

ROBBINSVILLE PUBLIC SCHOOLS

OFFICE OF CURRICULUM AND INSTRUCTION

Pond Road Middle School Visual and Performing Arts

Abstract Art Scope & Sequence

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Course Philosophy

The study of Abstract Art provides students with the opportunity to create from their imagination. Abstract Art is the learning ground for good artists. Abstract 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 Abstract 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 Abstract 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">• Sketch book• Pencils• Oil Pastels• Acrylic Paint• Block, Ink and Brayer• Fabric• Marker• Construction Paper• Images of Artists Work	<ul style="list-style-type: none">• Modigliani• Krasnyansky• Matisse• Kalamkari• Miro

Robbinsville Public Schools
Scope, Sequence, Pacing and Activities

Abstract Art

Unit Title	Unit Understandings and Goals	Standards Included	Recommended Duration/ Pacing	Activities
Portrait	<ul style="list-style-type: none"> 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. Artists and designers develop excellence through practice and constructive critique, reflecting on, revising and refining work over time. 	<ul style="list-style-type: none"> 1.5.8.Cr2a: Demonstrate persistence and willingness to experiment and take risks during the artistic process. 1.5.8.Cr3a: Use criteria to examine, reflect on and plan revisions for a work of art, and create an artistic statement. 	8-9 Classes	Individually research information about Amedeo Modigliani. 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"> Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting and curating objects, artifacts, and artworks for preservation and presentation. 	<ul style="list-style-type: none"> 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. 1.5.8.Pr5a: Individually or collaboratively prepare and present theme-based artwork for display and formulate exhibition narratives. 	8-9 Classes	Individually research information about Anatole Krasnyansky. 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 markers.
Printmaking	<ul style="list-style-type: none"> Through artmaking, people make meaning by investigating and developing awareness of perceptions, knowledge and experiences. 	<ul style="list-style-type: none"> 1.5.8.Cn10a: Generate ideas to make art individually or collaboratively to positively reflect a group's identity. 	8-9 Classes	Individually research information about Kalamkari artwork Sketch 2-3 pieces of work that they find interesting

	<ul style="list-style-type: none"> ● People develop ideas and understandings of society, culture and history through their interactions with and analysis of art. 	<ul style="list-style-type: none"> ● 1.5.8.Cn11a: Analyze and contrast how art forms are used to represent, establish, reinforce and reflect group identity and culture. 		<p>Discuss the style and technique. 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 artwork using block, ink and fabric.</p>
Still Life (mixed media)	<ul style="list-style-type: none"> ● Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting and curating objects, artifacts, and artworks for preservation and presentation. 	<ul style="list-style-type: none"> ● 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. ● 1.5.8.Pr6a: Analyze how exhibitions in different venues communicate meaning and influence ideas, beliefs and experiences. 	8-9 Classes	<p>Individually research information about Henri Matisse. 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 layers of construction paper and oil pastels.</p>
Still Life (basic)	<ul style="list-style-type: none"> ● Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments. Visual arts influences understanding of and responses to the world. ● People gain insights into meanings of artworks by engaging in the process of art criticism. 	<ul style="list-style-type: none"> ● 1.5.8.Re7a: Explain how a person's aesthetic choices are influenced by culture and environment, and how they impact the way in which visual messages are perceived and conveyed. ● 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. 	8-9 Classes	<p>Individually research information about Joan Miro. Sketch 2-3 pieces of his 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 watercolor paints.</p>
Sculpture	<ul style="list-style-type: none"> ● Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches. 	<ul style="list-style-type: none"> ● 1.5.8.Cr1a: Conceptualize early stages of the creative process, including applying methods to 	4-5 Classes	<p>Analyze a variety of 2-dimensional abstract paintings.</p> <p>Sketch works that they find interesting.</p>

	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.	overcome creative blocks or take creative risks, and document the processes in traditional or new media. ● 1.5.8.Cr2a: Demonstrate persistence and willingness to experiment and take risks during the artistic process.		Using a variety of materials (pipe cleaners, wire, construction paper, paint, marker, etc.) create a 3-dimensional representation
Student Portfolio	Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting and curating objects, artifacts, and artworks for preservation and presentation.	●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.	Ongoing	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.