

**FREEHOLD REGIONAL HIGH SCHOOL DISTRICT**

**OFFICE OF CURRICULUM AND INSTRUCTION**

**ART DEPARTMENT**

# **FINE ART 3**

Grade Level: 11-12

Credits: 5

**BOARD OF EDUCATION ADOPTION DATE:**

**AUGUST 31, 2009**

[SUPPORTING RESOURCES AVAILABLE IN DISTRICT RESOURCE SHARING](#)

APPENDIX A: ACCOMMODATIONS AND MODIFICATIONS

APPENDIX B: ASSESSMENT EVIDENCE

APPENDIX C: INTERDISCIPLINARY CONNECTIONS

# **FREEHOLD REGIONAL HIGH SCHOOL DISTRICT**

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## **Course Philosophy**

A high school art program presents students with an introduction to the discipline and materials of art making. A successful curriculum allows both the future art major and the non-art major a productive course study.

Students are increasingly encouraged to use the lessons and discipline of art making for personal experimentation and individual choices. Hence, the goal of art education, which is applicable to all fields of endeavor, is innovative thinking.

## **Course Description**

The Freehold Regional High School District four year program begins with the sequential foundation of Fine Art I and progresses to the more independent study of Fine Art IV. Fine Art I and II stress the goal of increasing the student's powers of perception and developing a familiarity of materials. Fine Art III and IV involve more and more personal choices by the students and the development of portfolios by future art majors.

The Fine Art III student will be presented with an increasingly individualized instruction as his or her preferences and personal imagery develop. A student with the goal of presenting a portfolio to a college art program will begin forming a group of cohesive artworks — work done from life, not copied from secondary sources.

Assessment rubrics and teacher expectations will reflect an increased number of skills and increased sophistication in the application of these skills for each level of instruction.

**Freehold Regional High School District  
Curriculum Map**

**Fine Art III**

Relevant Standards <sup>1</sup>	Enduring Understandings	Essential Questions	Assessments		
			Diagnostic (before)	Formative (during)	Summative (after)
<b>1.1 Aesthetics</b>	<p>Observational drawing is the bedrock of representational art.</p> <p>Whether simple or complex, artwork encompasses several components: composition, execution, and concepts of art.</p>	<p>Does society influence aesthetics? How do aesthetics influence society?</p> <p>What does personal imagery mean in art?</p> <p>How does knowledge of art materials affect the aesthetics of artwork (drawing, collage, mixed media, printmaking and painting)?</p> <p>How do personal preferences dictate material usage?</p> <p>How does presentation (cropping, matting, framing) enhance artwork?</p>	<p>Pre-Requisite: Fine Art I &amp; II</p> <p>Portfolio</p> <p>Questions/ Discussions</p> <p>Anticipatory Set Questions</p>	<p>Teacher handouts</p> <p>Appropriate daily tasks (effort, participation and clean up).</p> <p>Appropriate time management</p> <p>Quizzes</p> <p>Unit test</p> <p>Midterm Exam</p> <p>Project breakdown assessments</p> <p>Following directions</p> <p>Teacher observations</p> <p>Assignments/Project comprehension</p> <p>Individual/Class Critiques</p>	<p>Portfolio</p> <p>Finished Projects</p> <p>Followed directions</p> <p>Final Cumulative Exam</p> <p>Final Critiques</p>
<b>1.2 Creation and Performance</b>	<p>Making good art is a fusion of the principles of design, the proper use of art materials, effort and innovative thinking.</p> <p>Careful observation produces increased powers of perception and understanding.</p> <p>Art encourages self expression and is an effective way to express ideas and emotions.</p>	<p>How do we abstract form?</p> <p>How does the emulation of art styles benefit young artists?</p> <p>How do we infuse personal imagery in artwork?</p> <p>How does the close examination of form affect visual representation?</p> <p>How does a series of work develop?</p> <p>Why is individual perception so important in drawing?</p>			

Relevant Standards <sup>1</sup>	Enduring Understandings	Essential Questions	Assessments		
			Diagnostic (before)	Formative (during)	Summative (after)
<b>1.3 Elements and Principles of the Arts</b>	<p>The best visual representations rely on using the elements and principles of design.</p> <p>Art is predicated on a wide variety of components including structure, form, history and language.</p> <p>Color is a fundamental of art; its usage is an integral component within the myriad means of an artist.</p>	<p>How do the elements and principles of design guide the creation of artwork?</p> <p>How do we break down the elements and principles of a composition?</p> <p>How do we produce strong compositions?</p> <p>Can color affect us emotionally?</p> <p>Does art affect our lives?</p>	<p>Pre-Requisite: Fine Art I &amp; II</p> <p>Portfolio</p> <p>Questions/ Discussions</p> <p>Anticipatory Set Questions</p>	<p>Teacher handouts</p> <p>Appropriate daily tasks (effort, participation and clean up).</p> <p>Appropriate time management</p> <p>Quizzes</p> <p>Unit test</p> <p>Midterm Exam</p> <p>Project breakdown assessments</p> <p>Following directions</p> <p>Teacher observations</p> <p>Assignments/Project comprehension</p> <p>Individual/Class Critiques</p>	<p>Portfolio</p> <p>Finished Projects</p> <p>Followed directions</p> <p>Final Cumulative Exam</p> <p>Final Critiques</p>
<b>1.4 Critique</b> All students will develop, apply and reflect upon knowledge of the process of critique.	<p>An individual's unique experience and knowledge contribute immensely to the process of critique.</p> <p>The ability to receive, give and evaluate criticism is essential to a young artist.</p>	<p>How does critique affect the creating and/or modification of an existing or new work of art?</p> <p>Why is the ability to offer constructive criticism through critique important?</p> <p>How do we compare art to other art?</p> <p>What aspects of critique assist in building a strong portfolio?</p> <p>How does knowledge of recent and contemporary art affect our assessments of older art forms?</p>			
<b>1.5 World Culture, History and Society</b>	<p>Art history informs and influences all current art making.</p> <p>Culture and historical events helped dictate art movements throughout history.</p>	<p>Does art influence culture or does culture influence art?</p> <p>How does one incorporate awareness of contemporary and traditional artwork?</p> <p>What are the connections between art and other disciplines?</p> <p>Why is it important to approach art with a deeper understanding of how it relates to world culture, history and society?</p> <p>How did previous styles of art change what followed?</p>			

**Freehold Regional High School District  
Course Proficiencies and Pacing**

**Fine Art III**

<b>Unit Title</b>	<b>Unit Understandings and Goals</b>	<b>Recommended Duration</b>
Unit #1: Observational Drawing	<p>Careful observation produces increased powers of perception and understanding. Observational drawing is the bedrock of representational art.</p> <ol style="list-style-type: none"> <li>1. Students will understand the importance of observational drawing and how it applies to art.</li> <li>2. Students will be able to draw from life using line and value to create 3-dimensional illusions.</li> </ol>	Ongoing throughout course
Unit #2: Materials and Methods	<p>Making good art is a fusion of the principles of design, the proper use of art materials and innovative thinking. An individual's unique experience and knowledge contribute immensely to the process of critique. Art is predicated on a wide variety of components including structure, form, history and language.</p> <ol style="list-style-type: none"> <li>1. Students will increase familiarity with the unique capabilities of art mediums.</li> <li>2. Students will explore mixed media.</li> </ol>	Ongoing throughout course
Unit #3: Elements and Principles of Design	<p>The best visual representations rely on using the elements and principles of design. The ability to receive, give and evaluate criticism is essential to a young artist. Whether simple or complex, artwork encompasses several components: composition, execution and concepts of art.</p> <ol style="list-style-type: none"> <li>1. Students will understand the relevance of each element and principle of design and how each relates within a working composition.</li> </ol>	Ongoing throughout course
Unit #4: Color Theory	<p>Color is a fundamental of art; its usage is an integral component within the myriad means of an artist. Art encourages self expression and is an effective way to express ideas and emotions.</p> <ol style="list-style-type: none"> <li>1. Students will understand how to properly mix and apply color using new mediums.</li> <li>2. Students will continue to explore the expressionistic and interpretive use of color.</li> </ol>	Ongoing throughout course
Unit # 5: Art History	<p>Culture and historical events helped dictate art movements throughout history. Art history informs and influences all current art making.</p> <ol style="list-style-type: none"> <li>1. Students will familiarize themselves with periods of art history in relation to technique and philosophy.</li> <li>2. Students will directly influence their artwork with the emulation of art history sources.</li> </ol>	Ongoing throughout course

**Freehold Regional High School District  
Fine Art III**

**Unit #1: Observational Drawing**

**Enduring Understandings:** Careful observation produces increased powers of perception and understanding.  
Observational drawing is the bedrock of representational art.

**Essential Questions:** How does the close examination of form affect visual representation?  
How does a series of work develop?  
Does society influence aesthetics? How do aesthetics influence society?

**Unit Goals:** Students will understand the importance of observational drawing and how it applies to art.  
Students will be able to draw from life using line and value to create 3-dimensional illusions.

**Duration of Unit:** Ongoing throughout course

**NJCCCS:** 1.1, 1.2, 1.3, 1.4, 5.1, 8.1, 9.1.b, 9.2.abcf

<b>Guiding / Topical Questions</b>	<b>Content, Themes, Concepts, and Skills</b>	<b>Instructional Resources and Materials</b>	<b>Teaching Strategies</b>	<b>Assessment Strategies</b>
<p>What skills are built while practicing contour and blind contour drawings? How are gesture and quick contour drawings similar? Why is negative space as important as positive space in a composition? Why is it important for composition to employ a foreground, middle ground and background? How does a light source affect a composition? How does one create personal and non-traditional still life set ups?</p>	<p>Complete a series of contour and blind contour drawing exercises that start to build hand eye coordination (1<sup>st</sup> marking period introduction, ongoing drawing exercises throughout course). Describe the difference between gesture and quick contour drawing by interpreting the figure and still life models (weekly practice, ongoing throughout course). Identify specific differences between positive and negative space within a composition based on observational contour drawing (1<sup>st</sup> marking period introduction, ongoing drawing exercises throughout course). Complete still life or figurative value drawings employing A. Specific light source B. Texture C. Pattern (1<sup>st</sup> marking period, ongoing drawing exercises throughout course). Create compositions balancing both the subject matter and its surroundings.</p>	<p>Teacher drawing demonstrations Teacher handouts and worksheets Student projects from previous years (use as examples) Art history references Image resources: Art books, magazines, newspaper &amp; internet Create different still life situations and student poses Power point presentations for visual reference and guide</p>	<p>Teacher demonstrations (drawing techniques pertaining to lessons, ex: blind contour, contour, gesture, creating high &amp; low values, etc.). Cause and Effect of positive and negative - space and shape. Compare and Contrast: drawing what you see vs. drawing what you <i>think</i> you see. Weekly observational drawing exercises (emphasizing different aspects of observational drawing: composition, still life set up, light source etc.). Weekly practice of contour and gesture drawing (building hand-eye coordination). Break projects down into mini lessons when necessary. Daily/ weekly assessments of student learning (content review, observations, question/answer, quizzes, content trivia involving teamwork, etc.). Power Point – Teacher’s choice - Observational Drawing: examples of different methods using light, mark making etc.</p>	<p>Quizzes Unit tests Class work Completed projects/Project comprehension Project rubrics – if appropriate Followed directions Time Management Responses to class discussions Critique participation, consideration of critique applied to re-worked artwork Class participation</p>

**Suggestions on how to differentiate in this unit:**

- Students with individual learning styles can be assisted through adjustments in assessment standards, one-to-one teacher support, additional testing time, and use of visual and auditory teaching methods.
- A wide variety of assessments and strategies complement the individual learning experience.

**Freehold Regional High School District  
Fine Art III**

**Unit #2: Materials and Methods**

**Enduring Understandings:** Making good art is a fusion of the principles of design, the proper use of art materials and innovative thinking.  
An individual’s unique experience and knowledge contribute immensely to the process of critique.  
Art is predicated on a wide variety of components including structure, form, history and language.

**Essential Questions:** How do we abstract form?  
How does the emulation of styles benefit young artists?  
How do we infuse personal imagery in art?  
How does critique affect the creating and/or modification of an existing or new work of art?  
How do we produce strong compositions?  
Can color affect us emotionally?  
Does art affect our lives?

**Unit Goals:** Students will increase familiarity with unique capabilities of art mediums.  
Students will explore mixed media.

**Duration of Unit:** Ongoing throughout course

**NJCCCS:** 1.1, 1.2, 1.3, 1.4, 5.1, 8.1, 9.1.b, 9.2.abcf

Guiding / Topical Questions	Content, Themes, Concepts, and Skills	Instructional Resources and Materials	Teaching Strategies	Assessment Strategies
<p>How can critique help improve artwork? What is the correlation between medium and technique when creating realistic artwork? Can color, form or materials alone dictate abstract artwork? How do the individual traits of art mediums affect artwork?</p>	<p>Recognize the unique expressive qualities of various art materials in relation to creating art. Understand the many drawing techniques (cross hatching, hatching, stippling, modeled drawing...) and how they apply to drawing. Understand various painting techniques (underpainting, glazing, scumbling, pointillism, etc.) Identify the importance of individual and class critique and how they relate to improving artwork (during and after projects). Understand various methods needed to produce representational and abstract art. Incorporate different artistic techniques into an abstract or representational drawing, painting or print. Complete an abstract drawing which incorporates different drawing techniques such as; value, mark making, shape and perspective.</p>	<p>Teacher demonstrations Art history references Teacher handouts and worksheets Image resources: Art books, magazines, newspaper &amp; internet Student projects from previous years (use as examples) Power point presentations for visual reference and guide</p>	<p>Review the emergence of new art forms in art history. Compare and Contrast: realism and abstract art. Teacher demonstration of collage, mixed media and abstract interpretations. Introduce different media, art techniques and terminology. Introduce the purpose and many different aspects of critique. Relate critique to real life. Daily/ weekly assessments of student learning (content review, observations, question/answer, quizzes, content trivia involving teamwork, etc.). Power Point – Teacher’s choice: abstract art, various art materials and approaches.</p>	<p>Quizzes/Unit tests Class work Completed projects/Project comprehension Project rubrics – where appropriate Following directions Time Management Responses to class discussions Critique participation, consideration of critique applied to re-worked artwork Class participation</p>

**Suggestions on how to differentiate in this unit:**

- Students with individual learning styles can be assisted through adjustments in assessment standards, one-to-one teacher support, additional testing time, and use of visual and auditory teaching methods.
- A wide variety of assessments and strategies complement the individual learning experience.



**Freehold Regional High School District  
Fine Art III**

**Unit #3: Elements and Principles of Design**

**Enduring Understandings:** The best visual representations rely on using the elements and principles of design.  
The ability to receive, give and evaluate criticism is essential to a young artist.

Whether simple or complex, artwork encompasses several components: composition, execution and concepts of art.

**Essential Questions:** How do the elements and principles of design guide the creation of artwork?  
How do we break down the elements and principles of design of a composition?  
How do personal preferences dictate material usage?  
Why is the ability to offer constructive criticism through critique important?

**Unit Goal:** Students will understand the relevance of each element and principle of design and how each relates within a working composition.

**Duration of Unit:** Ongoing throughout course

**NJCCCS:** 1.1, 1.2, 1.3, 1.4, 5.1, 8.1, 9.1.b, 9.2.abcf

Guiding / Topical Questions	Content, Themes, Concepts, and Skills	Instructional Resources and Materials	Teaching Strategies	Assessment Strategies
<p>How are different art tools and materials used in order to create a realistic drawing? How can critique help improve artwork? What are some ways to create a successful composition while creating a still life? How do we use a light source in making art? How is the use of value or tone used to create an illusion of volume and depth? How are different surface textures created?</p>	<p>Identify the importance of the <b>Elements and Principles of Design:</b> (1<sup>st</sup> month introduction and ongoing) <b>7 Formal Elements:</b> Value, Line, Color, Space, Shape, Texture, Form <b>6 Formal Principles:</b> Balance (asymmetry/symmetry), Pattern, Proportion, Emphasis, Contrast and Gradation. Emphasize the combining of elements &amp; principles to create Composition. Describe the differences between realism and non objective art? Identify the importance of individual and class critique and how they relate to improving artwork (during and after projects). Define what a light source is and how it can be rendered in a still life. (1<sup>st</sup> marking period introduction, ongoing). Complete a project incorporating pattern or repetition of form. Research different still life options (painting and drawing). What techniques can be used to show a difference in surface textures? Example: fabric vs. glass.</p>	<p>Teacher demonstrations Art history references Teacher handouts and worksheets Image resources: Art books, magazines, newspaper &amp; internet Student projects from previous years (use as examples) Power point presentations for visual reference and guide</p>	<p>Teacher review of different art materials, techniques and terminology. Teacher demonstration based on elements and principles of design: how they work together to form a completed composition. Teacher specific demonstrations: creating value, line rendering, pattern, texture, etc. Teacher mini-lesson: The importance of time management (relate to real life situations). Compare and Contrast: approaches to Elements &amp; Principles of Design. Review units of measurement in relation to grid work. Break projects down into mini lessons. Daily/ weekly assessments of student learning (content review, observations, question/answer, quizzes, content trivia involving teamwork, etc.).</p>	<p>Quizzes Unit tests Class work/ Class participation Completed projects/Project comprehension Project rubrics – where appropriate Following directions Time Management Responses to class discussions Critique participation, consideration of critique applied to re-worked artwork</p>
<p><b>Suggestions on how to differentiate in this unit:</b></p> <ul style="list-style-type: none"> <li>Students with individual learning styles can be assisted through adjustments in assessment standards, one-to-one teacher support, additional testing time, and use of visual and auditory teaching methods.</li> <li>A wide variety of assessments and strategies complement the individual learning experience.</li> </ul>				

**Freehold Regional High School District  
Fine Art III**

**Unit #4: Color Theory**

**Enduring Understandings:** Color is a fundamental of art: its usage is an integral component within the myriad means of an artist.  
Art encourages self expression and is an effective way to express ideas and emotions.

**Essential Questions:** Can color affect us emotionally?  
Does art affect our lives?  
Why is individual perception so important in drawing?

**Unit Goals:** Students will understand how to properly mix and apply color using new mediums.  
Students will continue to explore the expressionistic and interpretive use of color.

**Duration of Unit:** Ongoing throughout course

**NJCCCS:** 1.1, 1.2, 1.3, 1.4, 5.1, 8.1, 9.1.b, 9.2.abcf

<b>Guiding / Topical Questions</b>	<b>Content, Themes, Concepts, and Skills</b>	<b>Instructional Resources and Materials</b>	<b>Teaching Strategies</b>	<b>Assessment Strategies</b>
<p>How are different color schemes incorporated into artwork?</p> <p>How do colors affect one another and impact artwork?</p> <p>How does the viewer react to an artist's color choices?</p> <p>How does color evoke emotion?</p> <p>How do tints and tones enrich a painting?</p>	<p>Identify color relationships through different color exercises.</p> <p>Understand how to tone and tint colors by using different approaches with color (mixing complimentary colors, black, white, etc.)</p> <p>Understand color intensity in relation to color mixing and color placement.</p> <p>Understand color in relation to other color to increase pictorial potential.</p> <p>Complete a project showing understanding of color relationships such as analogous and complementary color schemes.</p>	<p>Teacher demonstrations</p> <p>Teacher handouts and worksheets</p> <p>Art history references</p> <p>Student projects from previous years (used as examples)</p> <p>Image resources: Art books, magazines, newspaper &amp; internet</p> <p>Power point presentations for visual reference and guide</p>	<p>Teacher review of different painting techniques and terminology.</p> <p>Teacher specific demonstrations: painting techniques: application, mixing, toning, tinting, etc.</p> <p>Compare and contrast: tint and tone.</p> <p>Compare and contrast/ Cause and effect: color in relation to other color.</p> <p>Review different aspects of color theory.</p> <p>Relate color to everyday life (ex. Symbolism and emotions).</p> <p>Observations and feedback throughout projects regarding proper handling and use of art media and materials.</p> <p>Daily/ weekly assessments of student learning (content review, observations, question/answer, quizzes, content trivia involving teamwork, etc.).</p> <p>Power Point -Teacher's choice: Color Theory introduction.</p>	<p>Quizzes</p> <p>Unit tests</p> <p>Class work</p> <p>Completed projects/Project comprehension</p> <p>Project rubrics – where appropriate</p> <p>Following directions</p> <p>Time Management</p> <p>Responses to class discussions</p> <p>Critique participation, consideration of critique applied to re-worked artwork</p> <p>Class participation</p>

**Suggestions on how to differentiate in this unit:**

- Students with individual learning styles can be assisted through adjustments in assessment standards, one-to-one teacher support, additional testing time, and use of visual and auditory teaching methods.
- A wide variety of assessments and strategies complement the individual learning experience.

**Freehold Regional High School District  
Fine Art III**

**Unit #5: Art History**

**Enduring Understandings:** Culture and historical events helped dictate art movements throughout art history.  
Art history informs and influences all current art making.

**Essential Questions:** Does art influence culture or does culture influence art?  
How does one incorporate awareness of contemporary and traditional artwork?  
What are the connections between art and other disciplines?  
Why is it important to approach art with a deeper understanding of how it relates to world culture, history and society?  
Does art come from art?  
How did previous styles of art change what followed?

**Unit Goals:** Students will familiarize themselves with periods of art history in relation to technique and philosophy.  
Students will directly influence their artwork with the emulation of art history sources.

**Duration of Unit:** Ongoing throughout course

**NJCCCS:** 1.1, 1.2, 1.3, 1.4, 5.1, 8.1, 9.1.b, 9.2.abcf

Guiding / Topical Questions	Content, Themes, Concepts, and Skills	Instructional Resources and Materials	Teaching Strategies	Assessment Strategies
<p>Why is it important to understand previous art methods?</p> <p>How does art history influence present artwork?</p> <p>How have previous drawing, painting, mixed media, collage and printmaking approaches been used throughout art history?</p> <p>How has content and imagery changed throughout art history?</p> <p>How has art been used in provoking thought?</p>	<p>Incorporate artists who represent different approaches within an art movement.</p> <p>Incorporate various artists who represent specific color usage.</p> <p>Incorporate artists who represent specific techniques.</p> <p>Understand how past and current events affect art making.</p> <p>Complete a project using a contemporary image while emulating a specific artist's painting or drawing style.</p>	<p>Teacher demonstrations</p> <p>Teacher handouts and worksheets</p> <p>Art history references</p> <p>Student projects from previous years (used as examples)</p> <p>Image resources: Art books, magazines, newspaper &amp; internet</p> <p>Power point presentations for visual reference and guide</p>	<p><b><u>Class discussions and practices:</u></b></p> <p>Compare and contrast different artist's approaches to media (when necessary during projects).</p> <p>Compare and contrast: artists and art movements.</p> <p>Cause and effect: History and Art making.</p> <p>Daily/ weekly assessments of student learning (content review, observations, question/answer, quizzes, content trivia involving teamwork, etc.).</p> <p>Power Point – Teacher's choice: Incorporating Art history, artists and art movements directly correlated to each lesson.</p>	<p>Quizzes</p> <p>Unit tests</p> <p>Class work</p> <p>Completed projects/project comprehension</p> <p>Project rubrics – where appropriate</p> <p>Following directions</p> <p>Time Management</p> <p>Responses to class discussions</p> <p>Critique participation, consideration of critique applied to re-worked artwork</p> <p>Class participation</p>

**Suggestions on how to differentiate in this unit:**

- Students with individual learning styles can be assisted through adjustments in assessment standards, one-to-one teacher support, additional testing time, and use of visual and auditory teaching methods.
- A wide variety of assessments and strategies complement the individual learning experience.