



Glassboro Public Schools
Office of Curriculum and Instruction

Instructional Unit Map			
Course Title: Studio Art II			
Teacher	Shane Davis	Start Date	~November
Unit Title	<u>Painting II</u>	Length of Unit	9-12 Weeks
Essential Questions	<ol style="list-style-type: none">1. How can observational techniques enhance the accuracy and expressiveness of a painting?2. What strategies can be used to translate three-dimensional objects into two-dimensional painted compositions effectively?3. What role does control versus spontaneity play in watercolor painting?4. How can acrylic techniques such as glazing, impasto, and blending be used to create texture and vibrancy in a painting?5. What does studying and practicing diverse painting methods teach about adaptability and creativity in art-making?		
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 Acrylic Paint Paint palettes Palette Knives Rinse Cups Paint Brushes Canvas Panels
Pre-requisite Skills	<p>Pre-requisite Course: Studio Art I</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.

	<ul style="list-style-type: none"> • 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)
	<p><u>Visual Aids and Demonstrations</u></p> <ul style="list-style-type: none"> • Use step-by-step visuals, diagrams, and live demonstrations for all instructions. • Label visuals with vocabulary terms. <p><u>Simplified Language and Sentence Frames</u></p> <ul style="list-style-type: none"> • Provide instructions in simple, concise language. 	<p><u>Chunked Instructions</u></p> <ul style="list-style-type: none"> • Break tasks into smaller, manageable steps. • Provide a checklist for multi-step assignments <p><u>Adapted Tools</u></p> <ul style="list-style-type: none"> • Offer adaptive tools such as pencil grips or thicker markers for fine motor challenges.

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

	<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. 	<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. • 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.
<p>Career Readiness, Life Literacies, and Key Skills</p>	<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> 9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice. 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> 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> 9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environments. 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>MATH- Modeling with Geometry (G-MG) A. Apply geometric concepts in modeling situations 3. Apply geometric methods to solve design problems (e.g., designing an object or structure to satisfy physical constraints or minimize cost; working with typographic grid systems based on ratios).</p> <p>Comprehensive Health and Physical Education 2.1 Personal and Mental Health Emotional Health <ul style="list-style-type: none"> 2.1.12.EH.1: Recognize one's personal traits, strengths, and limitations and identify how to develop skills to support a healthy lifestyle. </p>

Instructional Pacing Guide			
Activity Title	NJSLS	Learning Objectives	Student Activities
Acrylic Painting: Achromatic and Monochromatic	1.5.12prof.Cr2b: Explain how traditional and non-traditional materials may impact human	<ul style="list-style-type: none"> Students will analyze how value relationships contribute to the illusion of depth and form in acrylic painting. 	Create <ul style="list-style-type: none"> Acrylic Value Scales Exercise: Students will paint achromatic and

<p>Value Scales Value Study Tints and Shades</p>	<p>health and the environment, and demonstrate safe handling of materials, tools and equipment.</p> <p>1.5.12acc.Pr6a: Make, explain and justify connections between artists or artwork and social, cultural and political history.</p> <p>1.5.12prof.Re7b: Analyze how one's understanding of the world is affected by experiencing visual arts.</p>	<ul style="list-style-type: none"> Students will practice using acrylic paint to create smooth gradations of value, applying blending, glazing, and layering techniques. Students will explore achromatic monochromatic color schemes to develop an understanding of contrast and form. Students will apply knowledge of light and shadow to create realistic renderings of three-dimensional forms in a two-dimensional composition. 	<p>monochromatic value scales, focusing on smooth blending and controlled transitions.</p> <ul style="list-style-type: none"> Grayscale Value Study: Students will create a small painting of a still life using only black, white, and gray to explore contrast and form. Monochromatic Portrait or Object Study: Students will choose a single color and create a monochromatic painting, using tints and shades to establish depth and dimension. <p>Present</p> <ul style="list-style-type: none"> Comparative Display: Students will present their achromatic and monochromatic paintings side by side, explaining how the absence or limitation of color affects mood and composition. <p>Respond</p> <ul style="list-style-type: none"> Analyzing the Role of Value in Famous Artworks: Students will study grayscale reproductions of paintings and analyze how artists use value for dramatic effect. <p>Connect</p> <ul style="list-style-type: none"> Monochrome in Cultural and Historical Contexts: Students will explore the role of monochromatic painting in different artistic movements.
<p>Acrylic Painting: Limited Palette</p> <p>Color Mixing</p>	<p>1.5.12adv.Cr2a: Experiment, plan and make multiple works of art and design that explore a</p>	<ul style="list-style-type: none"> Students will develop an understanding of how a limited palette can be used to create a wide range of colors and tones. 	<p>Create</p> <ul style="list-style-type: none"> Color Mixing Challenge: Students create color charts showing various

<p>Color Temperature Limited Palettes</p>	<p>personally meaningful theme, idea, or concept.</p> <p>1.5.12acc.Pr6a: Make, explain and justify connections between artists or artwork and social, cultural and political history.</p> <p>1.5.12acc.Re8a: Identify types of contextual information useful in the process of constructing interpretations of an artwork or collection of works.</p> <p>1.5.12acc.Cn11a: Compare uses of art in a variety of societal, cultural and historical contexts and make connections to uses of art in contemporary and local contexts.</p>	<ul style="list-style-type: none"> Students will explore the effects of color temperature on mood, depth, and visual impact in painting. Students will apply color mixing strategies to achieve harmonious compositions using a restricted selection of colors. Students will experiment with warm and cool color schemes to create contrast, emphasis, and atmospheric effects. Students will investigate historical and contemporary artists who have used limited palettes to enhance their work. 	<p>hues, tints, and shades using a limited palette</p> <ul style="list-style-type: none"> Warm vs. Cool Mini-Paintings: Students create two small paintings of the same subject using a warm-dominant and a cool-dominant palette to explore color temperature. Limited Palette Composition: Students develop a painting using a self-selected limited palette (e.g., Zorn Palette) focusing on color harmony and balance. <p>Present</p> <ul style="list-style-type: none"> Palette Comparison Display: Students present their paintings alongside their color mixing charts, discussing how their limited palette influenced their choices. <p>Respond</p> <ul style="list-style-type: none"> Comparing the Impact of Color Temperature: Students evaluate artworks to determine how warm and cool colors create different emotional or spatial effects. <p>Connect</p> <ul style="list-style-type: none"> Historical and Cultural Approaches to Limited Palettes: Students explore traditional art forms that rely on restricted color schemes.
<p>Acrylic Painting: Choice Painting</p> <p>Composition Painting Techniques</p>	<p>1.5.12adv.Cr3a: Reflect on, re-engage, revise and refine works of art or design considering relevant traditional and contemporary criteria as well as personal artistic vision.</p>	<ul style="list-style-type: none"> Students will develop a personal painting that demonstrates mastery of composition and acrylic painting techniques. Students will apply advanced painting techniques such as glazing, impasto, and 	<p>Create</p> <ul style="list-style-type: none"> Personalized Composition Development: Students brainstorm and sketch multiple compositional studies before selecting the strongest

	<p>1.5.12acc.Pr6a: Make, explain and justify connections between artists or artwork and social, cultural and political history.</p> <p>1.5.12acc.Cn10a: Utilize inquiry methods of observation, research and experimentation to explore other subjects through artmaking.</p> <p>1.5.12acc.Cn11a: Compare uses of art in a variety of societal, cultural and historical contexts and make connections to uses of art in contemporary and local contexts.</p>	<p>dry brush to enhance depth, texture, and form.</p> <ul style="list-style-type: none"> • Students will synthesize color, value, and texture to create a visually engaging and conceptually meaningful composition. • Students will use research and experimentation to inform the development of an original painting. • Students will reflect on personal artistic choices and articulate how technical and conceptual decisions influence the final outcome. 	<p>concept for their final acrylic painting.</p> <ul style="list-style-type: none"> • Technique Exploration: Students experiment with various acrylic techniques (glazing, impasto, palette knife, dry brush) to determine the best application for their painting. • In-Process Refinement: Students complete their painting in stages, receiving instructor feedback and adjusting composition, value, and color relationships as needed. <p>Present</p> <ul style="list-style-type: none"> • Curatorial Reflection & Artist Statement: Students write an artist statement detailing their concept, process, and technical choices, then present their work in a gallery-style critique. <p>Respond</p> <ul style="list-style-type: none"> • Written Self-Assessment: Students write a self-assessment, reflecting on their painting process, challenges faced, and the effectiveness of their compositional choices. <p>Connect</p> <ul style="list-style-type: none"> • Personal Connection to Subject Matter: Students explore themes of personal identity, culture, or social issues in their choice painting.
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