



Glassboro Public Schools
Office of Curriculum and Instruction

Instructional Unit Map			
Course Title: Studio Art I			
Teacher	Shane Davis	Start Date	~November
Unit Title	<u>Painting</u>	Length of Unit	9-12 Weeks
Essential Questions	<ol style="list-style-type: none"> 1. How can the elements of art—Color and Texture—be used to convey mood, depth, and meaning in a painting? 2. What role do the principles of design—Balance, Rhythm, Harmony, and Unity—play in creating a visually engaging composition? 3. What are the foundational techniques of watercolor painting, and how can they be applied to achieve various textures and effects? 4. How do the unique properties of watercolors and India ink influence an artist's creative process and final artwork? 5. In what ways can experimentation with color and texture lead to greater artistic expression and innovation? 		
Summative Assessments	<p>Primary Summative Assessments:</p> <p>Midpoint Review</p> <ul style="list-style-type: none"> • Objective: Students will participate in an individual review with the instructor. They will present their sketchbooks as well as all relevant studies and completed works of art. • Evaluation: A rubric will be used to grade students based on the following: Creating, Presenting, Responding, Connecting. <p>Final Painting Project</p> <ul style="list-style-type: none"> • Objective: Students will create a final artwork incorporating the tools and techniques practiced during the Unit. Students will be expected to apply an understanding of the Elements of Art and Principles of Designs discussed. • Evaluation: A rubric will be used to grade students based on the following: Creating, Presenting, Responding, Connecting. <p>Portfolio Submission</p> <ul style="list-style-type: none"> • Objective: Students will compile a portfolio of their work from the unit, including practice exercises, studies, and completed projects, showing effort, growth, and skill development. 		

	<ul style="list-style-type: none"> • Evaluation: A rubric will be used to grade students based on the following: Creating, Presenting, Responding, Connecting.
Formative Assessment	<p>Daily Participation</p> <ul style="list-style-type: none"> • Students will be evaluated daily on their effort, participation, and engagement with the material. <p>Sketchbook Checks</p> <ul style="list-style-type: none"> • Objective: Evaluate students' sketchbooks for ongoing engagement with drawing exercises, experimentation with materials, and application of techniques and concepts. • Evaluation: Score based on effort, creativity, and completion of assigned tasks. <p>Written Artist Statements and Reflections</p> <ul style="list-style-type: none"> • Objective: Students will write artist statements or complete reflections after completing selected artworks or projects. • Evaluation: Assess for depth of understanding, clarity of expression, and connection to the lesson objectives. <p>Class Critiques</p> <ul style="list-style-type: none"> • Objective: Students will participate in a peer critique, providing constructive feedback and reflecting on their own work. • Evaluation: Grade based on active participation, thoughtful commentary, and ability to articulate an understanding of artistic principles.
Core Instructional Materials	<ul style="list-style-type: none"> • Kleiner, Fred S., editor. <i>Gardner's Art Through the Ages</i>. 13th ed., Thomson Wadsworth, 2005. • Mittler, Gene A. <i>Art in Focus</i>. 4th ed., Glencoe/McGraw-Hill, 2000.
Core Supplemental Materials	<ul style="list-style-type: none"> • Sketchbooks • Drawing Paper, Tagboard, Watercolor Paper • Pencils, Lyra Pencils, Colored Pencils • Markers • Oil Pastels, Chalk Pastels • India Ink, Toothpicks • Watercolor Palettes • Liquid Watercolors • Paint Brushes, Sponges, Misc. Painting Tools
Pre-requisite Skills	<p>This is an introductory level class available to all 9-12 grade students. No pre-requisite skills or class are required to take this class.</p> <p>Potential Student Hurdles</p> <p>Limited Prior Knowledge of Art Concepts</p>

	<ul style="list-style-type: none"> Some students may not have been exposed to the elements of art or principles of design. Hurdle: Difficulty grasping foundational art vocabulary and applying these concepts. <p>Lack of Drawing Experience</p> <ul style="list-style-type: none"> Students may have varying levels of experience and confidence with drawing tools. Hurdle: Inexperienced students might feel intimidated or frustrated when compared to peers with more advanced skills. <p>Limited Fine Motor Skills</p> <ul style="list-style-type: none"> Some students may struggle with hand control or precision, which can affect their ability to draw clean lines, create smooth shading, or manage intricate patterns. Hurdle: Difficulty executing techniques like hatching, cross-hatching, or controlled ink work. <p>Fixed Mindsets About Talent vs. Skill</p> <ul style="list-style-type: none"> Students may believe that artistic ability is an innate talent rather than a skill that can be developed with practice. Hurdle: Hesitation to engage fully in exercises or fear of failure. <p>Time Management and Focus</p> <ul style="list-style-type: none"> Some students may struggle to pace themselves, rushing through projects or becoming overwhelmed by detailed assignments. Hurdle: Difficulty balancing quality with productivity and staying engaged throughout the process. <p>Accessibility and Learning Differences</p> <ul style="list-style-type: none"> Students with learning differences or visual impairments may require modified instructions, tools, or additional support. Hurdle: Challenges to understanding instructions or performing tasks without accommodation. <p>Lack of Interest or Motivation</p> <ul style="list-style-type: none"> Students taking this course as a requirement may not feel personally invested in the subject. Hurdle: Apathy toward assignments and reluctance to put in effort. <p>Strategies to Address Hurdles</p> <ul style="list-style-type: none"> Provide explicit instruction on art concepts with visuals and examples. Incorporate differentiated tasks to accommodate various skill levels. Emphasize process over product to build confidence. Offer scaffolding and practice exercises to develop fine motor skills. Create a supportive classroom environment that celebrates effort and growth. Include engaging activities and connect lessons to students' interests to increase motivation. 	
Assessment and Instructional Scaffolds	English Language Learners	Special Education Students (Students with IEPs and 504s)
	<u>Visual Aids and Demonstrations</u> <ul style="list-style-type: none"> Use step-by-step visuals, diagrams, and live demonstrations for all instructions. Label visuals with vocabulary terms. <u>Simplified Language and Sentence Frames</u>	<u>Chunked Instructions</u> <ul style="list-style-type: none"> Break tasks into smaller, manageable steps. Provide a checklist for multi-step assignments <u>Adapted Tools</u>

	<ul style="list-style-type: none"> • Provide instructions in simple, concise language. • Offer sentence starters for critiques. <p><u>Bilingual Resources</u></p> <ul style="list-style-type: none"> • Supply bilingual glossaries for art terminology or use translation apps for key concepts. <p><u>Peer Support and Group Work</u></p> <ul style="list-style-type: none"> • Pair ELLs with supportive peers for collaboration and explanation. <p><u>Assessments</u></p> <ul style="list-style-type: none"> • Allow responses to written reflections or critiques in their native language if needed. • Assess based on demonstration of concepts rather than language proficiency. 	<ul style="list-style-type: none"> • Offer adaptive tools such as pencil grips or thicker markers for fine motor challenges. <p><u>Extended Time</u></p> <ul style="list-style-type: none"> • Provide additional time for projects and assessments. <p><u>Flexible Seating and Environment</u></p> <ul style="list-style-type: none"> • Allow students to choose quieter spaces or sit near the teacher for extra support. <p><u>Frequent Check-Ins</u></p> <ul style="list-style-type: none"> • Monitor progress regularly to ensure understanding and provide immediate feedback. <p><u>Modified Expectations</u></p> <ul style="list-style-type: none"> • Adjust rubric criteria.
	Students at Risk of School Failure	Gifted and Talented Students
	<p><u>Guided Practice</u></p> <ul style="list-style-type: none"> • Begin projects with structured warm-up exercises or partially completed templates. <p><u>Frequent Feedback</u></p> <ul style="list-style-type: none"> • Provide consistent, formative feedback to build confidence and guide improvement. <p><u>Access to Exemplars</u></p> <ul style="list-style-type: none"> • Share examples of completed work at varying skill levels to model expectations. <p><u>Simplified Objectives</u></p> <ul style="list-style-type: none"> • Focus on simpler goals and outcomes for each assignment. <p><u>Peer Support</u></p> <ul style="list-style-type: none"> • Pair struggling learners with more confident peers during collaborative activities. 	<p><u>Open-Ended Challenges</u></p> <ul style="list-style-type: none"> • Offer optional extension tasks that allow for creative exploration, such as experimenting with mixed media or advanced techniques. <p><u>Independent Projects</u></p> <ul style="list-style-type: none"> • Encourage advanced students to propose their own projects related to the unit. <p><u>Leadership Opportunities</u></p> <ul style="list-style-type: none"> • Assign roles in group critiques or ask advanced learners to mentor peers. <p><u>Enrichment Activities</u></p> <ul style="list-style-type: none"> • Provide additional resources, such as artist biographies, masterwork studies, or online tutorials for self-guided learning. <p><u>Higher-Order Thinking Prompts</u></p> <ul style="list-style-type: none"> • Challenge them to analyze how professional artists develop work and apply similar techniques.
Differentiated Instructional Methods	Access (Resources and/or Process)	Expression (Products and/or Performance)
	<p><u>Visual Resources</u></p> <ul style="list-style-type: none"> • Provide examples of professional and student artwork that illustrate the elements of art and principles of design. • Use charts, diagrams, and infographics to break down drawing techniques step-by-step. 	<p><u>Visual Projects</u></p> <ul style="list-style-type: none"> • Students create final artworks (e.g., still-life drawing, abstract pattern composition) that demonstrate mastery of techniques. • Sketchbooks are used to showcase practice, experimentation, and idea development.

	<ul style="list-style-type: none"> • Create a visual vocabulary wall with labeled examples of key concepts. <p><u>Guided Practice</u></p> <ul style="list-style-type: none"> • Offer structured exercises. • Use teacher led demonstrations to model processes. <p><u>Digital Tools</u></p> <ul style="list-style-type: none"> • Provide access to drawing tutorials, apps, or websites that offer step-by-step guides and interactive learning. • Use slide decks or instructional videos for students to revisit concepts at their own pace. <p><u>Flexible Grouping</u></p> <ul style="list-style-type: none"> • Organize small-group rotations where students work with peers, receive direct instruction, or explore independently. • Pair advanced learners with struggling learners for peer modeling. <p><u>Choice in Materials</u></p> <ul style="list-style-type: none"> • Allow students to choose from a variety of materials based on their comfort and interest. <p><u>Multi-Sensory Activities</u></p> <ul style="list-style-type: none"> • Use hands-on activities to engage tactile and kinesthetic learners. 	<p><u>Written Reflections</u></p> <ul style="list-style-type: none"> • Assign artist statements explaining their choices and process in their final project. • Use journals for students to reflect on their growth, challenges, and successes. <p><u>Verbal Communication</u></p> <ul style="list-style-type: none"> • Facilitate peer critiques and discussions where students articulate their understanding of artistic concepts. • Use student presentations where they analyze and explain their work or a selected artist's use of elements and principles. <p><u>Collaborative Work</u></p> <ul style="list-style-type: none"> • Group projects where students create a shared piece incorporating specific elements of art. • Team critiques where students evaluate each other's work using constructive feedback. <p><u>Digital Products</u></p> <ul style="list-style-type: none"> • Students document and share their process digitally through photos or videos. • Advanced students may create digital portfolios showcasing their unit work. <p><u>Choice Boards</u></p> <ul style="list-style-type: none"> • Provide multiple options for project types to allow students to select based on their strengths and interests.
Integration of Technology	<p>Instructional Tools and Resources:</p> <p><u>Online Tutorials and Demonstrations</u></p> <ul style="list-style-type: none"> • Resources: Platforms like YouTube, Art21, or Skillshare for drawing technique tutorials. • Purpose: Offer step-by-step guides and supplemental learning for struggling or advanced learners. <p><u>Interactive Presentations</u></p> <ul style="list-style-type: none"> • Tools: Google Slides, Canva, Kahoot, MagicSchool. 	

	<ul style="list-style-type: none"> • Purpose: Present the information on the unit through presentations, videos, and interactive quizzes. <p><u>Virtual Museum Tours</u></p> <ul style="list-style-type: none"> • Resources: Websites like Google Arts & Culture or individual museum sites (e.g., The Met, MoMA). • Purpose: Inspire students by analyzing how professional artists develop and create work. <p>Assessment and Feedback</p> <p><u>Digital Portfolios</u></p> <ul style="list-style-type: none"> • Tools: Google Sites, Artsonia. • Purpose: Students document and submit their sketches, practice exercises, and final projects digitally for teacher and peer feedback. <p><u>Collaborative Critiques</u></p> <ul style="list-style-type: none"> • Tools: Google Docs, Schoology. • Purpose: Facilitate virtual critiques where students upload images of their work and provide feedback through comments or sticky notes. <p><u>Rubric and Feedback Management</u></p> <ul style="list-style-type: none"> • Tools: Schoology, Google Classroom • Purpose: Use rubrics to assess work digitally and provide individualized feedback. <p>Documentation and Sharing</p> <p><u>Time-Lapse Recordings</u></p> <ul style="list-style-type: none"> • Tools: Built-in tablet or smartphone time-lapse cameras. • Purpose: Encourage students to record their drawing process, reflecting on how their work develops over time. <p><u>Classroom Blog</u></p> <ul style="list-style-type: none"> • Tools: Google Sites, Artsonia. • Purpose: Share student work with peers, families, and the school community. <p><u>QR Code Integration</u></p> <ul style="list-style-type: none"> • Tools: QR code generators. • Purpose: Students attach QR codes to their final pieces, linking to process videos or artist statements.
Career Readiness, Life Literacies, and Key Skills	<p><u>Creativity and Innovation</u></p> <p>9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas.</p> <ul style="list-style-type: none"> • Core Idea: With a growth mindset, failure is an important part of success. <p>9.4.12.CI.2: Identify career pathways that highlight personal talents, skills, and abilities.</p>

	<p>9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition.</p> <ul style="list-style-type: none"> Core Idea: Innovative ideas or innovation can lead to career opportunities. <p><u>Critical Thinking and Problem-solving</u></p> <p>9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice.</p> <p>9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving.</p> <ul style="list-style-type: none"> Core Idea: Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed. <p><u>Digital Citizenship</u></p> <p>9.4.12.DC.6: Select information to post online that positively impacts personal image and future college and career opportunities.</p> <ul style="list-style-type: none"> Core Idea: Cultivating online reputations for employers and academia requires separating private and professional digital identities. <p><u>Technology Literacy</u></p> <p>9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environments.</p> <p>9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem.</p> <ul style="list-style-type: none"> Core Idea: Collaborative digital tools can be used to access, record and share different viewpoints and to collect and tabulate the views of groups of people.
Interdisciplinary Connections	<p>Science- HS-PS1: Matter and Its Interactions</p> <ul style="list-style-type: none"> HS-PS1-3 Plan and conduct an investigation to gather evidence to compare the structure of substances at the bulk scale to infer the strength of electrical forces between particles

Instructional Pacing Guide			
Activity Title	NJSLS	Learning Objectives	Student Activities
India Ink Value Scales Wash Techniques Value and Contrast	1.5.12prof.Cr3a: Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on and plan revisions for works of art and design in progress.	<ul style="list-style-type: none"> Students will demonstrate an understanding of value by creating a value scale using India ink. Students will explore wash techniques to achieve various tonal effects and transitions. 	Create <ul style="list-style-type: none"> Value Scale & Wash Studies: Students will practice making a 5-7 step value scale using ink dilution and experiment with wet-on-wet, wet-on-dry, and dry brush techniques. Ink Still Life Drawing: Using only India ink, students will create a still-

	<p>1.5.12prof.Re7a: Hypothesize ways in which art influences perception and understanding of human experiences.</p> <p>1.5.12prof.Cn11a: Describe how knowledge of culture, traditions and history may influence personal responses to art.</p>	<ul style="list-style-type: none"> Students will analyze how value and contrast contribute to the illusion of depth and form in a painting. Students will experiment with brush control and ink dilution to create dynamic compositions. Students will evaluate how artists use ink techniques to enhance visual storytelling and expression. 	<p>life composition that emphasizes value and contrast.</p> <ul style="list-style-type: none"> Expressive Ink Study: Students will use ink washes and brush techniques to create abstract compositions focused on mood and movement. <p>Present</p> <ul style="list-style-type: none"> Peer Demonstrations: Students will demonstrate specific ink techniques for their classmates, explaining their process. <p>Respond</p> <ul style="list-style-type: none"> Written Reflection: Students will write a short response on how their ink techniques evolved and how they plan to apply value and contrast in future work. <p>Connect</p> <ul style="list-style-type: none"> Art History Connection: Students will study ink works by artists such as Katsushika Hokusai and contemporary ink artists, discussing their use of value and contrast.
<p>Liquid Watercolor</p> <p>Watercolor Techniques Resist Techniques Experimental Painting</p>	<p>1.5.12prof.Cr2a: Engage in making a work of art or design without having a preconceived plan.</p> <p>1.5.12prof.Re7a: Hypothesize ways in which art influences perception and understanding of human experiences.</p> <p>1.5.12acc.Cn10a: Utilize inquiry methods of observation,</p>	<ul style="list-style-type: none"> Students will develop foundational watercolor techniques such as wet-on-wet, wet-on-dry, dry brush, and glazing to control transparency, blending, and layering. Students will explore resist techniques (oil pastel, tape, salt, and rice) to create varied textures and visual effects. Students will experiment with unconventional and expressive watercolor methods (atomizers, 	<p>Create</p> <ul style="list-style-type: none"> Technique Sampler: Students will create a liquid watercolor study sheet demonstrating wet-on-wet, wet-on-dry, dry brush, and glazing techniques. Resist Exploration: Students will test various resist methods (wax, masking tape, masking fluid, salt, alcohol) to see how they interact with liquid watercolor.

	research and experimentation to explore other subjects through artmaking.	<p>droppers, etc.) to push creative boundaries and discover unique effects.</p> <ul style="list-style-type: none"> Students will analyze how the fluid nature of watercolor can be used to enhance composition, depth, and emotion in artwork. 	<ul style="list-style-type: none"> Experimental Painting: Students will create an abstract or semi-abstract composition using liquid watercolor in unconventional ways, such as using non-traditional tools (sponges, spray bottles, plastic wrap) to manipulate paint. <p>Present</p> <ul style="list-style-type: none"> Mini Critique on Resist Techniques: Small-group discussions where students showcase their resist experiments and discuss their successes and challenges. <p>Respond</p> <ul style="list-style-type: none"> Self-Reflection: Students will write an analysis of which techniques they found most effective and how they plan to integrate them into future artwork. <p>Connect</p> <ul style="list-style-type: none"> Scientific Exploration of Watercolor Properties: Students will examine the chemistry behind how liquid watercolor pigments interact with water, paper, and resists.
Watercolor Color Theory Color Mixing Landscape	<p>1.5.12acc.Cr1b: Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design.</p> <p>1.5.12prof.Pr6a: Analyze and describe the impact that an exhibition or collection has on personal awareness of social,</p>	<ul style="list-style-type: none"> Students will apply relevant color schemes and harmonies to create harmonious watercolor compositions. Students will experiment with color mixing techniques using watercolors to achieve a range of tints, shades, and unique color combinations. Students will develop an understanding of atmospheric perspective by using 	<p>Create</p> <ul style="list-style-type: none"> Color Theory Chart: Students will mix and paint a color chart demonstrating primary, secondary, tertiary, complementary, and analogous color schemes in watercolor. Layering & Glazing Exercises: Students will create practice sheets exploring how layering transparent

	<p>cultural or political beliefs and understandings</p> <p>1.5.12prof.Cn11b: Describe how knowledge of global issues, including climate change, may influence personal responses to art.</p>	<p>color and value shifts to create depth in a watercolor landscape.</p> <ul style="list-style-type: none"> Students will analyze how artists use watercolor's transparency and layering to convey light, mood, and spatial relationships. 	<p>watercolor affects color depth and richness.</p> <ul style="list-style-type: none"> Watercolor Landscape Painting: Students will create a landscape painting that demonstrates atmospheric perspective through controlled color shifts, glazing, and wet-on-wet techniques. <p>Present</p> <ul style="list-style-type: none"> Landscape Progress Share: Midway through their landscape project, students will present their work-in-progress, discussing how they are using color and layering to create depth. <p>Respond</p> <ul style="list-style-type: none"> Comparing Traditional & Contemporary Watercolor Landscapes: Students will analyze and compare historical landscape paintings with contemporary watercolor artists, discussing technique and color use. <p>Connect</p> <ul style="list-style-type: none"> Interdisciplinary Link to Environmental Studies: Students will explore how landscapes in art can reflect ecological concerns, climate change, or human impact on the environment.