

**SUBJECT: A.S.-2 GRADE: 10-12 Level: Intermediate-Moderately skilled**

<b>Dates</b>	<b>CCCS</b>	<b>Objectives</b>	<b>Activities</b>	<b>Resources</b>	<b>Assessment</b>
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	-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- Linear & Angular Perspective Drawing -Discussion of perspective and intro to Filippo Brunelleschi/ Italian Renaissance discussed, examples shown -Geometric principles discussed and reviewed/ examples shown, hand outs -Illusion of depth & volume discussed/ re review of the five basic shapes -Converging, parallel, perpendicular, vertical & horizontal lines reviewed -Difference between linear and angular perspective discussed/ reviewed -Students will demonstrate both angular and linear perspective -Demonstrate effective shading techniques with realistic values to create illusion of 3 dimensionality -Depict a 3-D space and objects on a 2-D plane	-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, Tortillons, Masonite panels, Illustration boards, Markers, Fabric paints, Sculpy Clay, Acrylic paint & brushes, Tempera paints	-Evaluations/ Performance assessments -Class participation & preparation -Written assignments -Quizzes/ Tests -Perspective exercises -Interior space or cityscape project -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

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- Portraits & pastels -Proportion discussed and reviewed -Color and value discussed and reviewed and it's importance to creating Realism -Patel blending, handling and layering/ discussed, practiced and mastered -Procedures for safely using pastels and fixative properly/ demonstrated	Use of photographic references for this project will be needed and require my approval/ gridding discussed & demonstrated (encouraged)	-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
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-Analogous Painting/ Greek Architecture and or Urban-scapes -Characteristics of 3 decorative orders discussed/ reviewed -Elaboration discussed, balance, harmony & beauty in architecture shown/ discussed	See above	-Portfolios -Review and comment on sketchbooks -Evaluate skills, techniques and concepts
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	-Color harmonies shown, analogous discussed/ shown -Blending acrylic demonstrated and storing discussed -Procedures for cleaning brushes, palettes, and work surfaces reviewed	See above	-Growing portfolios -Review and comment on sketchbooks -Class presentations -Written work related to key concepts, per each project

<p>May</p>	<p>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>	<p>-See above</p>	<p>-Research paper on one of the following- Greek architect, famous portrait artist of Filippo Brunelleschi, presentation and or PowerPoint (no less than 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 than others, the above mentioned are an approximation/ I have additional projects as well &amp; they're added as (if) needed -Mid term review -Mid term/ final assessments -Some students go on to take Advanced Art Studio, some do not</p>	<p>Throughout all Art courses, students are always encouraged to rethink, revise &amp; 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</p>	<p>-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</p>
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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	-Review of all key terms and people that have been discussed throughout this year and all project related techniques and terms (i.e.-angular perspective, Filippo Brunelleschi etc...) for final exam		