

Shrewsbury Borough School District  
ART Curriculum Guide  
Grade 6  
2016

*Mission Statement:*

*The mission of the Shrewsbury Borough School District, a system built on successful cooperation among family, school and community, is to prepare all students to achieve excellence and to become responsible citizens through rigorous educational programs consistent with New Jersey Core Content State Standards and which respect individual differences and diversity. Students will be prepared to meet the challenges presented in the regional high school and the world beyond.*

Shrewsbury Borough School's Curriculum Writing Committee:

Approved by Shrewsbury Borough Board of Education:

Administration:

Brent MacConnell-Superintendent  
Debi Avento-Business Administrator  
Erica Reynolds-Supervisor of Curriculum & Instruction  
Jennifer Zona-Supervisor of Special Services

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Implementation: September 2016

Course Philosophy:

The mission of Shrewsbury Borough Schools' Art program is to cultivate each student's unique creative expression, communication and discovery by providing a thorough education in the elements of art, principles of design, aesthetics and art history. Shrewsbury Borough School's art program values and implements 21st century arts education principles by providing guidance for all students to strive for their full potential, inspiration to be lifelong learners and responsible citizens in our ever-changing global society. Shrewsbury Borough School's art curriculum strives to provide each child an opportunity to meet and exceed the Visual and Performing Arts standards, as part of the New Jersey Core Curriculum Content Standard in a nurturing creative environment. Through hands on experiences in the arts and opportunities to work in a variety of mediums including: drawing, painting, collage, printmaking, digital media and sculpture- these artistic qualities blossom at each stage of development.

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Course Description:

The sixth grade visual art curriculum continues to build on the collective knowledge of the elements of art and principles of design, art history, and advanced techniques in drawing, painting, and sculpture. Emphasis is placed on the individual student's ability to infuse their collective visual art knowledge and skill in creative and unconventional projects.

Observational drawing skills, color theory, and individual expression are applied to four diverse projects, including, a drawing, painting, digital and clay project. In 6<sup>th</sup> grade, students explore portraiture and still life portraiture using advanced painting and drawing techniques. In addition to traditional drawing and painting- students will be introduced to a real world assignment in a collaborative re-branding digital project.

Students are also responsible for keeping a neat and complete sketchbook and completing 10 sketchbook assignments. At the 7th grade level, each student will experience art during one marking period that meets every other day during a six-day rotation. Each art class is 46 minutes in duration.

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Unit 1 Overview
Unit Title/Marking Period: Observational Drawing: Self Portrait
Grade Level: 6 <sup>th</sup> grade
Recommended Pacing: 5 class meetings
Unit Summary: This unit focuses on observational drawing, specifically in the creation of proportional self-portraits. Value, proportion, symmetry and composition are explained and applied to this unit.
NJCCSS: 1.1.8.D.2, 1.2.8.A.2, 1.3.8.D.3, 1.4.8.B.2
21 <sup>st</sup> Century Standards:

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1.1.1, 1.1.2, 1.1.3, 1.1.4, 1.1.5, 1.1.6, 1.1.7, 1.1.8, 1.1.9, 1.2.1, 1.2.2, 1.2.3, 1.2.4, 1.2.5, 1.2.6, 1.2.7, 1.3.1, 1.3.2, 1.3.3, 1.3.4, 1.3.5, 1.4.1, 1.4.2, 1.4.3, 1.4.4, 2.1.1, 2.1.2, 2.1.3, 2.1.4, 2.1.5, 2.1.6, 2.2.1, 2.2.1, 2.2.2, 2.2.3, 2.2.4, 2.3.1, 2.3.1, 2.3.2, 2.3.3, 2.4.1, 2.4.2, 2.4.3, 2.4.4, 3.1.1, 3.1.2, 3.1.3, 3.1.4, 3.1.5, 3.1.6, 3.2.1, 3.2.1, 3.2.2, 3.2.3, 3.3.1, 3.3.2, 3.3.3, 3.3.4, 3.3.5, 3.3.6, 3.3.7, 3.4.1, 3.4.2, 3.4.3, 4.1.1, 4.1.2, 4.1.3, 4.1.4, 4.1.5, 4.1.6, 4.1.7, 4.1.8, 4.2.1, 4.2.2, 4.2.3, 4.2.4, 4.3.1, 4.3.1, 4.3.2, 4.3.3, 4.3.4, 4.4.1, 4.4.2, 4.4.3, 4.4.4, 4.4.5, 4.4.6

Technology Standards:

8.1.8.A.1, 8.1.8.A.2, 8.1.8.A.3, 8.1.8.A.4, 8.1.8.B.1, 8.1.8.C.1, 8.1.8.D.1, 8.1.8.D.2, 8.1.8.D.3 8.1.8.D.4, 8.1.8.E.1, 8.1.8.F.1 8.2.8.A.1, 8.2.8.A.2, 8.2.8.A.4, 8.2.8.A.5, 8.2.8.B.1, 8.2.8.B.2, 8.2.8.B.3, 8.2.8.B.4, 8.2.8.C.1, 8.2.8.C.2, 8.2.8.C.3, 8.2.8.C.4, 8.2.8.C.5, 8.2.8.C.5a, 8.2.8.D.1, 8.2.8.D.2, 8.2.8.D.5, 8.2.8.D.6, 8.2.8.E.1, 8.2.8.E.2, 8.2.8.E.3, 8.2.8.E.4

Unit Essential Questions:

What is observational drawing?  
Why do artists create self portraits? How do artists create a uniqueness to their self portraits?  
How do artists create proportion in their self-portraits?  
How might you use value and “pencil strokes” in your self- portrait?

Unit Enduring Understandings:

Students will create a proportional self portrait using mathematical proportions and observational drawing techniques.  
Students will study well known portrait artists for their use of composition, proportions and value as well as their personal artistic choices.

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Unit Learning Targets <i>Students will know...</i>	Unit Learning Targets <i>Students will do...</i>
<ul style="list-style-type: none"> <li>● Students will know how to <u>recognize</u> self-portrait works from a variety of artists through history according to their style.</li> <li>● Students will know how to <u>apply</u> the techniques of drawing the proportions of the face when creating their self-portrait.</li> <li>● Students will know how to <u>create</u> a self-portrait using the mathematical techniques to construct a face and appropriate shading of skin tone</li> <li>● Students will know how to <u>evaluate</u> their self-portrait for uniqueness and proportional dimensions.</li> </ul>	<ul style="list-style-type: none"> <li>● Students will observe their face in the mirror and sketch a self-portrait as a “pre-test”.</li> <li>● Students will observe common misconceptions of drawing a self-portrait and discuss methods of sketching a proportional self portrait via Powerpoint slides.</li> <li>● Students will identify the works of traditional fine artist’s self-portraiture and further identify their use of proportion and artistic choice.</li> <li>● Students will follow mathematical, proportional methods in the creation of their final self-portrait. Students will use value to enhance their line drawing.</li> <li>● Students will evaluate their work for correct proportions and successful use of value and texture.</li> </ul>

Evidence of Learning
Formative Assessments: <ul style="list-style-type: none"> <li>● Oral assessment on observational drawing- self portraiture, proportion and value.</li> </ul>

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- Pre test- self portrait with value

**Equipment Needed:**

Sketchbooks, HB pencils, 2b,4b, 6b pencils, erasers, white drawing paper, rulers, blending stumps, mirrors, self portrait worksheets

**Summative Assessments:**

- Final self portraits

**Teacher Resources:**

**Technology Component (websites):**

Select artist and museum websites as per lesson: Kahlo, Van Gogh, Rubens, Tim Okamura

**Resources:**

Powerpoint presentation of artists, art examples, history and techniques

**Teacher Notes:**

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Unit 2 Overview
<b>Unit Title/Marking Period:</b> Sculpture- Clay Masks
<b>Grade Level:</b> 6 <sup>th</sup> grade
<b>Recommended Pacing:</b> 5 class meetings
<b>Unit Summary:</b> This unit discusses African art and the creation of masks. The symbolic and unique mask making method and function of African culture is the foundation of this unit, where students will be inspired to create their own personal masks using different mark making techniques.
<b>NJCCSS:</b> 1.1.8.D.1, 1.2.8.A.1, 1.3.8.D.6, 1.4.8.B.1
<b>21<sup>st</sup> Century Standards:</b> 1.1.1, 1.1.2, 1.1.3, 1.1.4, 1.1.5, 1.1.6, 1.1.7, 1.1.8, 1.1.9, 1.2.1, 1.2.2, 1.2.3, 1.2.4, 1.2.5, 1.2.6, 1.2.7, 1.3.1, 1.3.2, 1.3.3, 1.3.4, 1.3.5, 1.4.1, 1.4.2, 1.4.3, 1.4.4, 2.1.1, 2.1.2, 2.1.3, 2.1.4, 2.1.5, 2.1.6, 2.2.1, 2.2.1, 2.2.2, 2.2.3, 2.2.4, 2.3.1, 2.3.1, 2.3.2, 2.3.3, 2.4.1, 2.4.2, 2.4.3, 2.4.4, 3.1.1, 3.1.2, 3.1.3, 3.1.4, 3.1.5, 3.1.6, 3.2.1, 3.2.1, 3.2.2, 3.2.3, 3.3.1, 3.3.2, 3.3.3, 3.3.4, 3.3.5, 3.3.6, 3.3.7, 3.4.1, 3.4.2, 3.4.3, 4.1.1, 4.1.2, 4.1.3, 4.1.4, 4.1.5, 4.1.6, 4.1.7, 4.1.8, 4.2.1, 4.2.2, 4.2.3, 4.2.4, 4.3.1, 4.3.1, 4.3.2, 4.3.3, 4.3.4, 4.4.1, 4.4.2, 4.4.3, 4.4.4, 4.4.5, 4.4.6
<b>Technology Standards:</b>



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8.2.8.A.2, 8.2.8.A.4, 8.2.8.A.5, 8.2.8.B.1, 8.2.8.B.2, 8.2.8.B.3, 8.2.8.B.4, 8.2.8.C.1, 8.2.8.C.2, 8.2.8.C.3, 8.2.8.C.4, 8.2.8.C.5, 8.2.8.C.5a,  
8.2.8.D.1, 8.2.8.D.2, 8.2.8.D.5, 8.2.8.D.6, 8.2.8.E.1, 8.2.8.E.2, 8.2.8.E.3, 8.2.8.E.4

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<p><b>Unit Essential Questions:</b></p> <p>What is African art? What is the significance of African masks?        What is the difference between utilitarian art and non utilitarian art?</p>	<p><b>Unit Enduring Understandings:</b></p> <p>Students will study African art and the purposes of masks for decorative or functional use. Many masks have symbolic meaning, within the color use and design, which makes each mask unique and personal. This project follows their self portrait, in which each student illustrated their own uniqueness using observational drawing. Here, students will define other qualities that make them unique, such as hobbies or interests and use handbuilding techniques to build a personal mask that is all about each student.</p>
<p><b>Unit Learning Targets</b>  <i>Students will know...</i></p>	<p><b>Unit Learning Targets</b>  <i>Students will do...</i></p>
<ul style="list-style-type: none"> <li>● Students will know how to <u>describe</u> African Art and the use of Masks within the culture.</li> <li>● Students will know how to <u>examine</u> symbols and color within each mask to define the mask’s purpose.</li> </ul> <p>Students will know how to <u>create</u> a unique designed mask that illustrates their individuality using hand building and mark making techniques.</p>	<ul style="list-style-type: none"> <li>● Students will discuss the use of African masks in African culture. Students will compare masks from different cultures and their uses.</li> <li>● Students will identify symbols and decorations on masks that analyze them for a theme or idea.</li> <li>● Students will brainstorm a theme, idea or personal interest and use symbols to represent those ideas.</li> <li>● Students will sketch their mask and use symbols to visually communicate their message.</li> </ul>

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<ul style="list-style-type: none"> <li>● Students will know how to <u>assess</u> the works of their peers and their final work for use of color and symbols for each student’s personal mask.</li> </ul>	<ul style="list-style-type: none"> <li>● Students will use hand-building techniques to sculpt their mask- then, glaze and add decorations to their mask to further their theme.</li> </ul>
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Evidence of Learning
<p><b>Formative Assessments:</b></p> <ul style="list-style-type: none"> <li>● Oral assessment on African art and culture, clay hand building techniques, stages of clay</li> <li>● Sketch of mask- using symbolism and color.</li> <li>● Hand building clay technique</li> </ul>
<p><b>Equipment Needed:</b>            Sketchbooks, HB pencils, erasers, white clay, rolling pins, clay tools, water cups, mask template, glaze, string, beads, brushes</p>
<p><b>Summative Assessments:</b></p> <ul style="list-style-type: none"> <li>● Final self portraits</li> </ul>
Teacher Resources:
<p><b>Technology Component (websites):</b>            Select artist and museum websites as per lesson: African art and masks (MET), current decorative masks</p>

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<b>Resources:</b> Powerpoint presentation of artists, art examples, history and techniques

<b>Teacher Notes:</b>

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Unit 3 Overview
Unit Title/Marking Period: Observational Drawing: Personal Still life
Grade Level: 6 <sup>th</sup> grade
Recommended Pacing: 5 class meetings
Unit Summary: This unit is centered on observational drawing skills and techniques and using value with multiple medias to create a proportional still life.
NJCCSS: 1.1.8.D.1, 1.2.8.A.2, 1.3.8.D.1, 1.4.8.B.2
21 <sup>st</sup> Century Standards: 1.1.1, 1.1.2, 1.1.3, 1.1.4, 1.1.5, 1.1.6, 1.1.7, 1.1.8, 1.1.9, 1.2.1, 1.2.2, 1.2.3, 1.2.4, 1.2.5, 1.2.6, 1.2.7, 1.3.1, 1.3.2, 1.3.3, 1.3.4, 1.3.5, 1.4.1, 1.4.2, 1.4.3, 1.4.4, 2.1.1, 2.1.2, 2.1.3, 2.1.4, 2.1.5, 2.1.6, 2.2.1, 2.2.1, 2.2.2, 2.2.3, 2.2.4, 2.3.1, 2.3.1, 2.3.2, 2.3.3, 2.4.1, 2.4.2, 2.4.3, 2.4.4, 3.1.1, 3.1.2, 3.1.3, 3.1.4, 3.1.5, 3.1.6, 3.2.1, 3.2.1, 3.2.2, 3.2.3, 3.3.1, 3.3.2, 3.3.3, 3.3.4, 3.3.5, 3.3.6, 3.3.7, 3.4.1, 3.4.2, 3.4.3, 4.1.1, 4.1.2, 4.1.3, 4.1.4, 4.1.5, 4.1.6, 4.1.7, 4.1.8, 4.2.1, 4.2.2, 4.2.3, 4.2.4, 4.3.1, 4.3.1, 4.3.2, 4.3.3, 4.3.4, 4.4.1, 4.4.2, 4.4.3, 4.4.4, 4.4.5, 4.4.6
Technology Standards:

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8.2.8.A.2, 8.2.8.A.4, 8.2.8.A.5, 8.2.8.B.1, 8.2.8.B.2, 8.2.8.B.3, 8.2.8.B.4, 8.2.8.C.1, 8.2.8.C.2, 8.2.8.C.3, 8.2.8.C.4, 8.2.8.C.5, 8.2.8.C.5a,  
8.2.8.D.1, 8.2.8.D.2, 8.2.8.D.5, 8.2.8.D.6, 8.2.8.E.1, 8.2.8.E.2, 8.2.8.E.3, 8.2.8.E.4

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<p><b>Unit Essential Questions:</b></p> <p>What is observational drawing?</p> <p>What are three important elements of drawing a still life?</p> <p>How do you use value to create form?</p> <p>What is the difference between achromatic value and chromatic value?</p>	<p><b>Unit Enduring Understandings:</b></p> <p>Students will use observational drawing techniques to render a non-traditional self portrait still life using three different mediums. In addition, students will be introduced to the foundational elements of composition, including space and proportion and hierarchy. When observing their still life, students will observe the hierarchy of objects and the proportions using the positive and negative space as guidelines for placement of objects in their final composition. Students will illustrate their still life forms by using value and their strokes to contour to the natural edge of the form.</p>
<p style="text-align: center;"><b>Unit Learning Targets</b>  <i>Students will know...</i></p>	<p style="text-align: center;"><b>Unit Learning Targets</b>  <i>Students will do...</i></p>

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<ul style="list-style-type: none"><li>● Students will know how to identify the elements of art (form, value, space) found within diverse still life works across several art periods.</li><li>● Students will know how to compare and contrast the works of Cezanne and contemporary artists-Eric Wert, Cath Riley and Janet Fish for their use of value to illustrate form as well as composition.</li><li>● Students will know how to illustrate form in a drawing of a still life using value in different mediums and observational drawing techniques.</li><li>● Students will know how to evaluate their final drawings for use of value in different mediums as well as hierarchy and space within their composition.</li></ul>	<ul style="list-style-type: none"><li>● Students will be able to use observational drawing techniques to complete a sketch and final drawing of a proportional still life.</li><li>● Students will create a successful composition by using the principles of design- balance, unity, proportion and movement.</li><li>● Students will be able to use chromatic and achromatic value within their still life works to emphasize form.</li></ul>
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Evidence of Learning

Formative Assessments:

- Oral assessment on observational drawing techniques and color theory vocabulary.
- Sketch of still life
- Application of value in sketch and final drawing



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Equipment Needed: Sketchbooks, HB pencils, erasers, ebony pencils, heavy weight paper, rulers, oil pastels, colored pencils, watercolor, brushes
Summative Assessments: <ul style="list-style-type: none"><li>● Final still life work</li></ul>
Teacher Resources:
Technology Component (websites): Select artist and museum websites- Cath Riley, Eric Wert and The Metropolitan Museum of Art
Resources: Powerpoint presentation of artists, art examples, history and techniques

Teacher Notes:

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Unit 4 Overview
<p><b>Unit Title/Marking Period:</b>            Design- Re-Branding: traditional and digital illustration, typography and color theory</p>
<p><b>Grade Level:</b>            6<sup>th</sup> grade</p>
<p><b>Recommended Pacing:</b>            5 class meetings</p>
<p><b>Unit Summary:</b>            This design unit is offers students a “real world” project in which groups of students works collaboratively to re brand a chosen company. Typography, text and image and color theory are applied to four areas of the re brand project: including logo design, product design, Business card and company website homepage. Digital and traditional illustration are used in the creation of this project.</p>
<p><b>NJCCSS:</b>            1.1.8.D.1, 1.2.8.A.1, 1.3.8.D.2, 1.4.8.B.1</p>
<p><b>21<sup>st</sup> Century Standards:</b>            1.1.1, 1.1.2, 1.1.3, 1.1.4, 1.1.5, 1.1.6, 1.1.7, 1.1.8, 1.1.9, 1.2.1, 1.2.2, 1.2.3, 1.2.4, 1.2.5, 1.2.6, 1.2.7, 1.3.1, 1.3.2, 1.3.3, 1.3.4, 1.3.5, 1.4.1, 1.4.2, 1.4.3, 1.4.4, 2.1.1, 2.1.2, 2.1.3, 2.1.4, 2.1.5, 2.1.6, 2.2.1, 2.2.1, 2.2.2, 2.2.3, 2.2.4, 2.3.1, 2.3.1, 2.3.2, 2.3.3, 2.4.1, 2.4.2, 2.4.3, 2.4.4, 3.1.1, 3.1.2, 3.1.3, 3.1.4, 3.1.5, 3.1.6, 3.2.1, 3.2.1, 3.2.2, 3.2.3, 3.3.1, 3.3.2, 3.3.3, 3.3.4, 3.3.5, 3.3.6, 3.3.7, 3.4.1, 3.4.2, 3.4.3, 4.1.1, 4.1.2, 4.1.3, 4.1.4, 4.1.5, 4.1.6, 4.1.7, 4.1.8, 4.2.1, 4.2.2, 4.2.3, 4.2.4, 4.3.1, 4.3.1, 4.3.2, 4.3.3, 4.3.4, 4.4.1, 4.4.2, 4.4.3, 4.4.4, 4.4.5, 4.4.6</p>
<p><b>Technology Standards:</b>            8.1.8.A.1, 8.1.8.A.2, 8.1.8.A.3, 8.1.8.A.4, 8.1.8.B.1, 8.1.8.C.1, 8.1.8.D.1, 8.1.8.D.2, 8.1.8.D.3 8.1.8.D.4, 8.1.8.E.1, 8.1.8.F.1 8.2.8.A.1, 8.2.8.A.2, 8.2.8.A.4, 8.2.8.A.5, 8.2.8.B.1, 8.2.8.B.2, 8.2.8.B.3, 8.2.8.B.4, 8.2.8.C.1, 8.2.8.C.2, 8.2.8.C.3, 8.2.8.C.4, 8.2.8.C.5, 8.2.8.C.5a, 8.2.8.D.1, 8.2.8.D.2, 8.2.8.D.5, 8.2.8.D.6, 8.2.8.E.1, 8.2.8.E.2, 8.2.8.E.3, 8.2.8.E.4</p>

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<p>Unit Essential Questions:</p> <p>What is a logo design and how is it used to represent a brand? Why is it important for consumers?          How might color affect a brand? Type? Text and image?          Proportion?</p>	<p>Unit Enduring Understandings:</p> <p>Students will create a board illustrating the re-branding of a well-known company’s website home page, logo, business card, and product design. Students will work independently and collaboratively in their assigned group to research, sketch and design the re-branding of their chosen company. Students will use traditional and digital medias to create their final designs. Illustration, typography, and color theory will be discussed and utilized in the design process.</p>
<p>Unit Learning Targets  <i>Students will know...</i></p>	<p>Unit Learning Targets  <i>Students will do...</i></p>

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| <ul style="list-style-type: none"><li>● Students will know how to <u>explain</u> the elements of space, color and value within design works as well as principles of design.</li><li>● Students will know how to <u>interpret</u> themes depicted in illustration and typography design works from current illustrators, designers and typographers</li><li>● Students will be able to <u>design</u> four illustrations that depict re-branding of a company, using illustration, typography and the elements of art- space and color</li><li>● Students will be able to <u>evaluate</u> all elements of their re-brand for use of color, type, and illustration.</li></ul> | <ul style="list-style-type: none"><li>● Students will observe and analyze logos and the evolution of design choices.</li><li>● Students will discuss art elements and principles that impact designed logos and how they affect the brand's theme and consumer awareness.</li><li>● Students will identify and define typography basics and the application of type in a brand's logo.</li><li>● Students will define color choices based on color theory and psychology of color that help carry the brand's logo.</li><li>● Students will work collaboratively to create the "re-brand" of a company. Elements of art and principles of design will be infused in their design choices.</li></ul> |
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Evidence of Learning
<p><b>Formative Assessments:</b></p> <ul style="list-style-type: none"><li>● Oral assessment on design, re branding, logo design: type, text and image, color, principles of design</li><li>● Sketches of logo- successful use of elements and principles of design- text and image and color.</li><li>●</li></ul>
<p><b>Equipment Needed:</b> Sketchbooks, HB pencils, erasers, white drawing paper or tagboard, colored pencils, watercolor, camera, scanner, ipads, stylus tools, printer, luster paper</p>
<p><b>Summative Assessments:</b></p> <ul style="list-style-type: none"><li>● Final design boards: logo, website homepage, product design and business card</li></ul>
Teacher Resources:
<p><b>Technology Component (websites):</b> Select artist and museum websites</p>
<p><b>Resources:</b> Powerpoint presentation of artists, art examples, history and techniques</p>
Teacher Notes:

Shrewsbury Borough School District  
Art Curriculum Guide  
2016

