

# **COURSE OF STUDY GUIDE**

## **LOWER CAPE MAY REGIONAL SCHOOL DISTRICT**

**TITLE OF COURSE: Art II**

**GRADE: 10-12**

**DATE REVISED 12/10/14**

### **I. COURSE ORGANIZATION:**

Length: 36 weeks

Credits: 5

### **II. COURSE DESCRIPTION:**

This course will engage students in expanding their knowledge of the principles and elements of design, color theory, grid method, value study and rendering. Students will continue improving their skills in the fundamental techniques of drawing and painting, begin the study of three-dimensional construction and sculptural techniques, and be introduced to the cultural and artistic historical significance of the work of Peter Max, Heinz Edelman, Deborah Butterfield, Robert Rauschenberg, and Claes Oldenburg. Louise Nevelson, Salvador Dali, and the Celts. This course serves as a prerequisite for Art III.

### **III. COURSE LEVEL ASSESSMENTS AND BENCHMARKS**

Standard forms:

Students will identify, define and apply appropriate vocabulary and terminology.

Student work will be evaluated using project specific rubrics.

Written:

Students will read packets based on the life, work, and times of specific artists and answer a series of questions on the reading.

Students will complete a vocabulary assignment and take a test on the terms.

Students will evaluate their own work using various rubrics.

#### IV. Public Speaking:

Students will prepare a power point presentation on an artist's life and work and present the information to the class.

#### V. Portfolio:

Students will create a portfolio of work done during the class showing evidence of an understanding of the principles and elements of design, an ability to employ the grid method effectively, an ability to render three-dimensional form, an understanding of basic color theory, an improvement in drawing and painting skills, and an ability to create well-structured and designed three-dimensional form.

#### VI. Modifications: Inclusion techniques/enrichments

Possible instructional techniques may include but may not be limited to the following:

**Resource center:** a course of study will be modified to accommodate the specific needs of a special education student as outlined in his/her IEP.

**Inclusion:** peer tutoring, computer software, oral tests, visual organizers, study guides, and cooperative learning activities.

Students are provided with supplemental curricular materials that are used for assigned readings. Through teacher-directed instructional activities, students are asked to acquire knowledge and skills, develop an understanding of content and apply it to their work, synthesize material, and make evaluative judgments.

When planning each lesson, teachers select specific objectives, organize material to achieve maximum understanding, make associations, and check for understanding at frequent intervals. Technology materials are used when appropriate. Specific modifications are made by the teacher depending on the disability and needs of the individual student.

**VII. Materials/technology**

All art supplies relating to drawing/painting/sculpture

Cell phones

Computers

Printers

Found and recycled objects

# Content Pacing Guide & Standards

<b>Unit Title: ART II- DRAWING</b>		
CONTENT:	Standards	Time Frame
Principles and elements of design		
Drawing skills	1.1.12.D.1	
Art history	1.3.12.D.1	
<b>ACTIVITIES:</b>	1.3.12.D.2	
Value scale	1.3.12.D.3	1 class
3D ball	1.4.12.B.1	1 class
Still life	1.4.12.B.2	4 weeks
Scratchboard drawing of an animal	AR-VIS1	4 weeks
Colored pencil drawing of shells	AR-VIS2	4 weeks
Completion of a homework assignment researching 10 movements in art history each quarter	AR-VIS3	
Completion of a reading assignment and a series of questions on composition	CCSS.ELA-LITERACY.RST.11-12.4	
<b>ASSESSMENT:</b>	CCSS.ELA-LITERACY.RST11-12.2	
Successful measurement of a 10 step value scale	CCSS.ELA-LITERACY.RST11-12.3	
Successful creation of an even progression of value from white to black in 10 distinct steps	CCSS.ELA-LITERACY.RST.11-12.4	
Creation of a smooth even integrated value within each box	CCSS.ELA-LITERACY.RST.11-12.7	
Creation of a strong balanced composition with a clear focal point and interesting negative shapes, demonstrating an understanding of the elements of design and composition techniques	CCSS.ELA-LITERACY.RST.9-10.2	
Evidence of accuracy of drawing	CCSS.ELA-LITERACY.RST.9-10.3	
Creation of a realistic 3 dimensional space and volume of objects demonstrating an understanding of shading techniques	CCSS.ELA-LITERACY.RST.9-10.7	
Creation of good contrast with a full range of value	CRP4	
Creation of a clear and consistent light source	CRP6	
Creation of a variety of textures and patterns through the use of different lines, stippling, cross-hatching, and mark-making	CRP8	
Evidence of successful use of a scratch pen and scratching techniques		
Creation of a full range of value		
Creation of a strong composition containing visual lines leading your eye through the picture, cropping, overlapping, breaking the perimeter, and the rule of thirds		

<p>Creation of volume through color value</p> <p>Creation of vibrant, rich color through layering</p> <p>Creation of detail and individuality of the objects through direct observation</p> <p>Craftsmanship</p>		
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<b>Unit Title: ART II - PAINTING</b>		
<b>CONTENT:</b>	<b>Standards</b>	<b>Time Frame</b>
Principles and elements of design	1.1.12.D.1	
Painting skills	1.2.12.A.1	
Art history	1.2.12.A.2	
<b>ACTIVITIES:</b>	1.3.12.D.1	
Color scale	1.3.12.D.2	1 week
Illuminated manuscript letter	1.3.12.D.3	4 weeks
Completion of a reading assignment and a series of questions on medieval illuminated manuscript writing and Celtic art	1.3.12.D.4	
	1.3.12.D.5	
Cosmic art painting	1.4.12.A.4	
Completion of a reading assignment and a series of questions on the life and work of Peter Max and Heinz Edelman	1.4.12.B.1	4 weeks
	1.4.12.B.2	
Posterized portrait	AR-VIS1	
Completion of a reading assignment and a series of questions on portraits from different periods in art history	AR-VIS2	
	AR-VIS3	4 weeks
Silhouette	CCSS.ELA-LITERACY.RST11-12.2	
<b>ASSESSMENT:</b>	CCSS.ELA-LITERACY.RST11-12.3	2 weeks
Successful measurement of a 6 step color value scale	CCSS.ELA-LITERACY.RST.11-12.4	
Successful brush handling and paint mixing	CCSS.ELA-LITERACY.RST.11-12.7	
Successful achievement of a 6 step scale of tints and shades of the 6 primary and secondary colors, creating a progression of value from light to dark with distinct even steps	CCSS.ELA-LITERACY.RST.9-10.2	
Creation of flat even paint application, clean edges, and smooth integrated color value within each box	CCSS.ELA-	
Creation of an original design based on medieval illuminated manuscript letters and Celtic art		
Successful incorporation of Celtic and Gothic styles		

<p>using interlacing, decorative, sinuous line, and stylized plant and imaginary animal forms</p> <p>Successful use of harmonious color</p> <p>Creation of an original design based on the cosmic art movement and surrealism</p> <p>Successful incorporation of the surrealist and cosmic techniques of creating unrealistic spacial situations, unexpected juxtapositions, illogical proportions and with an emphasis on heightened, bold color, pattern, composition, distortion, morphing and stylized line</p> <p>Creation of a successful, balanced composition that leads your eye through the entire picture</p> <p>Creation of a portrait in a posterized style</p> <p>Successful creation of clearly defined value shapes</p> <p>Successful achievement of an accurate likeness</p> <p>Successful creation of a mood through the choice of color</p> <p>Successful achievement of a harmonious color scheme</p> <p>Creation of a successful balanced composition</p> <p>Creation of a portrait in the silhouette style</p> <p>Creation of a balanced, interesting composition from an unusual point of view</p> <p>Successful balance of positive and negative space, with the creation of interesting negative shapes</p> <p>Successful use of texture and pattern, incorporating varied width of line and mark-making craftsmanship</p>	<p>LITERACY.RST.9-10.3</p> <p>CCSS.ELA-LITERACY.RST.9-10.7</p> <p>CRP4</p> <p>CRP6</p> <p>CRP8</p>	
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<b>Unit Title: SCULPTURE</b>		
<b>CONTENT:</b>	<b>Standards</b>	<b>Time Frame</b>
<p>Principles and elements of three dimensional design</p> <p>Construction techniques in various media</p> <p>Art history</p> <p><b>ACTIVITIES:</b></p> <p>Ceramic pots</p> <p>Totem spirit guides-recycled assemblage sculpture-trophy heads</p> <p>Completion of a reading assignment and a series of questions on the work of Robert Rauschenberg, Deborah Butterfield, Louise Nevelson, repurposed art and Native American totems and spirit guides</p>	<p>1.1.12.D.1</p> <p>1.2.12.A.1</p> <p>1.2.12.A.2</p> <p>1.3.12.D.1</p> <p>1.3.12.D.2</p> <p>1.3.12.D.3</p> <p>1.3.12.D.4</p> <p>1.3.12.D.5</p> <p>1.4.12.A.4</p> <p>1.4.12.B.1</p>	<p>1 week</p> <p>6 weeks</p>

<p>Creation of written totem story</p> <p><b>ASSESSMENTS:</b></p> <p>Successful creation of a ceramic pot that is balanced, structurally sound , and with strong attachments</p> <p>Creation of an interesting surface design in glaze incorporating pattern and harmonious color</p> <p>Creation of a sculptured trophy head incorporating the principles of unity, variety, texture, movement, void and mass</p> <p>Understanding the significance of totem spirit guides in Native American culture and art and incorporating their symbols and mythology in the work</p> <p>Creation of a sculpture that reveals some aspect of the student’s personality and relates that to an animal with a similar characteristic</p> <p>Successful creation of an animal head in papier mache that is anatomically correct, and is structurally sound and has strong connections</p> <p>Successful choice of recycled material to cover the surface of the animal head that relates to the texture and appearance of the animal or the personality trait symbolized by the animal</p> <p>Successful creation of a written totem story that relates the students’ reason for choosing their animal, its perceived personality trait, and its symbolic meaning to the student and the way they see themselves</p>	<p>1.4.12.B.2 AR-VIS1 AR-VIS2 AR-VIS3 CCSS.ELA-LITERACY.RST11-12.2 CCSS.ELA-LITERACY.RST11-12.3 CCSS.ELA-LITERACY.RST.11-12.4 CCSS.ELA-LITERACY.RST.11-12.7 CCSS.ELA-LITERACY.RST.9-10.2 CCSS.ELA-LITERACY.RST.9-10.3 CCSS.ELA-LITERACY.RST.9-10.7 CRP4 CRP6 CRP8</p>	
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