

SUBJECT: Adv. GRADE: 11-12 Level: Moderate, High

Dates	CCCS	Objectives	Activities	Resources	Assessment
September	1.1A.1, 1.1A.2,1.1A.3, 1.2D.2,1.2D.3, 1.3D.1,1.4A.1, 1.4A.2, 1.4A.3,1.4B.1,1.4B.2, 1.5A.1, 1.5A.2,1.5B.1	<p>-Course Units and Objectives are based on the New Jersey Core Content Curriculum Standards for Visual and Performing Arts</p> <p>-Students will be responsible for the following:</p> <p>-Participating in every class, in activities & discussions</p> <p>-Critiques, quizzes, tests, performance assessments, written & hands-on assignments</p> <p>-Completing performance assessments, in class written & hands-on assignments, and any homework, by the assigned due dates</p> <p>-Properly maintaining their work areas, supplies & materials</p> <p>-Arriving to class on time & prepared</p> <p>-Seeking out extra help, if needed</p>	<p>Unit- Literary piece including positive/negative space</p> <p>-Students will come up with an original or existing scene</p> <p>-They will recreate the scene in any medium, but in the main character's positive space, instead of drawing in the details will include/ literary piece (words, poems, songs, sayings)</p> <p>Unit-Hands On- /Surrealism</p> <p>-Intro to surrealist movement with works by Salvador Dali & Magritte (Smart board, hand outs)</p> <p>-I will be completing this project as well with them</p> <p>-Previous samples of former students works shown</p> <p>-Define and explain the Surrealist movement</p> <p>-Combination of exercises, both realistic & based on fantasy (i.e.- Magic the Gathering)</p>	<p>-iPads, laptops, Internet for resources, Smart board as needed (pertaining to projects- for samples)</p> <p>-Hand outs I will print, as needed, per project/ former student samples shown/ I will also do some projects with the students as well to positively re-enforce the desired result</p> <p>Paper, pencils, crayons, colored pencils, erasers, Tortillons, Masonite panels, Illustration boards, Markers, Fabric paints, Sculpy Clay, Acrylic paint & brushes, Tempera paints</p>	<p>-Evaluations/ Performance assessments</p> <p>-Class participation & preparation</p> <p>-Written assignments</p> <p>-Quizzes/ Tests</p> <p>-Teacher prepared materials (handouts)</p> <p>-Mid Terms/ Finals</p> <p>-Classroom consequences/ misconduct including lack of cooperation, annoying/ distracting behavior & being unprepared will result in a verbal warning, then phone call home. Continuation will have more serious effects, in accordance with school policies (see Student Handbook)</p> <p>-Rubrics will be used and followed to grade all projects in every Art class</p>

October	1.1A.1, 1.1A.2,1.1A.3, 1.2D.2,1.2D.3, 1.3D.1,1.4A.1, 1.4A.2, 1.4A.3,1.4B.1,1.4B.2, 1.5A.1, 1.5A.2,1.5B.1	See above	Unit- Progressive Metamorphosis -Introduce and discuss literary work by Kafka -Successful completion of this project will show a series of progressions where an object will start as one item & slowly change in to something new and unique -Gridding re enforced -Excerpt from Kafka's The Metamorphosis will be given out as inspiration -Demonstrates drawing & use of colored pencils	Throughout all Art courses, students are always encouraged to rethink, revise & refine their techniques and compositions as they work through the steps in their artistic processes. -I provide all students with the opportunity to evaluate their work, reflect on their learning, and apply their learning to everyday situations when seen fit	-Students are to keep and choose pieces for their portfolios, if desired -Review and comment on sketch books & Do Nows -Class critiques/ open ended assessments, self & peer assessments, teacher created materials, formative assessments & hands on activities
November	1.1A.1, 1.1A.2,1.1A.3, 1.2D.2,1.2D.3, 1.3D.1,1.4A.1, 1.4A.2, 1.4A.3,1.4B.1,1.4B.2, 1.5A.1,	See above	Unit- Metamorphosis, continued -Due to the complexity and imagination needed for this project, it may take longer than previous projects to complete	See above	Again, it is always expected that all students keep their works over the years, whether they decide to go into an art career or not, the

	1.5A.2,1.5B.1				<p>projects are nice keepsakes to look back on, track growth, etc..</p> <p>-Portfolio development with my assistance to those who ask or decide to pursue art on a college level, in conjunction, with Guidance</p>
December	1.1A.1, 1.1A.2,1.1A.3, 1.2D.2,1.2D.3, 1.3D.1,1.4A.1, 1.4A.2, 1.4A.3,1.4B.1,1.4B.2, 1.5A.1, 1.5A.2,1.5B.1	See above	<p>-research an artist for his/her design technique</p> <p>-apply technique to own original art in an original way</p> <p>-present to class comparison/contrast to artist with essay</p> <p>-do presentation on non western style</p> <p>-research non western culture's art style and use design and patterns in own art work fitting student's original work and essay</p> <p>-soft critiques</p> <p>-emphasis on design as relates to tone/mood</p>	See above	See above
January	1.1A.1, 1.1A.2,1.1A.3, 1.2D.2,1.2D.3, 1.3D.1,1.4A.1,	See above	<p>Unit- Hope</p> <p>-Students will demonstrate how well they can duplicate a given</p>	See above	See above

	1.4A.2, 1.4A.3,1.4B.1,1.4B.2, 1.5A.1, 1.5A.2,1.5B.1		image and/or customize a certain image to make it their own -Hand outs will be given of their task, artists discussed (Skottie Young & Gregory Titus)		
--	--	--	--	--	--

Dates	CCCS	Objectives	Activities	Resources	Assessment
February	1.1A.1, 1.1A.2,1.1A.3, 1.2D.2,1.2D.3, 1.3D.1,1.4A.1, 1.4A.2, 1.4A.3,1.4B.1,1.4B.2, 1.5A.1, 1.5A.2,1.5B.1	See above	Unit- World event and or Political/Social poster -Student will pick a theme or event they feel strongly about or against & create an effective and moving piece based on it, through their art & it's execution (i.e.- bullying, abortion, WAR, etc...) topic must be approved by me before they can move forward -Their goal is to create and convey a Strong (clear) message, final piece must include a short written text that discusses their image & feelings about the issue they chose	See above	-Continuing growth of portfolio body -Students are always encouraged to keep and save all work and projects, in preparation for the few that will pursue Art Careers (portfolio body of work-needed, gathered) -Portfolio preparation and completion of ten to twelve original pieces for a college (all mediums)
March	1.1A.1, 1.1A.2,1.1A.3, 1.2D.2,1.2D.3, 1.3D.1,1.4A.1, 1.4A.2, 1.4A.3,1.4B.1,1.4B.2, 1.5A.1, 1.5A.2,1.5B.1	See above	Unit-What is your Refuge -Final piece must derive from sketches, photos, research & personal experiences -Discuss, Refuges-brainstorming, media is open, be creative	See above	

April	1.1A.1, 1.1A.2,1.1A.3, 1.2D.2,1.2D.3, 1.3D.1,1.4A.1, 1.4A.2, 1.4A.3,1.4B.1,1.4B.2, 1.5A.1, 1.5A.2,1.5B.1	See above	-Unit- Weaving Theme project -Students should take two themes and weave them together into one cohesive idea, they will use both graphite & a colored media to complete the finished piece -Former student samples shown	See above	
May	1.1A.1, 1.1A.2,1.1A.3, 1.2D.2,1.2D.3, 1.3D.1,1.4A.1, 1.4A.2, 1.4A.3,1.4B.1,1.4B.2, 1.5A.1, 1.5A.2,1.5B.1	See above	-Unit- make a Choice -Students are to choose a project from this year that was driven by one of the artists mentioned (i.e.- Kafka) and do a report for me on the artist. His body of work, why they chose who they did, etc.,- criteria to follow	See above	
June	1.1A.1, 1.1A.2,1.1A.3, 1.2D.2,1.2D.3, 1.3D.1,1.4A.1, 1.4A.2, 1.4A.3,1.4B.1,1.4B.2, 1.5A.1, 1.5A.2,1.5B.1	See above	Unit- Careers -Students are expected to create a written 5 page research paper on an Art career that interests them or they can create a PowerPoint of no less then 20 slides/ list of choices given on about 150 related art careers -Presentation upon completion	See above	