

## Scope and Sequence

Chapter # - Title	# of Days
Unit I: Introduction	2
Unit II: Left/Right Brain Theory	2
Unit III: Elements of Design	10
Unit IV: Perspective	10
Unit V: Still Life	10
Unit VI: Facial Proportions	10
Midterm Exam: Review and Test	2
Unit VII: Ceramics - Hand Build to Bisque	12
Unit VIII: Color Theory	5
Unit IX: Ceramics - Bisque to Glazed	5
Unit X: Architecture	10
Unit XI: Manga	10
Final Exam: - Review and Test	2
<b>Total Number of Days</b>	<b>90</b>

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

**Course: Art I**

**Unit I: Introduction**

**Essential Question: How do you become successful and productive in Art class?**

TIMELINE	NJCCCS	SKILLS/CONTENT OBJECTIVES	TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS	ASSESSMENTS
2 days	1.2.12.A.1 1.2.12.A.2 1.1.12.D.1 1.3.12.D.2	<b>Lesson 1: Introduction to Art I</b>  <b>Objective: SWBAT:</b> <ul style="list-style-type: none"> <li>• Become acquainted with the teacher and their peers by participating in an Icebreaker activity.</li> <li>• Become acquainted with the class room by following a classroom tour.</li> <li>• Create a Visual Biography by looking at examples and following the guidelines on the Handout.</li> </ul>	<ul style="list-style-type: none"> <li>• Art Department Materials and supplies</li> <li>• Classroom Search Handout</li> <li>• Visual Biography Handout</li> <li>• Pencils</li> <li>• Erasers</li> <li>• Paper</li> <li>• Sharpies</li> <li>• Color Pencils</li> <li>• Examples</li> </ul>	<ul style="list-style-type: none"> <li>• Instant Feed Back</li> <li>• Art Creation Rubric</li> </ul>

**BRIDGETON PUBLIC SCHOOLS**  
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Course: Art I

Unit II: Left/Right Brain Theory

Essential Question: How do we perceive our surroundings?

TIMELINE	NJCCCS	SKILLS/CONTENT OBJECTIVES	TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS	ASSESSMENTS
2 days	1.1.12.D.1 1.2.12.A.1 1.2.12.A.2 1.3.12.D.1 1.4.12.B.3	<b>Lesson 1: The Brain on Art</b>  <b>Objective: SWBAT:</b> <ul style="list-style-type: none"> <li>• Understand the theory of Left and Right Brain by following a multimedia presentation by the teacher.</li> <li>• Create a collage by following a demonstration on collage creation.</li> </ul>	<ul style="list-style-type: none"> <li>• Art Department materials and supplies</li> <li>• Right Brain / Left Brain handouts</li> <li>• Pencils</li> <li>• Erasers</li> <li>• Markers</li> <li>• Magazines</li> <li>• Scissors</li> <li>• Glue</li> <li>• Mod Podge</li> <li>• Paper</li> </ul>	<ul style="list-style-type: none"> <li>• Left/Right Brain Unit Test</li> <li>• Art Creation Rubric</li> <li>• Instant Feedback</li> </ul>

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Course: Art I

Unit III: Elements of Design

Essential Question: What is the visual vocabulary of the Artist?

TIMELINE	NJCCCS	SKILLS/CONTENT OBJECTIVES	TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS	ASSESSMENTS
1 day	1.1.12.D.1 1.2.12.A.1 1.2.12.A.2 1.3.12.D.1 1.4.12.B.3	<p><b>Lesson 1: The Elements of Design and Line</b></p> <p><b>Objective: SWBAT:</b></p> <ul style="list-style-type: none"> <li>Students will be able to gain knowledge of all the elements of Art by following a multimedia presentation on what they are and how they are used in art.</li> <li>Experiment with creating art with just lines by following a teacher demonstration.</li> </ul>	<ul style="list-style-type: none"> <li>Art Department materials and supplies</li> <li>Video: "The Elements of Design"</li> <li>Elements of Design Vocabulary Handout</li> <li>Rulers</li> <li>Sketchbooks</li> <li>Pencils</li> <li>Color Pencils</li> <li>Markers</li> <li>Paper</li> </ul>	<ul style="list-style-type: none"> <li>The Elements of Design, video guide</li> <li>Line worksheet</li> <li>Art Creation Rubric</li> <li>Instant Feedback</li> </ul>
1 day	1.3.12.D.2 1.3.12.D.3 1.3.12.D.5 1.4.12.A.2 1.4.12.A.3 1.4.12.B.2	<p><b>Lesson 3: Shape &amp; Texture</b></p> <p><b>Objective: SWBAT:</b></p> <ul style="list-style-type: none"> <li>Work with shape by following a teacher demonstration.</li> <li>Experiment with creating a texture drawing by following a teacher demonstration.</li> </ul>	<ul style="list-style-type: none"> <li>Art Department materials and supplies</li> <li>Sketchbooks</li> <li>Pencils</li> <li>Color Pencils</li> <li>Markers</li> <li>Crayons</li> <li>Texture Plates</li> <li>Rulers</li> <li>Paper</li> </ul>	<ul style="list-style-type: none"> <li>Shape Worksheet</li> <li>Texture Worksheet</li> <li>Art Creation Rubric</li> <li>Instant Feedback</li> </ul>

TIMELINE	NJCCCS	SKILLS/CONTENT OBJECTIVES	TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS	ASSESSMENTS
3 days	1.3.12.D.2 1.3.12.D.3 1.3.12.D.5 1.4.12.A.2 1.4.12.A.3 1.4.12.B.2	<b>Lesson 4: Color</b>  <b>Objective: SWBAT:</b> <ul style="list-style-type: none"> <li>Learn the fundamentals of how color behaves and affects objects by following a presentation on color.</li> </ul>	<ul style="list-style-type: none"> <li>Art Department materials and supplies</li> <li>Sketchbooks</li> <li>Pencils</li> <li>Color Pencils</li> <li>Markers</li> <li>Paint</li> <li>Brushes</li> <li>Rulers</li> <li>Paper</li> </ul>	<ul style="list-style-type: none"> <li>Color Worksheet</li> <li>Art Creation Rubric</li> <li>Instant Feedback</li> </ul>
1 day	1.3.12.D.2 1.3.12.D.5 1.4.12.A.2 1.4.12.A.3 1.4.12.B.2	<b>Lesson 6: Value</b>  <b>Objective: SWBAT:</b> <ul style="list-style-type: none"> <li>Create a tonal drawing by watching a teacher demonstration.</li> </ul>	<ul style="list-style-type: none"> <li>Art Department materials and supplies</li> <li>Sketchbooks</li> <li>Pencils</li> <li>Markers</li> <li>Rulers</li> <li>Paper</li> </ul>	<ul style="list-style-type: none"> <li>Value Worksheet</li> <li>Art Creation Rubric</li> <li>Instant Feedback</li> </ul>
2 days	1.3.12.D.2 1.3.12.D.3 1.3.12.D.5 1.4.12.A.3 1.4.12.B.2	<b>Lesson 7: Space</b>  <b>Objective: SWBAT:</b> <ul style="list-style-type: none"> <li>Show the presence of space in a work of art after following a teacher demonstration.</li> </ul>	<ul style="list-style-type: none"> <li>Art Department materials and supplies</li> <li>Sketchbooks</li> <li>Pencils</li> <li>Color Pencils</li> <li>Markers</li> <li>Crayons</li> <li>Texture Plates</li> <li>Rulers</li> <li>Paper</li> </ul>	<ul style="list-style-type: none"> <li>Space Worksheet</li> <li>Art Creation Rubric</li> <li>Instant Feedback</li> </ul>

MILELINE	NJCCCS	SKILLS/CONTENT OBJECTIVES	TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS	ASSESSMENTS
2 day	1.3.12.D.2 1.3.12.D.3 1.3.12.D.5 1.4.12.A.2 1.4.12.A.3	<b>Lesson 8: Form</b>  <b>Objective: SWBAT:</b> • Create a small sculptural object by following a teacher demonstration.	<ul style="list-style-type: none"> <li>• Art Department materials and supplies</li> <li>• Elements of Design Cube Handout</li> <li>• Sketchbooks</li> <li>• Pencils</li> <li>• Color Pencils</li> <li>• Markers</li> <li>• Crayons</li> <li>• Texture Plates</li> <li>• Rulers</li> <li>• Paper</li> </ul>	<ul style="list-style-type: none"> <li>• Form Worksheet</li> <li>• Art Creation Rubric</li> <li>• Instant Feedback</li> <li>• Elements of Design Unit Test.</li> <li>• Peer Review</li> </ul>

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Course: Art I

Unit IV: Perspective

Essential Question: How can we represent more than two dimensions on a two dimensional surface?

TIMELINE	NJCCCS	SKILLS/CONTENT OBJECTIVES	TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS	ASSESSMENTS
1 day	1.1.12.D.1 1.2.12.A.1 1.2.12.A.2 1.3.12.D.1 1.4.12.B.3	<p><b>Lesson 1: Linear Perspective</b></p> <p><b>Objective: SWBAT:</b></p> <ul style="list-style-type: none"> <li>Understand the use of linear perspective in art by following a multimedia presentation and demonstration on one point perspective.</li> </ul>	<ul style="list-style-type: none"> <li>Art Department materials and supplies</li> <li>Video: "<i>Perspective Made Easy</i>"</li> <li>Boxes in Perspective lesson guide</li> <li>Rulers</li> <li>Sketchbooks</li> <li>Pencils</li> <li>Color Pencils</li> </ul>	<ul style="list-style-type: none"> <li>Perspective Made Easy Braindump handout</li> <li>Instant Feedback</li> <li>Peer Review</li> </ul>
1 day	1.1.12.D.1 1.2.12.A.1 1.2.12.A.2 1.3.12.D.1 1.4.12.B.3	<p><b>Lesson 2: Atmospheric Perspective</b></p> <p><b>Objective: SWBAT:</b></p> <ul style="list-style-type: none"> <li>Understand the use of atmospheric perspective in art by following a presentation and demonstration on how color is affected by the distance that it's viewed from.</li> </ul>	<ul style="list-style-type: none"> <li>Art Department materials and supplies</li> <li>"Atmospheric Perspective" Lesson Guide</li> <li>Paper</li> <li>Scissors</li> <li>Pencils</li> <li>Paintbrush</li> <li>Paint</li> </ul>	<ul style="list-style-type: none"> <li>Art Creation Rubric</li> <li>Instant Feedback</li> <li>Perspective Vocabulary handout</li> </ul>

WEEKLINE	NJCCCS	SKILLS/CONTI OBJECTIVES	TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS	ASSESSMENTS
8 days	1.3.12.D.2 1.3.12.D.3 1.3.12.D.5 1.4.12.A.2 1.4.12.A.3 1.4.12.B.2	<b>Lesson 3: Name in Perspective</b>  <b>Objective: SWBAT:</b> • Create a one point perspective project using their names and applying color and tone following the rules of atmospheric perspective by following a teacher demonstration.	<ul style="list-style-type: none"> <li>• Art Department materials and supplies</li> <li>• "Name in Perspective" lesson guide</li> <li>• Rulers</li> <li>• Pencils</li> <li>• Color Pencils</li> <li>• Large drawing paper</li> </ul>	<ul style="list-style-type: none"> <li>• Perspective Unit Test</li> <li>• Art Creation Rubric</li> <li>• Instant feedback</li> <li>• Peer Review</li> </ul>



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**Course: Art I**

**Unit V: Still Life**

**Essential Question: How do you represent value in a drawing?**

<b>TIMELINE</b>	<b>NJCCCS</b>	<b>SKILLS/CONTENT OBJECTIVES</b>	<b>TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS</b>	<b>ASSESSMENTS</b>
1 day	1.1.12.D.1 1.2.12.A.2 1.4.12.A.1 1.4.12.A.3 1.4.12.B.1 1.4.12.B.2	<p><b>Lesson 1: The Lowly Pencil</b></p> <p><b>Objective: SWBAT:</b></p> <ul style="list-style-type: none"> <li>Gain knowledge of pencil drawing by following a multimedia presentation by the teacher.</li> </ul>	<ul style="list-style-type: none"> <li>Art Department materials and supplies</li> <li>Video: "Lowly Pencil"</li> <li>Lowly Pencil Video Guide</li> <li>Graded Pencils</li> <li>Erasers</li> <li>Sketchbooks</li> <li>Value Vocabulary Guide</li> </ul>	<ul style="list-style-type: none"> <li>Lowly Pencil Video Guide</li> <li>Instant Feedback</li> </ul>
2 days	1.3.12.D.1 1.3.12.D.2 1.4.12.B.1 1.4.12.B.2 1.4.12.B.3	<p><b>Lesson 2: Value Forms</b></p> <p><b>Objective: SWBAT:</b></p> <ul style="list-style-type: none"> <li>Apply value to simple geometric forms by observing how light affects the objects.</li> </ul>	<ul style="list-style-type: none"> <li>Art Department materials and supplies</li> <li>Simple Geometric Forms</li> <li>Lights</li> <li>Graded Pencils</li> <li>Erasers</li> <li>Paper</li> <li>Sample Value Drawings</li> </ul>	<ul style="list-style-type: none"> <li>Art Work Creation Rubric</li> <li>Instant Feedback</li> <li>Peer Review</li> </ul>
7 days	1.1.12.D.2 1.3.12.D.1 1.3.12.D.2 1.4.12.B.1 1.4.12.B.2 1.4.12.B.3	<p><b>Lesson 3: Still Life</b></p> <p><b>Objective: SWBAT:</b></p> <ul style="list-style-type: none"> <li>Create a still life drawing by applying the knowledge of value that they learned from their form drawings to more complex objects.</li> </ul>	<ul style="list-style-type: none"> <li>Art Department materials and supplies</li> <li>Camera</li> <li>Printer</li> <li>Graded Pencils</li> <li>Erasers</li> <li>Sample Still life Drawings</li> <li>Large Drawing Paper</li> </ul>	<ul style="list-style-type: none"> <li>Art Work Creation Rubric</li> <li>Instant Feedback</li> <li>Peer Review</li> <li>Value Unit Test</li> </ul>

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Course: Art I

Unit VI: Facial Proportions

Essential Question: What is the best way to represent a person in a portrait drawing?

TIMELINE	NJCCCS	SKILLS/CONTENT OBJECTIVES	TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS	ASSESSMENTS
1 day	1.3.12.D.2 1.4.12.A.3 1.4.12.B.1 1.4.12.B.3	<p><b>Lesson 1: Facial Construction</b></p> <p><b>Objective: SWBAT:</b></p> <ul style="list-style-type: none"> <li>Gain knowledge of facial proportions by following a presentation on how to draw a face.</li> <li>Recreate half of the human face by drawing the mirror image of the half face provided.</li> </ul>	<ul style="list-style-type: none"> <li>Art Department materials and supplies</li> <li>Drawing the Face Handout</li> <li>Half Faces Printouts</li> <li>Pencils</li> <li>Erasers</li> <li>Sketchbook</li> </ul>	<ul style="list-style-type: none"> <li>Instant Feed Back</li> <li>Peer Review</li> </ul>
2 days	1.1.12.D.1 1.2.12.A.1 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 1.4.12.B.3	<p><b>Lesson 2: Facial Recognition</b></p> <p><b>Objective: SWBAT:</b></p> <ul style="list-style-type: none"> <li>Gain Knowledge of portrait artists by following a presentation by the teacher and filling out a profile of a portrait artist of their choice.</li> <li>Gain knowledge of gridding an image by drawing a skull from a gridded source image.</li> </ul>	<ul style="list-style-type: none"> <li>Art Department materials and supplies</li> <li>Gridded Skull Handout</li> <li>Artist Profile Worksheet</li> <li>Plain Blank Grid</li> <li>Pencil</li> <li>Eraser</li> </ul>	<ul style="list-style-type: none"> <li>Art Creation Rubric</li> <li>Instant Feed Back</li> <li>Artist Profile</li> <li>Portrait Quiz</li> </ul>

TELNE	NJCCCS	SKILLS/CONTENT OBJECTIVES	TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS	ASSESSMENTS
7 days	1.1.12.D.2 1.3.12.D.1 1.3.12.D.2 1.3.12.D.3 1.4.12.B.3	<b>Lesson 3: The Self Portrait</b>  <b>Objective: SWBAT:</b> • Create a Self Portrait by applying the knowledge that they have gained in Art 1. Use a specific Musical/ Dance /Literary Composition which the student chooses to inspire the Self Portrait.	<ul style="list-style-type: none"> <li>• Art Department materials and supplies</li> <li>• Pencils</li> <li>• Erasers</li> <li>• Marker</li> <li>• Paper</li> <li>• Laptop</li> <li>• Photoshop</li> <li>• Printer</li> </ul>	Art Creation Rubric Peer Review Instant Feed Back

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Course: Art I

Unit VII: Ceramics – Hand Build to Bisque

Essential Question: How do you create a three dimensional work of art by using clay?

TIMELINE	NJCCCS	SKILLS/CONTENT OBJECTIVES	TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS	ASSESSMENTS
1 day	1.1.12.D.1 1.2.12.A.1 1.2.12.A.2 1.4.12.A.1 1.4.12.B.1 1.4.12.B.2 1.4.12.B.3	<p><b>Lesson 1: Ceramics Background</b></p> <p><b>Objective: SWBAT:</b></p> <ul style="list-style-type: none"> <li>Gain knowledge of traditional hand building techniques by following a multimedia presentation by the teacher.</li> </ul>	<ul style="list-style-type: none"> <li>Art Department materials and supplies</li> <li>Video: "Maria"</li> <li>Gargoyles Video (Optional)</li> </ul>	<ul style="list-style-type: none"> <li>Maria Video Guide</li> <li>Clay Unit Quiz</li> <li>Instant Feed Back</li> </ul>
11 days	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	<p><b>Lesson 2: The Ceramic Form</b></p> <p><b>Objective: SWBAT:</b></p> <ul style="list-style-type: none"> <li>Create a 3 dimensional work of art out of clay by using traditional hand building techniques.</li> </ul>	<ul style="list-style-type: none"> <li>Art Department materials and supplies</li> <li>Pencil</li> <li>Clay</li> <li>Clay Tools</li> <li>Kiln</li> </ul>	<ul style="list-style-type: none"> <li>Art Creation Rubric</li> <li>Instant Feed Back</li> <li>Peer Review</li> </ul>

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Course: Art I

Unit VIII: Color Theory

**Essential Question: What is the visual impact of specific color combinations?**

<b>TIMELINE</b>	<b>NJCCCS</b>	<b>SKILLS/CONTENT OBJECTIVES</b>	<b>TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS</b>	<b>ASSESSMENTS</b>
1 day	1.3.12.D.1 1.3.12.D.2 1.3.12.D.4 1.4.12.A.3	<p><b>Lesson 1: Color Wheel</b></p> <p><b>Objective: SWBAT:</b></p> <ul style="list-style-type: none"> <li>• Create a color wheel by mixing tempera paints after watching a demonstration by the teacher.</li> </ul>	<ul style="list-style-type: none"> <li>• Art Department materials and supplies</li> <li>• Color Wheel</li> <li>• Paint</li> <li>• Brushes</li> </ul>	<ul style="list-style-type: none"> <li>• Color Wheel Worksheet</li> </ul>
1 day	1.3.12.D.1 1.3.12.D.2 1.3.12.D.4 1.4.12.A.3	<p><b>Lesson 2: Tints and Shades</b></p> <p><b>Objective: SWBAT:</b></p> <ul style="list-style-type: none"> <li>• Create a tint and shade scale for colors by mixing tempera paints after watching a demonstration by the teacher.</li> </ul>	<ul style="list-style-type: none"> <li>• Art Department materials and supplies</li> <li>• Tints and Shades Chart</li> <li>• Paint</li> <li>• Brushes</li> </ul>	<ul style="list-style-type: none"> <li>• Tints and Shades Worksheet</li> </ul>
1 day	1.3.12.D.1 1.3.12.D.2 1.3.12.D.4 1.4.12.A.3	<p><b>Lesson 3: Neutral Colors</b></p> <p><b>Objective: SWBAT:</b></p> <ul style="list-style-type: none"> <li>• Create a Complimentary Color scale to neutralize a color by mixing tempera paints after watching a demonstration by the teacher.</li> </ul>	<ul style="list-style-type: none"> <li>• Art Department materials and supplies</li> <li>• Neutral Colors Chart</li> <li>• Paint</li> <li>• Brushes</li> </ul>	<ul style="list-style-type: none"> <li>• Neutral Colors Worksheet</li> </ul>

WEEKLINE	NJCCCS	SKILLS/CONTI OBJECTIVES	TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS	ASSESSMENTS
2 day	1.3.12.D.1 1.3.12.D.2 1.3.12.D.4 1.4.12.A.3	<b>Lesson 4: Color Schemes</b>  <b>Objective: SWBAT:</b> <ul style="list-style-type: none"> <li>• Gain knowledge of color families by following a multimedia presentation by the teacher.</li> <li>• Create a color family chart by gathering clippings from magazines.</li> </ul>	<ul style="list-style-type: none"> <li>• Art Department materials and supplies</li> <li>• Neutral Colors Chart</li> <li>• Magazines</li> <li>• Scissors</li> <li>• Glue</li> </ul>	<ul style="list-style-type: none"> <li>• Neutral Colors Work Sheet</li> <li>• Color Theory Unit Test</li> </ul>

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Course: Art I

Unit IX: Ceramics – Bisque to Glazed

Essential Question: What is the reason that ceramic is glazed?

TIMELINE	NJCCCS	SKILLS/CONTENT OBJECTIVES	TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS	ASSESSMENTS
5 days	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	<b>Lesson 1: Understanding Glaze</b>  <b>Objective: SWBAT:</b> <ul style="list-style-type: none"> <li>• Gain the knowledge of what glazes are, how to work with them, and the dangers of working with them by following a presentation by the teacher.</li> <li>• Apply the 3 coats of glaze to their Bisque Ceramic by following a demonstration by the teacher.</li> <li>• Create a final work of ceramic by firing their glazed piece.</li> </ul>	<ul style="list-style-type: none"> <li>• Art Department materials and supplies</li> <li>• Glaze</li> <li>• Brushes</li> <li>• Kiln</li> </ul>	<ul style="list-style-type: none"> <li>• Rubric</li> <li>• Peer Review</li> <li>• Instant Feed Back</li> </ul>

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Course: Art I

Unit X: Architecture

Essential Question: What is the importance in preserving the Historic Architecture of Bridgeton?

TIMELINE	NJCCCS	SKILLS/CONTENT OBJECTIVES	TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS	ASSESSMENTS
2 days	1.2.12.A.2 1.3.12.D.4 1.3.12.D.5 1.4.12.A.3 1.4.12.A.4 1.4.12.B.3	<p><b>Lesson 1: Historic Architecture</b></p> <p><b>Objective: SWBAT:</b></p> <ul style="list-style-type: none"> <li>Gain an understanding of the historic architecture of bridgeton by following a multimedia presentation by the teacher.</li> <li>Gain a better understanding of architecture by drawing various architectural elements.</li> </ul>	<ul style="list-style-type: none"> <li>Art Department materials and supplies</li> <li>Architecture Photo Resources</li> <li>Architecture Posters</li> </ul>	<ul style="list-style-type: none"> <li>Instant Feed Back</li> <li>Sketchbook Review</li> <li>Architectural Elements Quiz</li> </ul>
8 days	1.1.12.D.1 1.3.12.D.1 1.3.12.D.2 1.3.12.D.3	<p><b>Lesson 2: Bridgeton in Color</b></p> <p><b>Objective: SWBAT:</b></p> <ul style="list-style-type: none"> <li>Create a painting based on the historic architecture of bridgeton by using art department resources to research the topic and applying their knowledge of color theory.</li> </ul>	<ul style="list-style-type: none"> <li>Art Department materials and supplies</li> <li>Photo Reference</li> <li>Paint</li> <li>Paper</li> <li>Brushes</li> </ul>	<ul style="list-style-type: none"> <li>Rubric</li> <li>Peer Review</li> <li>Instant Feed Back</li> </ul>



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

Course: Art I

Unit XI: Manga

Essential Question: What is Manga and what is it influenced by?

TIMELINE	NJCCCS	SKILLS/CONTENT OBJECTIVES	TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS	ASSESSMENTS
2 days	1.1.12.D.1 1.2.12.A.1 1.4.12.A.1 1.4.12.A.2 1.4.12.A.4	<p><b>Lesson 1: What is Manga?</b></p> <p><b>Objective: SWBAT:</b></p> <ul style="list-style-type: none"> <li>• Gain an understanding of what the art form of Manga is and what has influenced it over the course of history by reading as a group the History of Manga.</li> <li>• Gain an understanding of how Manga is drawn by following a demonstration by the teacher.</li> </ul>	<ul style="list-style-type: none"> <li>• Art Department materials and supplies</li> <li>• “What is Manga?” Handout</li> <li>• Pencil</li> <li>• Erasers</li> <li>• Sharpie</li> <li>• Color Pencils</li> <li>• Paper</li> </ul>	<ul style="list-style-type: none"> <li>• Worksheet “Manga” – Japanese Comic Drawing</li> <li>• Instant Feed Back</li> </ul>
8 days	1.3.12.D.1 1.3.12.D.2 1.3.12.D.3 1.3.12.D.5 1.4.12.B.1 1.4.12.B.2	<p><b>Lesson 2: Manga Expressions</b></p> <p><b>Objective: SWBAT:</b></p> <ul style="list-style-type: none"> <li>• Create a series of drawings which show various facial expressions by following a teacher demonstration and using reference images.</li> </ul>	<ul style="list-style-type: none"> <li>• Art Department materials and supplies</li> <li>• “How to Draw Manga” Books</li> <li>• Pencil</li> <li>• Erasers</li> <li>• Sharpie</li> <li>• Color Pencils</li> <li>• Paper</li> </ul>	<ul style="list-style-type: none"> <li>• Art Creation Rubric</li> <li>• Instant Feed Back</li> <li>• Peer Review</li> </ul>