

**ROBBINSVILLE PUBLIC SCHOOLS**

**OFFICE OF CURRICULUM AND INSTRUCTION**

**Pond Road Middle School Visual and Performing Arts**

**Realistic Art Scope & Sequence**

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## Course Philosophy

The study of Realistic Art provides students with the opportunity to take the things they see in real life and create art from their own perspective. Realistic Art is the learning ground for good artists. Realistic art provides students with the opportunity to learn the fundamental skills in multiple mediums. Students use this learning as a starting point and can explore additional styles of art with a knowledge of the essential elements of the process.

## Course Description

Students will study a variety of different Realism artists. They will understand the different influences that impacted their creative process and utilize the artist' technique to create work of their own using a variety of different mediums. Students will evaluate the art of Realism artists and their own work in a final portfolio assignment.

## Core and Supplemental Instructional Materials

Core Materials	Supplemental Materials
<ul style="list-style-type: none"><li>● Sketch book</li><li>● Pencils</li><li>● Colored Pencils</li><li>● Acrylic Paint</li><li>● Plaster</li><li>● Newspaper</li><li>● Images of Artists Work</li></ul>	<ul style="list-style-type: none"><li>● <a href="#">Raja Ravi</a></li><li>● <a href="#">da Vinci</a></li><li>● <a href="#">Oldenburg</a></li><li>● <a href="#">Millet</a></li></ul>

**Robbinsville Public Schools**  
**Scope, Sequence, Pacing and Activities**  
**Realistic Art**

Unit Title	Unit Understandings and Goals	Standards Included	Duration/ Pacing	Activities
Portrait	<ul style="list-style-type: none"> <li>People gain insights into meanings of artworks by engaging in the process of art criticism.</li> </ul>	<ul style="list-style-type: none"> <li>1.5.8.Re8a: Interpret art by analyzing how the interaction of subject matter, characteristics of form and structure, use of media, art making approaches, and relevant contextual information contributes to understanding messages or ideas and mood conveyed.</li> </ul>	10-11 Classes	Individually research information about da Vinci. Sketch 2-3 pieces of his work that they find interesting
				Discuss the artist and his work. What makes it so important? What were some influences? How did it influence others?
				Students will sketch, then create their own piece using the style and techniques found in the artist's work using pencil.
Landscape	<ul style="list-style-type: none"> <li>Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting and curating objects, artifacts, and artworks for preservation and presentation.</li> </ul>	<ul style="list-style-type: none"> <li>1.5.8.Pr4a: Investigate and analyze ways artwork is presented, preserved and experienced, including use of evolving technology. Evaluate a collection or presentation based on this criterion.</li> <li>1.5.8.Pr5a: Individually or collaboratively prepare and present theme-based artwork for display and formulate exhibition narratives.</li> </ul>	10-11 Classes	Individually research information about Jean-Francois Millet. Sketch 2-3 pieces of his work that they find interesting. Discuss the artist and his work. What makes it so important? What were some influences? How did it influence others? Students will sketch, then create their own piece using the style and techniques found in the artist's work using acrylic paint.
Still Life (basic)	<ul style="list-style-type: none"> <li>Creativity and innovative thinking are essential life skills that can be developed. Artists and designers shape artistic investigations, following or breaking with</li> </ul>	<ul style="list-style-type: none"> <li>1.5.8.Cr1a: Conceptualize early stages of the creative process, including applying methods to overcome creative blocks or take</li> </ul>	10-11 Classes	Individually research information about Claus Oldenburg Sketch 2-3 pieces of her work that they find interesting

	<p>traditions in pursuit of creative art-making goals.</p> <ul style="list-style-type: none"> <li>● Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches. Artists and designers balance experimentation and safety, freedom and responsibility, while developing and creating artworks. People create and interact with objects, places and design that define, shape, enhance, and empower their lives.</li> </ul>	<p>creative risks, and document the processes in traditional or new media.</p> <ul style="list-style-type: none"> <li>● 1.5.8.Cr2a: Demonstrate persistence and willingness to experiment and take risks during the artistic process.</li> <li>● 1.5.8.Re8a: Interpret art by analyzing how the interaction of subject matter, characteristics of form and structure, use of media, art making approaches, and relevant contextual information contributes to understanding messages or ideas and mood conveyed.</li> </ul>		<p>Discuss the artist and his work. What makes it so important? What were some influences? How did it influence others?</p> <p>Students will sketch, then create their own piece using the style and techniques found in the artist's work using newspaper, plaster and acrylic paint.</p>
Still Life (cultural)	<ul style="list-style-type: none"> <li>● People develop ideas and understandings of society, culture and history through their interactions with and analysis of art.</li> </ul>	<ul style="list-style-type: none"> <li>● 1.5.8.Cn11a: Analyze and contrast ho*</li> <li>● 1.5.8.Cn10a: Generate ideas to make art individually or collaboratively to positively reflect a group's identity.</li> </ul>	10-11 Classes	<p>Individually research information about Raja Ravi. Sketch 2-3 pieces of her work that they find interesting</p> <p>Discuss the artist and his work. What makes it so important? What were some influences? How did it influence others?</p> <p>Students will sketch, then create their own piece using the style and techniques found in the artist's work using colored pencil.</p>
Student Portfolio	<p>Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting and curating objects, artifacts, and artworks for preservation and presentation.</p>	<ul style="list-style-type: none"> <li>● 1.5.8.Pr4a: Investigate and analyze ways artwork is presented, preserved and experienced, including use of evolving technology. Evaluate a collection or presentation based on this criterion.</li> </ul>	Ongoing	<p>At the end of the semester, students create a mini portfolio with samples of their work to self-assess and reflect on the process of their learning utilizing a rubric.</p>

