Object Self Portrait - Draw accurate contour lines of common personal objects. Arrange these drawings in a composition that is balanced and demonstrates visual rhythm.
- Botanical Positive and Negative Space Collage - Complete a contour line drawing which showcases their knowledge and ability to use negative space as the concept for the drawing. Develop a collage that works visually with the botanical cut paper image
- Noodle Still Life - Students will use the grid enlarging technique to create a larger-than-life noodle still life. Mastery of value and gradients will make noodles look three dimensional and composition.
- Torn Paper Portraits - Students will look for the values in a photograph then select matching values from a limited palette, view areas of the photograph in terms of shapes, forms and planes and use collage as an impressionistic painting medium.
- Pet Portraits - Students will create a portrait of their own pet or a pet that they would like to own. They use their knowledge of color theory and a pre planned color scheme to render their subject on pre painted black canvas paper. The objective of this assignment is not to create a duplicate of the local colors in the pet image but to utilize an expressive color palette in their paintings.

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- Candy Still Life - Students will use grid enlargement technique to create a larger-than-life candy still life. Value, gradients and color blending will be used to make candy look three dimensional and pop off the page.
- Linoleum Print - Students will demonstrate knowledge of the influence of relief printmaking in history, design a suitable image and printing plate for printmaking and develop a series of prints that showcase intentional reproductions of their print and variety.
- Ceramic Pinch Planters - Students will create two pinch pots, scored and slipped into a sphere and create an opening in this sphere. Students will add attachments to the planter and treat the surface of the form with texture.
- O'Keefe Pastel - Students will demonstrate visual understanding of a natural form through direct observation from life, enlarge and crop their drawings of the natural forms to create an abstraction.

Formative:

- Personal Portfolio Reflection Sheet
- Peer Feedback: TAG (Tell, Ask, Give) Sticky Notes
- Peer Feedback Form
- Self-Reflection: 2 Stars & 1 Wish
- Critique Guide
- Reflective Exit Tickets/Slips
- Contour Line Object Self Portrait - Line Quality and Mark Making
- Botanical Positive and Negative Space Collage - Positive & Negative Space Drawing
- Noodle Still Life - Value Scale/Gradient
- Torn Paper Portraits - Torn Paper Portraits
- Pet Portraits - Color Palette Warm Up
- Candy Still Life - Candy Practice
- Linoleum Print - Lino Practice
- Ceramic Pinch Planters - Pinch Pot Planner Sketch
- O'Keefe Pastel - Oil Pastel Color Theory

Alternative:

- Student choice is built into each project, which makes each project unique for each and every student.
- Adjustments to assessment criteria and assessments themselves are described below.

VII. Accommodations & Modifications for Special Education, Students at Risk for School Failure, English Language Learners, Gifted & Talented, and 504s

Special Education

- Student choice in projects to allow for appropriate skill levels to be applied.
- Clarify and repetition of expectations, review of expectations at the start of class, highlighting expectations on student hardcopies, provide specific tasks as needed to clarify goals.
- Support of student focus: verbal prompts, visual cues (lights out, etc.).
- Positive reinforcement.

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- Remove the expectation of advanced craftsmanship
- Pacing and guidance in long term projects.
 - Work chunked out based on tasks, individual check ins.
 - Extended projects are broken down into manageable tasks with frequent check-ins from the teacher.
- Contour Line Object Self Portrait
 - Trace an object vs. drawing from life
 - Use scanner to resize drawing to help make a better composition
 - Instructor driven composition to allow for student success
- Botanical Positive and Negative Space Collage
 - Provide student with easy shapes and natural material to draw from
 - Provide students with patterns
 - Teach remedial cutting to students who have never used exacto knives
 - Instructor driven composition for success
- Noodle Still Life -
 - Reduce number of noodles required
 - Reduce overall project size
 - Assist student with line drawing and make them responsible for shading component only
- Torn Paper Portraits
 - Gradient sheets of monochromatic colors provided
 - Allow student to trace from a printout
 - Students who need assistance deciding what hue to use may follow a numerical system provided by instructor for better success
- Pet Portraits -
 - Select basic color scheme
 - Assist student in mixing cups of set values
 - Create a “color by number” for value placement
- Candy Still Life -
 - Reduce number of candy pieces required
 - Reduce overall project size
 - Assist student with line drawing and make them responsible for shading/color component only
- Linoleum Print -
 - Allow student to find black and white image online
 - Assist with image transfer to linoleum
 - Help student by delineating cut/uncut areas clearly
- Ceramic Pinch Planters
 - Limit the quantity of clay
 - Allow the student to have supplemental instruction to create pinch pots
 - Accept projects that have no texture or adornments
 - Allow student a limited palette of glazes to help create a successful experience
- O’Keefe Pastel -
 - Allow student to find a photograph of a natural object online
 - Assist student in cropping an interesting selection
 - Provide assistance with grid enlargement process



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- Assign color palette to limit colors used

English Language Learners

- Use of Google Translate to assist students with instructions and lessons so they can follow along.
- Adjust goals to allow for language acquisition.
- Visual prompts and demonstrations.
- Teacher modeling of skills.
- Simplified written and verbal instructions. Include written instructions to supplement verbal in their native language.
- Preferential seating.

Gifted & Talented

- Access to additional materials to develop ideas and project details.
- Contour Line Object Self Portrait
 - Challenge students to draw more complicated objects.
 - Limit teacher input to composition.
 - Students design negative space to better unify the composition.
- Botanical Positive and Negative Space Collage
 - Challenge students to draw more complicated objects.
 - Make negative space and cut pieces more intricate.
- Noodle Still Life
 - Create more realistic shapes by using weighted line and value.
 - Create a varied background that adds to the overall composition.
 - Develop a range of value that exceeds assignment's expectations.
 - Mark making on paper surface is intentional and developed with care.
- Torn Paper Portraits
 - Draw from a photograph (or life) dependent on ability.
 - Choose a portrait pose that lends itself to more complicated paper tears.
 - Use small pieces of paper to add to the overall craftsmanship of the portrait.
- Pet Portraits
 - Use a more complicated photo which will challenge them to create more hues in the portrait.
 - Select an advanced color scheme.
 - Apply paint in a more expressive/interpretive manner.
 - Craftsmanship will be exemplary.
- Candy Still Life
 - Explore more complex forms and compositional relationships. Students can develop a second art piece or introduce a new medium.
- Linoleum Print
 - Design a piece that incorporates more than the required 3 colors.
- Ceramic Pinch Planters
 - Encourage the use of combined pinch forms to make an advanced form
 - Create custom texture tools.
 - Make advanced embellishments, handles, etc.

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- O'Keefe Pastel
 - Create multiple pieces as a series with harmonious color schemes.

Students at Risk of School Failure

- Student choice in projects to allow for appropriate skill levels to be applied.
- Clarify and repetition of expectations, review of expectations at the start of class, highlighting expectations on student hardcopies, provide specific tasks as needed to clarify goals.
- Support of student focus: verbal prompts, visual cues (lights out, etc.).
- Positive reinforcement.
- Pacing and guidance in long term projects: Work chunked out based on tasks, individual check ins.
- Extended projects are broken down into manageable tasks with frequent check-ins from the teacher.

504s

- Completely dependent on the student's 504 plan.
 - If the student cannot utilize computers or look at screens, research, planning, and computer-based learning experiences can be done on paper.
 - If the students' level of mobility is limited, making it difficult for the students to navigate the classroom, the student will be assigned a buddy to help with acquiring the necessary materials and supplies.
 - If the students' fine or gross motor skills are impacted, s/he will receive assistance from the teacher for the specific artistic skills that require them.

GENERAL NOTES:

- The order in which the units are taught can be adjusted at the teacher's discretion.
- Projects may change to teacher discretion as long as the identical principles of Art are incorporated.
- Days are fluid and some activities may extend longer.
- Lessons and units will be adjusted as per students' prior knowledge.
- Allowing individual student creative processes to help curtail formulaic projects.