

## Scope and Sequence

<b>Chapter #</b>	<b>Title</b>	<b># of Days</b>
<b>Unit I:</b>	<b>Introduction/Launch of the Advance Placement Course</b>	<b>5 Days</b>
<b>Unit II:</b>	<b>Portfolio Prep – Photography and matting</b>	<b>7 Days</b>
<b>Unit III:</b>	<b>Drawing Media and Technique</b>	<b>20 Days</b>
<b>Unit IV:</b>	<b>Art Criticism and Aesthetics</b>	<b>4 Days</b>
<b>Unit V:</b>	<b>Imitationalist and Realistic Drawing</b>	<b>17 Days</b>
<b>Unit VI:</b>	<b>Emotionalist Drawing</b>	<b>5 Days</b>
<b>Unit VII:</b>	<b>Formalist Drawing</b>	<b>8 Days</b>
<b>Unit VIII:</b>	<b>Drawing Concentration</b>	<b>2 Days</b>
<b>Unit IX:</b>	<b>All Year Long Assignments</b>	<b>22 Days</b>
<b>Total Number of Days</b>		<b>90 Days</b>

**BRIDGETON PUBLIC SCHOOLS**  
**ART**  
**PACING CHART/CURRICULUM MAP**

**Course: AP Drawing**

**Unit I: Introduction/Launch of the Advance Placement Course**

**Essential Question: What did you learn from your summer work assignments?**

<b>TIMELINE</b>	<b>NJCCCS</b>	<b>SKILLS/ CONTENT OBJECTIVES:</b>	<b>TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS</b>	<b>ASSESSMENTS</b>
<b>1 Day</b>	1.1.12.D.2 1.3.12.D.1 1.3.12.D.2 1.3.12.D.3 1.3.12.D.4 1.3.12.D.5 1.4.12.A.2 1.4.12.A.4 1.4.12.B.2	<b>Lesson 1: Introduction/Launch to AP Drawing Course</b>  <b>Objective: SWBAT</b> <ul style="list-style-type: none"> <li>Begin, as well as formulate a plan for their up-coming year in the course.</li> </ul>	<ul style="list-style-type: none"> <li>AP Drawing Curriculum</li> <li>List of all assignments and requirements</li> <li>Handouts for students</li> <li>Rubric</li> <li>Student or teacher generated rubric</li> </ul>	Class participation Teacher feedback Rubric -- self or teacher Generated Critique -- group or individual

TIMELINE	NJCCCS	SKILLS/ CONTENT OBJECTIVES:	TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS	ASSESSMENTS
2 Days	1.1.12.D.1 1.1.12.D.2 1.3.12.D.2 1.3.12.D.3	<p><b>Lesson 2: Review Summer Assignments</b></p> <p><b>Objective: SWBAT</b></p> <ul style="list-style-type: none"> <li>• Explain the creation of their two portraits by using correct vocabulary in verbage.</li> <li>• Verbally demonstrate their understanding of the use of their sketchbooks by following the provided guidelines.</li> <li>• Positively critique themselves and their peers' body of work presented by being involved in group discussion.</li> <li>• Demonstrate to the teacher that this body of work is a starting point to planning their year ahead in AP Drawing by creating a tentative timeline.</li> </ul>	<ul style="list-style-type: none"> <li>• AP Drawing Curriculum</li> <li>• Summer Lesson Plans</li> <li>• Completed summer assignments</li> <li>• Rubric</li> </ul>	Class participation Teacher feedback Rubric – self or teacher Generated Critique – group or individual
1 Day	1.4.12.A.1 1.4.12.A.2 1.4.12.A.3 1.4.12.A.4	<p><b>Lesson 3: Group and Individual Portfolio Review</b></p> <p><b>Objective: SWBAT</b></p> <ul style="list-style-type: none"> <li>• Review their portfolio with their teacher by using critique techniques.</li> <li>• Draw up an action plan by creating a timeline.</li> </ul>	<ul style="list-style-type: none"> <li>• Student Portfolios</li> <li>• Summer Assignments</li> <li>• Rubric</li> </ul>	Class participation Teacher feedback Rubric – self or teacher Generated Critique – group or individual
1 Day	1.4.12.B.1 1.4.12.B.2 1.4.12.B.3	<p><b>Lesson 4: Work in Progress Plan for the AP Year</b></p> <p><b>Objective: SWBAT</b></p> <ul style="list-style-type: none"> <li>• Tentatively lay out a plan for their AP year by generating a timeline to follow.</li> </ul>	<ul style="list-style-type: none"> <li>• All student introduction notes as well as portfolio notes</li> </ul>	Class participation Teacher feedback Rubric – self or teacher Generated Critique – group or individual

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**Course: AP Drawing**

**Unit II: Portfolio Prep – Photography and Matting**

**Essential Question: How does lighting enhance photographing student artwork?**

TIMELINE	NJCCCS	SKILLS/ CONTENT OBJECTIVES:	TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS	ASSESSMENTS
5 Days	1.2.12.A.2 1.3.12.D.1 1.3.12.D.2 1.3.12.D.3 1.3.12.D.4 1.3.12.D.5 1.4.12.A.1 1.4.12.A.2 1.4.12.A.3	<b>Lesson 1: Photography- My Creations</b>  <b>Objective: SWBAT</b> <ul style="list-style-type: none"> <li>• Demonstrate an understanding of lighting by photographing their work.</li> <li>• Demonstrate an understanding of photography techniques by using the equipment correctly.</li> <li>• Create a collection of photographs of their artwork by photographing and matting their collection.</li> <li>• Understand that this is an ongoing process by knowing that they will add to this collection as they create more artwork.</li> </ul>	<ul style="list-style-type: none"> <li>• AP Drawing Curriculum</li> <li>• Photography research</li> <li>• Various photography supplies and equipment</li> <li>• Student or teacher generated rubric</li> </ul>	Class participation Teacher feedback Rubric – self or teacher Generated Critique – group or individual

TIMELINE	NJCCCS	SKILLS/ CONTENT OBJECTIVES:	TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS	ASSESSMENTS
2 Days	1.1.12.D.1 1.2.12.A.2	<p><b>Lesson 2: Matting</b></p> <p><b>Objective: SWBAT</b></p> <ul style="list-style-type: none"> <li>• Use all the matting equipment safely by demonstration.</li> <li>• Mat their completed assignments by using their matting skills and knowledge.</li> </ul>	<ul style="list-style-type: none"> <li>• Matting research</li> <li>• Local matting professionals</li> <li>• AP Curriculum</li> </ul>	Class participation Teacher feedback Rubric – self or teacher Generated Critique – group or individual

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**Course: AP Drawing**

**Unit III: Drawing Media and Technique**

**Essential Question: What are some of the various mediums?**

<b>TIMELINE</b>	<b>NJCCCS</b>	<b>SKILLS/ CONTENT OBJECTIVES:</b>	<b>TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS</b>	<b>ASSESSMENTS</b>
<b>5 Days</b>	1.1.12.D.1 1.1.12.D.2 1.2.12.A.2 1.3.12.D.1 1.3.12.D.2 1.3.12.D.3 1.3.12.D.4 1.3.12.D.5 1.4.12.B.1 1.4.12.B.2	<b>Lesson 1: One Object Four Mediums</b>  <b>Objective: SWBAT</b> <ul style="list-style-type: none"> <li>Create an object by using at least four different mediums.</li> </ul>	<ul style="list-style-type: none"> <li>Research on mediums</li> <li>Visual samples of work, which use different mediums</li> <li>Student and teacher rubrics</li> </ul>	Class participation Teacher feedback Rubric – self or teacher Generated Critique – group or individual
<b>5 Days</b>	1.1.12.D.1 1.1.12.D.2 1.2.12.A.2 1.4.12.A.3 1.4.12.A.4	<b>Lesson 2: Lighted Metal</b>  <b>Objective: SWBAT</b> <ul style="list-style-type: none"> <li>Draw a metal object that has been lighted by using various mediums and papers.</li> </ul>	<ul style="list-style-type: none"> <li>Research on mediums</li> <li>Visual samples of work, which use different mediums</li> <li>Student and teacher rubrics</li> </ul>	Class participation Teacher feedback Rubric – self or teacher Generated Critique – group or individual

TIMELINE	NJCCCS	SKILLS/ CONTENT OBJECTIVES:	TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS	ASSESSMENTS
5 Days	1.1.12.D.1 1.1.12.D.2 1.2.12.A.2 1.4.12.A.3 1.4.12.A.4	<b>Lesson 3: Drawn Glass</b>  <b>Objective: SWBAT</b> <ul style="list-style-type: none"> <li>• Create an image which has glass as its dominant surface by using a chosen medium.</li> </ul>	<ul style="list-style-type: none"> <li>• Research on mediums</li> <li>• Visual samples of work, which use different mediums</li> <li>• Student and teacher rubrics</li> </ul>	Class participation Teacher feedback Rubric – self or teacher Generated Critique – group or individual
5 Days	1.4.12.A.1 1.4.12.A.2 1.4.12.A.3 1.4.12.A.4	<b>Lesson 4: Different Papers and Surfaces</b>  <b>Objective: SWBAT</b> <ul style="list-style-type: none"> <li>• Demonstrate their knowledge of various surfaces and papers by creating a personal list in their sketchbooks.</li> <li>• Demonstrate their knowledge of various surfaces and papers by creating assignments using some of the various papers and surface explored.</li> </ul>	<ul style="list-style-type: none"> <li>• Samples of various papers and surfaces</li> <li>• Visual samples of works rendered on various surfaces.</li> </ul>	Class participation Teacher feedback Rubric – self or teacher Generated Critique – group or individual

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**Course: AP Drawing**

**Unit IV: Art Criticism and Aesthetics**

**Essential Question: How does the art of Critiquing and the Philosophy of Aesthetics make us a better artist?**

TIMELINE	NJCCCS	SKILLS/ CONTENT OBJECTIVES:	TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS	ASSESSMENTS
2 Days	1.1.12.D.1 1.1.12.D.2 1.2.12.A.1 1.2.12.A.2 1.3.12.D.3 1.3.12.D.4 1.3.12.D.5 1.4.12.A.2 1.4.12.A.3 1.4.12.A.4 1.4.12.B.1 1.4.12.B.2 1.4.12.B.3	<b>Lesson 1: Art Criticism</b>  <b>Objective: SWBAT</b> <ul style="list-style-type: none"> <li>• Demonstrate their understanding of Art Criticism by verbally participating in critiques of visual samples lead by the teacher.</li> </ul>	<ul style="list-style-type: none"> <li>• Research on Art Criticism</li> <li>• Visual samples</li> <li>• Student or teacher rubric</li> </ul>	Class participation Teacher feedback Rubric -- self or teacher Generated Critique -- group or individual

TIMELINE	NJCCCS	SKILLS/ CONTENT OBJECTIVES:	TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS	ASSESSMENTS
2 Days	1.1.12.D.1 1.1.12.D.2 1.2.12.A.1 1.2.12.A.2 1.3.12.D.3 1.4.12.A.1 1.4.12.A.2 1.4.12.A.3 1.4.12.A.4 1.4.12.B.1 1.4.12.B.2	<b>Lesson 2: Philosophy of Aesthetics</b>  <b>Objective: SWBAT</b> <ul style="list-style-type: none"> <li>Verbally demonstrate their understanding of the Philosophy of Aesthetics by discussing and critiquing works of art.</li> </ul>	<ul style="list-style-type: none"> <li>Research on Art Criticism</li> <li>Visual samples</li> <li>Student or teacher rubric</li> </ul>	Class participation Teacher feedback Rubric – self or teacher Generated Critique – group or individual  This philosophy will be reinforced and revisited during all other assignments during the AP year.

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**Course: AP Drawing**

**Unit V: Imitationalist and Realistic Drawing**

**Essential Question: What are the Elements and Principles of Design?**

TIMELINE	NJCCCS	SKILLS/ CONTENT OBJECTIVES:	TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS	ASSESSMENTS
1 Day	1.1.12.D.1 1.1.12.D.2 1.2.12.A.1 1.2.12.A.2 1.3.12.D.1 1.3.12.D.3 1.4.12.A.2 1.4.12.A.3 1.4.12.B.1 1.4.12.B.2	<p><b>Lesson 1: Review/Revisit the Elements and Principles of Design</b></p> <p><b>Objective: SWBAT</b></p> <ul style="list-style-type: none"> <li>• Demonstrate an understanding of all the Elements and Principles of Design by identifying them verbally and visually in a masterpiece.</li> <li>• Discuss how the Elements and Principles of Design are used in the artwork by discussing and explaining how they affect the artwork.</li> </ul>	<ul style="list-style-type: none"> <li>• Elements and Principles Posters</li> <li>• Samples</li> <li>• Visuals</li> <li>• Student or teacher rubric</li> </ul>	Class participation Teacher feedback Rubric – self or teacher Generated Critique – group or individual

TIMELINE	NJCCCS	SKILLS/ CONTENT OBJECTIVES:	TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS	ASSESSMENTS
4 Days	1.1.12.D.1	<b>Lesson 2: Figure Drawing- Proportions of the Body and Face</b> <b>Objective: SWBAT</b> <ul style="list-style-type: none"> <li>• Draw/sketch a number of figures by working with the correct proportions through observation.</li> </ul>	<ul style="list-style-type: none"> <li>• Visuals</li> <li>• Anatomy Books</li> <li>• Samples</li> <li>• Student and teacher rubrics</li> </ul>	Class participation Teacher feedback Rubric – self or teacher Generated Critique – group or individual
5 Days	1.1.12.D.1 1.3.12.D.1 1.3.12.D.2 1.3.12.D.3 1.3.12.D.5	<b>Lesson 3: Shading, Shadows and Light Sources</b> <b>Objective: SWBAT</b> <ul style="list-style-type: none"> <li>• Demonstrate the knowledge and skills of shading, shadows and light sources by rendering an object in their medium of choice.</li> </ul>	<ul style="list-style-type: none"> <li>• Samples</li> <li>• Value and shading books</li> <li>• Student or teacher rubric</li> </ul>	Class participation Teacher feedback Rubric – self or teacher Generated Critique – group or individual
7 Days	1.1.12.D.1 1.1.12.D.2 1.2.12.A.2 1.3.12.D.1 1.3.12.D.2 1.3.12.D.3 1.3.12.D.4 1.3.12.D.5	<b>Lesson 4: Realistic Self Portraits</b> <b>Objective: SWBAT</b> <ul style="list-style-type: none"> <li>• Create a self portrait from a photograph by using a medium of their choice.</li> </ul>	<ul style="list-style-type: none"> <li>• Samples</li> <li>• Visuals</li> <li>• Self portrait books</li> <li>• Student or teacher rubric</li> </ul>	Class participation Teacher feedback Rubric – self or teacher Generated Critique – group or individual

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**Course: AP Drawing**

**Unit VI: Emotionalist Drawing**

**Essential Question: What is Emotionalist Art?**

TIMELINE	NJCCCS	SKILLS/ CONTENT OBJECTIVES:	TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS	ASSESSMENTS
1 Day	1.2.12.A.1 1.4.12.A.1 1.4.12.A.2 1.4.12.A.3 1.4.12.A.4	<b>Lesson 1: Discussion and Observation of Emotionalist Art Pieces</b>  <b>Objective: SWBAT</b> <ul style="list-style-type: none"> <li>• Demonstrate their understanding of Emotionalist artwork by being involved in group critique.</li> <li>• Demonstrate their understanding of how ideas and emotions affect and play into artwork by being involved in the group discussion.</li> </ul>	<ul style="list-style-type: none"> <li>• AP Curriculum</li> <li>• Master Samples</li> <li>• Student and teacher rubric</li> <li>• Handouts</li> </ul>	Class participation Teacher feedback Rubric – self or teacher Generated Critique – group or individual

TIMELINE	NJCCCS	SKILLS/ CONTENT OBJECTIVES:	TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS	ASSESSMENTS
4 Days	1.1.12.D.1 1.1.12.D.2 1.3.12.D.1 1.3.12.D.2 1.3.12.D.3 1.3.12.D.4 1.3.12.D.5 1.4.12.A.2 1.4.12.A.4 1.4.12.B.2	<p><b>Lesson 2: Plan and Execute an Emotionalist Piece Whose Main Concern Generates Ideas and Emotions</b></p> <p><b>Objective: SWBAT</b></p> <ul style="list-style-type: none"> <li>• Demonstrate their understanding of Emotionalist art by creating a piece of artwork that brings about emotions.</li> </ul>	<ul style="list-style-type: none"> <li>• AP Curriculum</li> <li>• Emotionalist samples</li> <li>• Student and teacher rubrics</li> </ul>	Class participation Teacher feedback Rubric – self or teacher Generated Critique – group or individual

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**Course: AP Drawing**

**Unit VII: Formalist Drawing**

**Essential Question: What is Formalist Drawing?**

TIMELINE	NJCCCS	SKILLS/ CONTENT OBJECTIVES:	TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS	ASSESSMENTS
2 Days	1.1.12.D.1 1.1.12.D.2 1.2.12.A.2 1.3.12.D.1 1.3.12.D.2 1.3.12.D.3 1.3.12.D.4 1.3.12.D.5 1.4.12.A.1 1.4.12.A.2 1.4.12.A.3 1.4.12.A.4	<p><b>Lesson 1: Portfolio Layout and Discussion</b></p> <p><b>Objective: SWBAT</b></p> <ul style="list-style-type: none"> <li>• Develop a theme to run through out their collection by self-critiquing their artwork.</li> <li>• Continue to develop their collection by receiving critique from their teacher and peers.</li> <li>• Demonstrate an understanding of Formalist Drawings by identifying an underlying theme that ties their body of work together.</li> </ul>	<ul style="list-style-type: none"> <li>• AP Curriculum</li> <li>• Portfolio research</li> <li>• Handouts</li> <li>• Student or teacher rubric</li> </ul>	Class participation Teacher feedback Rubric – self or teacher Generated Critique – group or individual

TIMELINE	NJCCCS	SKILLS/ CONTENT OBJECTIVES:	TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS	ASSESSMENTS
1 Day	1.4.12.A.1	<b>Lesson 2: Formalist Introduction/Understanding</b> <b>Objective: SWBAT</b> <ul style="list-style-type: none"> <li>• Demonstrate their understanding of Formalism by teacher introduction as well as group discussion.</li> </ul>	<ul style="list-style-type: none"> <li>• AP Curriculum</li> <li>• Handouts</li> <li>• Research</li> </ul>	Class participation Teacher feedback Rubric – self or teacher Generated Critique – group or individual
5 Days	1.1.12.D.1 1.1.12.D.2 1.2.12.A.2 1.4.12.A.3	<b>Lesson 3: Create a Formalist Image</b> <b>Objective: SWBAT</b> <ul style="list-style-type: none"> <li>• Demonstrate their understanding of Formalism by creating an image reflective of this concept.</li> </ul>	<ul style="list-style-type: none"> <li>• AP Curriculum</li> <li>• Handouts</li> <li>• Research</li> <li>• Student or teacher rubric</li> </ul>	Class participation Teacher feedback Rubric – self or teacher Generated Critique – group or individual

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**Course: AP Drawing**

**Unit VIII: Drawing Concentration**

**Essential Question: Why is it important to have a time line when developing a body of work?**

<b>TIMELINE</b>	<b>NJCCCS</b>	<b>SKILLS/ CONTENT OBJECTIVES:</b>	<b>TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS</b>	<b>ASSESSMENTS</b>
<b>2 Days</b>	1.3.12.D.1 1.3.12.D.2 1.3.12.D.3 1.3.12.D.4 1.3.12.D.5 1.4.12.A.1 1.4.12.A.2 1.4.12.A.3 1.4.12.A.4	<b>Lesson 1: Individual Exploration of Body of Work</b>  <b>Objective: SWBAT</b> <ul style="list-style-type: none"> <li>Formulate/demonstrate a plan, theme or direction that they want their body of work to be based upon by discussing with their teacher their timeline plan.</li> </ul>	<ul style="list-style-type: none"> <li>AP Curriculum</li> <li>Portfolio research</li> <li>Handouts</li> <li>Student Portfolios</li> </ul>	Class participation Teacher feedback Rubric – self or teacher Generated Critique – group or individual

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**Course: AP Drawing**

**Unit IX: All Year Long Assignments**

**Essential Question: Why is the sketchbook important to an artist?**

TIMELINE	NJCCCS	SKILLS/ CONTENT OBJECTIVES:	TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS	ASSESSMENTS
1 Day a Week	1.2.12.A.1 1.2.12.A.2 1.3.12.D.5 1.4.12.A.4 1.4.12.B.1 1.4.12.B.2 1.4.12.B.3	<p><b>Lesson 1: Weekly Presentation of Current Events in the Art World – Monday or First Day of the Week at School</b></p> <p><b>Objective: SWBAT</b></p> <ul style="list-style-type: none"> <li>• Research current art events via the internet, newspapers, magazines, television, local events, etc.</li> <li>• Present their research to the group.</li> <li>• Answer questions from the group relating to their research.</li> <li>• Demonstrate the relevance of the article to present events in the course.</li> </ul>	<ul style="list-style-type: none"> <li>• Various art internet sights</li> <li>• Various papers</li> <li>• Various reading resources</li> <li>• Various local establishments</li> </ul>	Class participation Teacher feedback Rubric – self or teacher Generated Critique – group or individual

TIMELINE	NJCCCS	SKILLS/ CONTENT OBJECTIVES:	TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS	ASSESSMENTS
1 Day	1.1.12.D.1 1.3.12.D.2 1.4.12.A.2 1.4.12.B.2	<p><b>Lesson 2: Sketchbook Assignments and Requirements</b></p> <p><b>Objective: SWBAT</b></p> <ul style="list-style-type: none"> <li>• Use their sketchbooks to include imperfect drawings, make mistakes and make false starts.</li> <li>• Use their sketchbook to create compositions – go off the page when they can.</li> <li>• Use their sketchbooks to express thoughts, ideas and possible leads for future assignments.</li> <li>• Use their sketchbook for AP Drawing level information and not for trite images.</li> <li>• Use their sketchbooks for original thoughts, observations and images and not plagiarized or duplicated information.</li> </ul>	<ul style="list-style-type: none"> <li>• AP Curriculum</li> <li>• Samples of sketchbook pages</li> <li>• Examples of plagiarism/duplication</li> </ul>	Class participation Teacher feedback Rubric – self or teacher Generated Critique – group or individual
All year – presented in early June or at the end of the semester	1.1.12.D.1 1.1.12.D.2 1.2.12.A.1 1.2.12.A.2 1.3.12.D.4 1.3.12.D.5 1.4.12.A.1 1.4.12.A.2 1.4.12.A.3 1.4.12.A.4 1.4.12.B.1 1.4.12.B.2 1.4.12.B.3	<p><b>Lesson 3: Research Paper with Image in Artists' Style</b></p> <p><b>Objective: SWBAT</b></p> <ul style="list-style-type: none"> <li>• Research an artist in great depth.</li> <li>• Provide visual examples of the artists' works.</li> <li>• Present their research to the group – verbally, power point, etc.</li> <li>• Create an original, directly observed image using the researched artists' style – minimal of 18 x 24 inches.</li> <li>• State how the artist influenced or impacted them as well as the art world of their time and presently.</li> </ul>	<ul style="list-style-type: none"> <li>• AP Curriculum</li> <li>• Examples of research papers</li> <li>• Resources – internet, books, visuals and art supplies</li> </ul>	Class participation Teacher feedback Rubric – self or teacher Generated Critique – group or individual

TIMELINE	NJCCCS	SKILLS/ CONTENT OBJECTIVES:	TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS	ASSESSMENTS
		<ul style="list-style-type: none"> <li>Use many different sources to complete their research – internet, visuals, books, critique, interviews, gallery/art show visits.</li> </ul>		