

Curriculum Map

SUBJECT: A.S.-1 GRADE: 10-12 Level: Intermediate-Moderately skilled

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	-Course Units and Objectives are based on the New jersey Core Content Curriculum Standards for Visual and Performing Arts -Students will be responsible for the following: -Participating in every class, in activities & discussions -Critiques, quizzes, tests, performance assessments, written & hands-on assignments -Completing performance assessments, in class written & hands-on assignments, and any homework, by the assigned due dates -Properly maintaining their work areas, supplies & materials -Arriving to class on time & prepared -Seeking out extra help, if needed	Unit- Abstract Letter Design project/ study of Typography & Graphic Design processes (logos & graphics discussed) shown -Fonts and lettering discussed/ web sites referenced, www.dafont.com -Mention of Graffiti as an art/ lettering source/ key artists named/ discussed (Banksy, Mear One, Saber One, Futura, etc) works shown -Elements of design as purpose of communication discussed -Value and color schemes discussed/ contrast & composition reviewed also -Key terms learned/ complements, split complements, & double complements -Procedures for mixing & storing Tempera paints reviewed -Works by Stuart Davis & Robert Indiana, shown and discussed	-iPads, laptops, Internet for resources, Smart board as needed (pertaining to projects- for samples) -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 enforcement the desired result Paper, pencils, crayons, colored pencils, erasers, Tortillions, Masonite panels, Illustration boards, Markers, Fabric paints, Sculpy Clay, Acrylic paint & brushes, Tempera paints	-Evaluations/ Performance assessments -Class participation & preparation -Written assignments -Quizzes -Test -Research papers/ reports -Teacher prepared materials (handouts) -Mid Terms/ Finals -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) -Rubrics will be used and followed to grade all projects in every Art class

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	-Demonstration and hands on practice of the Hard Edge painting style. Unit- Contour Drawing Art with text / hand gestures, positive & negative space, composition discussed -Contour, modified and pre/blind contour drawing discussed & practiced -Create an expressive piece of art using both hand gestures, and contour drawing combined with Hard Edge painting style	See above	-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, 1.5A.2,1.5B.1	-See above	Unit- Tessellations -Geometric principles discussed/ MC Escher reviewed and discussed (graphics discussed) examples shown -Triangles, tiles, mosaics and reflections/ shown discussed- examples shown/ hand outs	See above	-Portfolios -Review and comment on sketchbooks -Evaluate skills, techniques and concepts
December	1.1A.1, 1.1A.2,1.1A.3, 1.2D.2,1.2D.3, 1.3D.1,1.4A.1,	-See above	-Processes for tracing & transferring reviewed – repetition & symmetry discussed- self evaluated	See above	-Growing portfolios -Review and comment on sketchbooks -Class presentations

	1.4A.2, 1.4A.3,1.4B.1,1.4B.2, 1.5A.1, 1.5A.2,1.5B.1		upon completion -Critique & review of teacher created piece		-Written work related to key concepts, per each project
January	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	-Research paper on the life and works of M.C. Escher/Written presentation and or PowerPoint (no less then 20 slides) -Students are continually challenged and growing with the ongoing movement in their sketchbooks, as the classes advance/ their concepts become more intense to help build their skills, creativity and imaginations -Some projects take longer then others, the above mentioned are an approximation/ I have additional projects as well & they're added as (if) needed -Mid term review -Mid term/ final assessments -Some students go on to take A.S.-2- some do not	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	-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 design usually begins in or during Art Studio 2

