

## Scope and Sequence

Chapter # - Title	# of Days
Unit I: Introduction to Art II	5
Unit II: Colored Pencil	12
Unit III: Principles of Design	12
Unit IV: Historic Architecture	10
Unit V: Clay	12
Midterm: Review and Test	2
Unit VI: Charcoal	15
Unit VII: Figure Drawing/Pastel	5
Unit VIII: Painting	15
Final Exam: Review and Test	2
Total Number of Days	90

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Course: Art II

Unit I: Introduction to Art II

Essential Question: What is Art II?

TIMELINE	NJCCCS	SKILLS/CONTENT OBJECTIVES	TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS	ASSESSMENTS
2 days	1.2.12.A.1	<p>Lesson 1: Getting to know your classmates and the art room layout</p> <p><b>Objective: SWBAT</b></p> <ul style="list-style-type: none"> <li>● Get acquainted with the other members of the class by filling out "Getting to Know You" worksheet</li> <li>● Find their way around the art room after filling in "Art Room Studio Search".</li> <li>● Watch power point presentation on Art II and fill in "Power Point Review" hand out.</li> </ul>	<ul style="list-style-type: none"> <li>● Art Department material and supplies.</li> <li>● "Getting to Know You" handout</li> <li>● "Art Room Studio Search" handout</li> <li>● Art II Power Point presentation</li> </ul>	<ul style="list-style-type: none"> <li>● Using correct art vocabulary</li> <li>● Grade for completed worksheets and "Power Point Review"</li> </ul>
3 days	1.3.12.D.1	<p>Lesson 2: Visual Biography</p> <p><b>Objective: SWBAT</b></p> <ul style="list-style-type: none"> <li>● Use visual symbols and writing to describe themselves in a drawing.</li> </ul>	<ul style="list-style-type: none"> <li>● Art Department material and supplies</li> <li>● White drawing paper</li> <li>● Markers</li> <li>● Colored pencils</li> <li>● Descriptive handout</li> </ul>	<ul style="list-style-type: none"> <li>● Grade using Visual Biography rubric</li> </ul>

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Course: Art II

Unit II: Colored Pencil

Essential Question: How can an artist use colored pencils?

TIMELINE	NJCCCS	SKILLS/CONTENT OBJECTIVES	TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS	ASSESSMENTS
3 days	1.1.2.D.1 1.4.12.B.1 1.4.12.B.2 1.4.12.B.3 1.4.12.B.4	<p><b>Lesson 1: Introduction to Colored Pencil Techniques and Vocabulary</b></p> <p><b>Objective: SWBAT</b></p> <ul style="list-style-type: none"> <li>● Learn about the techniques and vocabulary associated with colored pencil drawing by filling out "Colored Pencil Information" packet</li> </ul>	<ul style="list-style-type: none"> <li>● Art Department material and supplies.</li> <li>● "Colored Pencil Information" Packet</li> <li>● Colored pencils</li> </ul>	<ul style="list-style-type: none"> <li>● Using vocabulary associated with colored pencil drawing correctly</li> <li>● Graded packet</li> </ul>
4 days	1.1.2.D.1 1.4.12.B.1 1.4.12.B.2 1.4.12.B.3	<p><b>Lesson 2: Colored Pencil Ribbon Still Life Drawing</b></p> <p><b>Objective: SWBAT</b></p> <ul style="list-style-type: none"> <li>● Use the blending and shading techniques learned from completing packet to complete a colored pencil drawing of a "ribbon still-life".</li> <li>● Complete a self-analysis rubric</li> </ul>	<ul style="list-style-type: none"> <li>● Art Department material and supplies.</li> <li>● Toned pastel paper</li> <li>● Colored pencils</li> <li>● Electric eraser</li> </ul>	<ul style="list-style-type: none"> <li>● Graded colored pencil packet</li> <li>● Completed self analysis using rubric</li> </ul>

TIMELINE	NJCCCS	SKILLS/CONTENT OBJECTIVES	TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS	ASSESSMENTS
5 days	1.1.12.D.1 1.4.12.B.1 1.4.12.B.2 1.4.12.B.3	<p>Lesson 3: Colored Pencil Ribbon Name Design</p> <p><b>Objective: SWBAT</b></p> <ul style="list-style-type: none"> <li>• Create a name design using two pencils taped together to create a ribbon effect in the lettering.</li> <li>• Color the design in colored pencil using blending and shading techniques, adding decorative touches in colored pencil.</li> <li>• Pass a Unit test on colored pencil vocabulary and techniques</li> </ul>	<ul style="list-style-type: none"> <li>• Art Department materials and supplies</li> <li>• Colored pencils</li> <li>• White drawing paper</li> <li>• Unit test</li> </ul>	<ul style="list-style-type: none"> <li>• Grade name design using same rubric as was used for first ribbon design</li> <li>• Unit test grade</li> </ul>

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Course: Art II

Unit III: Principles of Design

Essential Question: What are the Principles of Design and how can they be used in an artwork?

TIMELINE	NJCCCS	SKILLS/CONTENT OBJECTIVES	TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS	ASSESSMENTS
2 days	1.1.12.D.1 1.1.12.D.2 1.1.5.D.1	<p><b>Lesson 1: What are the Principles of Design?</b></p> <p><b>Objective: SWBAT</b></p> <ul style="list-style-type: none"> <li>Learn what the Principles of Design are by watching the video, <i>Principles of Design</i>, and filling in accompanying graphic organizer.</li> </ul>	<ul style="list-style-type: none"> <li>Art Department material and supplies</li> <li><i>Principles of Design</i> video</li> <li>Principles of Design Graphic organizer</li> </ul>	<ul style="list-style-type: none"> <li>Grade for completed graphic organizer</li> </ul>
9 days	1.1.12.D.1 1.1.12.D.2 1.3.12.D.1 1.4.12.B.1	<p><b>Lesson 2: Principles of Design Abstract Collage</b></p> <p><b>Objective: SWBAT</b></p> <ul style="list-style-type: none"> <li>Use newly acquired knowledge of the Principles of Design to create an Abstract Multi-Media Collage.</li> </ul>	<ul style="list-style-type: none"> <li>Art Department material and supplies</li> <li>Variety of different papers (colored paper and patterned papers)</li> <li>Tempera and acrylic paints and brushes</li> <li>Glue</li> <li>Scissors</li> </ul>	<ul style="list-style-type: none"> <li>Grade using project rubric</li> </ul>

TIMELINE	NJCCCS	SKILLS/CONTENT OBJECTIVES	TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS	ASSESSMENTS
1 day	1.1.12.D.1 1.3.12.D.1 1.4.12.B.1	<b>Lesson 3: Principles of Design Test</b>  <b>Objective: SWBAT</b> • Demonstrate their knowledge of the Principles of Design by taking a Unit test.	• Principles of Design Unit Test	• Graded Principles of design Unit Test

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Course: Art II

Unit IV: Historic Architecture

Essential Question: What is Architecture and how can it be portrayed in an artwork?

TIMELINE	NJCCCS	SKILLS/CONTENT OBJECTIVES	TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS	ASSESSMENTS
2 days	1.2.12.A.1 1.3.12.D.1 1.4.12.A.3	<p><b>Lesson 1: In Depth Study of Styles of Architecture and Architectural Details</b></p> <p><b>Objective: SWBAT</b></p> <ul style="list-style-type: none"> <li>● Recognize different styles of architecture (Gothic, Georgian, Federal, etc.) by watching teacher presentations and creating "House Styles Chart".</li> <li>● Complete "Architectural Search" worksheet by using department resources.</li> </ul>	<ul style="list-style-type: none"> <li>● Art Department material and supplies</li> <li>● Chart paper</li> <li>● House styles hand out</li> </ul>	<ul style="list-style-type: none"> <li>● Feedback from students</li> <li>● Graded Architectural Search" worksheets</li> </ul>
7 days	1.2.12.A.2 1.3.12.D.1 1.4.12.A.3	<p><b>Lesson 2: Architectural Painting or Drawing for Watson and Henry Architectural Drawing Contest</b></p> <p><b>Objective: SWBAT</b></p> <ul style="list-style-type: none"> <li>● Use newly acquired vocabulary correctly in writing and discussion.</li> <li>● Create an artwork, featuring details or entire building, using photographs of local architecture. The medium used will be up to the student. This is an open choice assignment.</li> </ul>	<ul style="list-style-type: none"> <li>● Art Department photograph files</li> <li>● Access to Adobe Photoshop on classroom computers</li> <li>● Variety of art supplies (paint, colored pencils, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>● Grade completed artwork according to project rubric</li> </ul>

TIMELINE	NJCCCS	SKILLS/CONTENT OBJECTIVES	TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS	ASSESSMENTS
1 days	1.2.12.A.2	Lesson 3: Architectural Unit Test  <b>Objective: SWBAT</b> • Demonstrate knowledge of architectural terms and styles by completing Unit test.	• Unit test	• Graded Unit test



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Course: Art II

Unit V: Clay

Essential Question: How can the artist create a sculpture from clay?

TIMELINE	NJCCCS	SKILLS/CONTENT OBJECTIVES	TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS	ASSESSMENTS
1 day	1.1.5.D.1 1.1.5.D.2 1.3.12.D.2 1.4.12.B.2	<p><b>Lesson 1: Review Terms, Techniques, and Equipment used in Clay Sculpture</b></p> <p><b>Objective: SWBAT</b></p> <ul style="list-style-type: none"> <li>Review what they learned in Art I about clay by going over hand out and watching teacher demonstration.</li> </ul>	<ul style="list-style-type: none"> <li>Art Department material and supplies</li> <li>Clay hand out</li> </ul>	<ul style="list-style-type: none"> <li>Student verbal feedback</li> </ul>
10 days	1.1.5.D.1 1.1.5.D.2 1.3.12.D.2 1.4.12.B.2	<p><b>Lesson 2: Clay Sculpture</b></p> <p><b>Objective: SWBAT</b></p> <ul style="list-style-type: none"> <li>Plan their sculpture by drawing thumbnail sketches in their sketchbooks. The sculpture may be two or three dimensional.</li> <li>Hand build clay sculpture by using prior knowledge and creating a personal expression of students' area of interest.</li> </ul>	<ul style="list-style-type: none"> <li>Clay</li> <li>Clay tools</li> <li>Computer access</li> <li>Kiln</li> </ul>	<ul style="list-style-type: none"> <li>Grade sculpture using project rubric</li> </ul>

TIMELINE	NJCCCS	SKILLS/CONTENT OBJECTIVES	TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS	ASSESSMENTS
1 day	1.4.12.B.1 1.4.12.B.2	<b>Lesson 3: Clay Unit Test</b>  <b>Objective: SWBAT</b> • Use newly acquired knowledge to complete Unit Test on clay	• Unit Test	• Graded Unit test

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ART  
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Course: Art II

Unit VI: Charcoal

Essential Question: How can an artist use charcoal in an artwork?

TIMELINE	NJCCCS	SKILLS/CONTENT OBJECTIVES	TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS	ASSESSMENTS
2 days	1.2.12.A.1 1.2.12.A.2 1.3.12.D.1	<p><b>Lesson 1: History, Techniques, and Vocabulary of Charcoal as an art medium</b></p> <p><b>Objective: SWBAT</b></p> <ul style="list-style-type: none"> <li>Understand the history and techniques of charcoal as an art medium by filling in Charcoal packet.</li> </ul>	<ul style="list-style-type: none"> <li>Art 2 Charcoal packet</li> </ul>	<ul style="list-style-type: none"> <li>Grade for finished Charcoal packet</li> </ul>
2 days	1.2.12.A.1 1.2.12.A.2 1.3.12.D.1 1.4.12.A.3 1.4.12.B.1 1.4.12.B.2	<p><b>Lesson 2: Charcoal Egg Drawing</b></p> <p><b>Objective: SWBAT</b></p> <ul style="list-style-type: none"> <li>Use newly acquired knowledge about charcoal to draw a large egg showing value, contrast, reflected light, and cast shadows.</li> </ul>	<ul style="list-style-type: none"> <li>Photographs of eggs</li> <li>Charcoal materials</li> <li>Toned charcoal paper</li> </ul>	<ul style="list-style-type: none"> <li>Grade using project rubric</li> </ul>

TIMELINE	NJCCCS	SKILLS/CONTENT OBJECTIVES	TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS	ASSESSMENTS
11 days	1.2.12.A.1 1.2.12.A.2 1.3.12.D.1 1.4.12.A.3 1.4.12.B.1 1.4.12.B.2	<b>Lesson 3: "Larger than Life" Charcoal Drawing and Unit Test</b>  <b>Objective: SWBAT</b> <ul style="list-style-type: none"> <li>● Choose a photo of a person or object (must be a black and white image), and create a realistic charcoal drawing of the person or object.</li> <li>● Complete Unit Test on Charcoal.</li> </ul>	<ul style="list-style-type: none"> <li>● Charcoal supplies</li> <li>● Examples</li> <li>● Charcoal paper in tones from black to gray (colors also)</li> </ul>	<ul style="list-style-type: none"> <li>● Grade using "Famous Person Larger than Life" critique sheet</li> <li>● Charcoal test</li> </ul>

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Course: Art II

Unit VII: Figure Drawing/Pastel

**Essential Question:** What are pastels and how does the artist use them in an artwork? How does the artist draw a figure in proportion?

TIMELINE	NJCCCS	SKILLS/CONTENT OBJECTIVES	TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS	ASSESSMENTS
2 days	1.2.12.A.1 1.3.12.D.2 1.4.12.A.2	<p><b>Lesson 1: Figure Drawing</b></p> <p><b>Objective: SWBAT</b></p> <ul style="list-style-type: none"> <li>Learn about figure drawing and the proportions of the human body by listening to teacher presentation and completing "Figure Drawing" packet and "Figure it out" follow up worksheet.</li> </ul>	<ul style="list-style-type: none"> <li>Art Department material and supplies</li> <li>"Figure Drawing" packet</li> <li>"Figure it out" worksheet</li> </ul>	<ul style="list-style-type: none"> <li>Graded packet and worksheet</li> </ul>
9 days	1.1.12.D.2 1.2.12.A.1 1.3.12.D.1 1.3.12.D.2	<p><b>Lesson 2: Pastel Figure Drawing using "Woody" mannequins</b></p> <p><b>Objective: SWBAT</b></p> <ul style="list-style-type: none"> <li>Use pastels in a vivid color combination to portray wooden mannequins in an artwork. The drawing may show part or all of the mannequin.</li> </ul>	<ul style="list-style-type: none"> <li>Art Department material and supplies.</li> <li>Chalk pastels</li> <li>Tissues</li> <li>Photographs</li> </ul>	<ul style="list-style-type: none"> <li>Grade according to project rubric</li> </ul>

TIMELINE	NJCCCS	SKILLS/CONTENT OBJECTIVES	TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS	ASSESSMENTS
1 day	1.2.12.A.1 1.4.12.A.3	<b>Lesson 3: Figure Drawing Test</b>  <b>Objective: SWBAT</b> • Students will show their mastery of figure drawing background and vocabulary by completing the Unit test	• Art Department material and resources. • Figure drawing test	• Graded figure drawing test

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Course: Art II

Unit VIII: Painting

**Essential Question:** What are some of the most important painting styles and how can we use color to create a painting?

<b>TIMELINE</b>	<b>NJCCCS</b>	<b>SKILLS/CONTENT OBJECTIVES</b>	<b>TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS</b>	<b>ASSESSMENTS</b>
3 days	1.1.12.D.2 1.2.12.A.1 1.2.12.1.2 1.3.12.D.5 1.4.12.A.2 1.4.12.A.4	<p><b>Lesson 1: Art History-Painting Styles</b></p> <p><b>Objective: SWBAT</b></p> <ul style="list-style-type: none"> <li>● Understand some of the most historically important painting periods and styles by creating a chart or using their sketchbook to make illustrated notes on these periods and artists.</li> <li>● Complete "Artist Information" packet by referring to their charts/sketchbooks.</li> <li>● Pass the Art History &amp; Color Pre-Test.</li> </ul>	<ul style="list-style-type: none"> <li>● Art Department materials and supplies</li> <li>● Sketchbooks</li> <li>● Drawing paper</li> <li>● Slides &amp; visuals</li> <li>● Examples of artists' work</li> <li>● Artist Information hand out</li> <li>● Art History and Color Pre-Test</li> </ul>	<ul style="list-style-type: none"> <li>● Grade completed sketchbook assignment</li> <li>● Student feedback</li> <li>● Graded Pre-Test</li> </ul>
3 days	1.1.2.D.1 1.1.2.D.2 1.3.12.D.1	<p><b>Lesson 2: Color Theory</b></p> <p><b>Objective: SWBAT</b></p> <ul style="list-style-type: none"> <li>● Create a color mixing chart by painting one in their sketchbooks using acrylics.</li> <li>● Create a color matching sketchbook assignment by cutting out squares from magazines and matching the colors with paint.</li> <li>● Have a better understanding of color theory by watching a power point</li> </ul>	<ul style="list-style-type: none"> <li>● Sketchbooks</li> <li>● Acrylic paints and brushes</li> <li>● magazines, scissors and glue</li> <li>● Power point presentation</li> </ul>	<ul style="list-style-type: none"> <li>● Sketchbook grade</li> </ul>

TIMELINE	NJCCCS	SKILLS/CONTENT OBJECTIVES	TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS	ASSESSMENTS
9 days	1.1.2.D.1 1.3.12.D.1 1.3.12.D.2 1.4.12.A.1	<p>presentation on Color Theory.</p> <p><b>Lesson 3: Painting</b></p> <p><b>Objective: SWBAT</b></p> <ul style="list-style-type: none"> <li>● Practice painting in four different styles by completing worksheet.</li> <li>● Plan an acrylic painting by picking a subject (from Google images or a personal photograph) and manipulating the colors in the photograph by using different filters in Photoshop.</li> <li>● Paint their painting using their manipulated photo as a reference.</li> </ul>	<ul style="list-style-type: none"> <li>● Art Department materials and supplies</li> <li>● "Different Painting Styles" worksheet</li> <li>● Computer access to Photoshop</li> <li>● Canvas and acrylic paint</li> </ul>	<ul style="list-style-type: none"> <li>● Grade "Different Painting Styles" worksheet</li> <li>● Grade completed painting using project rubric</li> </ul>