

Painting 2

Grade 10-12

Prepared by:

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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 II

Course Description:

Painting II, also a course titled Basic Painting at Ramapo College, is a dual enrollment credit class for MPHS. This half year art course is a continuation of the technical and conceptual problems, skills, and uses of the painting medium. In-class technical projects develop the student's understanding and use of color, painting techniques, and processes. Student painting projects utilize these skills in creating complex thematic visual statements. A wide range of painting skills, styles, and subject matter is explored

Course Sequence:

Unit 1: Acrylics: 3 weeks

Unit 2: Color Theory: 4 weeks

Unit 3: Still Life: 5 weeks

Unit 4: Self-Portrait: 4 weeks

Unit 5: Art History: 3 weeks

Pre-requisite: Enrollment in Painting II presumes student mastery of painting skills and course objectives in Painting I and suggested Drawing I course.

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| Unit 1 - Overview |
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| Content Area: Painting II |
| Unit Title: Acrylics |
| Grade Level: 10-12 |
| Core Ideas: Students will be reintroduced to acrylic paint and learn about all the glazes, mediums, slow drying retarders, brushes, tools and surfaces needed to paint on. Uses for acrylic paint and properties of it will be discussed. Students will learn how to stretch their own canvas, prepare the ground of the canvas, and gesso the canvas surface. Acrylic paint sketching and drawing will be reviewed to create original works of art. Works of art will be critiqued by both students and the teacher. |

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...)

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.

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| 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): <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> <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. Create an original work of art using acrylic paint. | 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. |

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 |
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| 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 | Students will demonstrate proper canvas stretching and gessoing. | Stretch canvas and gesso. | 3 days |

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| canvas and gesso | | | |
| 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 |
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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.

Casel 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 |

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| | | | | Managers and follow IEP accommodations/modifications |
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Unit 2 - Overview

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| Content Area: Painting II |
| Unit Title: Color Theory |
| Grade Level: 10-12 |
| Core Ideas: Acrylic paint mixing and value scales will be demonstrated by both teacher and student. Students will apply paint mixing and value techniques to original works of art. Tonal painted sketches, black and white palettes, warm/cool palettes, color mixing and saturation. Works of art will be critiqued by students and the teacher. |

Unit 2 - Standards

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| 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. |

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| Performance Expectations (NJSL) | |
| 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

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| 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 | |

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| 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...)

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| <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: 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> | |
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Interdisciplinary Connection

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| 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

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| 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 can I mix paint to make a cohesive palette? •
- How is paint mixed to create a tonal palette? How can I mix paint to make a warm/cool palette?
- How can I develop a palette using color mixing and saturation?
- What are the properties of colors?

Unit Learning Targets*Students will...*

- Understand and demonstrate the ability to use various paint mixing methods using acrylic paint. •
- Demonstrate proper paint mixing techniques and the paint properties.
- Demonstrate how to mix paint to complete black, white, and color value scales. Tonal palettes, warm and cool palettes.
- Create an original work of art using acrylic paint. Critique themselves and other students.

Unit Enduring Understandings:

- Understanding and recognizing color properties
- Awareness of the vast techniques one can use when mixing paint to create palettes for painting will enable a higher level of creativity and achievement.

Evidence of Learning

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

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

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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 |
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| Color properties | Students will identify tonal, warm/cool palettes and saturation qualities of paint. | Color wheel and color schemes will be learned and identified. | 5 days |
| Mixing Paint | Students will demonstrate proper paint mixing techniques. | Color mixing and matching will be identified. | 5 days |
| Value Scales | Students will demonstrate how to mix paint to create values. | Value scales with tints and hues will be painted. | 5 days |
| Discern Color | Students will create paintings and understand the color schemes. | Color schemes and matching will be utilized. | 2 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.

Casel 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 | <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 | <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 | <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 | <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 |

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| Managers and follow IEP accommodations/modifications | permit drawing as an explanation • Accept participation on any level, even one word | level of engagement | members of the grade team for specific behavior interventions • Provide rewards as necessary | • 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 |
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Unit 3 - Overview

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| Content Area: Painting II | |
| Unit Title: Still Life | |
| Grade Level: 10-12 | |
| <p>Core Ideas: Students will study famous still life paintings throughout history. They will create their own still life paintings by choosing objects and creating a composition. They will sketch, paint and add color to their work. Painting from life will be their main focus making believable objects with light, shadow and a range of tints and hues.</p> | |
| 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 (NJSL) | |
| 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. |

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| 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. |

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| 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...)

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| <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: 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> | |
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Interdisciplinary Connection

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| 6.1.12.Hist | Evaluate the role of religion, music, literature, and media in shaping contemporary American |

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| ory CC.3.a | culture over different time periods.. |
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| 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): <ul style="list-style-type: none"> • How do you use black, white and shades of gray to paint 3-D objects in a still life? • How do you make believable objects and paint, blend a warm and cool palette? • What is Imprimatura and how do you glaze and layer paint? • How do you use high saturation of color? • How do you use low saturation of color? Unit Learning Targets <i>Students will...</i> <ul style="list-style-type: none"> • Understand and demonstrate the ability to use various painting methods to create believable objects. • Utilize color mixing to create a range of tints and hues/gray/value scales. • Create an original work of art using acrylic paint. • Critique themselves and other students. | Unit Enduring Understandings <ul style="list-style-type: none"> • Colors have different properties and must be treated accordingly. • The ability to properly select, mix, blend, glaze and layer colors is essential to success in painting. |
| Evidence of Learning | |

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| 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 |

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| What is a tonal palette? | Students will understand how painting with a range of values makes believable objects | Paint value scales. | 7 days |
| Painting color properties | Students will utilize and paint with warm/cool/high and low saturated palettes. | Paint warm and cool paintings. | 14 days |
| Techniques for Layering | Students will experiment with several different layering techniques such as Imprimatura or underpainting.. | Experiment with layering. | 7 days |
| Using Glazes | Students will create an original work of art using paint glazes. | Experiment with glazes. | 7 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.

Casel 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:

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- 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 | <ul style="list-style-type: none"> • Assign a buddy, same language or English speaking | <ul style="list-style-type: none"> • Provide extension activities • Build on students' | <ul style="list-style-type: none"> • Provide extended time to complete tasks. | <ul style="list-style-type: none"> • Allow errors • Rephrase questions, directions, and explanations |

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| <ul style="list-style-type: none"> • 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"> • 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 | <p>intrinsic motivation</p> <ul style="list-style-type: none"> • Consult with parents to accommodate students' interests in completing tasks at their level of engagement | <ul style="list-style-type: none"> • 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 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 |
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Unit 4 - Overview

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| Content Area: Painting II | |
| Unit Title: Self-Portrait | |
| Grade Level: 10-12 | |
| <p>Core Ideas: Students will learn to paint a self-portrait metaphorically through objects and realistically with photos and mirrors. Self-portrait painting has a rich history in art throughout the ages. Students will focus on painting a likeness of themselves from the details of the hair, eyes, to the nose and the mouth.</p> | |
| Unit 4 - Standards | |
| Statement: | |
| CPI#: | <p>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.</p> |
| Performance Expectations (NJSL) | |

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| 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. |

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| 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

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| 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...)

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| <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: 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> | |
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| Interdisciplinary Connection | |
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| 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. |
| <p>Unit Essential Question(s):</p> <ul style="list-style-type: none"> • How does one paint the face and facial features? • What are the correct proportions used when painting the face? • How can monochromatic underpainting assist in modeling the face 3-dimensionally? • How can one use glazing, blending, mixing, and color to paint a face successfully? • How can one use objects to represent self? <p>Unit Learning Targets <i>Students will...</i></p> <ul style="list-style-type: none"> • Understand how to paint the face. | <p>Unit Enduring Understandings:</p> <ul style="list-style-type: none"> • Students will understand how the artists' views of the self have changed throughout time. • Students will understand how objects can metaphorically represent you. <p>Students will understand how color and layers of paint will assist in creating a successful self portrait</p> |

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| <ul style="list-style-type: none"> • Utilize color when painting the face. • Find their way in layering and blending paint to create 3-D facial features. • Demonstrate correct proportions when painting the face. | |
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| 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> | |

/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 |
|------------------------------|--|--|--------------------|
| Self portrait painting | Students will understand how to paint the face utilizing correct proportions. | Draw eye, nose, mouth, ears and then add to face after practicing. | 14 days |
| Painting the facial features | Students will use monochromatic underpainting to paint sketch and layout proper proportions. | Paint the face after drawing with monochromatic colors. | 14 days |
| Adding Color and Values | Students will apply color and glazes to paintings of self, metaphorical objects or other face portraits. | Add the colors and values to the features and portrait. | 7 days |
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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.

Casel 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

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Differentiation/Modification Strategies

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

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| <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 |
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Unit 5 - Overview

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| <p>Content Area: Painting II</p> |
| <p>Unit Title: Art History</p> |
| <p>Grade Level: 10-12</p> |
| <p>Core Ideas Students will research still life paintings and self-portrait paintings. Students will learn about these artists 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 the final painting.</p> |
| <p style="text-align: center;">Unit 5 - Standards</p> |

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| 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 |

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| | 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. |
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Performance Expectations (NJSL)

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| 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

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| 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

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| 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.

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Interdisciplinary Connection

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| 6.1.12.History CA.2.a | Research multiple perspectives to explain the struggle to create an American identity |
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| 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.. |
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Companion Standards ELA/L

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| NJSLSA.W4 | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
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| 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. |
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| Unit Essential Question(s): | Unit Enduring Understandings: |
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| <ul style="list-style-type: none"> ● 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? <p>Unit Learning Targets <i>Students will...</i></p> <ul style="list-style-type: none"> ● 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. Simulate the work of a specific art movement. | <ul style="list-style-type: none"> ● 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. |
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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

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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.

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Differentiation/Modification Strategies

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