



MIDLAND PARK PUBLIC SCHOOLS
Midland Park, New Jersey
CURRICULUM

Painting I

Prepared by:
Julie Dorlon

Superintendent of Schools:
Marie C. Cirasella, Ed.D.

Approved by the Midland Park Board of Education
on July 19, 2022

Born On Date July 18, 2022

PAINTING I

Course Description:

In Painting I, students are expected to develop talent in an enjoyment of the creative arts. Painting is a one semester specialized studio course that will provide interested students with insights and experiences in drawing, design and organization of ideas; manipulating painting tools and media with skill; practicing creative problem solving skills; and the ability to exercise critical judgments.

Course Sequence:

Unit 1: Elements and Principles of Art: 3 weeks

Unit 2: Tempera: 4 weeks

Unit 3: Watercolor: 4 weeks

Unit 4: Acrylic: 3 weeks

Unit 5: Art History: 5 weeks

Prerequisite: Art I

Midland Park Public Schools

Unit 1 - Overview

Content Area: Painting I

Unit Title: Unit 1- Elements and Principles of Art

Grade Level: 9-12

Core Ideas: Students will be introduced to the elements and principles of art and understand how and why they are used in works of art. These skills will be essential to future success. Students will also learn how to properly critique both famous works of art as well as peer critique. Critique will be an essential component to this class throughout this semester long course.

Unit 1 - Standards

Statement:

CPI#:	Statement: The practices reflect the steps that artists undergo in the process of creating, performing, responding and connecting to works of art (i.e., the artistic processes). To become artistically literate, it is essential that students are provided with the type of learning experiences that will enable them to engage in these practices as part of their art making processes.
--------------	--

Performance Expectations (NJSLS)

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.
1.4.12.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.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.
1.1.12.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.

Career Readiness, Life Literacies, and Key Skills

9.1.2.CAP.1:	Make a list of different types of jobs and describe the skills associated with each job.
9.2.12.CAP.2	Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs.
9.2.8.CAP.5:	Develop a personal plan with the assistance of an adult mentor that includes information about career areas of interest, goals and an educational plan

Computer Science and Design Thinking	
8.1.5.IC.1	Identify computing technologies that have impacted how individuals live and work and describe the factors that influenced the change.

8.2.8.ITH.1	Explain how the development and use of technology influences economic, political, social, and cultural issues.
--------------------	--

Cross-cultural Statements/Mandates (Amistad, Holocaust, LGBT, etc...)

<p>All art, videos and programs will contain people/characters that highlight individuality and are neutral. Students will study different artists including but not limited to:</p> <p>View and discuss contributions of African-Americans such as Faith Ringgold and Jacob Lawrence in art history. View and discuss the Holocaust photography and collages as well as collaborating with Holocaust studies. View and discuss LGBTQ challenges as depicted and perceived in art history. Asian American Pacific Islander art Students will celebrate Asian American Pacific Islander artists and their work by creating art historical Google Slide Presentations for example researching Contemporary Artists Yayoi Kusama, Kota Ezawa, Maya Lin, Roger Shimomura, Jean Shin, Do Ho Suh, Julia Kwon, and Masami Teraoka, among others. Students will study handicap artists work such as Chuck Close.</p>	
---	--

--	--

Interdisciplinary Connection

6.1.12.History CA.2.a	Research multiple perspectives to explain the struggle to create an American identity
6.1.12.History CC.3.a	Evaluate the role of religion, music, literature, and media in shaping contemporary American culture over different time periods..

Companion Standards ELA/L

NJSLSA.W4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
NJSLSA.W6	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
NJSLSA.SL1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

<p>Unit Essential Question(s):</p> <ul style="list-style-type: none"> • What are the elements and principles of art and how can they properly be utilized? • How does critique help an artist to become better <p>Unit Learning Targets</p> <p><i>Students will...</i></p> <ul style="list-style-type: none"> • Understand the elements of art. • Demonstrate the ability to apply line, shape, value, color, and texture as used in visual expression. • Understand the principles of art. • Demonstrate the ability to apply balance, rhythm, harmony, unity, pattern and emphasis in composition. • Utilize critique as a method of improvement 	<p>Unit Enduring Understandings</p> <ul style="list-style-type: none"> • Understanding of the elements and principles of art is essential to success as an artist. • Critique skills are invaluable
---	--

<p>Unit Learning Targets</p> <p><i>Students will...</i></p> <ul style="list-style-type: none"> • Understand the elements of art. • Demonstrate the ability to apply line, shape, value, color, and texture as used in visual expression. • Understand the principles of art. • Demonstrate the ability to apply balance, rhythm, harmony, unity, pattern and emphasis in composition. • Utilize critique as a method of improvement 	
---	--

Evidence of Learning

<p>Formative Assessments: Discussion, Q&A, Teacher Observations, Projects, Critique</p> <p>Summative/Benchmark Assessment(s): Performance Tasks, Quizzes, Classwork/Homework, Projects</p> <p>/Rubrics Alternative Assessments: Worksheets, critiques</p>	
--	--

<p>Resources/Materials: Visual examples, books, videos, posters, computer resources.</p>	<p>Key Vocabulary: elements of art, principles of art, glazing, layering, canvas, gesso, palette, color theory, tints, shades, values</p>
---	--

Suggested Pacing Guide

<p>Lesson</p>	<p>Student Learning Objective(s)</p>	<p>Suggested Tasks/Activities:</p>	<p>Day(s) to</p>
----------------------	---	---	-------------------------

Name/Topic			Complete
What are the elements of art?	Students will understand Elements of Art.	Demonstrate the ability to apply line, shape, value, color, and texture as used in visual expression.	5 days
What are the principles of art?	Students will understand Principles of Art.	Demonstrate the ability to apply balance, rhythm, harmony, unity, pattern and emphasis in composition.	5 days
Applying Elements and Principles of Art	Students will apply Applying Elements and Principles of Art to their paintings.	Adding and combining all elements and principles into their composition.	5 days
How does a student critique?	Students will understand how to Critique theirs and others art work.	Utilize critique as a method of improvement	5 days

Teacher Notes: These lessons can be broken apart into single day lessons. For time though they will be given as independent assignments to students with discussion days built in.

Case Social Emotional Learning:

SOCIAL AWARENESS: The abilities to understand the perspectives of and empathize with others, including those from diverse backgrounds, cultures, & contexts. This includes the capacities to feel compassion for others, understand broader historical and social norms for behavior in different settings, and recognize family, school, and community resources and supports. Such as:

- Taking others' perspectives
- Recognizing strengths in others
- Demonstrating empathy and compassion
- Showing concern for the feelings of others
- Understanding and expressing gratitude
- Identifying diverse social norms, including unjust ones
- Recognizing situational demands and opportunities
- Understanding the influences of organizations/systems on behavior

Differentiation/Modification Strategies

Students with Disabilities	English Language Learners	Gifted and Talented Students	Students at Risk	504Students
----------------------------	---------------------------	------------------------------	------------------	-------------

<ul style="list-style-type: none"> • Allow errors • Rephrase questions, directions, explanations • Allow extended time to answers questions permit drawing as an explanation. • Consult with Case Managers and follow IEP accommodations/modifications 	<ul style="list-style-type: none"> • Assign a buddy, same language or English speaking • Rephrase questions, directions, and explanations • Allow extended time to answer questions and permit drawing as an explanation • Accept participation on any level, even one word 	<ul style="list-style-type: none"> • Provide extension activities • Build on students' intrinsic motivation • Consult with parents to accommodate students' interests in completing tasks at their level of engagement 	<ul style="list-style-type: none"> • Provide extended time to complete tasks. • Consult with Guidance Counselors and follow I&RS procedures/action plans • Consult with other members of the grade team for specific behavior interventions • Provide rewards as necessary 	<ul style="list-style-type: none"> • Allow errors • Rephrase questions, directions, and explanations • Allow extended time to answer questions and permit drawing as an explanation • Accept participation on any level, even one word • Consult with Case Managers and follow 504 accommodations/modifications • Consult with Case Managers and follow IEP accommodations/modifications
--	---	---	--	--

Unit 2 - Overview

Content Area: Painting I
Unit Title: Tempera
Grade Level: 9-12
Core Ideas: Students will be introduced to properties of tempera paint. The students will demonstrate paint mixing and value scales. Students will apply paint mixing and value techniques to original works of art. Works of art will be critiqued.
Unit 2 - Standards
Statement:

CPI#:	Statement: The practices reflect the steps that artists undergo in the process of creating, performing, responding and connecting to works of art (i.e., the artistic processes). To become artistically literate, it is essential that students are provided with the type of learning experiences that will enable them to engage in these practices as part of their art making processes.
Performance Expectations (NJSLS)	
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.
1.4.12.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.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.
1.1.12.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.
Career Readiness, Life Literacies, and Key Skills	
9.1.2.CAP.1:	Make a list of different types of jobs and describe the skills associated with each job.

9.2.12.CAP.2	Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs.
9.2.8.CAP.5:	Develop a personal plan with the assistance of an adult mentor that includes information about career areas of interest, goals and an educational plan

Computer Science and Design Thinking	
8.1.5.IC.1	Identify computing technologies that have impacted how individuals live and work and describe the factors that influenced the change.
8.2.8.ITH.1	Explain how the development and use of technology influences economic, political, social, and cultural issues.

Cross-cultural Statements/Mandates (Amistad, Holocaust, LGBT, etc...)	
--	--

All art, videos and programs will contain people/characters that highlight individuality and are neutral. Students will study different artists including but not limited to:

View and discuss contributions of **African-Americans** such as Faith Ringgold and Jacob Lawrence in art history. View and discuss the **Holocaust** photography and collages as well as collaborating with Holocaust studies. View and discuss **LGBTQ** challenges as depicted and perceived in art history. **Asian American Pacific Islander art** Students will celebrate Asian American Pacific Islander artists and their work by creating art historical Google Slide Presentations for example researching Contemporary Artists Yayoi Kusama, Kota Ezawa, Maya Lin, Roger Shimomura, Jean Shin, Do Ho Suh, Julia Kwon, and Masami Teraoka, among others. Students will study **handicap** artists work such as Chuck Close.

Interdisciplinary Connection

6.1.12.History CA.2.a	Research multiple perspectives to explain the struggle to create an American identity
-----------------------	---

6.1.12.History CC.3.a	Evaluate the role of religion, music, literature, and media in shaping contemporary American culture over different time periods..
-----------------------	--

Companion Standards ELA/L

NJSLSA.W4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
-----------	--

NJSLSA.W6	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
-----------	--

NJSLSA.SL1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
------------	--

<p>Unit Essential Question(s):</p> <ul style="list-style-type: none"> • How is tempera paint used effectively? • How is paint mixed to create value? <p>Unit Learning Targets</p> <p><i>Students will...</i></p> <ul style="list-style-type: none"> • Understand and demonstrate the ability to use various painting methods using tempera paint. 	<p>Unit Enduring Understandings:</p> <ul style="list-style-type: none"> • Understanding and recognizing composition is essential to achievement. • Awareness of the vast techniques one can use when painting will enable a higher level of creativity and achievement.
--	--

<ul style="list-style-type: none"> • Demonstrate proper paint mixing techniques. • Apply knowledge of value to complete black, white, and color value scales. • Create an original work of art using tempera paint. • Critique themselves and other students 	
--	--

Evidence of Learning

Formative Assessments: Discussion, Q&A, Teacher Observations, Projects, Critique

Summative/Benchmark Assessment(s): Performance Tasks, Quizzes, Classwork/Homework, Projects

/Rubrics Alternative Assessments: Worksheets, critiques

Resources/Materials: Visual examples, books, videos, posters, computer resources.

Key Vocabulary: tempera paint, glazing, layering, canvas, gesso, palette, color theory, tints, shades, values

Suggested Pacing Guide

Lesson Name/Topic	Student Learning Objective(s)	Suggested Tasks/Activities:	Day(s) to Complete
Color properties	Students will identify color properties and qualities of tempera paint.	Use the tempera paint and experiment in a painting.	5 days
Mixing Paint	Students will demonstrate proper paint mixing techniques.	Evaluate the color wheel and mix the appropriate colors.	5 days
Value Scales	Students will demonstrate how to mix paint to create values.	Create value scales with tints and hues.	5 days
Discern Color	Students will create black with different colors.	Understand how to use black and other colors accordingly.	2 days

Case Social Emotional Learning:

SOCIAL AWARENESS: The abilities to understand the perspectives of and empathize with others, including those from diverse backgrounds, cultures, & contexts. This includes the capacities to feel compassion for others, understand broader historical and social norms for behavior in different settings, and recognize family, school, and community resources and supports. Such as:

- Taking others' perspectives
- Recognizing strengths in others
- Demonstrating empathy and compassion
- Showing concern for the feelings of others
- Understanding and expressing gratitude
- Identifying diverse social norms, including unjust ones
- Recognizing situational demands and opportunities
- Understanding the influences of organizations/systems on behavior

Differentiation/Modification Strategies

Students with Disabilities	English Language Learners	Gifted and Talented Students	Students at Risk	505Students
<ul style="list-style-type: none"> • Allow errors • Rephrase questions, directions, explanations • Allow extended time to answers questions permit drawing as an explanation. • Consult with Case Managers and follow IEP accommodations/modifications 	<ul style="list-style-type: none"> • Assign a buddy, same language or English speaking • Rephrase questions, directions, and explanations • Allow extended time to answer questions and permit drawing as an explanation • Accept participation on any level, even one word 	<ul style="list-style-type: none"> • Provide extension activities • Build on students' intrinsic motivation • Consult with parents to accommodate students' interests in completing tasks at their level of engagement 	<ul style="list-style-type: none"> • Provide extended time to complete tasks. • Consult with Guidance Counselors and follow I&RS procedures/action plans • Consult with other members of the grade team for specific behavior interventions • Provide rewards as necessary 	<ul style="list-style-type: none"> • Allow errors • Rephrase questions, directions, and explanations • Allow extended time to answer questions and permit drawing as an explanation • Accept participation on any level, even one word • Consult with Case Managers and follow 504 accommodations/modifications • Consult with Case Managers and follow IEP accommodations/modifications

Unit 3 - Overview

Content Area: Painting I

Unit Title: Unit 3 - Watercolor

Grade Level: 9-12

Core Ideas: Students will be introduced to watercolor paint and compare and contrast watercolor to tempera paint. Students will learn how to prepare their paper to be painted and learn various watercolor painting techniques. Watercolor paint will be used to create original works of art. Works of art will be critiqued by peer review.

Unit 3 - Standards

Statement:

CPI#:	Statement: The practices reflect the steps that artists undergo in the process of creating, performing, responding and connecting to works of art (i.e., the artistic processes). To become artistically literate, it is essential that students are provided with the type of learning experiences that will enable them to engage in these practices as part of their art making processes.
Performance Expectations (NJSLS)	
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.
1.4.12.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.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.
1.1.12.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.
Career Readiness, Life Literacies, and Key Skills	
9.1.2.CAP.1:	Make a list of different types of jobs and describe the skills associated with each job.
9.2.12.CAP.2	Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs.
9.2.8.CAP.5:	Develop a personal plan with the assistance of an adult mentor that includes information about career areas of interest, goals and an educational plan
Computer Science and Design Thinking	
8.1.5.IC.1	Identify computing technologies that have impacted how individuals live and work and describe the factors that influenced the change.
8.2.8.ITH.1	Explain how the development and use of technology influences economic, political, social, and cultural issues.

Cross-cultural Statements/Mandates (Amistad, Holocaust, LGBT, etc...)	
<p>All art, videos and programs will contain people/characters that highlight individuality and are neutral. Students will study different artists including but not limited to:</p> <p>View and discuss contributions of African-Americans such as Faith Ringgold and Jacob Lawrence in art history. View and discuss the Holocaust photography and collages as well as collaborating with Holocaust studies. View and discuss LGBTQ challenges as depicted and perceived in art history. Asian American Pacific Islander art Students will celebrate Asian American Pacific Islander artists and their work by creating art historical Google Slide Presentations for example researching Contemporary Artists Yayoi Kusama, Kota Ezawa, Maya Lin, Roger Shimomura, Jean Shin, Do Ho Suh, Julia Kwon, and Masami Teraoka, among others. Students will study handicap artists work such as Chuck Close.</p>	

Interdisciplinary Connection	
6.1.12.History CA.2.a	Research multiple perspectives to explain the struggle to create an American identity
6.1.12.History CC.3.a	Evaluate the role of religion, music, literature, and media in shaping contemporary American culture over different time periods..
Companion Standards ELA/L	
NJLSA.W4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
NJLSA.W6	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
NJLSA.SL1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

<p>Unit Essential Question(s):</p> <ul style="list-style-type: none"> • How is watercolor paint different from tempera paint? • What are some techniques we use that change the way watercolor paint looks? <p>Unit Learning Targets</p> <p><i>Students will...</i></p> <ul style="list-style-type: none"> • Understand and demonstrate the ability to use various painting methods using watercolor paint. • Utilize proper paper preparation. • Create an original work of art using watercolor paint. • Critique themselves and other students. 	<p>Unit Enduring Understandings</p> <ul style="list-style-type: none"> • Different paints have different properties and must be treated accordingly. • The ability to properly select and prepare paper is essential to success in painting
--	--

Evidence of Learning

<p>Formative Assessments: Discussion, Q&A, Teacher Observations, Projects, Critique</p> <p>Summative/Benchmark Assessment(s): Performance Tasks, Quizzes, Classwork/Homework, Projects</p> <p>/Rubrics Alternative Assessments: Worksheets, critiques</p>
--

<p>Resources/Materials: Visual examples, books, videos, posters, computer resources.</p>	<p>Key Vocabulary: watercolor paint, glazing, layering, canvas, palette, color theory, tints, shades, values</p>
---	---

Suggested Pacing Guide

Lesson Name/Topic	Student Learning Objective(s)	Suggested Tasks/Activities:	Day(s) to Complete
What is Watercolor Paint?	Students will identify color properties and qualities of watercolor paint.	Watercolor painting in art history will be examined and experimentation will be done.	2 days

Preparing Paper	Students will understand the different types of paper hot press, cold press and the weight of the paper. They will understand when to use it wet and dry and all the washes.	Paper will be wet or dry and ready for painting and washes.	2 days
-----------------	--	---	--------

Techniques and Using Watercolor	Students will learn all the different watercolor techniques and use them in the appropriate places in their painting.	Use different washes such as dry on dry, wet on wet, blending, salting, grading, resist, wet on dry, dropping, flat wash...	14 days
---------------------------------	---	---	---------

Teacher Notes: These lessons can be broken apart into single day lessons. For time though they will be given as independent assignments to students with discussion days built in.

Case Social Emotional Learning:

SOCIAL AWARENESS: The abilities to understand the perspectives of and empathize with others, including those from diverse backgrounds, cultures, & contexts. This includes the capacities to feel compassion for others, understand broader historical and social norms for behavior in different settings, and recognize family, school, and community resources and supports. Such as:

- Taking others' perspectives
- Recognizing strengths in others
- Demonstrating empathy and compassion
- Showing concern for the feelings of others
- Understanding and expressing gratitude
- Identifying diverse social norms, including unjust ones
- Recognizing situational demands and opportunities
- Understanding the influences of organizations/systems on behavior

Differentiation/Modification Strategies

Students with Disabilities	English Language Learners	Gifted and Talented Students	Students at Risk	506Students
<ul style="list-style-type: none"> • Allow errors • Rephrase questions, directions, explanations • Allow extended time to answers questions permit drawing as an explanation. • Consult with Case Managers and follow IEP accommodations/modifications 	<ul style="list-style-type: none"> • Assign a buddy, same language or English speaking • Rephrase questions, directions, and explanations • Allow extended time to answer questions and permit drawing as an explanation • Accept participation on any level, even one word 	<ul style="list-style-type: none"> • Provide extension activities • Build on students' intrinsic motivation • Consult with parents to accommodate students' interests in completing tasks at their level of engagement 	<ul style="list-style-type: none"> • Provide extended time to complete tasks. • Consult with Guidance Counselors and follow I&RS procedures/action plans • Consult with other members of the grade team for specific behavior interventions 	<ul style="list-style-type: none"> • Allow errors • Rephrase questions, directions, and explanations • Allow extended time to answer questions and permit drawing as an explanation • Accept participation on any level, even one word • Consult with Case Managers and follow 504

			<ul style="list-style-type: none"> • Provide rewards as necessary 	accommodations/ modifications <ul style="list-style-type: none"> • Consult with Case Managers and follow IEP accommodations/modifications
--	--	--	--	--

Unit 4 - Overview

Content Area: Painting I
Unit Title: Unit 4-Acrylics
Grade Level: 9-12
Core Ideas: Students will be introduced to acrylic paint and learn how it differs from previously used tempera and watercolor paints. Uses for acrylic paint and properties of it will be discussed. Students will learn how to stretch their own canvas and use acrylic paint to create original works of art. Works of art will be critiqued.

Unit 4 - Standards

Statement:	
CPI#:	Statement: The practices reflect the steps that artists undergo in the process of creating, performing, responding and connecting to works of art (i.e., the artistic processes). To become artistically literate, it is essential that students are provided with the type of learning experiences that will enable them to engage in these practices as part of their art making processes.
Performance Expectations (NJSLS)	
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.
1.4.12.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.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.

1.1.12.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.
Career Readiness, Life Literacies, and Key Skills	
9.1.2.CAP.1:	Make a list of different types of jobs and describe the skills associated with each job.
9.2.12.CAP.2	Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs.

9.2.8.CAP.5:	Develop a personal plan with the assistance of an adult mentor that includes information about career areas of interest, goals and an educational plan
--------------	--

Computer Science and Design Thinking	
8.1.5.IC.1	Identify computing technologies that have impacted how individuals live and work and describe the factors that influenced the change.
8.2.8.ITH.1	Explain how the development and use of technology influences economic, political, social, and cultural issues.

Cross-cultural Statements/Mandates (Amistad, Holocaust, LGBT, etc...)	
<p>All art, videos and programs will contain people/characters that highlight individuality and are neutral. Students will study different artists including but not limited to:</p> <p>View and discuss contributions of African-Americans such as Faith Ringgold and Jacob Lawrence in art history. View and discuss the Holocaust photography and collages as well as collaborating with Holocaust studies. View and discuss LGBTQ challenges as depicted and perceived in art history. Asian American Pacific Islander art Students will celebrate Asian American Pacific Islander artists and their work by creating art historical Google Slide Presentations for example researching Contemporary Artists Yayoi Kusama, Kota Ezawa, Maya Lin, Roger Shimomura, Jean Shin, Do Ho Suh, Julia Kwon, and Masami Teraoka, among others. Students will study handicap artists work such as Chuck Close.</p>	

--	--

Interdisciplinary Connection	
6.1.12.History CA.2.a	Research multiple perspectives to explain the struggle to create an American identity
6.1.12.History CC.3.a	Evaluate the role of religion, music, literature, and media in shaping contemporary American culture over different time periods..

Companion Standards ELA/L	
NJSLSA.W4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
NJSLSA.W6	Integrate and evaluate information presented in diverse media and formats, including

	visually, quantitative, and orally.
NJSLSA.SL1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
Unit Essential Question(s): <ul style="list-style-type: none"> • What are the properties of acrylic paint and how do glazing mediums and retarding mediums assist with slow drying? • How do you properly stretch, prepare the ground and gesso a canvas? Unit Learning Targets <i>Students will...</i>	Unit Enduring Understandings <ul style="list-style-type: none"> • Acrylic paint dries quickly and must be treated differently than other paints. • Different types of paint are used on different surfaces.

<ul style="list-style-type: none"> • Review the ways in which acrylic paint differs from other paint mediums and how you can make the paint thin, thick, slow-drying or work as glaze layers. • Demonstrate proper canvas stretching technique, ground preparation and gessoing canvas. • Demonstrate basic paint sketching with acrylic paint to canvas. <p>Create an original work of art using acrylic paint.</p>	
---	--

Evidence of Learning

<p>Formative Assessments: Discussion, Q&A, Teacher Observations, Projects, Critique</p> <p>Summative/Benchmark Assessment(s): Performance Tasks, Quizzes, Classwork/Homework, Projects</p> <p>/Rubrics Alternative Assessments: Worksheets, critiques</p>
--

Resources/Materials: Visual examples, books, videos, posters, computer resources.	Key Vocabulary: acrylic paint, glazing, layering, canvas, gesso, palette, color theory, tints, shades, values
--	--

Suggested Pacing Guide

Lesson Name/Topic	Student Learning Objective(s)	Suggested Tasks/Activities:	Day(s) to Complete
-------------------	-------------------------------	-----------------------------	--------------------

What are the properties of Acrylic Paint?	Students will understand the ways in which acrylic paint properties can be altered such as thick, thin, glaze layered, slow drying.	Experiment with acrylic paint properties.	7 days
How to stretch a canvas and gesso	Students will demonstrate proper canvas stretching and gessoing.	Stretch canvas and gesso.	3 days
Painting with acrylics on canvas	Students will apply acrylic paint to a stretched canvas or canvas board.	Create the painting with acrylic paint.	5 days

Teacher Notes: These lessons can be broken apart into single day lessons. For time though they will be given as independent assignments to students with discussion days built in.

Case Social Emotional Learning:

SOCIAL AWARENESS: The abilities to understand the perspectives of and empathize with others, including those from diverse backgrounds, cultures, & contexts. This includes the capacities to feel compassion for others, understand broader historical and social norms for behavior in different settings, and recognize family, school, and community resources and supports. Such as:

- Taking others' perspectives

- Recognizing strengths in others
- Demonstrating empathy and compassion
- Showing concern for the feelings of others
- Understanding and expressing gratitude
- Identifying diverse social norms, including unjust ones
- Recognizing situational demands and opportunities
- Understanding the influences of organizations/systems on behavior

Differentiation/Modification Strategies

Students with Disabilities	English Language Learners	Gifted and Talented Students	Students at Risk	507Students
-----------------------------------	----------------------------------	-------------------------------------	-------------------------	--------------------

<ul style="list-style-type: none"> • Allow errors • Rephrase questions, directions, explanations • Allow extended time to answers questions permit drawing as an explanation. • Consult with Case Managers and follow IEP accommodations/modifications 	<ul style="list-style-type: none"> • Assign a buddy, same language or English speaking • Rephrase questions, directions, and explanations • Allow extended time to answer questions and permit drawing as an explanation • Accept participation on any level, even one word 	<ul style="list-style-type: none"> • Provide extension activities • Build on students' intrinsic motivation • Consult with parents to accommodate students' interests in completing tasks at their level of engagement 	<ul style="list-style-type: none"> • Provide extended time to complete tasks. • Consult with Guidance Counselors and follow I&RS procedures/action plans • Consult with other members of the grade team for specific behavior interventions • Provide rewards as necessary 	<ul style="list-style-type: none"> • Allow errors • Rephrase questions, directions, and explanations • Allow extended time to answer questions and permit drawing as an explanation • Accept participation on any level, even one word • Consult with Case Managers and follow 504 accommodations/modifications • Consult with Case Managers and follow IEP accommodations/modifications
--	---	---	--	--

Unit 5 - Overview

<p>Content Area: Painting I</p>
<p>Unit 5 Title: Art History</p>
<p>Grade Level: 9-12</p>
<p>Core Ideas: Students will research a particular artist and the movement they are associated with in art history . They will create a painting that mimics the style of that artist showing an understanding of that particular style of art. Students will present their painting to their classmates for critique. Students will then create a final painting based on what they have learned that demonstrates clear understanding of various painting techniques. Class and teacher will critique final painting.</p>
<p style="text-align: center;">Unit 5 - Standards</p>

Statement:	
CPI#:	Statement: The practices reflect the steps that artists undergo in the process of creating, performing, responding and connecting to works of art (i.e., the artistic processes). To become artistically literate, it is essential that students are provided with the type of learning experiences that will enable them to engage in these practices as part of their art making processes.
Performance Expectations (NJSLS)	
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.
1.4.12.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.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.
1.1.12.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.
Career Readiness, Life Literacies, and Key Skills	
9.1.2.CAP.1:	Make a list of different types of jobs and describe the skills associated with each job.
9.2.12.CAP.2	Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs.
9.2.8.CAP.5:	Develop a personal plan with the assistance of an adult mentor that includes information about career areas of interest, goals and an educational plan
Computer Science and Design Thinking	
8.1.5.IC.1	Identify computing technologies that have impacted how individuals live and work and describe the factors that influenced the change.
8.2.8.ITH.1	Explain how the development and use of technology influences economic, political, social, and cultural issues.
Cross-cultural Statements/Mandates (Amistad, Holocaust, LGBT, etc...)	

All art, videos and programs will contain people/characters that highlight individuality and are neutral. Students will study different artists including but not limited to:

View and discuss contributions of **African-Americans** such as Faith Ringgold and Jacob Lawrence in art history. View and discuss the **Holocaust** photography and collages as well as collaborating with Holocaust studies. View and discuss **LGBTQ** challenges as depicted and perceived in art history. **Asian American Pacific Islander art** Students will celebrate Asian American Pacific Islander artists and their work by creating art historical Google Slide Presentations for example researching Contemporary Artists Yayoi Kusama, Kota Ezawa, Maya Lin, Roger Shimomura, Jean Shin, Do Ho Suh, Julia Kwon, and Masami Teraoka, among others. Students will study **handicap** artists work such as Chuck Close.

Interdisciplinary Connection

6.1.12.History CA.2.a	Research multiple perspectives to explain the struggle to create an American identity
-----------------------	---

6.1.12.History CC.3.a	Evaluate the role of religion, music, literature, and media in shaping contemporary American culture over different time periods..
-----------------------	--

Companion Standards ELA/L

NJSLSA.W4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
-----------	--

NJSLSA.W6	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
-----------	--

NJSLSA.SL1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
------------	--

Unit Essential Question(s):

- How does art history affect the paintings that we make today?
- What techniques can we learn from famous artists? • How can you observe color in famous paintings and incorporate this into your own work?
- How can you apply art history to your own original painting of art?

Unit Learning Targets

Students will...

- Research famous painters and recognize the still life or portrait work of a particular artist.
- Observe techniques, color, styles and incorporate into their own painting.
- Demonstrate their ability to create an original work of art based on an artist or art historical movement.

Unit Enduring Understandings:

- Art from the past plays a pivotal role in the art we create today.
- Color and technique have been perfected over the centuries with different styles, movements and artistic ingenuity.

Simulate the work of a specific art movement.

Evidence of Learning

Formative Assessments: Discussion, Q&A, Teacher Observations, Projects, Critique

Summative/Benchmark Assessment(s): Performance Tasks, Quizzes, Classwork/Homework, Projects

/Rubrics Alternative Assessments: Worksheets, critiques

Resources/Materials: Visual examples, books, videos, posters, computer resources.

Key Vocabulary: acrylic paint, glazing, layering, canvas, gesso, palette, color theory, tints, shades, values

Suggested Pacing Guide

Lesson Name/Topic	Student Learning Objective(s)	Suggested Tasks/Activities:	Day(s) to Complete
Art History Research	Students will research famous painters and recognize the work of particular artists.	Research and identify artists of all backgrounds and history.	4 days
Art History Painting	Students will identify specific painting techniques and demonstrate how to apply those techniques to their paintings.	Identify painting techniques.	8 days
Art History Presentation	Students will present an artist and describe their work.	Presentations to the class.	3 days
Final Painting	Students will create an original painting based on an artist of historical movement.	Create an original painting based on art history.	8 days

Teacher Notes: These lessons can be broken apart into single day lessons. For time though they will be given as independent assignments to students with discussion days built in.

Case Social Emotional Learning:

SOCIAL AWARENESS: The abilities to understand the perspectives of and empathize with others, including those from diverse backgrounds, cultures, & contexts. This includes the capacities to feel compassion for others, understand broader historical and social norms for behavior in different settings, and recognize family, school, and community resources and supports. Such as:

- Taking others' perspectives
- Recognizing strengths in others
- Demonstrating empathy and compassion
- Showing concern for the feelings of others
- Understanding and expressing gratitude
- Identifying diverse social norms, including unjust ones
- Recognizing situational demands and opportunities
- Understanding the influences of organizations/systems on behavior

Differentiation/Modification Strategies

Students with Disabilities	English Language Learners	Gifted and Talented Students	Students at Risk	508 Students
<ul style="list-style-type: none"> • Allow errors • Rephrase questions, directions, explanations • Allow extended time to answers questions permit drawing as an explanation. • Consult with Case Managers and follow IEP accommodations/modifications 	<ul style="list-style-type: none"> • Assign a buddy, same language or English speaking • Rephrase questions, directions, and explanations • Allow extended time to answer questions and permit drawing as an explanation • Accept participation on any level, even one word 	<ul style="list-style-type: none"> • Provide extension activities • Build on students' intrinsic motivation • Consult with parents to accommodate students' interests in completing tasks at their level of engagement 	<ul style="list-style-type: none"> • Provide extended time to complete tasks. • Consult with Guidance Counselors and follow I&RS procedures/action plans • Consult with other members of the grade team for specific behavior interventions • Provide rewards as necessary 	<ul style="list-style-type: none"> • Allow errors • Rephrase questions, directions, and explanations • Allow extended time to answer questions and permit drawing as an explanation • Accept participation on any level, even one word • Consult with Case Managers and follow 504 accommodations/modifications • Consult with Case Managers and follow IEP accommodations/modifications

I

ENGAGING STUDENTS" FOSTERING ACHIEVEMENT" CULTIVATING 21ST CENTURY GLOBAL SKILLS