

Madison Public Schools

MJS Art Appreciation Curriculum

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Course Overview

Description

This one-semester course covers the fundamental building blocks of Art: line, color, shape, space, form, color, texture and proportion. Students have been exposed to these fundamentals in their elementary Art training but this more concentrated class is designed to reinforce concepts already learned, intensify them and build upon them. Its purpose is to make all students more keenly aware of aesthetics in the visual world around them. It will also identify the students with particular artistic abilities at an earlier age so that these talents might be encouraged.

Goals

This course aims to:

- Expose students to the materials and techniques of making art
- Expand student knowledge of Art history, learning the importance of great figures in the history of art and learn of the cultural and societal influence of artists living and working in the world today.
- Encourage students to work collaboratively
- Develop critical thinking skills and a lens through which to appreciate and critique works of art
- Expand students' art vocabulary

Materials

Core: There is no textbook used in this course, rather the teacher and students will utilize a wide variety of art supplies available to them, including but not limited to drawing ink, assorted nib lettering pens, pen and ink paper, sharpies, colored markers, still life objects, clay and loom materials.

Supplemental: YouTube videos, various online resources

Resources

[Suggested Resources and Activities Page](#)

Benchmark Assessments

Benchmark assessments are given at the conclusion of each unit and focus on the main ideas and anchor standards of the course.

Modifications and Adaptations for Special Needs Learners

(Gifted and Talented Students, English Language Learners, Students with Special Needs, At-Risk Students, and Students with 504 Plans)

Scope and Sequence (Pacing Guide)

Unit Number	Topic of Study	Duration (Weeks Taught)
1	Line and Shape	4
2	Form and Space	5
3	Color	9

Unit 1 Overview
Unit Title: Line and Shape
Unit Summary: Students will build upon their knowledge of the expressive qualities of lines and shapes. They will understand how lines and shapes are the basis of all works of art. Students will learn how lines can be calligraphic, expressive, can define contour and show direction in artwork. Students will also learn that art can be broken down into simple geometric and amorphous shapes and they will gain an awareness that repetition of shape shows movement. Through careful examination of both past and current works of art, students will be able to recognize the importance of lines and shapes and then apply this knowledge to their own artwork.
Suggested Pacing: 4 weeks
Learning Targets
Unit Essential Questions: <ul style="list-style-type: none"> Why is learning to observe before drawing important for artists? Why do artists make many sketches of the same thing? What do artists do when they “mess up?”
Unit Enduring Understandings: <ul style="list-style-type: none"> Art is personal and each individual should work to the best of his or her ability It is essential to master the fundamentals of art before moving on to more difficult techniques
Evidence of Learning
Formative Assessments: Frequent informal assessment and feedback are provided on a daily basis by the teacher. Primary Categories Assessed: Technical skills including: <ul style="list-style-type: none"> Attention to detail Craftsmanship Use of materials Originality/ Creativity including: <ul style="list-style-type: none"> Uniqueness Personal expressiveness Personal involvement
Summative Assessments: The included rubric will be used as a formative assessment to assess the completed art projects for this unit.
Alternative Assessments: Students can create a digital portfolio of artwork, such as a powerpoint of famous pieces of art that incorporate what they have learned about lines and shapes. Students could create artwork that incorporates their knowledge of lines and shapes by using a digital art program as opposed to more traditional art materials. They could also use magazines to find images incorporating lines and shapes and cut and glue them to make an interesting collage. Students could also choose an artist and give an oral presentation about that artist and his use of lines and shapes.

Objectives (Students will be able to...)	Key Concepts (Students will know...)	Suggested Assessments	Standards (NJSL)
Produce and identify a line that: Is calligraphic Is expressive Defines contour Shows direction	Lettering quill pen drawing of sunflowers “Art Talk” reading on expressive line followed by line “experiments” Round-robin timed drawings of still life objects in contour line Use of overlapping and background line to direct the eye in composition	Look at works of art and research artists who use contour lines. Identify the expressive qualities of the line, how contour drawings are different from other types of drawings, and how line can be used to define form. Example of contour lesson plan: https://docs.google.com/document/d/1oW9AZX16QuaQekq_bH4Ymz0LG1mofxuUw2BJoZH2Nw/edit	1.1.8.D.1 Describe the intellectual and emotional significance conveyed by the application of the elements of art and principles of design in different historical eras and cultures. CRP6. Demonstrate creativity and innovation.
Identify art works by O’Keefe, Van Gogh, Monet, Pollock, Rouault	Themes and characteristics specific to each artist and their individual style Understanding of the historical and cultural significance of their work	Create artwork inspired by famous artists’ use of lines and shapes	1.1.8.D.2 Compare and contrast various masterworks of art from diverse cultures, and identify elements of the works that relate to specific cultural heritages. 1.4.8.B.1 Evaluate the effectiveness of a work of art by differentiating between the artist’s technical proficiency and the work’s content or form. NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively. 9.3.12.AR-VIS.1 Describe the history and evolution of the visual arts and its role in and impact on society.
Define shape and identify the characteristics of geometric shapes and amorphous shapes	Artists: Mondrian, Leger, Matisse, and Escher Demonstrate proper use of materials and tools Appropriate vocabulary	Design an imaginary land vehicle using geometric shapes (color with primary colors) Create a tessellation using geometric shapes. Create a tessellation using amorphous shapes. Draw popcorn and transform it into an imaginary animal.	1.3.8.D.3 Identify genres of art (including realism, abstract/non-objective art, and conceptual art) within various contexts using appropriate art vocabulary, and solve hands-on visual problems using a variety of genre styles.

Unit 2 Overview	
Unit Title: Form and Space	
<p>Unit Summary: Students will delve more deeply into two of the fundamental elements of art including form and space. Students will be able to recognize artists' use of form and space and apply this knowledge to both 2-dimensional and 3-dimensional artwork. Students will learn that space refers to the distances or areas around, between and within components of a piece. While artists' use of space can be 2-dimensional and 3-dimensional, form, as defined as an element of art, is only 3-dimensional and encloses space. Students will understand how a form has length, width and depth. Students will use a variety of materials to explore and create artwork focusing on form and space.</p>	
Suggested Pacing: 5 weeks	
Learning Targets	
<p>Unit Essential Questions:</p> <ul style="list-style-type: none"> • What is the difference between 2D and 3D art work? • How are shape and form different? • What is positive and negative space? • What is linear perspective? 	
<p>Unit Enduring Understandings:</p> <ul style="list-style-type: none"> • Students can recognize and draw five basic 3-dimensional forms: sphere, cone, cube, triangular prism, cylinder • Students know that it is the experimenting with the effects of light on portraits, landscapes, and still lifes that has driven artists for centuries • Students will create artwork incorporating their understanding of positive and negative space • Students will value the use of their imaginations to create original and compelling art 	
Evidence of Learning	
<p>Formative Assessments: Frequent informal assessment and feedback are provided on a daily basis by the teacher. Primary Categories Assessed:</p> <p>Technical skills including:</p> <ul style="list-style-type: none"> • Attention to detail • Craftsmanship • Use of materials <p>Originality/ Creativity including:</p> <ul style="list-style-type: none"> • Uniqueness • Personal expressiveness • Personal involvement 	
<p>Summative Assessments:</p> <p>The included rubric will be used as a formative assessment to assess the completed art projects for this unit.</p>	
<p>Alternative Assessments: Students can create a digital portfolio of artwork, such as a powerpoint of famous pieces of art that incorporate what they have learned about form and space. Students could create artwork that incorporates their knowledge of form and space by using a digital art program as opposed to more traditional art materials. They could also use magazines to find images incorporating form and space and cut and glue them to make an interesting collage. Students could also choose an artist and give an oral presentation about that artist and his use of form and space.</p>	

Objectives (Students will be able to...)	Key Concepts (Students will know...)	Suggested Assessments	Standards (NJSLs)
Understand the difference between shape and form	The characteristics that define shape and form Ceramic terms and vocabulary	Students will create a 2D drawing of 3D shapes using appropriate shading techniques and understanding of shape https://docs.google.com/document/d/1AQ-lrmubUAxwMNqfWL_7ToFG5vbtp-823x553djq_JQ/edit Students will create ceramic piece using their understanding of form	1.3.8.D.1 Incorporate various art elements and the principles of balance, harmony, unity, emphasis, proportion, and rhythm/movement in the creation of two- and three- dimensional artworks, using a broad array of art media and art mediums to enhance the expression of creative ideas (e.g., perspective, implied space, illusionary depth, value, and pattern). RI.8.7. Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea. 8.1.12.C.1 Develop an innovative solution to a real world problem or issue in collaboration with peers and experts, and present ideas for feedback through social media or in an online community
Define relief and in the round	Characteristics of relief tile	Students choose to make either a relief tile or a freestanding work	1.4.8.A.2 Identify works of dance, music, theatre, and visual art that are used for utilitarian and non-utilitarian purposes
Create a 3-dimensional work of art	Qualities of clay and appropriate tools	Create a freestanding stable sculpture or relief assemblage	1.3.8.D.2 Apply various art media, art mediums, technologies, and processes in the creation of allegorical, theme-based, two- and three-dimensional works of art, using tools and technologies that are appropriate to the theme and goals.
Identify positive and negative space in an artwork.	Students will identify and understand how artists use positive and negative space in artwork and then apply this concept to their own work	Example of positive/negative space art project: https://docs.google.com/document/d/1R3ULv8UUQeuDu-6DZlvWWU1hr3724THE43s2FK5c7g/edit Example of positive/negative space assessment: https://docs.google.com/document/d/1dMB2lcYqtEz6XGAaxzi5gj11Z66x8LlQzfLEVSi3J4E/edit	1.3.8.D.4 Delineate the thematic content of multicultural artworks, and plan, design, and execute multiple solutions to challenging visual arts problems, expressing similar thematic content. 8.2.8.C.2 Explain the need for optimization in a design process.
Produce artwork that shows the illusion of three-dimensional space on a flat picture plane using linear perspective.	One and two point linear perspective boxes (drawing the box and finding the visual center)	Create an imaginary interior space for a person or animal.	1.3.8.D.6 Synthesize the physical properties, processes, and techniques for visual communication in multiple art media (including digital media), and apply this knowledge to the creation of original artworks. 9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career CRP6. Demonstrate creativity and innovation.

Unit 3 Overview	
Unit Title: Color	
Unit Summary: Students will become more proficient in recognizing, as well as mixing, primary, secondary and complementary colors. Students will also be able to characterize warm and cool colors. Students will learn what tints and shades of colors are and how to create them. Students will also analyze a variety of famous works of art and learn how artists use colors schemes such as analogous colors to create a mood in artwork or complementary colors to provide emphasis. Students will understand that value refers to the lightness or darkness of a color and that intensity refers to the brightness of a color. Students will practice their knowledge of color theory using a variety of materials including tempura/acrylic paint, watercolor paint, oil pastels, and colored pencils.	
Suggested Pacing: 9 weeks	
Learning Targets	
Unit Essential Questions: <ul style="list-style-type: none"> • What kind of information does the color wheel provide? • How does the color wheel provide clues about the mixing of colors? • Why are primary colors so important? • How do artists use warm/cool colors to create interesting composition and mood in their artwork? • What are analogous colors and how can they be used to create a mood in artwork? • What is the difference between value and hue? • How can artists use intensity of colors to create a sense of depth in artwork? • What are tints and shades of colors and how to artists mix paint to create them? 	
Unit Enduring Understandings: <ul style="list-style-type: none"> • Identify opposite colors • Identify warm and cool colors • Identify analogous colors • Define the difference between hue and value • Mix paint and produce shades and tints of different hues • Demonstrate how colors of less intensity appear to recede 	
Evidence of Learning	
Formative Assessments: Frequent informal assessment and feedback are provided on a daily basis by the teacher. Primary Categories Assessed: Technical skills including: <ul style="list-style-type: none"> • Attention to detail • Craftsmanship • Use of materials Originality/ Creativity including: <ul style="list-style-type: none"> • Uniqueness • Personal expressiveness • Personal involvement 	
Summative Assessments: The included rubric will be used as a formative assessment to assess the completed art projects for this unit.	

Alternative Assessments:

Students can create a digital portfolio of artwork, such as a powerpoint of famous pieces of art that incorporate what they have learned about color. Students could create artwork that incorporates their knowledge of color by using a digital art program as opposed to more traditional art materials. They could also use magazines to find images incorporating different tints, shades and hues and cut and glue them to make an interesting collage. Students could also choose an artist and give an oral presentation about that artist and his use of color.

Objectives (Students will be able to...)	Key Concepts (Students will know...)	Suggested Assessments	Standards (NJSLS)
Students will be able to examine famous pieces of art by artists such as Matisse, Gauguin, Picasso, Rembrandt, Leonardo, Janet Fish and recognize their use of color to create emphasis, mood and depth	Students will know what warm/cool/complementary colors are and how artists use them	Create artwork inspired by famous artists' use of color	1.2.8.A.3 Analyze the social, historical, and political impact of artists on culture and the impact of culture on the arts. NJLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
Students will be able to examine the color wheel and determine what information the color wheel can provide	Students will understand how the color wheel can provide clues, will use that information to mix colors and will understand the importance of primary colors in art	Produce a radial balance design in the configuration of a color wheel	1.4.8.A.6 Differentiate between "traditional" works of art and those that do not use conventional elements of style to express new ideas.
Students will be able to recognize what analogous colors are on the color wheel	Students will understand how artists can use analogous colors to create a sense of mood in their artwork	Example of analogous colors worksheet Paint a mobius strip using analogous colors	1.4.8.A.7 Analyze the form, function, craftsmanship, and originality of representative works of dance, music, theatre, and visual art.
Students will be able to create tints and shades of colors using a variety of mediums	Students will understand what a hue is and how to add white or black in varying amounts to create tints and shades Students will understand how more or less intensity of hues can create depth in artwork	Create a single hue painting with a full range of tints and shades using an image that is indicative of that hue Example of tint/shade project: https://docs.google.com/document/d/1-TwF96weCUO7YX47zZfwBWFvuXkHXDEnKuRohbkT7SY/edit	1.4.8.A.3 Distinguish among artistic styles, trends, and movements in dance, music, theatre, and visual art within diverse cultures and historical eras. 9.3.12.AR-VIS.3 Analyze and create two and three-dimensional visual art forms using various media. CRP6. Demonstrate creativity and innovation.