

Shepard Preparatory Highschool Curriculum Overview

Art
11-12





Shepard Prep High School

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Shepard Preparatory School
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Shepard Preparatory Mission Statement:

The Shepard Prep High School mission is the enhancement of educational and social functioning of each student with an eye toward the successful reintegration into public school. This is achieved through a persistent system of positive reinforcement, feedback, counseling intervention and individualized academic instruction. Consequently, communication among students, staff, parents and the sending districts is an integral part of achieving our mission. Shepard Prep High School strives to provide the best quality education to students by stimulating the growth and development of their moral, creative, intellectual and athletic skills. Our goal is improved academic performance and behavioral changes that will allow students to return to public school setting and/or achieve success in their post-secondary placements. We believe any child, despite their presenting behavior and social background, wants acceptance, achievement, knowledge and the ability to interact with others. We strive to find the key that unlocks the individual potential of each student by providing a warm, nurturing environment so that each student's self-esteem and potential may flourish.

Course Description:

Advanced Art II is a course designed to intensify and expand the experiences acquired in all of the semester segments that are offered. Students at this level will be encouraged to develop their own personal style of expression which will result in the creation of portfolio quality pieces. Art history and the ideas motivating twentieth century art will be examined in relation to the student's work. In Advanced Art III, students will be encouraged to focus on an area of specific interest with the goal of developing their portfolio based upon a central theme and unifying concept. The students will study works by the masters, concentrating on their compositions, techniques and expression. Information on careers, art schools and portfolio preparation will be discussed on an individual basis. The first semester will focus on drawing, painting and collage and the second semester will focus on ceramics and mosaics.

Prerequisite for Advanced Art II:

Students need to complete at least 2 semesters of art electives and must have earned a grade of "B-" or better in the above courses or receive a teacher recommendation. Students must complete an application.

Prerequisite for Advanced Art III:

Students need to earn a grade of a "B-" in Advanced Art II or receive a teacher recommendation. Students must complete an application. Students may not be concurrently enrolled in Drawing & Painting and/or Ceramics and Mosaics.



Standard 8: Technology Standards

<p>8.1: Educational Technology: <i>All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.</i></p>	<p>8.2: Technology Education, Engineering, Design, and Computational Thinking - Programming: <i>All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.</i></p>
<p>A. Technology Operations and Concepts B. Creativity and Innovation C. Communication and Collaboration x D. Digital Citizenship E. Research and Information Fluency F. Critical thinking, problem solving, and decision making</p>	<p>A. The Nature of Technology: Creativity and Innovation B. Technology and Society C. Design D. Abilities for a Technological World E. Computational Thinking: Programming</p>

SEL Competencies and Career Readiness, Life Literacies, and Key Skills Practices

The curricular expectation for the Standard 9: Career Readiness, Life Literacies, and Key Skills standards is infusion and integration throughout the curriculum. These are not intended to be standards for separate, stand alone lessons. The CLKS are to be incorporated into other disciplines and contexts as appropriate.

<p>Social and Emotional Learning Core Competencies: <i>These competencies are identified as five interrelated sets of cognitive, affective, and behavioral capabilities</i></p>	<p>Career Readiness, Life Literacies, and Key Skills Practices: <i>Career Readiness, Life Literacies, and Key Skills Practices describe the habits of the mind that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increase college, career, and life success. These practices should be taught and reinforced in all content areas with increasingly higher levels of complexity and expectation as a student advances through a program of study.</i></p>
<p>Self-awareness: The ability to accurately recognize one's emotions and thoughts and their influence on behavior. This includes accurately assessing one's strengths and limitations and possessing a well-grounded sense of confidence and optimism.</p>	<p>CLKS6 Model integrity, ethical leadership, and effective management. x CLKS7 Plan education and career paths aligned to personal goals.</p>
<p>Self-management: The ability to regulate one's emotions, thoughts, and behaviors effectively in different situations. This includes managing stress, controlling impulses, motivating oneself, and setting and working toward achieving personal and academic goals.</p>	<p>CLKS2 Attend to financial well-being. x CLKS4 Demonstrate creativity and innovation. x CLKS5 Utilize critical thinking to make sense of problems and persevere in solving them. x CLKS8 Use technology to enhance productivity, increase collaboration, and communicate effectively.</p>
<p>Social awareness: The ability to take the perspective of and empathize with others from diverse backgrounds and cultures, to understand social and ethical norms for behavior, and to recognize family, school, and community resources and supports.</p>	<p>x CLKS1 Act as a responsible and contributing community member and employee. CLKS6 Model integrity, ethical leadership, and effective management.</p>
<p>Relationship skills: The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. This includes communicating clearly, listening actively, cooperating, resisting inappropriate social pressure, negotiating conflict constructively, and seeking and offering help when needed.</p>	<p>CLKS6 Model integrity, ethical leadership, and effective management. x CLKS9 Work productively in teams while using cultural global competence.</p>
<p>Responsible decision making: The ability to make constructive and respectful choices about personal behavior and social interactions based on consideration of ethical standards, safety concerns, social norms, the realistic evaluation of consequences of various actions, and the well-being of self and others.</p>	<p>x CLKS3 Consider the environmental, social, and economic impact of decisions. x CLKS5 Utilize critical thinking to make sense of problems and persevere in solving them. CLKS6 Model integrity, ethical leadership, and effective management.</p>

Course Materials

<p>Core Instructional Materials: <i>These are the board adopted and approved materials to support the curriculum, instruction, and assessment of this course.</i></p>	<p>Differentiated Resources: <i>These are teacher and department found materials, and also approved support materials that facilitate differentiation of curriculum, instruction, and assessment of this course.</i></p>
<ul style="list-style-type: none"> ● Teacher created instructional brochures, online videos, and posters ● Many books in the room and samples of drawings to show students ● Many objects in the room to draw, a still-life set up for art students in the middle of the room. 	<ul style="list-style-type: none"> ● Drawing materials, painting materials, and collage mixed-media materials ● Pencils, erasers, charcoal, pastel, rulers, scissors, collage papers, markers, crayons, white drawing paper, watercolors paper, masking tape, scotch tape, triangles, tracing paper, special pencils, permanent markers, water based markers, conte, black square for washes, watercolors, pastels, mat board



Unit Title / Topic: Drawing, Painting, and Collage

Unit Duration: 67 days (Semester)

Stage 1: Desired Results



Established Subject Area Goals (NJSLs):

1.1 The Creative Process: All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.

- 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.

1.2 History of the Arts and Culture: All students will understand the role, development, and influence of the arts throughout history and across cultures.

- 1.2.12.A.1 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 Performance: All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.

- 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.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 Aesthetic Responses & Critique Methodologies: All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.

- 1.4.12.A.3 Develop informed personal responses to an assortment of artworks across the four arts disciplines (dance, music, theatre, and visual art), using historical significance, craftsmanship, cultural context, and originality as criteria for assigning value to the work.

Interdisciplinary Companion Standards (NJSLs):

- NJSLSA.R2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- NJSLSA.R3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
- NJSLSA.R7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
- NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.

Technology Integration (NJSLs 8):

- 8.1.12.D.1 Demonstrate appropriate application of copyright, fair use, and/or Creative Commons to an original artwork.

21st Century Skills Integration (NJSLs 9):

- CLKS1 Act as a responsible and contributing community member and employee.
- CLKS3 Consider the environmental, social, and economic impact of decisions.
- CLKS4 Demonstrate creativity and innovation.
- CLKS5 Utilize critical thinking to make sense of problems and persevere in solving them.
- CLKS7 Plan education and career paths aligned to personal goals.
- CLKS8 Use technology to enhance productivity, increase collaboration, and communicate effectively.
- CLKS9 Work productively in teams while using cultural global competence.
- 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas.
- 9.4.12.CI.2: Identify career pathways that highlight personal talents, skills, and abilities.
- 9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition.
- 9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice.
- 9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving.
- 9.4.12.DC.6: Select information to post online that positively impacts personal image and future college and career opportunities.
- 9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environments.

Transfer Goal:

- Students will be able to independently use their learning to understand and appreciate how an artist is able to look at a three dimensional object in space and translate that into a two dimensional drawing/painting on paper that communicates the expressive essence of that object..

**Students will understand that:**

- Drawing and painting are forms of visual communication. Throughout recorded history, man has always communicated ideas through drawing and painting.
- Artists create visual unity, and strong composition, by applying their knowledge of the elements and principles of design in the art studio.
- Artists experiment and problem solve in order to decide which dry or wet medium and techniques best communicate their message.
- The creative process is often as important as the finished work of art.
- Most artists are influenced by the creative work of their predecessors. Nature, religion, culture, history, etc. also influence the artist.
- Drawing and painting are about learning how to see, and about observing our surroundings.
- Access to art and to the aesthetic experience, has a positive influence on the quality of a person's lifelong learning, personal expression, and contributions to our community and to society.
- In order to create a realistic drawing or painting, an artist needs to understand the principles of 1 and 2 point perspective, and that every object we see has a form based on the cube, the cylinder, the cone or the sphere. Organic objects are modified geometric forms.

Essential Questions:

- What is drawing and how does it relate to our culture? How does it relate to painting?
- How are art elements and design principles used to create a drawing and a painting?
- How do artists select media, tools and techniques to best express the ideas they wish to communicate? How does problem solving relate to drawing/painting?
- How does the creative process relate to a finished work of art?
- How do artists decide what to draw/paint? What inspires an artist?
- How can drawing/painting improve the quality of your life?
- How does drawing relate to painting and why do artists place such a high value on their sketchbooks?
- What does an artist need to understand in order to create a realistic drawing/painting?

Students will know:

- The elements and principles of design.
- The tools of drawing and painting.
- The basic geometric forms.
- Basic concepts of perspective and space through overlapping and size change
- Shading techniques
- Hatching and cross hatching
- Contour and gestural drawing
- Blind contour line drawing
- Painting techniques
- Color terminology
- The color wheel
- Composition

Key Terms

Line, shape, color, value, texture, space, form, contour, gesture, shading, structure, proportion, hatching, cross-hatching, symmetry, perspective, cylinder, cube, sphere, cone, contrast, wash, drybrush

Students will be able to:

- Draw real objects that are based on the cube, the cylinder, the cone and the sphere.
- Complete the sketchbook assignments in the drawing packet.
- Add form to their drawings through the use of shading, hatching and crosshatching.
- Use an ink, watercolor, or oil wash to add shadow to an object.
- Draw the basic forms in one and two point perspective.
- Experiment with colored pencil, charcoal pencil, pen and ink, pen and brush etc. on different types of paper
- Experiment with watercolor, tempera paint and acrylic paint
- Use their drawings to create strong portfolio pieces

Stage 2: Acceptable Evidence

Transfer Task:

1. Students will have completed a series drawing assignments that explore the following topics: the basic forms of objects, perspective, and drawing everyday objects based on these forms.
2. When they have completed these exercises, they will be introduced to a variety of drawing media (pencil, colored pencil, charcoal, ink, pen and ink, conte) and techniques that they can use to complete several medium size drawing assignments (transfer tasks) in which they have the opportunity to apply what they have learned about drawing.
3. For the second marking period, students will explore the relationship between drawing and painting, using tempera paint, pastels or watercolors. They will practice techniques and try still life paintings, landscapes or portraits based on their drawings.
4. The goal for advanced art students is to use this body of knowledge and hands-on experience to develop portfolio pieces in these areas.

Other Evidence:

- Drawing pre-assessment taken by all art students in September/October to assess their level of understanding about drawing and painting
- A series of portfolio assignments in their sketchbooks that show their understanding and their ability to draw and paint the basic forms that all objects are made from.
- Student verbalizations of their activities
- Self assessment rubrics designed for each large assignment.
- Ongoing daily instruction and evaluations with the teacher of projects in progress
- Informal table critiques with their peers
- Teacher observations of students working independently to complete portfolio pieces
- Teacher individualized instruction with students as needed on a daily basis
- Demonstrations by students of their ability to master techniques and teach those techniques to other students
- Written museum research papers that focus on drawing and painting.
- Research papers on individual artists that relate to drawing and to painting.

Reference Materials

- Teacher created instructional brochures, online videos, and posters
- Many books in the room for research on project ideas and techniques. These books show examples of projects and also have instructions on how to work with the materials. There are also books on outdoor mosaics, on designs for mosaics, on international mosaics, on large installations etc.
- Many clay and mosaic projects in the art room to show students
- Students use their phones for ideas, chromebooks, posters, literature brought in by the art teacher



Accommodations and Modifications

Differentiation for Support (General Learners)	Differentiation for Support (Spec. Ed., Struggling Learners)	Differentiation for Enrichment
<p>Teachers identify the modifications that they will use in the unit as related to the needs of their student population.</p> <ul style="list-style-type: none"> • Provide alternate ways for the student to respond (verbal/pictographic answers instead of written) • Substitute a hands-on activity or use of different media in projects for a written activity • Prepare and distribute advance notes • Provide model sentence frames and sentence starters for both oral responses and written responses • Provide additional time to complete assessments and assignments • Model and use gestures to aid in understanding • Model tasks by giving one or two examples before releasing students to work independently • Present instructions both verbally and visually • Simplify written and verbal instructions • Allow students to use dictionaries • Avoid slang and idiomatic expressions. • Speak clearly and naturally, and try to enunciate words, especially their ending sounds. • Provide Sensory Supports (Real-life objects, Manipulatives, Pictures & photographs, Illustrations, Diagrams, & drawings, Magazines & newspapers, Physical activities, Videos & films, Broadcasts, Models & figures) • Provide Graphic Supports (Charts, Graphic organizers, Tables, Graphs, Timelines, Number lines) • Provide Interactive Supports(Pair or Partner work, Group work, Peer Mentor) • Simplify the language, format, and directions of the assessment • Accept correct answers on test or worksheets in any written form such as lists, phrases, or using inventive spelling • Allow editing and revision before grading • Design projects and assessment for student that require reduced sentence or paragraph composition • Give alternative homework or class work assignments suitable to the student's linguistic ability for activities and assessments • Utilize alternate reading assignments/materials at the student's reading level. • Allow for alternate seating for proximity to peer helper or teacher as necessary • Assist student in building a picture file of key vocabulary (Pics4Learning, Webster's Visual Dictionary Online, ClipArt Etc, Shahi Visual Dictionary) • When showing video used Closed Captioning. Some videos also allow for a slower replay so the speech is not as fast. • Provide wait-time sufficient for English language learners who are trying to translate terms while formulating an explanation - Sufficient wait time is often said to be about 7-10 seconds • Check for understanding consistently - ask students one-on-one what their questions are, monitor their progress on independent work and redirect as needed. They may not understand or be hesitant to verbalize what they do not understand at first, so monitor and give examples. • Support use of student's primary language by translating key words in directions, or key vocabulary terms or giving students opportunities to communicate in their primary language (written or orally) <p>Additional Resources: 20 strategies to Support EAL Children What English- Language Learners Wish Teachers Knew - Education Week A Starting Point: Tips and resources for working with ESL newcomers</p>	<p>Teachers identify the modifications that they will use in the unit as related to the needs of their student population.</p> <ul style="list-style-type: none"> • Break down assignments with oral directions, written directions, and visuals. • Provide frequent reminders to stay on task. • Provide copies of notes and practice note taking skills. • Work on organizational skills Follow individual IEP plans for specific modifications. • Use colors to differentiate while teaching • List steps or guidelines to clarify expected outcome • Provide visual supports • Reinforce on-task behavior • Peer mentoring (pairing with another student who is working at an advanced level) • Guided questions • Partnering/Grouping of students • Re-teaching and review • Multi-media approach to accommodate various learning styles • Decrease/Modify number of project requirements • Teacher/Aide assistance • Demonstrations of techniques on an individual level • Show slide presentations to encourage exploration of project ideas 	<p>Teachers identify the modifications that they will use in the unit as related to the needs of their student population.</p> <ul style="list-style-type: none"> • Provide a variety of individualized work centers • Demonstrate for class • Create additional project in a different medium • Individual presentation • Multiple mediums in project

Stage 3: Activities to Foster Learning

<ul style="list-style-type: none"> • There is a printed booklet that guides students through the skills and concepts necessary in order to draw realistic objects. It is also posted in Google Classroom. <ul style="list-style-type: none"> ○ Students will follow along in class as the teacher demonstrates the assignment, and then complete it in their own sketchbook. ○ If they don't finish an assignment in class, they must finish it as homework. • Students will complete all drawing assignments and then take their knowledge and skills, and apply it to medium and large drawings and paintings. • Numerous individual and group demonstrations by teachers of how to work with different media. • Individual class time to draw, followed by the teacher questioning the students to compare their drawings to the objects they see in front of them. <ol style="list-style-type: none"> 1. What is the same? 2. What is different? 3. Are the proportions accurate? 4. Have they captured the essence of the object? • Student will submit a written research paper that answers questions about artists or museum exhibitions related to this assignment. • All sketchbook assignments for the marking period focus on practicing their observational drawing skills. • Student/teacher final evaluation of their drawing before it is matted. • Advanced students have additional drawing assignments. • Their best final drawings are matted, signed, and handed in for grading. • Final drawings will be exhibited at the annual Creative Arts Festival in May
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