

COURSE OF STUDY GUIDE

LOWER CAPE MAY REGIONAL SCHOOL DISTRICT

TITLE OF COURSE: Art I

GRADE: 9-12

DATE REVISED 12/10/14

I. COURSE ORGANIZATION:

Length: 18 weeks

Credits: 2.5

II. COURSE DESCRIPTION:

This course will engage students in learning the principles and elements of design, basic color theory, and grid method. Students will also learn the fundamental techniques of drawing and painting and be introduced to the cultural and artistic historical significance of the work of Georgia O'Keeffe, Frank Stella, and Pablo Picasso. This course serves as a prerequisite for Art II.

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 understanding of basic color theory, and an improvement in drawing and painting skills.

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.

Cell phones

Computers

Printers

Content Pacing Guide & Standards

Unit Title: ART I-DRAWING		
CONTENT:	Standards	Time Frame
Principles and elements of design	1.1.12.D.1	
Drawing skills	1.3.12.D.1	
Art history	1.3.12.D.2	
ACTIVITIES:	1.3.12.D.3	
Blind and sighted contour drawings	1.4.12.B.1	1 class
Zentangles	1.4.12.B.2	2 weeks
Anatomical skull drawings	AR-VIS1	3 weeks
Enlarged, cropped flower drawings using the grid method	AR-VIS2	3 weeks
Oil pastel flower drawings	AR-VIS3	3 weeks
Completion of a reading assignment and a series of questions on the life and work of Georgia O’Keeffe	CCSS.ELA-LITERACY.RST.11-12.4	3 weeks
ASSESSMENT:		
craftsmanship	CCSS.ELA-LITERACY.RST11-12.2	
seeing and recreating the shapes of an object accurately	CCSS.ELA-LITERACY.RST11-12.3	
seeing the shape of negative space and using it to contribute to the composition	CCSS.ELA-LITERACY.RST.11-12.4	
creating textural and pattern detail	CCSS.ELA-LITERACY.RST.11-12.7	
creating unique, specific objects rather than generic types	CCSS.ELA-LITERACY.RST.9-10.2	
Use of a wide range of value	CCSS.ELA-LITERACY.RST.11-12.3	
Creation of unique personal patterns	CCSS.ELA-LITERACY.RST.11-12.7	
Creation of a strong, balanced and interesting shape	CCSS.ELA-LITERACY.RST.9-10.2	
Correct use of the grid method	CCSS.ELA-LITERACY.RST.9-10.3	
Accurate proportion of head with even shading	CCSS.ELA-LITERACY.RST.9-10.7	
Accurate representation of detail of the skull structure and upper spinal cord	CRP4	
Accurate proportion and reproduction of flower	CRP6	
Use of a full range of value to create 3 dimensional form	CRP8	
Creation of soft gradations of value		
Creation of soft form shadows and hard cast shadows		
Creation of rich, varied color through layering		
Creation of a good composition through cropping, breaking the perimeter, and making interesting negative shapes		

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Unit Title: ART I-PAINTING

CONTENT:	Standards	Time Frame
Principles and elements of design		
Painting skills	1.1.12.D.1	
Art history	1.3.12.D.1	
ACTIVITIES:	1.3.12.D.2	
Color scale	1.3.12.D.3	2 classes
Cubism painting	1.4.12.B.1	2 weeks
Completion of a reading assignment and a series of questions on the life and work of Pablo Picasso and the historical and artistic significance of cubism	1.4.12.B.2	
Discussion of the cultural, philosophical, scientific and technological changes that led to cubism and the life and work of Pablo Picasso	AR-VIS1	
Pointillist painting	AR-VIS2	
Completion of a reading assignment and a series of questions on the life and work of Georges Seurat and the historical and artistic significance of pointillism	AR-VIS3	
Discussion of the scientific and artistic changes that led to pointillism and the life and work of Georges Seurat	CCSS.ELA-LITERACY.RST.11-12.4	2 weeks
ASSESSMENT:	CCSS.ELA-LITERACY.RST11-12.2	
Accurate color mixes evidencing understanding of basic color theory	CCSS.ELA-LITERACY.RST11-12.3	
Clean edges	CCSS.ELA-LITERACY.RST.11-12.4	
Accurate measurement	CCSS.ELA-LITERACY.RST.11-12.7	
Flat, even paint application	CCSS.ELA-LITERACY.RST.9-10.2	
Creation of an interesting, unique module	CCSS.ELA-LITERACY.RST.9-10.3	
Creation of a clear focal point through overlapping and use of a complementary color	CCSS.ELA-LITERACY.RST.9-10.7	
Understanding of basic color theory as evidenced by the mixing of tints, tones, and shades of a complementary pair	CRP4	
Creation of a good, balanced composition encompassing overlapping, breaking the perimeter, and the creation interesting positive and negative shapes	CRP6	
Creation of a cubist design that demonstrates understanding of the concept of fracturing planes into facets and creating the illusion of seeing the still-life from varying points of view	CRP8	

<p>Successful use of color, incorporating various tints, tones and shades of a single hue for each object</p> <p>Successful use of pattern</p> <p>Creation of a painting in the pointillist style which demonstrates an understanding of the concept of optical mixing and visual vibration</p>		
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Content	Standards	Time Frame

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