

Scope and Sequence

Chapter # - Title	# of Days
Unit I: Introduction to Art III	5
Unit II: Aesthetics in Art	6
Unit III: Surrealism	12
Unit IV: Architecture (Oil painting)	15
Midterm – Review and Test	2
Unit V: Clay Sculpture	14
Unit VI: Printmaking – Mixed Media Collage	10
Unit VII: Colored Pencil Transformation Drawing	14
Unit VIII: Art Nouveau Monogram	10
Final Exam – Review and Test	2
Total Number of Days	90

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ART
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Course: Art III

Unit I: Introduction to Art III

Essential Question: What is Creativity and how will we use it in Art III?

TIMELINE	NJCCCS	SKILLS/CONTENT OBJECTIVES	TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS	ASSESSMENTS
2 days	1.3.12.D.4 1.4.12.A.2 1.4.12.B.1 1.4.12.B.2	Lesson 1: Journal Writing Objective: SWBAT <ul style="list-style-type: none"> ● Respond about their "Past –Present – Future" experiences in art by writing in their journal/sketchbook. ● Illustrate their journal writing with sketches by referring to their writing. 	<ul style="list-style-type: none"> ● Art Department material and supplies – examples of previous student and teacher writing ● Sketchbooks ● Pencils, markers, colored pencils 	<ul style="list-style-type: none"> ● Instant feedback. ● Journal writing grade based on completion of the assignment and addition of illustrations
3 days	1.2.12.A.2 1.3.12.D.1 1.3.12.D.2 1.4.12.B.3	Lesson 2: Creativity Banner Objective: SWBAT <ul style="list-style-type: none"> ● Create a banner featuring the word "Creativity" and illustrate it using a medium of their choice. 	<ul style="list-style-type: none"> ● Art Department material and supplies ● Sketchbook ● Drawing paper 	<ul style="list-style-type: none"> ● Instant feedback. ● Creativity banner grade based on creativity, composition, craftsmanship, and completion

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Course: Art III

Unit II: Aesthetics in Art

Essential Question: How do we make judgments about artworks using Aesthetics?

TIMELINE	NJCCCS	SKILLS/CONTENT OBJECTIVES	TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS	ASSESSMENTS
1 day	1.1.12.D.4 1.4.12.B.1 1.4.12.A.2	<p>Lesson 1: Understanding Aesthetics</p> <p>Objective: SWBAT</p> <ul style="list-style-type: none"> ● Differentiate between the different types of aesthetics seen in different artworks by listening to teacher explanation, using an aesthetics hand-out, and looking at different fine art prints. 	<ul style="list-style-type: none"> ● Art Department material and supplies ● Aesthetics hand out ● Fine Art prints ● Writing paper 	<ul style="list-style-type: none"> ● Feedback from class discussion ● Written analysis of a fine art print by viewing a print and identifying the art aesthetic it represents
5 days	1.1.2.D.1 1.1.2.D.2 1.3.12.D.4	<p>Lesson 2: Changing Realism to Abstraction</p> <p>Objective: SWBAT</p> <ul style="list-style-type: none"> ● Change a realistic photograph of a still life, scene, or portrait to create an abstract painting by simplifying and distorting the basic elements of the photograph. 	<ul style="list-style-type: none"> ● Art Department material and supplies ● Photo files ● Computers ● Painting materials 	<ul style="list-style-type: none"> ● Instant feedback. ● Grade painting using project rubric

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Course: Art III

Unit III: Surrealism

Essential Question: What is Surrealism?

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.A.2 1.3.12.A.4	<p>Lesson 1: The Surreal Eye</p> <p>Objective: SWBAT</p> <ul style="list-style-type: none"> ● Become familiar with famous Surrealists (Kahlo, Magritte, Dali) by viewing video – <i>The Surreal Eye: On the Threshold of Dreams.</i> 	<ul style="list-style-type: none"> ● Art Department material and supplies ● Video – <i>The Surreal Eye: On the Threshold of Dreams</i> and accompanying Brain Dump 	<ul style="list-style-type: none"> ● Using vocabulary correctly – Instant Feedback. ● Brain Dump to be completed while watching video
1 day	1.2.12.A.2 1.3.12.D.1 1.3.12.D.2 1.4.12.B.3	<p>Lesson 2: Surrealism – What is it?</p> <p>Objective: SWBAT</p> <ul style="list-style-type: none"> ● Learn the Vocabulary of Surrealism and apply it as they view paintings by famous Surrealists. ● Discover different Surrealist devices and techniques by reading Surrealism hand-out and having class discussion. 	<ul style="list-style-type: none"> ● Art Department material and supplies ● Hand-out – “Surrealism: What is it?” ● Fine Art prints 	<ul style="list-style-type: none"> ● Using vocabulary correctly – Instant Feedback.

TIMELINE	NJCCCS	SKILLS/CONTENT OBJECTIVES	TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS	ASSESSMENTS
10 days	1.1.12.D.1 1.3.12.D.2 1.3.12.D.5 1.4.12.A.3	Lesson 3: Self Expression through Surrealism – Pastel Drawing Objective: SWBAT <ul style="list-style-type: none"> ● Depict a personal dream or fantasy by creating a pastel drawing utilizing Surrealist devices and techniques. 	<ul style="list-style-type: none"> ● Art Department material and supplies ● Student examples ● Online examples ● Pastel paper ● Chalk pastels ● Sketchbooks 	<ul style="list-style-type: none"> ● Using vocabulary correctly – Instant Feedback. ● Finished pastel drawing graded by using project rubric

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Unit IV Architecture

Essential Question: How can the historical architecture of Bridgeton be depicted in an artwork?

TIMELINE	NJCCCS	SKILLS/CONTENT OBJECTIVES	TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS	ASSESSMENTS
1 day	1.3.12.D.1 1.3.12.D.4 1.4.12.A.3	<p>Lesson 1: Oil Painting Basics</p> <p>Objective: SWBAT</p> <ul style="list-style-type: none"> ● Understand the difference between painting with oils and painting with other painting mediums by listening to teacher explanation and note-taking in sketchbook about the different properties of paints. 	<ul style="list-style-type: none"> ● Art Department material and supplies ● Sketchbooks ● Examples of different paintings done in different mediums 	<ul style="list-style-type: none"> ● Using vocabulary correctly – Instant Feedback. ● Sketchbook grade
14 days	1.3.12.D.1 1.3.12.D.4 1.4.12.A.3	<p>Lesson 2: Architectural Painting in Oils</p> <p>Objective: SWBAT</p> <ul style="list-style-type: none"> ● Use newly acquired vocabulary correctly in classroom discussions. ● Research picture file and choose a photo from which to draw and paint an example of historic Bridgeton architecture using oils. Some of these paintings will be entered in the annual Watson and Henry Architectural Drawing Contest. 	<ul style="list-style-type: none"> ● Art Department material and supplies ● Photo files and digital camera ● Oil paints, brushes, canvas ● Access to Photo Shop program on computer 	<ul style="list-style-type: none"> ● Using vocabulary correctly – Instant Feedback. ● Finished painting using project rubric

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Course: Art III

Unit V: Clay Sculpture

Essential Question: What is Clay Sculpture?

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 1.4.12.B.2 1.4.12.B.3	<p>Lesson 1: What is sculpture and who are some of history's most famous sculptors?</p> <p>Objective: SWBAT</p> <ul style="list-style-type: none"> ● Know the origins, techniques, and history of sculpture as an art form by reading and discussing "What is Sculpture?" graphic organizer and filling in the artist information worksheet section. ● Watching <i>Making Sculpture</i> video and taking sketchbook notes. 	<ul style="list-style-type: none"> ● Art Department material and supplies ● "What is Sculpture" – Hand-out ● Video <i>Making Sculpture</i> ● Sketchbooks 	<ul style="list-style-type: none"> ● Completed graphic organizer ● Sketchbook notes (class participation grade)
1 day	1.3.12.D.5	<p>Lesson 2: Ceramics Vocabulary Review</p> <p>Objective: SWBAT</p> <ul style="list-style-type: none"> ● Review and be able to use the correct vocabulary of working with clay by taking a pre-test based on prior ceramics vocabulary learned in Art I and II. 	<ul style="list-style-type: none"> ● Art Department material and supplies ● Ceramics Unit Vocabulary Pre-test 	<ul style="list-style-type: none"> ● Demonstrate proper use of Ceramics vocabulary by taking pre-test

TIMELINE	NJCCCS	SKILLS/CONTENT OBJECTIVES	TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS	ASSESSMENTS
12 days	1.3.12.D.1 1.3.12.D.2 1.4.12.A.2 1.4.12.A.3	Lesson 3: Clay Figural Sculpture Objective: SWBAT <ul style="list-style-type: none"> ● Create a figural clay sculpture by using prior clay knowledge and combining it with newly acquired sculpture techniques. ● Depict the figure in three dimensions in an abstract or representational manner. ● Write a descriptive paragraph about their sculpture detailing why they chose to create their sculpture in the manner that they did, what the sculpture means to them, and what message are they trying to convey to the viewer. 	<ul style="list-style-type: none"> ● Art Department material and supplies. ● Clay ● Clay tools ● Kiln ● Glazes and acrylic paints ● Examples of prior student sculptures 	<ul style="list-style-type: none"> ● Using vocabulary correctly – Instant feedback ● Finished maquette (preliminary sculpture) will be graded using project rubric ● Finished sculpture will be graded using project rubric ● Descriptive paragraph will also be included in the project grading rubric.

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Unit VI: Printmaking – Mixed Media

Essential Question: What is Printmaking and Mixed Media Collage?

TIMELINE	NJCCCS	SKILLS/CONTENT OBJECTIVES	TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS	ASSESSMENTS
½ day	1.1.12.D.1 1.3.12.D.2 1.4.12.A.3	Lesson 1: What is printmaking? Objective: SWBAT ● Use newly acquired vocabulary used in all types of printmaking by going over teacher created vocabulary handout.	● Art Department material and supplies (hand-out on printmaking)	● Using vocabulary correctly – Instant Feedback.
½ day	1.2.12.D.1 1.3.12.D.2 1.4.12.A.3	Lesson 2: What is mixed media collage? Objective: SWBAT ● Understand what mixed media collage is by looking at examples by prior students and teacher.	● Art Department material and supplies. ● Hand out ● Examples of student and teacher work	● Using vocabulary correctly – Instant Feedback. ● End of unit quiz grade

TIMELINE	NJCCCS	SKILLS/CONTENT OBJECTIVES	TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS	ASSESSMENTS
9 days	1.2.12.D.1 1.3.12.D.2 1.4.12.A.3	Lesson 3: Culturally inspired mixed media collage (printmaking) Objective: SWBAT <ul style="list-style-type: none"> ● Create an original mixed media collage by making their own culturally inspired latex print and combining it with other elements of collage. 	<ul style="list-style-type: none"> ● Art Department material and supplies. ● Latex blocks and printmaking supplies ● Computer access for research ● Found objects ● Collage materials (yarn, feathers, etc.) 	<ul style="list-style-type: none"> ● Using vocabulary correctly – Instant Feedback. ● Finished collage graded using project rubric

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Unit VII: Making the Ordinary Extraordinary

Essential Question: How can an artist transform a common object into something artistically unique?

TIMELINE	NJCCCS	SKILLS/CONTENT OBJECTIVES	TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS	ASSESSMENTS
14 days	1.3.12.D.1 1.3.12.D.2 1.4.12.B.2	<p>Lesson 1: Pencil Transformation Drawing</p> <p>Objective: SWBAT</p> <ul style="list-style-type: none"> ● Transform ordinary #2 pencils into something extraordinary by brainstorming ideas in their sketchbooks on how to combine pencils together to create an extraordinary picture (e.g. pencils that create a bird, an insect, etc.) ● Create a finalized transformation drawing after conferencing with teacher. 	<ul style="list-style-type: none"> ● Art Department material and supplies. ● #2 pencils ● Colored pencils ● Illustration board ● Sketchbooks ● #2 Pencil Project hand out 	<ul style="list-style-type: none"> ● Transformation drawing graded by project rubric

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Course: Art III

Unit VIII: Art Nouveau Monogram

Essential Question: What is Art Nouveau style and how can it be used in an artwork?

TIMELINE	NJCCCS	SKILLS/CONTENT OBJECTIVES	TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS	ASSESSMENTS
1 day	1.1.12.D.1 1.4.12.B.1 1.4.12.B.2 1.4.12.B.3	<p>Lesson 1: What is Art Nouveau style? Objective: SWBAT</p> <ul style="list-style-type: none"> ● Understand what Art Nouveau style looks like by viewing examples from teacher picture files. ● Understand what Art Nouveau style is by reading teacher hand out "Art Nouveau Design – What is Art Nouveau?" 	<ul style="list-style-type: none"> ● Art Department material and supplies. ● Photos and prints of Art Nouveau style artwork and posters ● Art Nouveau hand-out ● Art Nouveau Monogram Drawing Project outline and rubric 	<ul style="list-style-type: none"> ● Using vocabulary correctly – Instant Feedback.
9 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.5	<p>Lesson 2: Art Nouveau Monogram Objective: SWBAT</p> <ul style="list-style-type: none"> ● Create an Art Nouveau inspired monogram drawing incorporating the students' initials with elements of the design style of that period of art. 	<ul style="list-style-type: none"> ● Art Department material and supplies. ● Colored pencils and sharpie markers ● White drawing paper ● Project outline and rubric 	<ul style="list-style-type: none"> ● Sketchbook grade for planning sketches ● Assess Monogram drawing using project rubric