

Verona Public School District Curriculum Overview

Advanced Art II and III



Curriculum Committee Members:
Terry Sherman

Supervisor:
Charlie Miller
Dave Galbierczyk

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Verona Public Schools Mission Statement:

The mission of the Verona Public Schools, the center of an engaged and supportive community, is to empower students to achieve their potential as active learners and productive citizens through rigorous curricula and meaningful, enriching experiences.

Course Descriptions:

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

Prerequisite for Advanced Art II:

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

Prerequisite for Advanced Art III:

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

Standard 8: Technology Standards

<p>8.1: Educational Technology: <i>All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.</i></p>	<p>8.2: Technology Education, Engineering, Design, and Computational Thinking - Programming: <i>All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.</i></p>
<ul style="list-style-type: none"> A. Technology Operations and Concepts x B. Creativity and Innovation C. Communication and Collaboration D. Digital Citizenship x E. Research and Information Fluency F. Critical thinking, problem solving, and decision making 	<ul style="list-style-type: none"> A. The Nature of Technology: Creativity and Innovation B. Technology and Society x C. Design D. Abilities for a Technological World E. Computational Thinking: Programming

SEL Competencies and Career Ready Practices

<p>Social and Emotional Learning Core Competencies: <i>These competencies are identified as five interrelated sets of cognitive, affective, and behavioral capabilities</i></p>	<p>Career Ready Practices: <i>These practices outline the skills that all individuals need to have to truly be adaptable, reflective, and proactive in life and careers. These are researched practices that are essential to career readiness.</i></p>
<p>Self-awareness: The ability to accurately recognize one's emotions and thoughts and their influence on behavior. This includes accurately assessing one's strengths and limitations and possessing a well-grounded sense of confidence and optimism.</p>	<ul style="list-style-type: none"> x CRP2. Apply appropriate academic and technical skills. CRP9. Model integrity, ethical leadership, and effective management. CRP10. Plan education and career paths aligned to personal goals.
<p>Self-management: The ability to regulate one's emotions, thoughts, and behaviors effectively in different situations. This includes managing stress, controlling impulses, motivating oneself, and setting and working toward achieving personal and academic goals.</p>	<ul style="list-style-type: none"> CRP3. Attend to personal health and financial well-being. x CRP6. Demonstrate creativity and innovation. x CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP11. Use technology to enhance productivity.
<p>Social awareness: The ability to take the perspective of and empathize with others from diverse backgrounds and cultures, to understand social and ethical norms for behavior, and to recognize family, school, and community resources and supports.</p>	<ul style="list-style-type: none"> CRP1. Act as a responsible and contributing citizen and employee. CRP9. Model integrity, ethical leadership, and effective management.
<p>Relationship skills: The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. This includes communicating clearly, listening actively, cooperating, resisting inappropriate social pressure, negotiating conflict constructively, and seeking and offering help when needed.</p>	<ul style="list-style-type: none"> x CRP4. Communicate clearly and effectively and with reason. CRP9. Model integrity, ethical leadership, and effective management. CRP12. Work productively in teams while using cultural global competence.
<p>Responsible decision making: The ability to make constructive and respectful choices about personal behavior and social interactions based on consideration of ethical standards, safety concerns, social norms, the realistic evaluation of consequences of various actions, and the well-being of self and others.</p>	<ul style="list-style-type: none"> CRP5. Consider the environmental, social, and economic impact of decisions. CRP7. Employ valid and reliable research strategies. x CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP9. Model integrity, ethical leadership, and effective management.

Standard 9: 21st Century Life and Careers

<p>9.1: Personal Financial Literacy: <i>This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.</i></p>	<p>9.2: Career Awareness, Exploration & Preparation: <i>This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.</i></p>	<p>9.3: Career and Technical Education: <i>This standard outlines what students should know and be able to do upon completion of a CTE Program of Study.</i></p>
<ul style="list-style-type: none"> A. Income and Careers B. Money Management C. Credit and Debt Management D. Planning, Saving, and Investing E. Becoming a Critical Consumer F. Civic Financial Responsibility G. Insuring and Protecting 	<ul style="list-style-type: none"> A. Career Awareness (K-4) B. Career Exploration (5-8) x C. Career Preparation (9-12) 	<ul style="list-style-type: none"> A. Agriculture, Food & Natural Res. B. Architecture & Construction x C. Arts, A/V Technology & Comm. D. Business Management & Admin. E. Education & Training F. Finance G. Government & Public Admin. H. Health Science I. Hospital & Tourism J. Human Services K. Information Technology L. Law, Public, Safety, Corrections & Security M. Manufacturing N. Marketing O. Science, Technology, Engineering & Math P. Transportation, Distribution & Log.

Course Materials

<p>Core Instructional Materials: <i>These are the board adopted and approved materials to support the curriculum, instruction, and assessment of this course.</i></p>	<p>Differentiated Resources: <i>These are teacher and department found materials, and also approved support materials that facilitate differentiation of curriculum, instruction, and assessment of this course.</i></p>
<ul style="list-style-type: none"> ● Teacher created instructional brochures, on-line videos, and posters 	<ul style="list-style-type: none"> ● Drawing, painting, ceramic and mosaic materials and tools are all available in the classroom



Verona Public Schools UbD Unit Plan

Course Title / Subject: **Advanced Art II and III**
 Unit Title/ Topic: **1. Drawing, Painting and Collage**
 Instructor: **Terry Sherman**

STAGE 1: DESIRED RESULTS			
Established Goals	Transfer		
NJCCCS 1.1.12.D.1 The Creative Process in the Visual Arts i.e. to understand and use the elements and principles of design 1.2.12.D.1 History of the Arts and Cultures i.e. to understand the relationship of art to culture, themes ,styles, and ideas 1.3.12.D.1 Performance in the Visual Arts i.e. to produce works of art 1.4.12.D.1	<p>Students will be able to <u>independently</u> use their learning to understand and appreciate how an artist is able to look at a three dimensional object in space and translate that into a two dimensional drawing/painting on paper that communicates the expressive essence of that object.</p>		
	Meaning		
	<table border="1" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <p>Enduring Understandings Students will understand that:</p> <ul style="list-style-type: none"> ● Drawing and painting are forms of visual communication. Throughout recorded history, man has always communicated ideas through drawing and painting. ● Artists create visual unity, and strong composition, by applying their knowledge of the elements and principles of design in the art studio. ● Artists experiment and problem solve in order to decide which dry or wet medium and techniques best communicate their message. </td> <td style="width: 50%; vertical-align: top;"> <p>Essential Questions</p> <ul style="list-style-type: none"> ● What is drawing and how does it relate to our culture? How does it relate to painting? ● How are art elements and design principles used to create a drawing and a painting? ● How do artists select media, tools and techniques to best express the ideas they wish to communicate? How does problem solving relate to drawing/painting? ● How does the creative process relate to a finished work of art? ● How do artists decide what to draw/paint? What inspires an artist? ● How can drawing/painting improve the quality of your life? ● How does drawing relate to painting and why do artists place such a high value on their sketchbooks?. ● What does an artist need to understand in order to create a realistic drawing/painting? </td> </tr> </table>	<p>Enduring Understandings Students will understand that:</p> <ul style="list-style-type: none"> ● Drawing and painting are forms of visual communication. Throughout recorded history, man has always communicated ideas through drawing and painting. ● Artists create visual unity, and strong composition, by applying their knowledge of the elements and principles of design in the art studio. ● Artists experiment and problem solve in order to decide which dry or wet medium and techniques best communicate their message. 	<p>Essential Questions</p> <ul style="list-style-type: none"> ● What is drawing and how does it relate to our culture? How does it relate to painting? ● How are art elements and design principles used to create a drawing and a painting? ● How do artists select media, tools and techniques to best express the ideas they wish to communicate? How does problem solving relate to drawing/painting? ● How does the creative process relate to a finished work of art? ● How do artists decide what to draw/paint? What inspires an artist? ● How can drawing/painting improve the quality of your life? ● How does drawing relate to painting and why do artists place such a high value on their sketchbooks?. ● What does an artist need to understand in order to create a realistic drawing/painting?
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<p>Aesthetic Response and Critique i.e. to analyze with fellow students a work of art</p>	<ul style="list-style-type: none"> ● The creative process is often as important as the finished work of art. ● Most artists are influenced by the creative work of their predecessors. Nature, religion, culture, history, etc. also influence the artist. ● Drawing and painting are about learning how to see, and about observing our surroundings. ● Access to art and to the aesthetic experience, has a positive influence on the quality of a person's lifelong learning, personal expression, and contributions to our community and to society. ● In order to create a realistic drawing or painting, an artist needs to understand the principles of 1 and 2 point perspective, and that every object we see has a form based on the cube, the cylinder, the cone or the sphere. Organic objects are modified geometric forms. 	
Acquisition of Knowledge & Skills		
	<p>Students will know:</p> <ul style="list-style-type: none"> ● The elements and principles of design. ● The tools of drawing and painting. ● The basic geometric forms. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> ● Draw real objects that are based on the cube, the cylinder, the cone and the sphere. ● Complete the sketchbook assignments in the drawing packet. ● Add form to their drawings through the use of shading, hatching and crosshatching. ● Use an ink, watercolor, or oil wash to add shadow to an object.

	<ul style="list-style-type: none"> ● Basic concepts of perspective and space through overlapping and size change ● Shading techniques ● Hatching and cross hatching ● Contour and gestural drawing ● Blind contour line drawing ● Painting techniques ● Color terminology ● The color wheel ● Composition 	<ul style="list-style-type: none"> ● Draw the basic forms in one and two point perspective. ● Experiment with colored pencil, charcoal pencil, pen and ink, pen and brush etc. on different types of paper ● Experiment with watercolor, tempera paint and acrylic paint ● Use their drawings to create strong portfolio pieces
	<p>Key Terms Line, shape, color, value, texture, space, form, contour, gesture, shading, structure, proportion, hatching, cross-hatching, symmetry, perspective, cylinder, cube, sphere, cone, contrast, wash. drybrush</p>	

STAGE 2: ACCEPTABLE EVIDENCE

Transfer Task

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

Other Evidence

- Drawing pre-assessment taken by all art students in September/October to assess their level of understanding about drawing and painting
- A series of portfolio assignments in their sketch books that show their understanding and their ability to draw and paint the basic forms that all objects are made from.
- Student verbalizations of their activities
- Self assessment rubrics designed for each large assignment.
- On-going daily instruction and evaluations with the teacher of projects in progress

- Informal table critiques with their peers
- Teacher observations of students working independently to complete portfolio pieces
- Teacher individualized instruction with students as needed on a daily basis
- Demonstrations by students of their ability to master techniques and teach those techniques to other students
- Written museum research papers that focus on drawing and painting.
- Research papers on individuals artists that relate to drawing and to painting.

STAGE 3: ACTIVITIES TO FOSTER LEARNING

- There is a printed booklet that guides students through the skills and concepts necessary in order to draw and paint realistic objects. It is also posted on google. Students will follow along in class as the teacher demonstrates the assignment, and then complete it in their own sketch book. If they don't finish an assignment in class, they must finish it as homework.
- Students will complete all drawing and painting assignments and then take their knowledge and skills, and apply it to medium and large drawings and paintings. They need to develop a style and a thematic approach to their work.
- Numerous individual and group demonstrations by teacher of how to work with different media.
- Individual class time to draw, followed by teacher questioning the students to compare their drawings and paintings to the objects they see in front of them. What is the same? What is different? Are the proportions accurate? Have they captured the essence of the object? Group critiques.
- Student will submit a written research paper that answers questions about artists or museum exhibitions related to this assignment.
- All sketchbook assignments for the marking period focus on practicing their observational drawing and painting skills.
- Student/teacher final evaluation of their drawing and paintings before they are matted.
- Final drawings and paintings will be exhibited at the annual Creative Arts Festival in May.



Verona Public Schools UbD Unit Plan Template

Course Title / Subject: **Advanced Art II and III**
 Unit Title / Topic: **Ceramics and Mosaics**
 Instructor: **Terry Sherman**

STAGE 1: DESIRED RESULTS		
Established Goals	Transfer	
<p>NJCCCS 1.1.12.D.1 The Creative Process in the Visual Arts i.e. understand elements and principles</p> <p>1.2.12.D.1 History of the Arts and Cultures i.e. understand relationship of art to culture, themes and styles, ideas</p> <p>1.3.12.D.1 Performance in the Visual Arts i.e. produce works of art</p> <p>1.4.12.D.1 Aesthetic Response and Critique i.e. analyze a work of art</p>	<p>Students will understand and appreciate how an artist uses the medium of colored glass, clay, tiles, stone, mirror, china etc. to design a three-dimensional work of art.</p>	
	Meaning	
	<p>Enduring Understandings Students will understand that:</p> <ul style="list-style-type: none"> ● Mosaics have been created throughout recorded history. ● The earliest mosaics were made in about 3000 BC by the Sumerians. ● Mosaics are an ancient craft and a contemporary one as well. ● Twenty first century artists are not held to any rules, or media compared to artists of the past. The art experience values experimentation, and “doing something you have never done before.” This view is optimistic, strong, and develops 	<p>Essential Questions</p> <ul style="list-style-type: none"> ● What are mosaics and how do they relate to culture? ● What significance do mosaics hold for world civilizations? ● How do mosaic artists use the elements and principles of design to create unity in a mosaic? ● What distinguishes mosaics from other art forms? ● What inspires a mosaic artist? What does it mean to design an object that is both beautiful and utilitarian? ● What is ceramics and how does it relate to culture? ● What significance does clay hold for world cultures? ● How do artists decide what to create from clay? ● How can ceramics improve the quality of a person’s life? ● What does it mean to design an object that is both beautiful and utilitarian?

	<p>perseverance, innovative thinking, and encourages students to conquer their fears of the unknown.</p> <ul style="list-style-type: none"> ● Relief, texture and three dimensional form are basic qualities that distinguish mosaics from other art forms. ● Mosaics are created from repetitive units, that when organized together create a unified whole. 	
Acquisition of Knowledge & Skills		
	<p>Students will know:</p> <ul style="list-style-type: none"> ● The elements and principles of design ● The process of executing a mosaic or ceramic design ● A variety of skills and techniques including cutting glass, attaching glass to wood, layering images under glass, grouting, and cleaning a mosaic. A variety of techniques for shaping and molding clay include pinching, coiling and slabbing. ● Ceramic tile techniques if creating a mosaic with ceramic tiles. Ceramic tile techniques. ● Safety issues when working with glass and cleaning surfaces after cutting glass. Safety issues when working with dry clay and glazes. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> ● Create a drawing in their sketchbook of the mosaic or ceramic work they would like to make. ● Plan a color scheme. ● Understand how to translate a design into a mosaic or a ceramic form. ● Prepare a wood support for a mosaic. Create patterns for a ceramic piece and understand which processes to use. ● Use a layering process to add words and images under transparent glass. Use tools to impress designs on damp clay or to carve leather hard clay. ● Safely use tools to score, cut and break glass. Use metal tools to cut clay. ● Attach glass pieces to their wood support. Attach clay pieces together. ● Select a grout color to complement the design. Select glazes and underglazes to color bisque ware. ● Grout, clean and attach a backing to their piece so that it can be displayed on a wall. Decide how to display or use a ceramic work of art.

Key Terms

For mosaics: relief, transparent, opaque, a support, collage, scoring, breaking, direct method, grouting, stained glass, template, cutters, breakers, adhesive, base, smalti, and tiles

For ceramics: earthenware, greenware, bisque and glaze firing, needle tool, leather hard, coils, slabs, pinch pots, glazes, underglazes, kiln, utilitarian or functional, moisture content, shrinkage, grog, relief decoration, firing, temperature, slip

STAGE 2: ACCEPTABLE EVIDENCE**Transfer Task**

1. Design and create one of the following: a mosaic design on wood, a mosaic mirror, a vase, a mosaic table, a ceramic bowl, a ceramic sculpture, a plate, a mug, a tile, wind-chimes, animal forms or a combine ceramic-mosaic form.

Other Evidence

- Questioning techniques to encourage students to self evaluate their work
- Daily ongoing evaluations with the teacher of work in process
- Use of tracing paper to help students understand how to improve design ideas
- Rubrics for self evaluation
- Group critiques informally with teacher including peers
- Teacher observations of students working independently
- Demonstrations by students of their ability to master techniques
- Sketchbook related assignments and written reflections
- Written online artist research papers and museum papers to provide necessary art history knowledge
- Painted samples of the colors that they will use in their finished pieces
- Written reflections included in papers to connect research to studio application
- Self evaluations by students twice during the marking period, guided by teacher
- Portfolio approach at the end of the marking period

STAGE 3: ACTIVITIES TO FOSTER LEARNING

- A thorough introduction to mosaics and to ceramics. Students are shown samples of completed mosaics and ceramics in the art room. PowerPoint presentation of student made projects in last year's Creative Arts Festival.
- Students are referred to mosaic and ceramic reference books and examples in the art room. Many websites and my google classroom provides ideas as well.
- VHS Web site assignments related to this new unit.
- Students plan their mosaics and ceramic pieces in their sketchbooks after doing research. Individual class time to develop their project ideas, and try techniques.
- Advanced students creating table tops have additional instruction specific to designing for a curved surface.
- Several teacher demonstrations of a variety of techniques: applying gesso to wooden support, cutting, scoring and breaking glass, applying glass to boards, cutting mirror, spacing glass, applying collage papers under glass, mixing grout, applying grout, cleaning glass, attaching wire to back of pieces, pinching clay, coiling clay, making slabs, attaching clay, kneading, glazing, carving, etc.
- Student will submit museum and research paper during the marking period that answers questions about the art works they have seen in a museum or a gallery over the marking period and how they influenced their class projects.
- Student/teacher final evaluation of their mosaics and clay pieces. Student critiques guided by the teacher.
- Final work is handed in, graded and put on a shelf in the back storage closet for safekeeping until display in the Creative Arts Festival.