

## **Scope and Sequence**

<b>Chapter # - Title</b>	<b># of Days</b>
Unit I: Introduction to Painting	5
Unit II: Watercolor	10
Unit III: Tempera	10
Unit IV: Scenic Painting	15
Midterm – Review and Test	2
Unit V: Acrylics	15
Unit VI: Impressionism (Acrylics)	11
Unit VII: Pastels	10
Unit VIII: Chinese Brush Painting	10
Final Exam: - Review and Test	2
Total Number of Days	90

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

**Course:** Painting

**Unit I: Painting Overview**

**Essential Question:** What are the essentials a painter needs to know before starting to paint?

<b>TIMELINE</b>	<b>NJCCCS</b>	<b>SKILLS/CONTENT OBJECTIVES</b>	<b>TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS</b>	<b>ASSESSMENTS</b>
3 days	1.3.12.D.1 1.4.5.A.1 1.4.12.A.3	<p><b>Lesson 1: Introduction to Painting</b></p> <p><b>Objective: SWBAT</b></p> <ul style="list-style-type: none"> <li>● Use newly acquired vocabulary correctly in writing and discussion by completing reference graphic organizers.</li> <li>● Learn the “tools of the trade” for painting (brushes, painting surfaces, etc.) by showing students visuals and demonstrating different brushes.</li> <li>● Learn about different painting “genres” by reviewing “Intro to Painting” hand out.</li> <li>● Learn about the basic components of different painting mediums by reviewing “Intro to Painting” handout.</li> <li>● Create a pencil &amp; watercolor drawing of a cup filled with different brushes by looking at actual still-lives.</li> </ul>	<ul style="list-style-type: none"> <li>● Art Department materials and supplies</li> <li>● Handouts</li> <li>● Folders</li> <li>● Watercolors</li> <li>● Brushes</li> <li>● ELMO projection system</li> <li>● Examples</li> </ul>	<ul style="list-style-type: none"> <li>● Instant feedback on use of vocabulary</li> <li>● Complete worksheet about brushes</li> </ul>
2 days	1.3.12.D.3 1.4.12.A.1	<p><b>Lesson 2: Review of Principles and Elements of Design</b></p> <p><b>Objective: SWBAT</b></p> <ul style="list-style-type: none"> <li>● Review Principles and Elements of</li> </ul>	<ul style="list-style-type: none"> <li>● Art Department material and supplies</li> <li>● Graphic organizer on “Analysis of an Artwork”</li> <li>● Fine art prints</li> </ul>	<ul style="list-style-type: none"> <li>● Completed art analysis worksheet</li> </ul>

TIMELINE	NJCCCS	SKILLS/CONTENT OBJECTIVES	TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS	ASSESSMENTS
		Design in an analysis of a painting by performing a written analysis of a famous painting.		

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**Course:** Painting **Unit II:** Watercolor

**Essential Question:** What is watercolor?

<b>TIMELINE</b>	<b>NJCCCS</b>	<b>SKILLS/CONTENT OBJECTIVES</b>	<b>TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS</b>	<b>ASSESSMENTS</b>
2 days	1.3.12.D.4 1.4.12.B.1	<p><b>Lesson 1: Watercolor</b></p> <p><b>Objective: SWBAT</b></p> <ul style="list-style-type: none"> <li>● Understand the techniques and terminology of watercolor and watercolor pencils by observing teacher demonstrations, reading and filling in graphic organizers, and watching videos.</li> </ul>	<ul style="list-style-type: none"> <li>● Art Department material and supplies</li> <li>● Watercolor pencils</li> <li>● Tube watercolors</li> <li>● Pan watercolors</li> <li>● Brushes</li> <li>● Watercolor paper</li> <li>● Watercolor book <i>Watercolor School</i> by Hazel Harrison, graphic organizers, videos</li> </ul>	<ul style="list-style-type: none"> <li>● Graded watercolor pencil floral painting</li> <li>● Watercolor graphic organizer (based on book)</li> </ul>
3 days	1.2.12.A.2 1.3.12.D.1,2 1.4.12.B.3	<p><b>Lesson 2: Watercolor mixing chart</b></p> <p><b>Objective: SWBAT</b></p> <ul style="list-style-type: none"> <li>● Use newly acquired vocabulary correctly in writing and discussion by filling in graphic organizer.</li> <li>● Create a color mixing chart for watercolors by gridding watercolor paper and following teacher demo and examples.</li> </ul>	<ul style="list-style-type: none"> <li>● Art Department material and resources (Watercolor Unit test)</li> <li>● Watercolors and brushes</li> </ul>	<ul style="list-style-type: none"> <li>● Grade for completed color chart and Watercolor Unit test</li> <li>● Instant feedback during class</li> </ul>

TIMELINE	NJCCCS	SKILLS/CONTENT OBJECTIVES	TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS	ASSESSMENTS
5 days	1.1.12.D.1 1.3.12.D.2 1.4.12.A.2	<p>Lesson 3: Chuck Close Pixelated Portrait</p> <p><b>Objective: SWBAT</b></p> <ul style="list-style-type: none"> <li>Understand the pixelated painting style of Chuck Close by watching video, reading <i>Scholastic Art</i> magazine, &amp; filling in student hand-out.</li> <li>Create a small watercolor portrait by painting in the style of Chuck Close.</li> </ul>	<ul style="list-style-type: none"> <li>Art Department material and resources.</li> <li>Video <i>Chuck Close – Up Close, Scholastic Art – Chuck Close</i> (January 2011 issue), visuals &amp; handouts</li> <li>Watercolors, brushes, paper</li> </ul>	<ul style="list-style-type: none"> <li>Instant feedback.</li> <li>Grade painting using Unit Rubric</li> </ul>

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**Course:** Painting

**Unit III:** Tempera

**Essential Question:** What is Tempera and how can it be used in Painting?

TIMELINE	NJCCCS	SKILLS/CONTENT OBJECTIVES	TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS	ASSESSMENTS
10 days	1.3.12.D.1 1.4.12.B.2 1.4.12.B.3	<p><b>Lesson 1: Tempera Uno Cards</b></p> <p><b>Objective: SWBAT</b></p> <ul style="list-style-type: none"> <li>● Students will learn properties of tempera paint by reading handout.</li> <li>● Students will learn about Dutch painter Piet Mondrian by using <i>Scholastic Arts</i> magazines and filling in graphic organizer</li> <li>● Students will create an original composition using UNO cards and photographing with a digital camera and printing using Photoshop.</li> <li>● Students will paint their composition on illustration board, keeping the basic, flat colors and primary colors in the style of Mondrian.</li> </ul>	<ul style="list-style-type: none"> <li>● Art Department material and supplies</li> <li>● Tempera paint</li> <li>● Brushes</li> <li>● Illustration board</li> <li>● Camera, photos, computer</li> <li>● Mondrian handouts, visuals, <i>Scholastic Arts</i> – <i>Piet Mondrian</i> (March 2005 issue)</li> </ul>	<ul style="list-style-type: none"> <li>● Using vocabulary correctly</li> <li>● Instant feedback.</li> <li>● Mondrian rubric &amp; worksheet</li> </ul>

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**Course:** Painting **Unit IV: Scenic Painting**

**Essential Question:** How do you paint scenery for a production (musical)?

<b>TIMELINE</b>	<b>NJCCCS</b>	<b>SKILLS/CONTENT OBJECTIVES</b>	<b>TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS</b>	<b>ASSESSMENTS</b>
2 days	1.1.12.D.1 1.2.12.A.2 1.3.12.D.1	<p><b>Lesson 1:</b>  <b>Artistic Careers in Theater</b></p> <p><b>Objective: SWBAT</b></p> <ul style="list-style-type: none"> <li>● Research different theatrical art careers (on line) and write a short essay on the area that they would most be interested in pursuing.</li> </ul>	<ul style="list-style-type: none"> <li>● Art Department material and resources.</li> <li>● On line searches in the areas of set design, set construction, scenic painting, lighting, costuming, and make-up</li> <li>● Computers</li> </ul>	<ul style="list-style-type: none"> <li>● Using vocabulary correctly</li> <li>● Instant feedback.</li> <li>● Grade for written report using course rubric</li> </ul>
13 days (approximate)	1.2.12.A.1 1.2.12.A.2 1.3.12.D.5	<p><b>Lesson 2: Set painting</b></p> <p><b>Objective: SWBAT</b></p> <ul style="list-style-type: none"> <li>● Students will learn about basic set painting by viewing video on different painting techniques and by doing hands-on painting of the sets. The type of hands-on activity will vary with the needs of the particular musical that is being presented.</li> </ul>	<ul style="list-style-type: none"> <li>● Art Department material and resources.</li> </ul>	<ul style="list-style-type: none"> <li>● Using vocabulary correctly</li> <li>● Instant feedback.</li> <li>● Class participation tracked in a set painting work log.</li> </ul>

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**Course:** Painting

**Unit V:** Acrylics

**Essential Question:** What are acrylic paints and how can we use them to create works of art?

TIMELINE	NJCCCS	SKILLS/CONTENT OBJECTIVES	TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS	ASSESSMENTS
15 days	1.1.12.D.1 1.2.12.A.1 1.3.12.D.1 1.4.12.B.1 1.4.12.A.4	<b>Lesson 1: Watson &amp; Henry Architectural Painting</b>  <b>Objective: SWBAT</b> ● Create an acrylic painting representing the architecture of Bridgeton by using photographs and references.	● Art Department material and supplies (photographs) ● Canvas ● Acrylic paints ● Brushes	● Grade painting using project rubric



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**Course:** Painting

**Unit VI: Acrylic Impressionism Painting**

**Essential Question:** How can the painter create an Impressionist Style Painting in Acrylics?

<b>TIMELINE</b>	<b>NJCCCS</b>	<b>SKILLS/CONTENT OBJECTIVES</b>	<b>TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS</b>	<b>ASSESSMENTS</b>
2 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: Van Gogh Biography</b></p> <p><b>Objective: SWBAT</b></p> <ul style="list-style-type: none"> <li>● Recognize and understand the Impressionist style of painting by watching a video, <i>Vincent Van Gogh-A Stroke of Genius</i>, and filling in a graphic organizer that accompanies the video.</li> <li>● Recognize and use the vocabulary associated with Impressionism by utilizing the mental model (ELBOW).</li> </ul>	<ul style="list-style-type: none"> <li>● Art Department material and supplies</li> <li>● Video - <i>Vincent Van Gogh-A Stroke of Genius</i></li> <li>● Graphic organizer</li> <li>● ELBOW mental model chart</li> </ul>	<ul style="list-style-type: none"> <li>● Using vocabulary correctly by memorizing mental model (ELBOW)</li> <li>● Graphic organizer will be graded as a quiz</li> </ul>
9 days	1.2.12.A.2 1.3.12.D.1,2 1.4.12.B.3	<p><b>Lesson 2: Van Gogh inspired "Rubber Band Brush" Impressionist Painting</b></p> <p><b>Objective: SWBAT</b></p> <ul style="list-style-type: none"> <li>● Make their own brush by using rubber bands, pencil and duct tape in order to paint their Impressionist painting</li> <li>● Create an Impressionist still life by using rubber band brush and student made templates</li> </ul>	<ul style="list-style-type: none"> <li>● Art Department material and supplies</li> <li>● Rubber bands, pencils, duct tape</li> <li>● Canvas</li> <li>● Tag board for templates</li> <li>● X-acto knives</li> </ul>	<ul style="list-style-type: none"> <li>● Grade painting using art department rubric</li> <li>● Instant feedback during class from students indicating that they understand the criteria and purpose of the lesson.</li> </ul>

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**Course:** Painting

**Unit VII: Pastel Painting**

**Essential Question:** Why are pastels considered a painting medium? How can pastels be used in an artwork?

<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 1.4.12.B.1 1.4.12.B.3	<p><b>Lesson 1: Abstract Glue Line Pastel Painting</b></p> <p><b>Objective: SWBAT</b></p> <ul style="list-style-type: none"> <li>● Understand why pastels are considered a painting medium by reading hand-out and having a teacher led discussion of the properties of pastels.</li> <li>● Create an abstract artwork by using glue line and chalk pastels</li> </ul>	<ul style="list-style-type: none"> <li>● Art Department material and supplies</li> <li>● Chalk pastels</li> <li>● Black paper</li> <li>● Glue</li> <li>● Examples</li> </ul>	<ul style="list-style-type: none"> <li>● Grade finished pastel abstract using project rubric</li> </ul>
5 days	1.2.12.A.2 1.3.12.D.1,2	<p><b>Lesson 2: "Choice" Pastel Painting</b></p> <p><b>Objective: SWBAT</b></p> <ul style="list-style-type: none"> <li>● Choose a subject to paint in pastel from different genres (still life, portrait, landscape, botanical) by looking through photo files and their own photos.</li> <li>● Create a pastel painting by using photo chosen</li> </ul>	<ul style="list-style-type: none"> <li>● Art Department material and supplies</li> <li>● Pastel paper</li> <li>● Pastels</li> <li>● Photos</li> <li>● Computer</li> </ul>	<ul style="list-style-type: none"> <li>● Grade finished pastel painting using project rubric</li> </ul>

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**Course:** Painting

**Unit VIII: Chinese Brush Painting**

**Essential Question:** What is Chinese Brush Painting?

<b>TIMELINE</b>	<b>NJCCCS</b>	<b>SKILLS/CONTENT OBJECTIVES</b>	<b>TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS</b>	<b>ASSESSMENTS</b>
2 days	1.3.12.D.4 1.4.12.A.1 1.4.12.B.2 1.4.12.B.3	<p><b>Lesson 1: Introduction to Chinese Brush Painting</b></p> <p><b>Objective: SWBAT</b></p> <ul style="list-style-type: none"> <li>● Understand the historical and cultural traditions inherent in Chinese brush painting by viewing video “Chinese Brush Painting” and going over teacher created student handout.</li> <li>● Familiarize themselves with the special tools that are necessary for Chinese brush painting by watching teacher demo and hands-on practice.</li> </ul>	<ul style="list-style-type: none"> <li>● Art Department material and supplies</li> <li>● Video – “Chinese Brush Painting”</li> <li>● Chinese brushes, ink stones, ink</li> <li>● Chinese rice paper</li> <li>● Visuals &amp; examples of past student work</li> </ul>	<ul style="list-style-type: none"> <li>● Students will take open note quiz based on video and hand-out</li> </ul>
7 days	1.2.12.A.2 1.3.12.D.1,2 1.4.12.B.3	<p><b>Lesson 2: Chinese Brush Painting by Subject Matter</b></p> <p><b>Objective: SWBAT</b></p> <ul style="list-style-type: none"> <li>● Learn to paint in the traditional Chinese style by learning how to paint by “subject matter” by watching daily teacher demonstration and using hand-outs.</li> </ul>	<ul style="list-style-type: none"> <li>● Art Department material and supplies</li> <li>● Chinese brushes &amp; ink</li> <li>● Chinese rice paper</li> <li>● Examples of student work</li> </ul>	<ul style="list-style-type: none"> <li>● Portfolio of student practice paintings will be graded on completion of all subject matter assignments</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	<p>Lesson 3: Chinese Brush Painting – Final Painting Composition</p> <p><b>Objective: SWBAT</b></p> <ul style="list-style-type: none"> <li>● Show newly acquired vocabulary and brush painting skills by combining different Chinese subject matter into a cohesive composition.</li> </ul>	<ul style="list-style-type: none"> <li>● Art Department material and supplies</li> <li>● Chinese brushes</li> <li>● Chinese ink</li> <li>● Chinese rice paper</li> </ul>	