

## Scope & Sequence

<b>Unit #/Title</b>	<b># of Days</b>
Unit I: Introduction	2 Days
Unit II: Personal Biography	10 Days
Unit III: Diplomas & Degrees	8 Days
Unit IV: Portfolio Review	15 Days
Unit V: Independent Projects & Filling in the Gaps	all semester
Mid Term	1 Day
Unit VI: Interview Process	10 Days
Unit VII: Resume Creation	5 Days
Unit VIII: Personal Logo for Stationery	5 Days
Unit IX: Career Possibilities	15 Days
Final Exam	1 Day
Unit X: Senior Show	set up 1 day, display for 2-3, prep all year
<b>TOTAL # OF DAYS</b>	<b>90 DAYS</b>

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

**Course:** Careers in Art

**Unit I:** Introduction

**Essential Question:** What will I learn from and need for the class?

<b>TIMELINE</b>	<b>NJCCCS</b>	<b>SKILLS/CONTENT OBJECTIVES</b>	<b>TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS</b>	<b>ASSESSMENTS</b>
1-2 days	1.3.12.D.1,2 1.4.12.A.3	<p><b>Lesson 1:</b> Introduction to Careers in Art</p> <p><b>Objective:</b> SWBAT:</p> <ul style="list-style-type: none"> <li>● Use newly acquired vocabulary correctly by writing and speaking.</li> <li>● Know the essentials for this course by participating in an introduction of each unit.</li> <li>● Discuss concerns, expectation, and plans by participating in a discussion.</li> <li>● Generate a supply list by taking notes: they will need to provide a flash drive.</li> <li>● Become familiar with the layout of the art room by participating in class discussion.</li> <li>● Complete all necessary paper work</li> </ul>	<ul style="list-style-type: none"> <li>● Art Department materials and resources</li> <li>● Packets of units listed, areas for students to take notes</li> <li>● List of all supplies provided</li> <li>● List of all supplies students will need to provide</li> <li>● Assigned storage</li> <li>● Computers</li> <li>● "Careers in Art" by Brommer/Gatto</li> <li>● Video on Art Careers in Art Department collection</li> <li>● Cameras</li> <li>● List of sources/references</li> </ul>	<ul style="list-style-type: none"> <li>● Vocabulary being used correctly and appropriately-Instant Feedback</li> <li>● Careers in Art Assignment Rubric</li> <li>● Instant Feedback</li> <li>● Journal entries- rubric</li> <li>● Note Taking Rubric</li> </ul>

<b>TIMELINE</b>	<b>NJCCCS</b>	<b>SKILLS/CONTENT OBJECTIVES</b>	<b>TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS</b>	<b>ASSESSMENTS</b>
		such as: photo release, art room contract etc. by returning them completed to the teacher.		

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

**Course: Careers in Art**

**Unit II: Personal Biography**

**Essential Question: What essential information should we know about you as an artist?**

<b>TIMELINE</b>	<b>NJCCCS</b>	<b>SKILLS/CONTENT OBJECTIVES</b>	<b>TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS</b>	<b>ASSESSMENTS</b>
5 days	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><b>Lesson 1: Research Developing &amp; Creating a Personal Biography.</b></p> <p><b>Objective: SWBAT</b></p> <ul style="list-style-type: none"> <li>● Demonstrate the ability to research, layout, and write a Biological Self-Investigation by using various forms of research options.</li> <li>● To develop their Biography by reflecting on past art experiences, accomplishments, personal art skills, influences, philosophies, and aspirations.</li> <li>● Develop content for their Biography by focusing and developing their intrapersonal intelligence.</li> <li>● Use newly acquired vocabulary by using it correctly in discussions and writings.</li> </ul>	<ul style="list-style-type: none"> <li>● Biographies done by past students</li> <li>● Biographies done by artists working in the field</li> <li>● Computer access for internet research, creating, layout, and final production</li> <li>● Museum visits</li> <li>● Gallery visits</li> <li>● Research: who influenced them?</li> <li>Where did they learn to be an artist?</li> <li>● Self developed or teacher provided Visual Organizer</li> <li>● Art Department materials and resources</li> <li>● Cameras</li> <li>● List of sources/references</li> </ul>	<ul style="list-style-type: none"> <li>● Working version of Personal Biography - Assignment Rubric</li> <li>● Visual Organizer continuously being developed</li> <li>● Daily emailed versions of Personal Biography</li> <li>● Critique/discussion-group and individual – Assignment Rubric</li> <li>● Using vocabulary correctly- Instant Feedback</li> <li>● Careers in Art Assignment Rubric</li> <li>● Instant Feedback</li> </ul>

<b>TIMELINE</b>	<b>NJCCCS</b>	<b>SKILLS/CONTENT OBJECTIVES</b>	<b>TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS</b>	<b>ASSESSMENTS</b>
		<ul style="list-style-type: none"> <li>● Create a Mission Statement by referencing all gathered information.</li> </ul>	<ul style="list-style-type: none"> <li>● List of sources/references</li> </ul>	
2 days	1.2.12.A.2 1.3.12.D.1,2 1.4.12.B.3	<p><b>Lesson 2:</b> Develop and put into practice their ability to use a digital camera.</p> <p><b>Objective: SWBAT</b></p> <ul style="list-style-type: none"> <li>● Include a photograph of them in the final Biography.</li> <li>● Demonstrate the ability to show the qualities of a good composition.</li> <li>● Incorporate their image into the computer layout of their Biography.</li> <li>● Demonstrate their organizational, planning, interpersonal, precision of Language, Thought, and Communication skills through their image and use of their image.</li> <li>● Shoot self-portrait with digital camera.</li> <li>● Use newly acquired vocabulary by using it correctly in discussions and writings.</li> </ul>	<ul style="list-style-type: none"> <li>● Digital camera</li> <li>● Internet access for research on photographing of self for image</li> <li>● Past samples of student and professional self portraits used in Personal Biographies</li> <li>● Art Department materials and resources</li> <li>● List of sources/references</li> </ul>	<ul style="list-style-type: none"> <li>● Using vocabulary correctly-Instant Feedback</li> <li>● Success of self portrait incorporated into Personal Biography – Instant Feedback</li> <li>● Critique/discussion-group and individual-Instant Feedback</li> <li>● Careers in Art Assignment Rubric</li> <li>● Instant Feedback</li> </ul>

<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.1 1.3.12.D.1	<p><b>Lesson 3:</b> Graphic additions and design to final presentation of Personal Biography.</p> <p><b>Objective: SWBAT</b></p> <ul style="list-style-type: none"> <li>● Demonstrate their ability to work with programs that will allow them to embellish and complete their Personal Biography.</li> <li>● Choose a paper stock and color for final draft by going through all teacher samples.</li> <li>● Use newly acquired vocabulary by using it correctly in discussions and writings.</li> </ul>	<ul style="list-style-type: none"> <li>● Programs that allow for graphic additions</li> <li>● Computer</li> <li>● Printer</li> <li>● Samples of papers with varying weight and colors</li> <li>● Art Department materials and resources</li> <li>● List of sources/references</li> </ul>	<ul style="list-style-type: none"> <li>● Using vocabulary correctly-Instant Feedback</li> <li>● Create final copy of Personal Biography-Assignment Rubric</li> <li>● Print final Personal Biography and place in portfolio</li> <li>● Critique/discussion-group and individual-Instant Feedback</li> <li>● Careers in Art Assignment Rubric</li> <li>● Instant Feedback</li> </ul>

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

**Course:** Careers in Art

**Unit III: Diplomas & Degrees**

**Essential Question:** Where and how will you continue your Art Education?

<b>TIMELINE</b>	<b>NJCCCS</b>	<b>SKILLS/CONTENT OBJECTIVES</b>	<b>TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS</b>	<b>ASSESSMENTS</b>
6 days	1.2.12. A.1, 2	<p><b>Lesson 1:</b> Selecting an art school of higher learning.</p> <p><b>Objective: SWBAT</b></p> <ul style="list-style-type: none"> <li>● Select a school of higher learning to further their preparation for a career in Art by researching the topic.</li> <li>● Visit or research art schools and colleges of interest by using the internet.</li> <li>● Record all needed information about the visited/researched establishments – similarities and differences, likes and dislikes points of interests and what they offer and how it suits the student by taking notes, journaling, and using appropriate media and technology.</li> </ul>	<ul style="list-style-type: none"> <li>● Computer with internet access</li> <li>● Guidance Office</li> <li>● Samples of applications</li> <li>● Samples of acceptances</li> <li>● Testing information</li> <li>● Art Department college and art school catalogues</li> <li>● Art Schools and Colleges</li> <li>● Videos/DVDs from schools and colleges</li> <li>● Art Department materials and resources</li> <li>● Careers in Art Rubric</li> <li>● Cameras</li> <li>● List of sources/references</li> </ul>	<ul style="list-style-type: none"> <li>● Rubric (check off list) listing art schools and colleges. (What is offered across the top.)</li> <li>● Complete applications - Instant Feedback</li> <li>● Visual Organizer completed - Assignment Rubric</li> <li>● Using vocabulary correctly - Instant Feedback</li> <li>● 3-4 potential schools selected with visual organizers completed - Assignment Rubric</li> <li>● Careers in Art</li> </ul>

TIMELINE	NJCCCS	SKILLS/CONTENT OBJECTIVES	TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS	ASSESSMENTS
		<ul style="list-style-type: none"> <li>●Organize all gathered information by using a self-generated visual organizer.</li> <li>●Complete applications and understand various requirements and vocabulary associated with applications by reviewing various samples and discussing them.</li> <li>●Know the differences between different degrees by knowing the specifics of each.</li> <li>●Understand the requirements of each degree by doing in depth investigation into all the details.</li> <li>●Demonstrate their understanding of the process by using newly acquired vocabulary correctly</li> </ul>		Assignment Rubric ●Instant Feedback



<b>TIMELINE</b>	<b>NJCCCS</b>	<b>SKILLS/CONTENT OBJECTIVES</b>	<b>TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS</b>	<b>ASSESSMENTS</b>
2 days	1.2.12. A.1, 2	<p><b>Lesson 2:</b> Oral and Visual presentation to class of 1 of the selected schools.</p> <p><b>Objective: SWBAT</b></p> <ul style="list-style-type: none"> <li>Orally present their choice of school by using technology: Elmo, projector, power point, lap top, big screen television, DVD and player.</li> <li>To reinforce their knowledge by taking questions at the completion of presentation from group.</li> </ul>	<ul style="list-style-type: none"> <li>All personal research, journaling, and note taking</li> <li>Projector to show visuals, graphs, and various information</li> <li>Computer</li> <li>Samples of past presentations</li> <li>Art Department materials and resources</li> <li>Vocabulary being used correctly and appropriately</li> <li>Careers in Art Rubric</li> <li>Cameras</li> <li>List of sources/references</li> </ul>	<ul style="list-style-type: none"> <li>Observe presentation</li> <li>Careers in Art Rubric</li> <li>Instant Feedback</li> </ul>

**BRIDGETON PUBLIC SCHOOLS**  
**ART**  
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**Course:** Careers in Art

**Unit IV:** Portfolio Review

**Essential Question:** What do you need to have an effective, self-expressive, complete, and successful portfolio?

<b>TIMELINE</b>	<b>NJCCCS</b>	<b>SKILLS/CONTENT OBJECTIVES</b>	<b>TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS</b>	<b>ASSESSMENTS</b>
7 days	1.1.12.D.1, 2 1.3.12.D.1,2,3,4 1.4.12.B.1,2,3	<p>Lesson 1: Oral Portfolio Presentation.</p> <p><b>Objective: SWBAT</b></p> <ul style="list-style-type: none"> <li>● Demonstrate their understanding of the unit information by using newly acquired vocabulary correctly.</li> <li>● Understand the purpose of a portfolio by developing their personal portfolio further.</li> <li>● Present art work/portfolio for initial evaluation by showing their current collection.</li> <li>● Continue to develop their public speaking skills by presenting to the group.</li> <li>● Continue to develop their critiquing skills by reflecting orally individually,</li> </ul>	<ul style="list-style-type: none"> <li>● Samples of past portfolios from professionals as well as past students</li> <li>● Portfolios for current students</li> <li>● Handout for students to fill out listing all pieces, sizes, mediums used and titles. List of current collection</li> <li>● Handouts to take notes about each portfolio viewed</li> <li>● Samples or portfolios with dominant themes, use of medium or styles in them</li> <li>● Art Department materials and resources</li> <li>● Cameras</li> <li>● List of sources/references</li> </ul>	<ul style="list-style-type: none"> <li>● Handout completed of list of current collection in personal portfolio</li> <li>● Observation</li> <li>● Recommendations</li> <li>● Access weakness and determine status of each piece-note taking - Note Taking Rubric</li> <li>● Participation in critique - Assignment Rubric</li> <li>● Written plan for direction of where the portfolio is heading</li> <li>● Possible theme or dominant style or medium use - Note</li> </ul>

<b>TIMELINE</b>	<b>NJCCCS</b>	<b>SKILLS/CONTENT OBJECTIVES</b>	<b>TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS</b>	<b>ASSESSMENTS</b>
		<p>with guests, and with the group.</p> <ul style="list-style-type: none"> <li>Identify and discuss the effectiveness of an underlying theme or dominant medium in portfolios presented by expressing their thoughts verbally.</li> <li>Demonstrate the importance of using actual objects as reference or their own original photographed images by selecting artwork to suit.</li> </ul>		<p>Taking Rubric</p> <ul style="list-style-type: none"> <li>Using vocabulary correctly-Instant Feedback</li> <li>Careers in Art Rubric</li> <li>Instant Feedback</li> </ul>
2 days	1.1.12.D.1, 2 1.3.12.D.1,2,3,4 1.4.12.B.1,2,3	<p><b>Lesson 2: What do I need to know about a Portfolio?</b></p> <p><b>Objective: SWBAT</b></p> <ul style="list-style-type: none"> <li>Research matts, and their relevance by observing many samples of work with or without matts.</li> <li>Create their own matts by learning how to cut them.</li> <li>Research the requirements of college portfolios by searching websites related to the topic.</li> </ul> <p>1. Find out what they want to see in a portfolio. Determine what is required</p>	<ul style="list-style-type: none"> <li>College portfolio requirements research</li> <li>Computer with internet access</li> <li>Portfolio for presentation and storage of art work</li> <li>Art Department materials and resources</li> <li>Cameras</li> <li>List of sources/references</li> </ul>	<ul style="list-style-type: none"> <li>List requirements on master list hung in the room. Create a complete check off list from this master list. Student generated. Teacher assisted – Instant Feedback</li> <li>Using vocabulary correctly in writing and discussions – Instant Feedback</li> <li>Careers in Art Assignment Rubric</li> </ul>

<b>TIMELINE</b>	<b>NJCCCS</b>	<b>SKILLS/CONTENT OBJECTIVES</b>	<b>TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS</b>	<b>ASSESSMENTS</b>
		<p>as compared to what they want in their portfolio.</p> <ol style="list-style-type: none"> <li>Size restrictions.</li> <li>Digital submissions.</li> <li>Amount of art work required.</li> <li>Deadlines.</li> <li>Where the information needs to go.</li> </ol>		<ul style="list-style-type: none"> <li>Instant Feedback</li> </ul>
3 days	1.3.12.D.1	<p><b>Lesson 3:</b> Present plans and possible future layout and visuals for completed Portfolio.</p> <p><b>Objective: SWBAT</b></p> <ul style="list-style-type: none"> <li>Present their portfolio by orally and visually expressing their plans. This will include a list of future pieces, and mediums.</li> <li>Discuss requirements met by referencing a check off list.</li> <li>Articulate what direction the portfolio is heading in as well as know all required pieces that must be created by using a self generated list of what has to get done and finally discussing what their plans are for their portfolio.</li> </ul>	<ul style="list-style-type: none"> <li>Art Department materials and resources</li> <li>Portfolio at present stage</li> <li>Questions from teacher that a college representative may ask</li> <li>Digital camera and set up for photography of any necessary elements of the portfolio</li> <li>Recommended local professional photographers</li> <li>Cameras</li> <li>List of sources/references</li> </ul>	<ul style="list-style-type: none"> <li>College portfolio requirements attained – Note Taking Rubric</li> <li>Portfolio Assessment and Recommendations handout ~ teacher generated</li> <li>Current pieces are photographed – Instant Feedback</li> <li>Using vocabulary correctly – Instant Feedback</li> <li>Careers in Art Assignment Rubric</li> <li>Instant Feedback</li> </ul>

<b>TIMELINE</b>	<b>NJCCCS</b>	<b>SKILLS/CONTENT OBJECTIVES</b>	<b>TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS</b>	<b>ASSESSMENTS</b>
2-3 days	1.3.12.D.3,4 1.4.12.A.1,2,3 1.4.12.B.1,2	<p><b>Lesson 4:</b> Visits, interviews, portfolio review, and discussions with a college representative from art department.</p> <p><b>Objective: SWBAT</b></p> <ul style="list-style-type: none"> <li>● Research how to photograph pieces for a portfolio by learning to use the equipment and researching successful images.</li> <li>● Present current portfolio by showing it to the college representative. Take notes and use feedback later.</li> <li>● Make changes later to the direction that their portfolio is heading by taking notes, reflecting on information that was given, and assessing the gained information from the college representative.</li> <li>● Ask pertinent questions by having pre-planned questions ahead of the presentation.</li> </ul>	<ul style="list-style-type: none"> <li>● Art Department materials and resources</li> <li>● All current portfolios</li> <li>● Future plans to be discussed with college representative</li> <li>● Paper to take notes on</li> <li>● Cameras</li> <li>● List of sources/references</li> </ul>	<ul style="list-style-type: none"> <li>● All work photographed</li> <li>● Observe portfolio beginning to change, grow, develop, and expand or get more established as far as a style or theme after the meeting with the college representative – Instant Feedback &amp; Art Assignment Rubric</li> <li>● Using vocabulary correctly – Instant Feedback</li> <li>● Careers in Art Assignment Rubric</li> <li>● Instant Feedback</li> </ul>

**BRIDGETON PUBLIC SCHOOLS**  
**SUBJECT:**  
**PACING CHART/CURRICULUM MAP**

**Course:** Careers in Art

**Unit V:** Independent Projects and Filling in The Gaps

**Essential Question:** How will you complete your portfolio?

<b>TIMELINE</b>	<b>NJCCCS</b>	<b>SKILLS/CONTENT OBJECTIVES</b>	<b>TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS</b>	<b>ASSESSMENTS</b>
All through the semester	1.1.12.D1, 2 1.3.12.D1,2,3,4,5 1.4.12.A4 1.4.12.B.1,2	<p><b>Lesson 1:</b> Generate additional work for portfolios through independent projects.</p> <p><b>Objective: SWBAT</b></p> <ul style="list-style-type: none"> <li>● Use newly acquired vocabulary correctly by using it correctly in writings and discussions.</li> <li>● To plan and execute art projects created with teacher guidance, by referencing prior noted/observed/discussed deficiencies in personal portfolio.</li> <li>● Efficiently manage time by keeping a log and /or journal that coincides with a timeline/calendar of events.</li> <li>● Determine the weaknesses in their</li> </ul>	<ul style="list-style-type: none"> <li>● Art Department materials and resources</li> <li>● List of possible needed/required pieces as additions into successful portfolios- 1. Self Portraits</li> <li>2. Still Life in watercolor, acrylic, pencils</li> <li>3. Value drawings</li> <li>4. Landscapes</li> <li>5. Figure studies</li> <li>6. Ceramics</li> <li>7. Sculpture</li> <li>8. Solid drawings</li> <li>9. Computer</li> <li>10. Batik, collage, assemblage and printmaking can</li> </ul>	<ul style="list-style-type: none"> <li>● Participation in class critiques – Instant Feedback &amp; Careers in Art Assignment Rubric</li> <li>● Self evaluations – Note Taking Rubric</li> <li>● Vocabulary being used effectively and correctly – Instant Feedback</li> <li>● Careers in Art Assignment Rubric</li> <li>● Instant Feedback</li> </ul>

TIMELINE	NJCCCS	SKILLS/CONTENT OBJECTIVES	TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS	ASSESSMENTS
		<p>portfolio by researching the requirements and develop further from there.</p> <ul style="list-style-type: none"> <li>● Demonstrate and understand the importance of using their own images instead of copyrighted images as reference.</li> </ul>	<p>be added also</p> <ul style="list-style-type: none"> <li>● Portfolio for work</li> <li>● Cameras</li> <li>● List of sources/references</li> </ul>	

**BRIDGETON PUBLIC SCHOOLS**  
**SUBJECT:**  
**PACING CHART/CURRICULUM MAP**

**Course:** Careers in Art

**Unit VI: Interview Essentials**

**Essential Question:** What interview techniques will you need to know in order to be successful in a college interview?

<b>TIMELINE</b>	<b>NJCCCS</b>	<b>SKILLS/CONTENT OBJECTIVES</b>	<b>TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS</b>	<b>ASSESSMENTS</b>
10 days	1.3.12.D.1,2,3	<p><b>Lesson 1: The interview process - How to Interview.</b></p> <p><b>Objective: SWBAT:</b></p> <ul style="list-style-type: none"> <li>● Use newly acquired vocabulary correctly, fine tune their precision of language, thought and communication skills by using it in their writing and discussions.</li> <li>● Decrease their impulsivity by becoming more familiar and comfortable with the process.</li> <li>● Acquire flexibility of thinking by using these skills more openly and often.</li> <li>● Develop intrapersonal skills by self reflecting in their notes, sketch books</li> </ul>	<ul style="list-style-type: none"> <li>● Art Department materials and resources</li> <li>● Samples of recorded interviews</li> <li>● College catalogues</li> <li>● Video camera and set up</li> <li>● Television</li> <li>● Journals</li> <li>● Cameras</li> <li>● List of sources/references</li> <li>● Computer</li> <li>● DVD player</li> </ul>	<ul style="list-style-type: none"> <li>● Vocabulary being used correctly and appropriately – Instant Feedback</li> <li>● Careers in Art Assignment Rubric</li> <li>● Critique – group and individual – Instant Feedback &amp; Careers in Art Assignment Rubric</li> <li>● Peer interview with feedback – Note Taking Rubric &amp; Assignment Rubric</li> <li>● Review list of questions generated by students – Instant Feedback</li> </ul>



TIMELINE	NJCCCS	SKILLS/CONTENT OBJECTIVES	TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS	ASSESSMENTS
		<p>and journals. Self-assessment.</p> <ul style="list-style-type: none"> <li>● Develop skills and essentials that will be essential to the interview process such as: 1. Portfolio (prior unit)</li> <li>2. Appearance</li> <li>3. Time Management</li> <li>4. Behavior</li> <li>5. Questions to ask</li> <li>6. Thank you – written and/or verbal at appropriate times by researching and practicing these essentials.</li> <li>● Develop comfort with wait time by practicing and exposing group to it.</li> <li>● Create, learn and develop skills for interviews by having mock interviews with peers and a teacher.</li> <li>● Compare and contrast sample interviews by videotaping the group in their interviews. Keep journal for feedback.</li> <li>● Brainstorm questions and other essentials that may occur in an interview- write them on a chart.</li> </ul> <p>Research &amp; practice responses to the questions.</p>		<ul style="list-style-type: none"> <li>● Mock interviews (recorded) – critique, discuss group and/or individually, Assignment Rubric &amp; Note Taking Rubric</li> <li>● Journal entries – Journal Rubric</li> <li>● Instant Feedback</li> </ul>

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

**Course:** Careers in Art

**Unit VII: Resume**

**Essential Question:** How do you present all that you have done?

<b>TIMELINE</b>	<b>NJCCCS</b>	<b>SKILLS/CONTENT OBJECTIVES</b>	<b>TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS</b>	<b>ASSESSMENTS</b>
5 days	1.3.12.D. 3,4	<p><b>Lesson 1: My resume.</b></p> <p><b>Objective: SWBAT:</b></p> <ul style="list-style-type: none"> <li>● Use newly acquired vocabulary correctly by using it in discussions and writings.</li> <li>● Research resume by using internet and samples collected – observe and record differences, similarities, and the essential parts of a resume. Put on teacher generated chart.</li> <li>● Write a resume by: 1. Organize</li> <li>2. Prioritize</li> <li>3. Selection Process</li> <li>4. Become familiar visually and able to complete forms</li> <li>5. Editing process/rough drafts</li> </ul>	<ul style="list-style-type: none"> <li>● Art Department materials and resources</li> <li>● Computer with Microsoft Word</li> <li>● Journals</li> <li>● Samples of resumes</li> <li>● Samples of papers ( different colors and weights )</li> <li>● Samples of fonts</li> <li>● Cameras</li> <li>● List of sources/references</li> </ul>	<ul style="list-style-type: none"> <li>● Vocabulary being used correctly and appropriately – Instant Feedback</li> <li>● Careers in Art Assignment Rubric</li> <li>● Fill out a teacher generated chart that allows students to brainstorm differences and similarities, and essentials in resumes – Instant Feedback</li> <li>● Final draft of personal resume – Careers in Art Assignment Rubric</li> <li>● Instant Feedback</li> </ul>

TIMELINE	NJCCCS	SKILLS/CONTENT OBJECTIVES	TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS	ASSESSMENTS
		<p>6. Presentation</p> <ul style="list-style-type: none"> <li>● Develop the following:               <ol style="list-style-type: none"> <li>1. Metacognition</li> <li>2. Study/recognition</li> <li>3. Drawing on past knowledge</li> <li>4. Precision of thought, language, and communication skills</li> <li>5. Organizing skills</li> <li>6. Planning skills</li> <li>7. Directional skills</li> <li>8. Intrapersonal skills</li> </ol> </li> <li>by using them more often and becoming more familiar with the process.</li> <li>● Compare and contrast sample resumes by looking at samples.</li> </ul>		

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

**Course:** Careers in Art

**Unit VIII:** Logo for Personal Stationery

**Essential Question:** What will my logo look like?

<b>TIMELINE</b>	<b>NJCCCS</b>	<b>SKILLS/CONTENT OBJECTIVES</b>	<b>TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS</b>	<b>ASSESSMENTS</b>
5 days	1.3.12.D.1,2,3	<p><b>Lesson 1:</b> Create a personal logo.</p> <p><b>Objective: SWBAT:</b></p> <ul style="list-style-type: none"> <li>● Use newly acquired vocabulary correctly in discussions and writing.</li> <li>● Research and record all the essentials of logo design by using the internet.</li> <li>● Demonstrate their understanding by visually, orally, and writing in their journal of putting “them” into their logo.</li> <li>● Create a logo by drawing it in their sketchbook.</li> <li>● Discuss and critique personal and groups’ logos by presenting all images, and research.</li> <li>● Create business card and stationery</li> </ul>	<ul style="list-style-type: none"> <li>● Art Department materials and resources.</li> <li>● Camera</li> <li>● Computer</li> <li>● Samples of logos in use on business cards, stationery, flyers etc.</li> </ul>	<ul style="list-style-type: none"> <li>● Vocabulary being used correctly and appropriately in writing and discussions</li> <li>● Careers in Art Assignment Rubric</li> <li>● Instant feedback</li> <li>● Journaling Rubric</li> <li>● Critique</li> </ul>

TIMELINE	NJCCCS	SKILLS/CONTENT OBJECTIVES	TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS	ASSESSMENTS
		with their new logo in place by researching, sketching, and editing.		

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

**Course:** Careers in Art

**Unit IX: Career Possibilities**

**Essential Question:** What are the career possibilities in the Art Field?

<b>TIMELINE</b>	<b>NJCCCS</b>	<b>SKILLS/CONTENT OBJECTIVES</b>	<b>TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS</b>	<b>ASSESSMENTS</b>
15 days	1.2.12.A.1,2	<p><b>Lesson 1:</b> Research and make a presentation visually and orally to peers of one Career from the list.</p> <p><b>Objective: SWBAT:</b></p> <ul style="list-style-type: none"> <li>● Use newly acquired vocabulary correctly by using it is correctly in discussions and writings.</li> <li>● Demonstrate and understanding of the three sections of Careers in art:</li> </ul> <p><b>1. Commercial Art:</b></p> <p>Graphics, Advertising, Illustrator, Interior Design, Lightning Design, Landscape Architecture, Industrial Design, etc.</p> <p><b>2. Crafts:</b></p> <p>Jewelry, Furniture, Fabric, Ceramists, etc.</p> <p><b>3. Fine Arts:</b></p> <p>Painter, Sculpture, Ceramics,</p>	<ul style="list-style-type: none"> <li>● Art Department materials and resources</li> <li>● Artists in the community</li> <li>● Videos on Art Careers</li> <li>● Guest artists (if possible)</li> <li>● Art school &amp; college packets</li> <li>● Computer with internet, power point, word, and other programs</li> <li>● Library</li> <li>● Careers text</li> <li>● Cameras</li> <li>● List of sources/references</li> </ul>	<ul style="list-style-type: none"> <li>● Vocabulary being used correctly and appropriately – Instant Feedback</li> <li>● Careers in Art Rubric</li> <li>● Instant Feedback</li> <li>● Journal entries – Journal Rubric</li> <li>● Notebook entries – Notebook Rubric</li> <li>● Presentation has evidence of visual organizers, sources, vivid words, reaches to learning styles, technology used, etc. – Careers in Art Assignment Rubric</li> </ul>

TIMELINE	NJCCCS	SKILLS/CONTENT OBJECTIVES	TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS	ASSESSMENTS
		<p>Printmaker, Glass, Airbrush, etc.</p> <p>4. Educator of the Arts: K-12, Community, College, University, etc. by researching and note taking.</p> <ul style="list-style-type: none"> <li>● Research in depth the Career they will choose to present: education needed, salary, essentials, requirements, obligations, what the artists may look like, tools/equipment used, all pertinent information by visiting web sites.</li> <li>● Choose their presentation style by deciding the technique they will present with: power point, paper, board, oral report with visuals, etc. Number of sources will be decided by teacher.</li> </ul>		

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

**Course:** Careers in Art

**Unit X:** Senior Show

**Essential Question:** What and how will I present myself and my artwork in my Senior Show?

<b>TIMELINE</b>	<b>NJCCCS</b>	<b>SKILLS/CONTENT OBJECTIVES</b>	<b>TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS</b>	<b>ASSESSMENTS</b>
Prep all year  1 day to hang the display  3 days on display	1.3.12.D.1,2,3 1.4.12.A.3,4	<b>Lesson 1: The Senior Show</b>  <b>Objective: SWBAT:</b> ● Use newly acquired vocabulary by using it correctly in discussions and writings. ● Display their current artwork in a gallery style by using large display panels in a decided location for the group. Set up. ● Create a visually pleasing Senior Art Show by problem solving various situations that arise with the decision making process and display/set-up process: such as space, theme, selection of pieces, time management, persistence, layout, hanging techniques,	● Art Department materials and resources ● Camera ● Display panels ● Samples of past art show set ups ● Guest judges ● List of sources/references	● Vocabulary being used correctly and appropriately – Instant Feedback ● Careers in Art Rubric ● Rubric for judging – 1. Creativity, 2. Technical Ability, 3. Self Expression, 4. Best of Show ● Instant Feedback ● Students must write a critique of another student's Senior Art Show – Careers in Art Rubric ● Portfolio – Instant



<b>TIMELINE</b>	<b>NJCCCS</b>	<b>SKILLS/CONTENT OBJECTIVES</b>	<b>TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS</b>	<b>ASSESSMENTS</b>
		<p>use of resources on hand, working cooperatively, interpersonal skills, intrapersonal skills, use all past knowledge, date of show, being present for show, all necessary paperwork, etc.</p> <ul style="list-style-type: none"> <li>● Have display planned, created and hung in time for judging by guest judges.</li> </ul>		Feedback & Careers in Art Rubric
3 days	1.4.12.B.3	<p><b>Lesson 2:</b> Create an invitation for friends, family, school district to attend event.</p> <p><b>Objective: SWBAT:</b></p> <ul style="list-style-type: none"> <li>● Use newly acquired vocabulary from all other units of study by using it correctly in discussions and writings.</li> <li>● Create an invitation to the Senior Art Show by using post cards, the newspaper, a flyer and an email by including text (where, who, what, why, when ), photography, color black &amp; white, drawing or original artwork.</li> <li>● Distribute their invitations by mail, self delivery, computer, and displaying them.</li> </ul>	<ul style="list-style-type: none"> <li>● Art Department materials and resources</li> <li>● Camera</li> <li>● Computer</li> <li>● Samples of past invitations, flyers, post cards, and newspaper articles</li> <li>● List of sources/references</li> </ul>	<ul style="list-style-type: none"> <li>● Vocabulary being used correctly and appropriately</li> <li>● Careers in Art Rubric</li> <li>● Distribution of invitation</li> <li>● Instant Feedback</li> </ul>