



PISCATAWAY TOWNSHIP SCHOOLS

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Superintendent of Schools

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Drawing and Painting II

Content Area: Visual Art
Grade Span: 10-12 Grade
Revised by: Dorothy Amme
Presented by:
Approval date: August 2020

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COURSE OVERVIEW

Description

This course is intended for the student who is seriously considering a career in the visual arts after high school. It is a continuation of drawing and Painting I. It emphasizes drawing from observation and the use of different media and techniques to create art. Students will continue to develop compositional skills while combining media in new and visually interesting ways.

Prerequisite: Teacher recommendation and a minimum of a 90 average in Drawing and Painting 1.

Goals

- Demonstrate intermediate level drawing and painting skill with an emphasis on observational drawing skills.
- Apply knowledge of color theory, use of line, range of value, understanding of form and texture to drawing and painting projects.
- Continue to develop confidence with a variety of painting media and wet media.
- Prepare and explore working on a variety of texture and colored surfaces and grounds.
- Create, photograph and edit original reference materials while demonstrating awareness of ethical implications of making and distributing creative work.
- Apply a range of problem-solving techniques to the development of creative work.
- Experiment and explore mixed media work using a variety of drawing and painting media
- Identify and discuss different approaches to subject matter in drawing and painting and continue to establish an individual voice or style in their work.
- Identify types of contextual information useful in the process of constructing interpretations of an artwork or collection of works.
- Continue to develop disciplined work habits and a respect for materials, studio space and the work of others.
- Continue to develop the language and open-mindedness needed to analyze and discuss art.
- Continue to develop the ability to observe the world and translate it into works of visual art.
- Use visual journaling as way to document the creative experience

Scope and Sequence

Unit	Topic	Length
Unit 1	Visual Journaling	Ongoing
Unit 2	Blind Contour Drawing	Ongoing
Unit 3	Printmaking	Ongoing
Unit 4	Identity and Self Portraiture	Ongoing
Unit 5	Abstract and Non-Objective Art	Ongoing
Unit 6	Value in Reverse	Ongoing

Unit 7	Narrative Still Life	Ongoing
Unit 8	Mixed Media and Collage	Ongoing
Unit 9	Painting and Wet Media	Ongoing
Unit 10	Surrealism	Ongoing
Resources		
Art Supplies Teacher/student created projects Teacher created Technique Sheets		

UNIT 1: Visual Journaling

Summary and Rationale	
Students will learn about visual journals and create their own art journal to use as a place for reflection, communication, and experimentation.	
Recommended Pacing	
Decided by instructor and facilitated by students needs	
State Standards	
NJ Visual and Performing Arts Standards Visual Arts/ By Grade 12	
1.5.12prof.Cr1a	Use multiple approaches to begin creative endeavors.
1.5.12acc.Cr1a	Individually and collaboratively formulate new creative problems based on student’s existing artwork.
1.5.12adv.Cr1b	Choose from a range of materials and methods of traditional and contemporary artistic practices, following or breaking established conventions, to plan the making of multiple works of art and design based on a theme, idea or concept.
1.5.12prof.Cr2a	Engage in making a work of art or design without having a preconceived plan.
1.5.12prof.Cr3a	Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on and plan revisions for works of art and design in progress.
1.5.12prof.Pr4a	Analyze, select and curate artifacts and/or artworks for presentation and preservation
1.5.12adv.Re7a	Analyze how responses to art develop over time based on knowledge of and experience with art and life.
1.5.12prof.Re9a	Establish relevant criteria in order to evaluate a work of art or collection of works.
1.5.12acc.Cn10a	Utilize inquiry methods of observation, research and experimentation to explore other subjects through artmaking
1.5.12acc.Cn10a	Utilize inquiry methods of observation, research and experimentation to explore other subjects through artmaking
Instructional Focus	
Unit Enduring Understandings	
<ul style="list-style-type: none"> • Art journals are person spaces in which to create artworks and written statements, respond to art and visual culture, make interpretations, present ideas and build connections over time. • Art journals document the steps that artists take to work toward complex targets that require practice, inquiry and self-reflections to attain. • Art journals can take many different forms. 	
Unit Essential Questions	
<ul style="list-style-type: none"> • What is an artist journal? • Why do artists use visual journaling? • How does this tool help you grow and develop as a visual artist over time? 	

Objectives

Students will know:

- Visual journaling is part of a type of art called Book Arts.
- There are many different book forms such as a flag book, one page folded book, Japanese bound books, altered books, sculptural books and traditional sketchbooks/journals.
- Art journals are used to document and record our artistic journey.
- Artists often use their journals for self-reflection, responding to prompts, making connections, rough sketches and thumbnails, collect collage materials, record vocabulary, and revise and revisit existing artworks.

Students will be able to:

- Create a journal using a selected form and proper construction techniques.
- Develop skills regarding neatness and craftsmanship as it relates to Book Arts
- Complete specific journal assignments as an ongoing visual diary of their artistic experience while exploring varying themes and concepts throughout the school year
- Revisit and revise journal pages throughout the school year
- Reinforce and extend in class learning experiences and skills in their journals using a variety of media
- Experiment with different media and the visual outcomes in their journals throughout the year

Resources

Handouts
Technique sheets
Art supplies
Student Art Journals
Student Notebook

UNIT 2: Blind Contour Drawing

Summary and Rationale

Students will learn to observe and draw objects, themselves, or and other students without looking at their paper as way to improve observational drawing skills. This unit focuses on contour line, blind contour line and shading techniques using line while exploring composition, emphasis and creating themes in art.

Recommended Pacing

Determined by instructor and facilitated by students needs

State Standards

NJ Visual and Performing Arts Standards

Visual Arts/ By Grade 12

1.5.12prof.Cr1b	Shape an artistic investigation of an aspect of present-day life using a contemporary practice of art and design.
1.5.12adv.Cr1b	Choose from a range of materials and methods of traditional and contemporary artistic practices, following or breaking established conventions, to plan the making of multiple works of art and design based on a theme, idea or concept.
1.5.12acc.Cr2a	Through experimentation, practice and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.
1.5.12adv.Cr2c	Demonstrate in works of art or design how visual and material culture defines, shapes, enhances, inhibits, and/or empowers people's lives.
1.5.12adv.Cr3a	Reflect on, re-engage, revise and refine works of art or design considering relevant traditional and contemporary criteria as well as personal artistic vision.
1.5.12acc.Re7a	Recognize and describe personal aesthetic and empathetic responses to the natural world and constructed environments.
1.5.12acc.Re8a	Identify types of contextual information useful in the process of constructing interpretations of an artwork or collection of works.
1.5.12adv.Cn11a	Assess the impact of an artist or a group of artists on the beliefs, values and behaviors of a society

Instructional Focus

Unit Enduring Understandings

- Drawing from observation develops hand/eye coordination.
- It is important to study the subject that you are drawing to assure that you see the form in the round and all of its details to draw it accurately.
- Artists work to express ideas and themes visually through their art

Unit Essential Questions

- Where would you use weighted contour line?
- Why do we use contour lines?
- What is a blind contour drawing?
- How does blind contour drawing build observational skills?
- How do you create emphasis in artwork?

Objectives

Students will know:

- Blind contour drawing is a drawing that is done while Looking at your object 90% of the time and your paper 10% of the time.
- Blind contour drawing builds observation skills and hand to eye coordination.
- Blind contour drawing is a right brain activity and helps to build spatial sense.
- Emphasis is a principle of art which refers to the use of visual elements to draw attention to a certain area, usually a focal point, in an artwork
- The focal point of a drawing or painting is the area in the composition to which the viewer's eye is naturally drawn
- Composition is the term usually refers to the arrangement of elements within a work of art.
- There are a set of guidelines for developing a good composition in art.
- Line weight refers to the strength, heaviness, or darkness of a **line**.
- Unity is a quality of wholeness and oneness that is achieved by the proper use of art elements and principles

Students will be able to:

- Artists work to express ideas and themes visually through their art
- Identify and use weighted contour, parallel, and perpendicular lines
- Use line expressively to communicate ideas
- Be aware of compositional guidelines to create a focal point in art.
- Explain how elements and principles create unity and emphasis in an artwork
- Identify and create unity through elements and principles
- Identify and create emphasis (focal point) through contrast and convergence of lines and color
- Identify and use emphasis (focal point) through isolation and location
- Use emphasis expressively through line and color
- Develop and create a theme through a series of original artworks that communicates personal ideas using blind contour drawings.
- Use different art media to create a work of art

Resources

Handouts
 Technique sheets
 Art supplies
 Student Art Journals
 Student Notebook

UNIT 3: Printmaking

Summary and Rationale

Students will continue to develop relief printmaking skills by planning, designing and carving a linoleum block while learning to print using a printing press to create a series of prints. Students will also explore contemporary printmakers and how their work is used to expose, influence and educate people about local and global issues.

Recommended Pacing

Determined by instructor and facilitated by students needs

State Standards

NJ Visual and Performing Arts Standards

Visual Arts/ By Grade 12

1.5.12prof.Cr1b	Shape an artistic investigation of an aspect of present-day life using a contemporary practice of art and design.
1.5.12acc.Cr1b	Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design.
1.5.12adv.Cr1b	Choose from a range of materials and methods of traditional and contemporary artistic practices, following or breaking established conventions, to plan the making of multiple works of art and design based on a theme, idea or concept.
1.5.12adv.Cr2a	Experiment, plan and make multiple works of art and design that explore a personally meaningful theme, idea, or concept.
1.5.12adv.Cr3a	Reflect on, re-engage, revise and refine works of art or design considering relevant traditional and contemporary criteria as well as personal artistic vision.
1.5.12acc.Pr5a	Evaluate, select and apply methods or processes appropriate to display artwork in a specific place.
1.5.12acc.Re7b	Evaluate the effectiveness of visual artworks to influence ideas, feelings, and behaviors of specific audiences.
1.5.12acc.Cn10a	Utilize inquiry methods of observation, research and experimentation to explore other subjects through artmaking
1.5.12prof.Cn11a	Describe how knowledge of culture, traditions and history may influence personal responses to art.
1.5.12adv.Cn11b	Assess the impact of an artist or group of artists on global issues, including climate change.

Instructional Focus

Unit Enduring Understandings

- Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences across cultures.
- Creativity and innovative thinking are essential skills that can be developed.
- Through experimentation and revision we can develop an artistic voice in our work.
- Artists use their work to expose, influence and educate people about local and global issues.

Unit Essential Questions

- What is the linoleum block printing process from initial design to finished edition?
- What are the characteristics of relief printing?
- How is printing with a press different then printing by hand?
- Why is printmaking a good medium for artists to use to educate, influence and expose people to local and global issues?

Objectives

Students will know:

- Printmaking is a process in which an artist repeatedly transfers an original image from one prepared surface to another.
- The process of planning and executing a print from beginning to end.
- A linoleum block print is a type of relief printmaking and makes use of line, texture, and contrast.
- There are many different types of tools used in printmaking including a printing press.
- Repetition is the technique for creating rhythm and unity in which a motif or single element appears again and again.
- The art and process of printmaking has endured over time and has a rich history across cultures.
- How artists prepare and number a series of prints in professional manner.
- Printmaking as medium has given artists a way to raise awareness to global and local issues.

Students will be able to:

- Properly prepare a large linoleum block with an original design that focuses on a subject that has good texture, line, and contrast.
- Safely carve a linoleum block using a linoleum gouge and bench plate and maintain the integrity of the block for a period of time.
- Mix inks to the correct consistency to achieve a proper print.
- Operate a printing press correctly to create a series of prints.
- Experiment with different printing surfaces, techniques and papers to achieve a final print.
- Research, plan and execute a piece of art that uses a set minimum number of prints.
- Number and sign a series of prints in the correct way and order
- Discuss the work of various printmakers, contemporary and traditional, and how they have used this art form as a way to highlight global and local issues.

Resources

Handouts
Technique sheets
Art supplies
Student Art Journals
Student Notebook

UNIT 4: Identity and Self Portraiture

Summary and Rationale	
Students will explore how identity is a collection of characteristics by which something is known. They will also learn about different types of self-portraits and how art gives us the freedom to explore and visually represent our identity.	
Recommended Pacing	
Determined by instructor and facilitated by students needs	
State Standards	
NJ Visual and Performing Arts Standards	Visual Arts/ By Grade 12
1.5.12prof.Cr1a	Use multiple approaches to begin creative endeavors.
1.5.12adv.Cr1b	Choose from a range of materials and methods of traditional and contemporary artistic practices, following or breaking established conventions, to plan the making of multiple works of art and design based on a theme, idea or concept.
1.5.12prof.Cr2a	Engage in making a work of art or design without having a preconceived plan.
1.5.12acc.Cr2a	Through experimentation, practice and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.
1.5.12acc.Cr3a	Engage in constructive critique with peers, then reflect on, re-engage, revise, and refine works of art and design in response to personal artistic vision.
1.5.12prof.Pr6a	Analyze and describe the impact that an exhibition or collection has on personal awareness of social, cultural or political beliefs and understandings
1.5.12prof.Re9a	Establish relevant criteria in order to evaluate a work of art or collection of works.
1.5.12acc.Cn10a	Utilize inquiry methods of observation, research and experimentation to explore other subjects through artmaking
1.5.12adv.Cn10a	Synthesize knowledge of social, cultural, historical, and personal life with artmaking approaches to create meaningful works of art or design.
1.5.12adv.Cn11a	Assess the impact of an artist or a group of artists on the beliefs, values and behaviors of a society
Instructional Focus	
Unit Enduring Understandings	
<ul style="list-style-type: none"> • Our personal identity is formed by many things such as culture, hobby, geographical location, religious associations, and family. • Identity can be expressed visually in many ways from very literal such as self-portrait to a dance. • Self-portraits are part of an artists' portfolio. 	
Unit Essential Questions	

- How does contemporary art address the idea of identity?
- How do artists working today reveal and question commonly held assumptions about stereotypes, self-awareness, portraiture, and what it means to be an artist?
- What types of self-portraits are there?

Objectives

Students will know:

- Artists self-portraits can be broken up into different categories.
- History of self-portrait in art.
- Different approaches to drawing one's self.
- Planes and proportion of the human face and head.
- Proportion in art is a principle that stands for the relation of parts or objects within a composition considering their size.

Students will be able to:

- Visually express their personal identity by creating a self-portrait with a focus on likeness.
- Use different media and techniques to create a work of art.
- Use correct proportions of the human face and head in their own portrait.
- Experiment with different approaches to drawing a self-portrait.
- Be aware of the different planes of the face to determine value and shading
- Identify different types of self-portraits such as narrative, metaphorical, fantasy, self-study, and a projection of self.

Resources

Handouts
 Technique sheets
 Art supplies
 Student Art Journals
 Student Notebook

UNIT 5: Abstract and Non-Objective Art

Summary and Rationale	
Students will learn about non-objective and abstract art and how this art movement developed over time. Students will create a non-objective or abstract piece of art using contemporary approaches.	
Recommended Pacing	
Determined by instructor and facilitated by students needs	
State Standards	
NJ Visual and Performing Arts Standards Visual Arts/ By Grade 12	
1.5.12adv.Cr1b	Choose from a range of materials and methods of traditional and contemporary artistic practices, following or breaking established conventions, to plan the making of multiple works of art and design based on a theme, idea or concept.
1.5.12prof.Cr2b	Explain how traditional and non-traditional materials may impact human health and the environment, and demonstrate safe handling of materials, tools and equipment.
1.5.12acc.Cr2a	Through experimentation, practice and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.
1.5.12prof.Re7b	Analyze how one's understanding of the world is affected by experiencing visual arts.
1.5.12adv.Re7b	Determine the commonalities within a group of artists or visual arts attributed to a particular type of art, timeframe, or culture.
1.5.12adv.Re8a	Analyze differing interpretations of an artwork or collection of works in order to select and defend a plausible critical analysis.
1.5.12adv.Re9a	Construct evaluations of a work of art or collection of works based on differing sets of criteria.
1.5.12prof.Cn10a	Document the process of developing ideas from early stages to fully elaborated ideas.
1.5.12prof.Cn11b	Describe how knowledge of global issues, including climate change, may influence personal responses to art.
Instructional Focus	
Unit Enduring Understandings	
<ul style="list-style-type: none"> • Formalist aesthetic places value on the use of the principles and elements of art. • Non-objective art tends to have a rather universal and timeless appeal. • An artwork is either representational, abstract, or non-objective. 	
Unit Essential Questions	
<ul style="list-style-type: none"> • How are abstract art and non-objective art different? • What approaches have artists used to create non-objective art? • How is non-objective art defined? • What is aesthetic preference and how is it formed? 	
Objectives	

Students will know:

- Non-objective art is a type of abstract Art.
- Non-objective art uses the elements and principles of art in a way that results in a visually stimulating work.
- Abstract art is a form of a changing the subject in a manner that is different than how it is viewed in reality.
- The elements and principles of art and how they are used.
- History of non-objective art and how it developed over time.
- Contemporary abstract and non-objective artists
- Aesthetics is a branch of philosophy concerned with the nature and beauty and taste.
- There are different aesthetic view points and preferences.

Students will be able to:

- Create a piece of non-objective or abstract art.
- Explore various techniques and media used by abstract artists.
- Identify twentieth century and contemporary abstract and non-objective artists.
- Identify how the principle and elements of art and design are utilized in an abstract and non-objective work of art.
- Use the principles and elements of art properly when making a piece of art
- Identify personal aesthetic preferences both as a viewer and producer of art.
- Use mixed media to create an artwork
- Experiment with how different art media interact with one another

Resources

Handouts
Technique sheets
Art supplies
Student Art Journals
Student Notebook

UNIT 6: Value in Reverse

Summary and Rationale	
Students will learn how to create value in reverse by working with a white media on a black surface. Students will use a full range of value while working in reverse to create an original drawing that explores light and surface texture.	
Recommended Pacing	
Determined by instructor and facilitated by students needs	
State Standards	
NJ Visual and Performing Arts Standards Visual Arts/ By Grade 12	
1.5.12prof.Cr1a	Use multiple approaches to begin creative endeavors.
1.5.12acc.Cr1b	Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design.
1.5.12prof.Cr2a	Engage in making a work of art or design without having a preconceived plan.
1.5.12acc.Cr3a	Engage in constructive critique with peers, then reflect on, re-engage, revise, and refine works of art and design in response to personal artistic vision.
1.5.12acc.Re7a	Recognize and describe personal aesthetic and empathetic responses to the natural world and constructed environments.
1.5.12acc.Re8a	Identify types of contextual information useful in the process of constructing interpretations of an artwork or collection of works.
1.5.12adv.Cn10a	Synthesize knowledge of social, cultural, historical, and personal life with artmaking approaches to create meaningful works of art or design.
1.5.12acc.Cn10a	Utilize inquiry methods of observation, research and experimentation to explore other subjects through artmaking
Instructional Focus	
Unit Enduring Understandings	
<ul style="list-style-type: none"> • An objects surface texture impacts how much light it reflects. • Using a wide range of values create increases the illusion of form in a drawing. • A light source and its direction and amount creates mood and drama in artwork. 	
Unit Essential Questions	
<ul style="list-style-type: none"> • Why do you need to use a light source in your work? • How do different surface textures react to light? • How does creating value in reverse grow your ability to create value? 	
Objectives	
Students will know: <ul style="list-style-type: none"> • Value is essential to creating the illusion of form • Shadows is any area that doesn't receive direct light. 	

- Reflected light is light bouncing off of another surface and is reflected back onto an object.
- An object's texture and surface area impacts the amount of highlights and shadows rendered
- That there are both crisp and soft edges between values and transitions
- When working on black paper an artist must apply more pressure to create the light values, essentially working in reverse of traditional pencil drawing.

Students will be able to:

- Students will create the illusion of depth using steps of value in white on a black background.
- They will experiment with additive mark-making techniques using white media on black paper.
- Students will experiment with new materials and additive drawing techniques.
- Create a full range value scale using white pencil or charcoal on black paper
- Create an original realistic white colored pencil drawing on black paper
- Be able to identify and create crisp and soft transitions between values
- Use a light source to create drama and mood to a drawing or painting
- Layer media to build value rather than trying to apply it all at once

Resources

Handouts
 Technique sheets
 Art supplies
 Student Art Journals
 Student Notebook

UNIT 7: Narrative Still Life

Summary and Rationale	
Students will learn about the history of still life in drawing and painting, the symbolism and the ability of objects to tell a story. Students will create a narrative still life using their own objects and story while developing drawing and painting skills.	
Recommended Pacing	
Determined by instructor and facilitated by students needs	
State Standards	
NJ Visual and Performing Arts Standards Visual Arts/ By Grade 12	
1.5.12prof.Cr1a	Use multiple approaches to begin creative endeavors.
1.5.12prof.Cr1b	Shape an artistic investigation of an aspect of present-day life using a contemporary practice of art and design.
1.5.12adv.Cr1b	Choose from a range of materials and methods of traditional and contemporary artistic practices, following or breaking established conventions, to plan the making of multiple works of art and design based on a theme, idea or concept.
1.5.12acc.Cr2a	Through experimentation, practice and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.
1.5.12adv.Cr2c	Demonstrate in works of art or design how visual and material culture defines, shapes, enhances, inhibits, and/or empowers people's lives.
1.5.12adv.Cr3a	Reflect on, re-engage, revise and refine works of art or design considering relevant traditional and contemporary criteria as well as personal artistic vision.
1.5.12prof.Pr6a	Analyze and describe the impact that an exhibition or collection has on personal awareness of social, cultural or political beliefs and understandings
1.5.12adv.Re7b	Determine the commonalities within a group of artists or visual arts attributed to a particular type of art, timeframe, or culture.
1.5.12adv.Re8a	Analyze differing interpretations of an artwork or collection of works in order to select and defend a plausible critical analysis.
1.5.12adv.Cn10a	Synthesize knowledge of social, cultural, historical, and personal life with artmaking approaches to create meaningful works of art or design.
Instructional Focus	
Unit Enduring Understandings	
<ul style="list-style-type: none"> • Artists get inspiration from many sources. • Art is a personal or individual response to their environment. • Art reflects the time period, culture, geography, and status of a region's inhabitants. • Artists of different cultures express meanings and ideas in different ways. • A collection of objects can tell a story. 	
Unit Essential Questions	

- How do one’s experiences influence artwork?
- In what ways have artistic traditions, cultural values, and social issues influenced and/ or given rise to new traditions/artistic expression?
- What can artworks tell us about a culture or society?
- Do artists have a responsibility to society?
- What is a narrative still life?

Objectives

Students will know:

- A narrative still life is a collection of non-living objects that tell a story about a person, place or event.
- The history of still life genre spans the history of art and across many cultures.
- Artists use objects from their everyday life as subjects for their art.
- Drawing and painting from everyday objects builds observational skills and visual vocabulary.
- There are compositional guidelines that artists use to construct a still life to create successful work of art.
- Artists use a wide variety of media to create still life work.
- Gridding is a technique used to enlarge an image to draw or paint.

Students will be able to:

- Create a narrative still life using a personal collection of objects.
- Create a well composed still life using the guidelines for composition.
- Photograph their still life to use a photo reference for their artwork.
- Crop and edit their photo using compositional guidelines.
- Use gridding to enlarge and draw or paint narrative still life.
- Analyze a work of art to determine the artists meaning or intent.
- Use a sketchbook to test out and explore different media for the finished artwork.

Resources

Handouts
 Technique sheets
 Art supplies
 Student Art Journals
 Student Notebook

UNIT 8: Mixed Media Art and Collage

Summary and Rationale

Students will learn about mixed media art and develop an understanding of how media can be combined to create stronger visual outcomes. Students will create a piece of art by experimenting with new media and incorporating collage techniques to create new grounds to work on and to complete a project.

Recommended Pacing

Determined by instructor and facilitated by students needs

State Standards

NJ Visual and Performing Arts Standards

Visual Arts/ By Grade 12

1.5.12prof.Cr1a	Use multiple approaches to begin creative endeavors.
1.5.12acc.Cr1b	Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design.
1.5.12adv.Cr1b	Choose from a range of materials and methods of traditional and contemporary artistic practices, following or breaking established conventions, to plan the making of multiple works of art and design based on a theme, idea or concept.
1.5.12acc.Cr2a	Through experimentation, practice and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.
1.5.12adv.Cr3a	Reflect on, re-engage, revise and refine works of art or design considering relevant traditional and contemporary criteria as well as personal artistic vision.
1.5.12adv.Re7a	Analyze how responses to art develop over time based on knowledge of and experience with art and life.
1.5.12prof.Re9a	Establish relevant criteria in order to evaluate a work of art or collection of works.
1.5.12prof.Cn10a	Document the process of developing ideas from early stages to fully elaborated ideas.
1.5.12acc.Cn10a	Utilize inquiry methods of observation, research and experimentation to explore other subjects through artmaking

Instructional Focus

Unit Enduring Understandings

- Art media, techniques and processes work together to create works of art.
- Art media, techniques and processes should be used in a safe and responsible manner.
- Creativity, innovative thinking problem solving are essential life skills that can be developed throughout life.
- Artists continually develop their work and skills through practice, constructive feedback, reflection and revision.

Unit Essential Questions

- How do artists use tools and techniques to express their ideas?
- Why do artists choose particular tools, techniques, and materials to express their ideas?

- How does one foster creativity and innovative thinking?
- What habits of mind and practice help artists grow and continue to develop?
- How does an artist choose which materials and techniques might best communicate an idea?

Objectives

Students will know:

- Mixed media art refers to a visual art form that combines a variety of media in a single artwork.
- How different art media interact with one another to create different visual effects.
- Several contemporary mixed media artists and how their work has developed.
- Artists are continually pushing the boundaries of what is considered media.
- Collage is an art form that includes glued paper, objects, and other foreign matter.
- Collage is rooted in the cubist art movement.

Students will be able to:

- Create a mixed media work of art using a variety of chosen art materials.
- Incorporate collage techniques with wet and dry media.
- Experiment with different media to explore its properties.
- Identify how an artist has used different materials in a work of art.
- Research contemporary artists who are using art and everyday materials in a new way.
- Discuss how using mixed media impacts an artwork's outcome.

Resources

Handouts
Technique sheets
Art supplies
Student Art Journals
Student Notebook

UNIT 9: Painting and Wet Media

Summary and Rationale	
Students will continue to develop their painting skills and use of wet media. Students will use their knowledge of color theory to create a painting while using wet-into-wet and wet-into-dry painting techniques.	
Recommended Pacing	
Determined by instructor and facilitated by students needs	
State Standards	
NJ Visual and Performing Arts Standards	Visual Arts/ By Grade 12
1.5.12prof.Cr1a	Use multiple approaches to begin creative endeavors.
1.5.12prof.Cr2a	Engage in making a work of art or design without having a preconceived plan.
1.5.12prof.Cr2b	Explain how traditional and non-traditional materials may impact human health and the environment, and demonstrate safe handling of materials, tools and equipment.
1.5.12acc.Cr2a	Through experimentation, practice and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.
1.5.12prof.Pr4a	Analyze, select and curate artifacts and/or artworks for presentation and preservation
1.5.12prof.Re9a	Establish relevant criteria in order to evaluate a work of art or collection of works.
1.5.12prof.Cn10a	Document the process of developing ideas from early stages to fully elaborated ideas.
1.5.12acc.Cn10a	Utilize inquiry methods of observation, research and experimentation to explore other subjects through artmaking
Instructional Focus	
Unit Enduring Understandings	
<ul style="list-style-type: none"> • Artists must understand media, techniques and process as tools to communicate. • When working with wet media, ratios of water to pigment create different visual effects. • Artistic growth is developed through practice and experimentation. 	
Unit Essential Questions	
<ul style="list-style-type: none"> • How have artists handled the medium of paint? • What are the properties, tools, and techniques associated with various paints? • How do artists make decisions about which tools and techniques to apply to their paintings? • How do you mix color to match observed hues in your painting? 	
Objectives	
Students will know: <ul style="list-style-type: none"> • In each painting you do, there will be textures to acquire, colors to lift and values to match. • Different painting techniques and tools will create different effects. 	

- The transparency is control by the amount of water you use compared to the amount of pigment.
- Chromatic black can be created using the 3 primary colors.
- Painting surfaces impact the look and feel of the finished painting.
- Some painting surfaces require prepping such as applying gesso, stretching paper, or sanding.
- Complementary colors reduce the intensity of a hue and are used to create neutral colors.
- Wet media refers to water soluble art materials such as acrylic paint, watercolors, inks, water soluble oil pastels, water soluble graphite, printing inks and water-soluble color pencils.

Students will be able to:

- Select and apply painting media and techniques that demonstrate sensitivity and subtlety in use of media.
- Engage in experimentation and/or risk taking with a variety of wet media.
- Engage in informed decision-making regarding media and techniques.
- Create a painting using wet-in-wet and wet-in-dry techniques to create smooth fades and blends.
- Mix the primary colors to make all other colors on the color wheel.
- Create chromatic black when using acrylic paint.
- Use complementary colors to create neutral colors and reduce the intensity of colors.
- Apply paint to a surface in a manner which creates an illusion of space.
- Use painting tools and equipment properly and safely.
- Store, clean and preserve their painting projects and supplies appropriately.
- Maintain a studio work space that is organized and allows for painting to be done properly.

Resources

Handouts
 Technique sheets
 Art supplies
 Student Art Journals
 Student Notebook

UNIT 10: Surrealism

Summary and Rationale

Students will learn about the Surrealist art movement and the events that influenced the development of this style of art. Students will incorporate surrealist techniques and practices to make an artwork in this style.

Recommended Pacing

Determined by instructor and facilitated by students needs

State Standards

NJ Visual and Performing Arts Standards

Visual Arts/ By Grade 12

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1.5.12prof.Cr2b	Explain how traditional and non-traditional materials may impact human health and the environment, and demonstrate safe handling of materials, tools and equipment.
1.5.12acc.Cr2a	Through experimentation, practice and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.
1.5.12prof.Pr4a	Analyze, select and curate artifacts and/or artworks for presentation and preservation
1.5.12acc.Pr6a	Make, explain and justify connections between artists or artwork and social, cultural and political history.
1.5.12acc.Re7b	Evaluate the effectiveness of visual artworks to influence ideas, feelings, and behaviors of specific audiences.
1.5.12adv.Re8a	Analyze differing interpretations of an artwork or collection of works in order to select and defend a plausible critical analysis.
1.5.12prof.Re9a	Establish relevant criteria in order to evaluate a work of art or collection of works.
1.5.12prof.Cn10a	Document the process of developing ideas from early stages to fully elaborated ideas.
1.5.12acc.Cn10a	Utilize inquiry methods of observation, research and experimentation to explore other subjects through artmaking

Instructional Focus

Unit Enduring Understandings

- Cultural and world events influence how artists create work.
- Individual experience influences the way we perceive art.
- Artist draw inspiration from a variety of sources.

Unit Essential Questions

- What influenced the development of surrealism?
- What world events helped to drive the surrealist movement?
- What techniques did the surrealists use to develop their work?
- Where can surrealism be found in today's artwork and pop culture?

Objectives

Students will know:

- Surrealist artists believed that their dreams contained symbols from their unconscious.
- Surrealist artists used many different media and used juxtaposition of elements to create an unexpected result.
- Historical events influenced the artwork and literature produced during the Surrealist movement and leading up to it.
- Surrealist inspiration can include the subconscious, dreams, hallucinations, fantasy, myth, escape from reality, symbolism and juxtaposition of objects.
- Surrealism continues to be an influential art movement today.

Students will be able to:

- Recognize the use of symbolism in the work of surrealist artists.
- Discuss the work of surrealist artists.
- Develop and create an original surrealist work of art using surrealist techniques.
- Apply drawing skills and techniques to a create a drawing in the surrealist style.
- Explore and discuss the characteristics/qualities of the elements of art and principles of design with focus on form, pictorial space/depth, and composition.
- Research and create their own reference photography to use for this project.

Resources

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Student Notebook