



ART FUNDAMENTALS

9-12, Fine and Performing Arts

Developed By: Mrs. Angela Melchionne

Effective Date: Fall 2021

Scope and Sequence:

- [Unit 1](#): 2D Design: Elements & Principles of Art
- [Unit 2](#): 2D Design: Drawing & Painting
- [Unit 3](#): 3D Design: Ceramics & Sculpture
- [Unit 4](#): Media Exploration & Portfolio Development

Month	Unit	Activities/Assessments
September MP 1	Unit 1: 2D Design: Elements & Principles	<ul style="list-style-type: none"> ● Sketchbook, Journal, Accordion Book Development ● Color Theory ● Line, Value, Shape/Form, Color, Texture, Space ● Focal Point/Emphasis, Pattern, Balance, Movement/Rhythm, Unity, Contrast ● Art History & Criticism ● Building connections, relationships, and class culture ● Project Examples: Accordion Book, Radiant Word Self-Portrait, All About Me Self-Portrait, Zentangle, Neurographic Art ● Media Introductions: Pencil, Ink/marker, colored pencils, oil pastel, watercolor paint
October MP1	Unit 1: 2D Design: Elements & Principles	<ul style="list-style-type: none"> ● Sketchbook, Journal, Accordion Book Development ● Color Theory ● Composition using the Elements of Art (Line, Value, Shape/Form, Color, Texture, Space) ● Composition using the Principles of Design (Focal Point/Emphasis, Pattern, Balance, Movement/Rhythm, Unity, Contrast) ● Art History & Criticism ● Project Examples: Mandala, Texture Collage, Inktober, Sugar Skull ● Media/Technique Introductions: Value with pen/ink (hatching, cross hatching, stippling, etc.), Colored pencil (shading, blending, layering, etc.)
November MP 2	Unit 2: 2D Design: Drawing & Painting	<ul style="list-style-type: none"> ● Sketchbook, Journal, Accordion Book Development ● Color Theory ● Composition with the Elements of Art and Principles of Design ● Project Examples: Still-life Drawing, Watercolor or Acrylic Animal or Flower Painting, Bluvember ● Media/Technique Introductions: gridding, atmospheric perspective, illusion of space, color theory, painting techniques
December MP 2	Unit 2: 2D Design: Drawing & Painting	<ul style="list-style-type: none"> ● Sketchbook, Journal, Accordion Book Development ● Color Theory ● Composition with the Elements of Art and Principles of Design ● Project Examples: Mixed-media painting, Watercolor or Acrylic Animal or Flower Painting, Dotcember ● Media/Technique Introductions: stippling with marker, gridding, atmospheric perspective, illusion of space, color theory, painting techniques

January MP 3	Unit 2: 2D Design: Drawing & Painting	<ul style="list-style-type: none"> • Sketchbook, Journal, Accordion Book Development • Color Theory • Composition with the Elements of Art and Principles of Design • Project Examples: Landscape, One-Point Perspective, Graffiti • Media/Technique Introductions: atmospheric perspective, illusion of space, linear perspective, color theory, mixed media, chalk pastel
February MP 3	Unit 3: 3D Design & Sculpture	<ul style="list-style-type: none"> • Sketchbook, Journal, Accordion Book Development • Color Theory • Composition with the Elements of Art and Principles of Design • 3D Design Principles (form, texture, space) • Ceramics and/or Sculpture • Project Examples: Pinch Pot Creatures, Ceramic Tiles, Empty Bowls, Slab Vase, Fauvuary, • Media/Technique Introductions: hand-building with ceramics, reductive sculpture/carving, real texture, glazing, oil pastel
March MP 3	Unit 3: 3D Design & Sculpture	<ul style="list-style-type: none"> • Sketchbook, Journal, Accordion Book Development • Color Theory • Composition with the Elements of Art and Principles of Design • 3D Design Principles (form, texture, space) • Ceramics and/or Sculpture • Project Examples: Pinch Pot Creatures, Ceramic Tiles, Empty Bowls, Slab Vase, Fauvuary, • Media/Technique Introductions: hand-building with ceramics, reductive sculpture/carving, real texture, glazing, oil pastel
April MP 4	Unit 4: Media Exploration	<ul style="list-style-type: none"> • Sketchbook, Journal, Accordion Book Development • Color Theory • Composition with the Elements of Art and Principles of Design • Ceramics and/or Sculpture • Project Examples: Printmaking, Cyanotypes, Mixed Media, Assemblage, Batik, Digital, Mosaic, Weaving/Fibers/Fabrics, Graffiti, etc • Media/Techniques: frottage, linocut, collograph, tools/technique specific to chosen media
May MP 4	Unit 4: Media Exploration	<ul style="list-style-type: none"> • Art Show/Final Portfolio Preparation • Sketchbook, Journal, Accordion Book Development • Color Theory • Composition with the Elements of Art and Principles of Design • Ceramics and/or Sculpture • Project Examples: Printmaking, Cyanotypes, Mixed Media, Assemblage, Batik, Digital, Mosaic, Weaving/Fibers/Fabrics, Graffiti, etc • Media/Techniques: frottage, linocut, collograph, tools/technique specific to chosen media
June MP 4	Unit 4: Media Exploration	<ul style="list-style-type: none"> • Final Project/Portfolio Assessment • Sketchbook, Journal, Accordion Book Development • Color Theory • Composition with the Elements of Art and Principles of Design • Ceramics and/or Sculpture • Project Examples: Printmaking, Cyanotypes, Mixed Media, Assemblage, Batik, Digital, Mosaic, Weaving/Fibers/Fabrics, Graffiti, etc • Media/Techniques: frottage, linocut, collograph, tools/technique specific to chosen media

Unit 1

2D Design: Elements & Principles of Art

Summary and Rationale

Art Fundamentals is designed for students wanting the opportunity to explore various visual art forms, materials and techniques. This course examines the elements and principles of art and design through 2D and 3D approaches to creating and responding to visual arts. This course requires students to use and manipulate diverse mediums in art. Students will connect, create, and use these learned life skills. Interdisciplinary connections and careers will be explored. Students will build and develop skills through application of basic elements and principles of art and design. Both observational and fine motor skills will be developed through art and craft production.

The ability to understand and apply the concepts of successful composition in a work of art is essential for emerging artists. The quality of an artwork's composition can impact the effectiveness of the overall artwork, despite skill level or content. Students must engage in practice and repetition to develop the skills needed to create successful compositions in their artwork.

This unit will develop an understanding of the role of composition in art. Through the study of art history and criticism, students will be able to identify strong and weak compositions when looking at artwork from a variety of sources, time periods, and cultures. Students will learn to apply the skills and techniques for creating a strong composition in specific lessons to other art making activities.

In addition to the study of composition, students will learn to respond to and connect to artwork from across the globe, time periods, and cultures. A variety of thinking routines will be utilized when looking at and responding to art works.

Through the development of a sketchbook, students will also be exposed to and practice using a variety of media, tools, and techniques to prepare them for deeper explorations of different themes, subjects, media, and meanings throughout this course.

Recommended Pacing

6-8 weeks

Standards

NJSLS: Visual and Performing Arts ([link](#))

1.5.12.Cr: CREATING: Conceiving and developing new artistic ideas and work.

1.5.12.Cr.1	1.5.12.Cr: Creating - Anchor Standard 1: Generating and conceptualizing ideas.	
	Grade 12: Proficient	<ul style="list-style-type: none">1.5.12prof.Cr1a - Use multiple approaches to begin creative endeavors.1.5.12prof.Cr1b - Shape an artistic investigation of an aspect of present-day life using a contemporary practice of art and design.
1.5.12.Cr.2	1.5.12.Cr: Creating - Anchor Standard 2: Organizing and developing ideas.	
	Grade 12:	<ul style="list-style-type: none">1.5.12prof.Cr2a - Engage in making a work of art or design without having a

	Proficient	<p>preconceived plan.</p> <ul style="list-style-type: none"> 1.5.12prof.Cr2b - Explain how traditional and non-traditional materials may impact human health and the environment and demonstrate safe handling of materials, tools, and equipment. 1.5.12prof.Cr2c - Collaboratively develop a proposal for an installation, artwork, or space design that transforms the perception and experience of a particular place.
1.5.12.Cr.3	1.5.12.Cr: Creating - Anchor Standard 3: Refining and completing artistic ideas and work.	
	Grade 12: Proficient	<ul style="list-style-type: none"> 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.
1.5.12.Pr: PRESENTING: Interpreting and sharing artistic work.		
1.5.12.Pr.4	1.5.12.Pr: Presenting - Anchor Standard 4: Selecting, analyzing, and interpreting work.	
	Grade 12: Proficient	<ul style="list-style-type: none"> 1.5.12prof.Pr4a - Analyze, select, and curate artifacts and/or artworks for presentation and preservation.
1.5.12.Pr.5	1.5.12.Pr: Presenting - Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.	
	Grade 12: Proficient	<ul style="list-style-type: none"> 1.5.12prof.Pr5a - Analyze and evaluate the reasons and ways an exhibition is presented.
1.5.12.Pr.6	1.5.12.Pr: Presenting - Anchor Standard 6: Convey meaning through art.	
	Grade 12: Proficient	<ul style="list-style-type: none"> 1.5.12prof.Pr6a - Analyze and describe the impact that an exhibition or collection has on personal awareness of social, cultural, or political beliefs and understandings.
1.5.12.Re: RESPONDING: Understanding and evaluating how the arts convey meaning.		
1.5.12.Re.7	1.5.12.Re: Responding - Anchor Standard 7: Perceiving and analyzing artistic work.	
	Grade 12: Proficient	<ul style="list-style-type: none"> 1.5.12prof.Re7a - Hypothesize ways in which art influences perception and understanding of human experiences. 1.5.12prof.Re7b - Analyze how one's understanding of the world is affected by experiencing visual arts.
1.5.12.Re.8	1.5.12.Re: Responding - Anchor Standard 8: Interpreting intent and meaning.	
	Grade 12: Proficient	<ul style="list-style-type: none"> 1.5.12prof.Re8a - Interpret an artwork or collection of works, supported by relevant and sufficient evidence found in the work and its various contexts.
1.5.12.Re.9	1.5.12.Re: Responding - Anchor Standard 9: Applying criteria to evaluate artistic work.	
	Grade 12: Proficient	<ul style="list-style-type: none"> 1.5.12prof.Re9a - Establish relevant criteria in order to evaluate a work of art or collection of works.
1.5.12.Cn: CONNECTING: Relating artistic ideas and work with personal meaning and external context.		

1.5.12.Cn.10	1.5.12.Cn: Connecting - Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products	
	Grade 12: Proficient	<ul style="list-style-type: none"> 1.5.12prof.Cn10a - Document the process of developing ideas from early stages to fully elaborated ideas.
1.5.12.Cn.11	1.5.12.Cn: Connecting - Anchor Standard 11: Relating artistic ideas and works within the societal, cultural and historical contexts to deepen understanding.	
	Grade 12: Proficient	<ul style="list-style-type: none"> 1.5.12prof.Cn11a - Describe how knowledge of culture, traditions, and history may influence personal responses to art. 1.5.12prof.Cn11b - Describe how knowledge of global issues, including climate change may influence personal responses to art.
SEL: Social Emotional Learning Competencies (link)		
SEL.PK-12.1: Self-Awareness	<ol style="list-style-type: none"> 1. Recognize one's feelings and thoughts 2. Recognize the impact of one's feelings and thoughts on one's own behavior 3. Recognize one's personal traits, strengths and limitations 4. Recognize the importance of self-confidence in handling daily tasks and challenges 	
SEL.PK-12.2: Self-Management	<ol style="list-style-type: none"> 5. Understand and practice strategies for managing one's own emotions, thoughts and behaviors 6. Recognize the skills needed to establish and achieve personal and educational goals 7. Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals 	
SEL.PK-12.3: Social-Awareness	<ol style="list-style-type: none"> 8. Recognize and identify the thoughts, feelings and perspectives of others 9. Demonstrate an awareness of the differences among individuals, groups and others' cultural backgrounds 10. Demonstrate an understanding of the need for mutual respect when viewpoints differ 11. Demonstrate an awareness of the expectations for social interactions in a variety of settings 	
SEL.PK-12.4: Relationship Skills	<ol style="list-style-type: none"> 12. Establish and maintain healthy relationships 13. Utilize positive communication and social skills to interact effectively with others 14. Identify ways to resist inappropriate social pressure 15. Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways 16. Identify who, when, where, or how to seek help for oneself or others when needed 	
SEL.PK-12.5: Responsible Decision-Making	<ol style="list-style-type: none"> 17. Develop, implement and model effective problem solving and critical thinking skills 18. Identify the consequences associated with one's actions in order to make constructive choices 19. Evaluate personal, ethical, safety and civic impact of decisions 	
Interdisciplinary Connections		
English Language Arts (2016/CCSS)		
RI.9-10.7	Analyze various perspectives as presented in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.	

W.9-10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CCSS.ELA-LITERACY.SL.9-10.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
CCSS.ELA-LITERACY.SL.9-10.5	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
CCSS.ELA-LITERACY.SL.9-10.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
Career Readiness, Life Literacies, and Key Skills (2020)	
9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
9.4.12.CI.2	Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).
9.4.12.TL.1	Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task (e.g., W.11-12.6.).
Computer Science and Design Thinking (2020)	
8.2.12.ITH.1	8.2.12.ITH: Interaction of Technology and Humans: Analyze a product to determine the impact that economic, political, social, and/or cultural factors have had on its design, including its design constraints.
8.2.12.ITH.3	8.2.12.ITH: Interaction of Technology and Humans: Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society's economy, politics, and culture.
8.2.12.NT.1	8.2.12.NT: Nature of Technology: Explain how different groups can contribute to the overall design of a product.
8.2.12.NT.2	8.2.12.NT: Nature of Technology: Redesign an existing product to improve form or function.
Technology (2014)	
8.1.12.A.1	Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.
Instructional Focus	
Enduring Understandings:	Essential Questions:
Anchor Standard: 1. Generating and conceptualizing ideas. (Creating)	

<ul style="list-style-type: none"> • Creativity and innovative thinking are essential life skills that can be developed. • Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art-making goals. • One’s feelings, thoughts, personal traits, strengths and challenges influence the creative process. • Refinement of artistic work is an iterative process that takes time, discipline, self-confidence, and collaboration 	<ul style="list-style-type: none"> • What conditions, attitudes, and behaviors support creativity and innovative thinking? • What factors prevent or encourage people to take creative risks? • How does collaboration expand the creative process? • How does knowing the contexts, histories, and traditions of art forms help us create works of art and design? • Why do artists follow or break from established traditions? • How do artists determine what resources and criteria are needed to formulate artistic investigations? • How does the awareness of one’s strengths, challenges, feelings, and thoughts influence the generation of creative ideas? • How does self-confidence in handling daily tasks and challenges inform the process of refining and completing a work of art?
<p>Anchor Standard 2: Organizing and developing ideas. (Creating)</p>	
<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. • People create and interact with objects, places, and design that define, shape, enhance, and empower their lives. 	<ul style="list-style-type: none"> • How do artists work? • How do artists and designers determine whether a particular direction in their work is effective? • How do artists and designers learn from trial and error? • How do artists and designers care for and maintain materials, tools, and equipment? • Why is it important for safety and health to understand and follow correct procedures in handling materials, tools, and equipment? • What responsibilities come with the freedom to create? How do objects, places, and design shape lives and communities? • How do artists and designers determine goals for designing or redesigning objects, places, or systems? • How do artists and designers create works of art or design that effectively communicate?
<p>Anchor Standard: 3. Refining and completing products. (Creating)</p>	
<ul style="list-style-type: none"> • Artists and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time. 	<ul style="list-style-type: none"> • What role does persistence play in revising, refining, and developing work? • How do artists grow and become accomplished in art forms? • How does collaboratively reflecting on a work help us experience it more completely?
<p>Anchor Standard: 4. Selecting, analyzing and interpreting work. (Present/Produce)</p>	
<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"> • How are artworks cared for and by whom? • What criteria, methods, and processes are used to select work for preservation or presentation? • Why do people value objects, artifacts, and artworks, and select them for presentation?
<p>Anchor Standard: 5. Developing and refining techniques and models or steps needed to create products. (Present/Produce)</p>	
<ul style="list-style-type: none"> • Artists, curators and others consider a variety of factors and methods including evolving technologies when 	<ul style="list-style-type: none"> • What methods and processes are considered when preparing artwork for presentation or preservation?

<ul style="list-style-type: none"> preparing and refining artwork for display and or when deciding if and how to preserve and protect it. 	<ul style="list-style-type: none"> How does refining artwork affect its meaning to the viewer? What criteria are considered when selecting work for presentation, a portfolio, or a collection?
<p>Anchor Standard: 6. Conveying meaning through art. (Present/Produce)</p>	
<ul style="list-style-type: none"> Objects, artifacts, and artworks collected, preserved, or presented either by artists, museums, or other venues communicate meaning and a record of social, cultural, and political experiences resulting in the cultivating of appreciation and understanding. 	<ul style="list-style-type: none"> What is an art museum? How does the presenting and sharing of objects, artifacts, and artworks influence and shape ideas, beliefs, and experiences? How do objects, artifacts, and artworks collected, preserved, or presented, cultivate appreciation and understanding?
<p>Anchor Standard: 7. Perceiving and analyzing products. (Respond)</p>	
<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. 	<ul style="list-style-type: none"> How do life experiences influence the way you relate to art? How does learning about art impact how we perceive the world? What can we learn from our responses to art? What is visual art? Where and how do we encounter visual arts in our world? How do visual arts influence our views of the world?
<p>Anchor Standard: 8. Interpreting intent and meaning. (Respond)</p>	
<ul style="list-style-type: none"> People gain insights into meanings of artworks by engaging in the process of art criticism. 	<ul style="list-style-type: none"> What is the value of engaging in the process of art criticism? How can the viewer "read" a work of art as text? How does knowing and using visual art vocabulary help us understand and interpret works of art?
<p>Anchor Standard: 9. Applying criteria to evaluate products. (Respond)</p>	
<ul style="list-style-type: none"> People evaluate art based on various criteria. 	<ul style="list-style-type: none"> How does one determine criteria to evaluate a work of art? How and why might criteria vary? How is a personal preference different from an evaluation?
<p>Anchor Standard: 10. Synthesizing and relating knowledge and personal experiences to create products. (Connect)</p>	
<ul style="list-style-type: none"> Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences. 	<ul style="list-style-type: none"> How does engaging in creating art enrich people's lives? How does making art attune people to their surroundings? How do people contribute to awareness and understanding of their lives and the lives of their communities through artmaking?
<p>Anchor Standard: 11. Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding. (Connect)</p>	
<ul style="list-style-type: none"> People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art. Artists synthesize knowledge (personal, societal, cultural, and historical) and life experiences to recognize and identify the thoughts, feelings, and perspectives of others. 	<ul style="list-style-type: none"> How does art help us understand the lives of people of different times, places, and cultures? How is art used to impact the views of a society? How does art preserve aspects of life?

Evidence of Learning (Assessments)	
<ul style="list-style-type: none"> • Classroom Observations, Questioning, and Discussions • Teacher Observation of studio participation, sketches, planning, and research • Pre-assessment • Student Reflections (Sketchbook, accordion book/journal, written artist statements) • Material and technique practice • Final Projects (rubric) • Student Portfolios • Performance Evaluations • Pre and post assessments • Self-evaluations (rubric) • Thinking Routines (link) • In class critiques of student work 	
Objectives (SLO)	
Students will know:	Students will be able to:
<ul style="list-style-type: none"> • The elements and principles of art and design, as they are applied to the specific media or subject being studied. • The elements of line, value, form, size, shape, and color; as they refer to composition. • The principles of balance, focal point, harmony, rhythm, contrast, and movement; as they refer to composition. • The primary, secondary, tertiary, complimentary, analogous, and color harmony aspects of the color wheel as related to color combinations. • How to apply color principles, color theory, intensity, and value to artwork. • How to use value and contrast to create depth and movement within their artwork. • Critique as an important aspect to reflection on the art making process, content, and finished project. • With a growth mindset, failure is an important part of success. • Innovative ideas or innovation can lead to career opportunities. • One’s feelings, thoughts, personal traits, strengths and challenges influence the creative process. • Refinement of artistic work is an iterative process that takes time, discipline, self-confidence, and collaboration. • The perception, analysis, and interpretation of artistic works uniquely influence one’s thoughts and feelings. • Understanding an artist’s intent helps the viewer relate their own thoughts and feelings to artistic works. 	<ul style="list-style-type: none"> • Use multiple approaches to begin creative endeavors. • Demonstrate an understanding of the elements and principles of art as it applies to design and the creative process. • Create works of art which demonstrate a variety of compositional techniques. • Evaluate, analyze, and interpret works of art from a variety of time periods and cultures, using their own thoughts and feelings. • Identify and explain the success of the elements and principles of art and design within a composition. • Define how the elements of art are used to create the principles of design. • Define how the principles combine to create an aesthetic placement of ideas that will produce a dynamic design. • Recognize, select, use, and care for the appropriate tools and techniques for production. • Apply and control the medium of choice for production. • Identify aesthetics through the exploration and evaluation of art in its historical context. • Examine the various ways in which people communicate through art. • Engage in critique of a piece of artwork using written and verbal communication. • Justify the decisions made during the artwork creation process and after artwork finalization. • Respond to artworks by peers and by artists across time/culture to develop communication and understanding. • Examine artwork by a variety of artists from diverse racial and cultural backgrounds. • Understand the importance of self-reflection and how it helps us improve our observation, understanding, and communication with others in our community.

- Engage in meaningful identity processes by using art to convey their personal identity.

Suggested Resources/Technology Tools

Art history/Artist/Artwork Connections (suggested):

- Anti-Racist Art Teachers List of Artists and Artworks ([link](#))
- Works that show Line:
 - Richard Long, Frank Stella, Roy Lichtenstein, Charles Sheeler, Joan Miro, Rembrandt, John Singer Sargent, Edward Hopper, Stonehenge, The Parthenon, Frank Lloyd Wright, Piet Mondrian, Edgar Degas, Leonardo da Vinci, Paul Signac, Carl Krull, Kathe Kollwitz
- Works that show Color:
 - Jacob Lawrence, Pablo Picasso, Wassily Kandinsky, Marc Chagall, Georgia O'Keefe, Kay Kurt, Mary Cassatt, Sandy Skoglund
- Works that show Shape:
 - Grace Hartigan, Salvador Dali, Niki de Saint Phalle, Henri Matisse, Okun Akpan Abuje, Edward Steichen, Piet Mondrian, Sonia Delauney, Paul Klee
- Works that show Value:
 - Rufino Tamayo, Albrecht Durer
- Works that show Texture:
 - Meret Oppenheim, Claude Monet, Marcia Gygli King, Vincent van Gogh, Pieter Claesz, Chuck Close

Resources (websites, books, videos):

- Project Zero Thinking Routines ([link](#))
- Janson's History of Art
- Gardner's Art Through the Ages
- Stokstad's Art History
- Drawing on the Right Side of the Brain, by Betty Edwards
- Exploring Visual Design: The Elements & Principles, by Gatto, Porter, Selleck
- Experimental Drawing, by Robert Kaupelis
- You are an Artist, by Sarah Urist Green ([link](#))

Technology Tools:

- Chromebooks
- LCD Projector
- Classroom iMacs/desktops
- Adobe Creative Suite
- Digital SLR cameras
- Tablets
- Websites

Teacher Resources:

- BIPOC artists resource ([link](#))
- Thinking Routines ([link](#))

Modifications

Special Education/IEP/504 - Modifications and accommodations must be aligned to the stated plan and uphold expectations of the plan lawfully. Every student requires a different set of accommodations based upon need. Examples specific to visual arts practice include, but are not limited to:

- Follow individual IEP/504 plans for specific modifications.
- Preferential seating
- Extended/Additional time for assessments
- Behavior management support
- Assignments/resources in electronic and physical format
- Break down assignments with oral directions, written directions, and visuals.
- Provide frequent reminders to stay on task and reinforce on-task behavior
- Work on organizational skills
- Provide visual supports
- Partnering/Grouping of students
- Re-teaching and review
- Multi-media approach to accommodate various learning styles
- Decrease/Modify number of project requirements
- Teacher/Aide/Para assistance
- Demonstrations of techniques on an individual level
- Show slide presentations to encourage exploration of project ideas

ELL - Teachers identify the modifications that they will use in the unit as related to the needs of their student population. Examples specific to visual arts practice include, but are not limited to:

- Allow the use of Google Translate where appropriate.
- Provide alternate ways for the student to respond (verbal/pictographic answers instead of written)
- Provide model sentence frames and sentence starters for both oral responses and written responses
- Provide additional time to complete assessments and assignments
- Model and use gestures or visuals to aid in understanding
- Present instructions both verbally and visually
- Simplify written and verbal instructions
- Speak clearly and naturally, and try to enunciate words, especially their ending sounds.
- Provide Visual, Graphic, Interactive, and/or Sensory Supports
- Simplify the language, format, and directions of the assessment
- When showing videos, use Closed Captioning.
- Support use of student's primary language by translating key words in directions, or key vocabulary terms or giving students opportunities to communicate in their primary language (written or orally)

Gifted and Talented/Enrichment - Utilize differentiation in the areas of acceleration, enrichment, and grouping. Examples specific to visual arts practice include, but are not limited to:

- Complex, in-depth research assignments
- Independent study where applicable
- Provide a variety of individualized work centers or student choice
- Lead demonstrations for class
- Create additional project(s) in a different medium, exploring a different technique, style, or subject.
- Individual presentation
- Multiple mediums in project

Career Readiness, Life Literacies, and Key Skills NJSLS (June 2020)

- CRP1: Act as a responsible and contributing citizen and employee
- CRP2: Apply appropriate academic and technical skills.
- CRP3: Attend to personal health and financial well-being.
- CRP4: Communicate clearly and effectively and with reason.
- CRP5: Consider the environmental, social and economic impacts of decisions.
- CRP6: Demonstrate creativity and innovation.
- CRP7: Employ valid and reliable research strategies
- CRP8: Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP9: Model integrity, ethical leadership and effective management.
- CRP10: Plan education and career paths aligned to personal goals.
- CRP11: Use technology to enhance productivity.
- CRP12: Work productively in teams while using cultural global competence.

Suggestions on integrating these standards can be found at: <http://www.state.nj.us/education/cccs/2014/career/9.pdf>

Unit 2

2D Design: Drawing & Painting

Summary and Rationale

This unit will continue to explore the compositional concepts taught in the previous unit, with a focus on drawing and painting media. Students will explore various mark-making techniques, shading, modeling, the illusion of space in a composition, gridding, atmospheric perspective, and linear perspective.

After studying composition and the elements of art and principles of design, students will apply that knowledge to creating dynamic still-life and landscape drawings and paintings. The materials explored in this unit will include pencil/graphite, pen and ink, marker, colored pencils, watercolor paint, and acrylic paint. Color theory and color mixing techniques will also be developed as students explore painting.

Students will continue to explore art history and art criticism by studying art works that are relevant to the subject, theme, or media of the current project.

Recommended Pacing

8-12 weeks

Standards

NJSLS: Visual and Performing Arts ([link](#))

1.5.12.Cr: **CREATING:** Conceiving and developing new artistic ideas and work.

1.5.12.Cr.1 | 1.5.12.Cr: Creating - Anchor Standard 1: Generating and conceptualizing ideas.

Grade 12:
Proficient

- 1.5.12prof.Cr1a - Use multiple approaches to begin creative endeavors.
- 1.5.12prof.Cr1b - Shape an artistic investigation of an aspect of present-day life using a contemporary practice of art and design.

1.5.12.Cr.2 | 1.5.12.Cr: Creating - Anchor Standard 2: Organizing and developing ideas.

Grade 12:
Proficient

- 1.5.12prof.Cr2a - Engage in making a work of art or design without having a preconceived plan.
- 1.5.12prof.Cr2b - Explain how traditional and non-traditional materials may impact human health and the environment and demonstrate safe handling of materials, tools, and equipment.
- 1.5.12prof.Cr2c - Collaboratively develop a proposal for an installation, artwork, or space design that transforms the perception and experience of a particular place.

1.5.12.Cr.3 | 1.5.12.Cr: Creating - Anchor Standard 3: Refining and completing artistic ideas and work.

Grade 12:
Proficient

- 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.

1.5.12.Pr: PRESENTING: Interpreting and sharing artistic work.		
1.5.12.Pr.4	1.5.12.Pr: Presenting - Anchor Standard 4: Selecting, analyzing, and interpreting work.	
	Grade 12: Proficient	<ul style="list-style-type: none"> 1.5.12prof.Pr4a - Analyze, select, and curate artifacts and/or artworks for presentation and preservation.
1.5.12.Pr.5	1.5.12.Pr: Presenting - Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.	
	Grade 12: Proficient	<ul style="list-style-type: none"> 1.5.12prof.Pr5a - Analyze and evaluate the reasons and ways an exhibition is presented.
1.5.12.Pr.6	1.5.12.Pr: Presenting - Anchor Standard 6: Convey meaning through art.	
	Grade 12: Proficient	<ul style="list-style-type: none"> 1.5.12prof.Pr6a - Analyze and describe the impact that an exhibition or collection has on personal awareness of social, cultural, or political beliefs and understandings.
1.5.12.Re: RESPONDING: Understanding and evaluating how the arts convey meaning.		
1.5.12.Re.7	1.5.12.Re: Responding - Anchor Standard 7: Perceiving and analyzing artistic work.	
	Grade 12: Proficient	<ul style="list-style-type: none"> 1.5.12prof.Re7a - Hypothesize ways in which art influences perception and understanding of human experiences. 1.5.12prof.Re7b - Analyze how one's understanding of the world is affected by experiencing visual arts.
1.5.12.Re.8	1.5.12.Re: Responding - Anchor Standard 8: Interpreting intent and meaning.	
	Grade 12: Proficient	<ul style="list-style-type: none"> 1.5.12prof.Re8a - Interpret an artwork or collection of works, supported by relevant and sufficient evidence found in the work and its various contexts.
1.5.12.Re.9	1.5.12.Re: Responding - Anchor Standard 9: Applying criteria to evaluate artistic work.	
	Grade 12: Proficient	<ul style="list-style-type: none"> 1.5.12prof.Re9a - Establish relevant criteria in order to evaluate a work of art or collection of works.
1.5.12.Cn: CONNECTING: Relating artistic ideas and work with personal meaning and external context.		
1.5.12.Cn.10	1.5.12.Cn: Connecting - Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products	
	Grade 12: Proficient	<ul style="list-style-type: none"> 1.5.12prof.Cn10a - Document the process of developing ideas from early stages to fully elaborated ideas.
1.5.12.Cn.11	1.5.12.Cn: Connecting - Anchor Standard 11: Relating artistic ideas and works within the societal, cultural and historical contexts to deepen understanding.	
	Grade 12: Proficient	<ul style="list-style-type: none"> 1.5.12prof.Cn11a - Describe how knowledge of culture, traditions, and history may influence personal responses to art. 1.5.12prof.Cn11b - Describe how knowledge of global issues, including climate change may influence personal responses to art.

SEL: Social Emotional Learning Competencies (link)	
SEL.PK-12.1: Self-Awareness	<ol style="list-style-type: none"> 1. Recognize one's feelings and thoughts 2. Recognize the impact of one's feelings and thoughts on one's own behavior 3. Recognize one's personal traits, strengths and limitations 4. Recognize the importance of self-confidence in handling daily tasks and challenges
SEL.PK-12.2: Self-Management	<ol style="list-style-type: none"> 5. Understand and practice strategies for managing one's own emotions, thoughts and behaviors 6. Recognize the skills needed to establish and achieve personal and educational goals 7. Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals
SEL.PK-12.3: Social-Awareness	<ol style="list-style-type: none"> 8. Recognize and identify the thoughts, feelings and perspectives of others 9. Demonstrate an awareness of the differences among individuals, groups and others' cultural backgrounds 10. Demonstrate an understanding of the need for mutual respect when viewpoints differ 11. Demonstrate an awareness of the expectations for social interactions in a variety of settings
SEL.PK-12.4: Relationship Skills	<ol style="list-style-type: none"> 12. Establish and maintain healthy relationships 13. Utilize positive communication and social skills to interact effectively with others 14. Identify ways to resist inappropriate social pressure 15. Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways 16. Identify who, when, where, or how to seek help for oneself or others when needed
SEL.PK-12.5: Responsible Decision-Making	<ol style="list-style-type: none"> 17. Develop, implement and model effective problem solving and critical thinking skills 18. Identify the consequences associated with one's actions in order to make constructive choices 19. Evaluate personal, ethical, safety and civic impact of decisions
Interdisciplinary Connections	
English Language Arts (2016)	
RI.9-10.7	Analyze various perspectives as presented in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.
W.9-10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CCSS.ELA-LITERACY.SL.9-10.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
CCSS.ELA-LITERACY.SL.9-10.5	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
CCSS.ELA-	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when

LITERACY. SL.9-10.6	indicated or appropriate.
Career Readiness, Life Literacies, and Key Skills (2020)	
9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
9.4.12.CI.2	9.4.12.CI.2: Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).
9.4.12.TL.1	9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task (e.g., W.11-12.6.).
Computer Science and Design Thinking (2020)	
8.2.12.ITH.1	8.2.12.ITH: Interaction of Technology and Humans: Analyze a product to determine the impact that economic, political, social, and/or cultural factors have had on its design, including its design constraints.
8.2.12.ITH.3	8.2.12.ITH: Interaction of Technology and Humans: Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society's economy, politics, and culture.
8.2.12.NT.1	8.2.12.NT: Nature of Technology: Explain how different groups can contribute to the overall design of a product.
8.2.12.NT.2	8.2.12.NT: Nature of Technology: Redesign an existing product to improve form or function.
Technology (2014)	
8.1.12.A.1	Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.
Instructional Focus	
Enduring Understandings:	Essential Questions:
Anchor Standard: 1. Generating and conceptualizing ideas. (Creating)	
<ul style="list-style-type: none"> • Creativity and innovative thinking are essential life skills that can be developed. • Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art-making goals. • One's feelings, thoughts, personal traits, strengths and challenges influence the creative process. • Refinement of artistic work is an iterative process that takes time, discipline, self-confidence, and collaboration 	<ul style="list-style-type: none"> • What conditions, attitudes, and behaviors support creativity and innovative thinking? • What factors prevent or encourage people to take creative risks? • How does collaboration expand the creative process? • How does knowing the contexts, histories, and traditions of art forms help us create works of art and design? • Why do artists follow or break from established traditions? • How do artists determine what resources and criteria are needed to formulate artistic investigations? • How does the awareness of one's strengths, challenges, feelings, and thoughts influence the generation of creative ideas?

	<ul style="list-style-type: none"> • How does self-confidence in handling daily tasks and challenges inform the process of refining and completing a work of art?
Anchor Standard 2: Organizing and developing ideas. (Creating)	
<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. • People create and interact with objects, places, and design that define, shape, enhance, and empower their lives. 	<ul style="list-style-type: none"> • How do artists work? • How do artists and designers determine whether a particular direction in their work is effective? • How do artists and designers learn from trial and error? • How do artists and designers care for and maintain materials, tools, and equipment? • Why is it important for safety and health to understand and follow correct procedures in handling materials, tools, and equipment? • What responsibilities come with the freedom to create? How do objects, places, and design shape lives and communities? • How do artists and designers determine goals for designing or redesigning objects, places, or systems? • How do artists and designers create works of art or design that effectively communicate?
Anchor Standard: 3. Refining and completing products. (Creating)	
<ul style="list-style-type: none"> • Artists and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time. 	<ul style="list-style-type: none"> • What role does persistence play in revising, refining, and developing work? • How do artists grow and become accomplished in art forms? • How does collaboratively reflecting on a work help us experience it more completely?
Anchor Standard: 4. Selecting, analyzing and interpreting work. (Present/Produce)	
<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"> • How are artworks cared for and by whom? • What criteria, methods, and processes are used to select work for preservation or presentation? • Why do people value objects, artifacts, and artworks, and select them for presentation?
Anchor Standard: 5. Developing and refining techniques and models or steps needed to create products. (Present/Produce)	
<ul style="list-style-type: none"> • Artists, curators and others consider a variety of factors and methods including evolving technologies when preparing and refining artwork for display and or when deciding if and how to preserve and protect it. 	<ul style="list-style-type: none"> • What methods and processes are considered when preparing artwork for presentation or preservation? • How does refining artwork affect its meaning to the viewer? • What criteria are considered when selecting work for presentation, a portfolio, or a collection?
Anchor Standard: 6. Conveying meaning through art. (Present/Produce)	
<ul style="list-style-type: none"> • Objects, artifacts, and artworks collected, preserved, or presented either by artists, museums, or other venues communicate meaning and a record of social, cultural, and political experiences resulting in the cultivating of appreciation and understanding. 	<ul style="list-style-type: none"> • What is an art museum? • How does the presenting and sharing of objects, artifacts, and artworks influence and shape ideas, beliefs, and experiences? • How do objects, artifacts, and artworks collected, preserved, or presented, cultivate appreciation and understanding?
Anchor Standard: 7. Perceiving and analyzing products. (Respond)	

<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. 	<ul style="list-style-type: none"> How do life experiences influence the way you relate to art? How does learning about art impact how we perceive the world? What can we learn from our responses to art? What is visual art? Where and how do we encounter visual arts in our world? How do visual arts influence our views of the world?
<p>Anchor Standard: 8. Interpreting intent and meaning. (Respond)</p>	
<ul style="list-style-type: none"> People gain insights into meanings of artworks by engaging in the process of art criticism. 	<ul style="list-style-type: none"> What is the value of engaging in the process of art criticism? How can the viewer "read" a work of art as text? How does knowing and using visual art vocabulary help us understand and interpret works of art?
<p>Anchor Standard: 9. Applying criteria to evaluate products. (Respond)</p>	
<ul style="list-style-type: none"> People evaluate art based on various criteria. 	<ul style="list-style-type: none"> How does one determine criteria to evaluate a work of art? How and why might criteria vary? How is a personal preference different from an evaluation?
<p>Anchor Standard: 10. Synthesizing and relating knowledge and personal experiences to create products. (Connect)</p>	
<ul style="list-style-type: none"> Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences. 	<ul style="list-style-type: none"> How does engaging in creating art enrich people's lives? How does making art attune people to their surroundings? How do people contribute to awareness and understanding of their lives and the lives of their communities through artmaking?
<p>Anchor Standard: 11. Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding. (Connect)</p>	
<ul style="list-style-type: none"> People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art. Artists synthesize knowledge (personal, societal, cultural, and historical) and life experiences to recognize and identify the thoughts, feelings, and perspectives of others. 	<ul style="list-style-type: none"> How does art help us understand the lives of people of different times, places, and cultures? How is art used to impact the views of a society? How does art preserve aspects of life?
<p>Evidence of Learning (Assessments)</p>	
<ul style="list-style-type: none"> Classroom Observations, Questioning, and Discussions Teacher Observation of studio participation, sketches, planning, and research Pre-assessment Student Reflections (Sketchbook, accordion book/journal, written artist statements) Material and technique practice Final Projects (rubric) Student Portfolios Performance Evaluations Pre and post assessments Self-evaluations (rubric) Thinking Routines (link) In class critiques of student work 	

Objectives (SLO)	
Students will know:	Students will be able to:
<ul style="list-style-type: none"> • The elements and principles of art and design, as they are applied to the specific media or subject being studied. • The elements of line, value, form, size, shape, and color; as they refer to composition. • The principles of balance, focal point, harmony, rhythm, contrast, and movement; as they refer to composition. • The primary, secondary, tertiary, complimentary, analogous, and color harmony aspects of the color wheel as related to color combinations. • How to apply color principles, color theory, intensity, and value to artwork. • How to use value and contrast to create depth and movement within their artwork. • How to use perspective to create the illusion of depth in a composition. • Critique as an important aspect to reflection on the art making process, content, and finished project. • With a growth mindset, failure is an important part of success. • Innovative ideas or innovation can lead to career opportunities. • One’s feelings, thoughts, personal traits, strengths and challenges influence the creative process. • Refinement of artistic work is an iterative process that takes time, discipline, self-confidence, and collaboration. • The perception, analysis, and interpretation of artistic works uniquely influence one’s thoughts and feelings. • Understanding an artist’s intent helps the viewer relate their own thoughts and feelings to artistic works. 	<ul style="list-style-type: none"> • Use multiple approaches to begin creative endeavors. • Demonstrate an understanding of the elements and principles of art as it applies to design and the creative process. • Create works of art which demonstrate a variety of compositional techniques. • Use various mark-making techniques to create works of art that demonstrate variation in value, the illusion of space and form on a two-dimensional surface, and implied texture. • Evaluate, analyze, and interpret works of art from a variety of time periods and cultures, using their own thoughts and feelings. • Identify and explain the success of the elements and principles of art and design within a still-life and landscape composition. • Define how the elements of art are used to create the principles of design. • Define how the principles combine to create an aesthetic placement of ideas that will produce a dynamic design. • Recognize, select, use, and care for the appropriate tools and techniques for production. • Apply and control the medium of choice for production. • Identify aesthetics through the exploration and evaluation of art in its historical context. • Examine the various ways in which people communicate through art. • Engage in critique of a piece of artwork using written and verbal communication. • Justify the decisions made during the artwork creation process and after artwork finalization. • Respond to artworks by peers and by artists across time/culture to develop communication and understanding. • Examine artwork by a variety of artists from diverse racial and cultural backgrounds. • Understand the importance of self-reflection and how it helps us improve our observation, understanding, and communication with others in our community. • Engage in meaningful identity processes by using art to convey their personal identity.
Suggested Resources/Technology Tools	
<p>Art history/Artist/Artwork Connections (suggested):</p> <ul style="list-style-type: none"> • Anti-Racist Art Teachers List of Artists and Artworks (link) • Still-Life: 	

- o Henri Matisse, Tom Wesselmann, Pieter Claesz, Caravaggio, Giorgio Morandi, Paul Cezanne, Francisco de Zurbaran, Vincent van Gogh, Georgia O'Keefe, Edouard Manet, Giovanna Garzoni, Louise Moillon, Wayne Thiebaud
- Landscape/Perspective:
 - o Jacob Lawrence, Anna Kim, Albert Namatjira, Andrew Wyeth, John Sloan, Salvador Dali, Pietro Perugino, Charles Sheeler
- Bluvember: Blue Ballpoint Pens, mark-making
 - o Nuria Riaza, Miguel Endara, Kevin Sprouls, Albrecht Dürer, Patrick Onyekwere, Paulus Architect, Ler Huang, Sarah Esteje
- Dotcember: Stippling, Pointillism
 - o Georges Seurat, Hippolyte Petitjean, Paul Signac, Jerry Wilkerson, Miguel Endara, Catherine Bath, Chuck Close, Christian Faur, Henri-Edmond Cross, Jihyun Park

Resources (websites, books, videos):

- Project Zero Thinking Routines ([link](#))
- Janson's History of Art
- Gardner's Art Through the Ages
- Stokstad's Art History
- Drawing on the Right Side of the Brain, by Betty Edwards
- Exploring Visual Design: The Elements & Principles, by Gatto, Porter, Selleck
- Experimental Drawing, by Robert Kaupelis
- You are an Artist, by Sarah Urist Green ([link](#))

Technology Tools:

- Chromebooks
- LCD Projector
- Classroom iMacs/desktops
- Adobe Creative Suite
- Digital SLR cameras
- Tablets
- Websites

Teacher Resources:

- BIPOC artists resource ([link](#))
- Thinking Routines ([link](#))

Modifications

Special Education/IEP/504 - Modifications and accommodations must be aligned to the stated plan and uphold expectations of the plan lawfully. Every student requires a different set of accommodations based upon need. Examples specific to visual arts practice include, but are not limited to:

- Follow individual IEP/504 plans for specific modifications.
- Preferential seating
- Extended/Additional time for assessments
- Behavior management support
- Assignments/resources in electronic and physical format
- Break down assignments with oral directions, written directions, and visuals.

- Provide frequent reminders to stay on task and reinforce on-task behavior
- Work on organizational skills
- Provide visual supports
- Partnering/Grouping of students
- Re-teaching and review
- Multi-media approach to accommodate various learning styles
- Decrease/Modify number of project requirements
- Teacher/Aide/Para assistance
- Demonstrations of techniques on an individual level
- Show slide presentations to encourage exploration of project ideas

ELL - Teachers identify the modifications that they will use in the unit as related to the needs of their student population. Examples specific to visual arts practice include, but are not limited to:

- Allow the use of Google Translate where appropriate.
- Provide alternate ways for the student to respond (verbal/pictographic answers instead of written)
- Provide model sentence frames and sentence starters for both oral responses and written responses
- Provide additional time to complete assessments and assignments
- Model and use gestures or visuals to aid in understanding
- Present instructions both verbally and visually
- Simplify written and verbal instructions
- Speak clearly and naturally, and try to enunciate words, especially their ending sounds.
- Provide Visual, Graphic, Interactive, and/or Sensory Supports
- Simplify the language, format, and directions of the assessment
- When showing videos, use Closed Captioning.
- Support use of student's primary language by translating key words in directions, or key vocabulary terms or giving students opportunities to communicate in their primary language (written or orally)

Gifted and Talented/Enrichment - Utilize differentiation in the areas of acceleration, enrichment, and grouping. Examples specific to visual arts practice include, but are not limited to:

- Complex, in-depth research assignments
- Independent study where applicable
- Provide a variety of individualized work centers or student choice
- Lead demonstrations for class
- Create additional project(s) in a different medium, exploring a different technique, style, or subject.
- Individual presentation
- Multiple mediums in project

Career Readiness, Life Literacies, and Key Skills NJSL (June 2020)

- CRP1: Act as a responsible and contributing citizen and employee
- CRP2: Apply appropriate academic and technical skills.
- CRP3: Attend to personal health and financial well-being.
- CRP4: Communicate clearly and effectively and with reason.
- CRP5: Consider the environmental, social and economic impacts of decisions.
- CRP6: Demonstrate creativity and innovation.
- CRP7: Employ valid and reliable research strategies

- CRP8: Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP9: Model integrity, ethical leadership and effective management.
- CRP10: Plan education and career paths aligned to personal goals.
- CRP11: Use technology to enhance productivity.
- CRP12: Work productively in teams while using cultural global competence.

Suggestions on integrating these standards can be found at: <http://www.state.nj.us/education/cccs/2014/career/9.pdf>

Unit 3

3D Design: Ceramics & Sculpture

Summary and Rationale

This unit will continue to explore the compositional concepts taught in the previous units, with a focus on three-dimensional design. Students will explore various sculpture techniques, with a focus on ceramics. In addition to or in lieu of ceramics, other sculptural methods will be explored, including relief, assemblage, and/or reductive sculpture.

After studying composition and the elements of art and principles of design, students will apply that knowledge to creating dynamic 3D forms and sculptures. The techniques explored in this unit will include ceramics hand-building methods (pinch, coil, slab), creating real texture on 3D forms, surface decoration, and glazing. Students will explore form and function through the creation of pinch pots, vases, rattles, and/or vessels.

Students will continue to explore art history and art criticism by studying art works that are relevant to the subject, theme, or media of the current project.

Recommended Pacing

10-12 weeks

Standards

NJSLS: Visual and Performing Arts ([link](#))

1.5.12.Cr: **CREATING**: Conceiving and developing new artistic ideas and work.

1.5.12.Cr.1 | 1.5.12.Cr: Creating - Anchor Standard 1: Generating and conceptualizing ideas.

Grade 12:
Proficient

- 1.5.12prof.Cr1a - Use multiple approaches to begin creative endeavors.
- 1.5.12prof.Cr1b - Shape an artistic investigation of an aspect of present-day life using a contemporary practice of art and design.

1.5.12.Cr.2 | 1.5.12.Cr: Creating - Anchor Standard 2: Organizing and developing ideas.

Grade 12:
Proficient

- 1.5.12prof.Cr2a - Engage in making a work of art or design without having a preconceived plan.
- 1.5.12prof.Cr2b - Explain how traditional and non-traditional materials may impact human health and the environment and demonstrate safe handling of materials, tools, and equipment.
- 1.5.12prof.Cr2c - Collaboratively develop a proposal for an installation, artwork, or space design that transforms the perception and experience of a particular place.

1.5.12.Cr.3 | 1.5.12.Cr: Creating - Anchor Standard 3: Refining and completing artistic ideas and work.

Grade 12:
Proficient

- 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.
1.5.12.Pr: PRESENTING: Interpreting and sharing artistic work.		
1.5.12.Pr.4	1.5.12.Pr: Presenting - Anchor Standard 4: Selecting, analyzing, and interpreting work.	
	Grade 12: Proficient	<ul style="list-style-type: none"> 1.5.12prof.Pr4a - Analyze, select, and curate artifacts and/or artworks for presentation and preservation.
1.5.12.Pr.5	1.5.12.Pr: Presenting - Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.	
	Grade 12: Proficient	<ul style="list-style-type: none"> 1.5.12prof.Pr5a - Analyze and evaluate the reasons and ways an exhibition is presented.
1.5.12.Pr.6	1.5.12.Pr: Presenting - Anchor Standard 6: Convey meaning through art.	
	Grade 12: Proficient	<ul style="list-style-type: none"> 1.5.12prof.Pr6a - Analyze and describe the impact that an exhibition or collection has on personal awareness of social, cultural, or political beliefs and understandings.
1.5.12.Re: RESPONDING: Understanding and evaluating how the arts convey meaning.		
1.5.12.Re.7	1.5.12.Re: Responding - Anchor Standard 7: Perceiving and analyzing artistic work.	
	Grade 12: Proficient	<ul style="list-style-type: none"> 1.5.12prof.Re7a - Hypothesize ways in which art influences perception and understanding of human experiences. 1.5.12prof.Re7b - Analyze how one's understanding of the world is affected by experiencing visual arts.
1.5.12.Re.8	1.5.12.Re: Responding - Anchor Standard 8: Interpreting intent and meaning.	
	Grade 12: Proficient	<ul style="list-style-type: none"> 1.5.12prof.Re8a - Interpret an artwork or collection of works, supported by relevant and sufficient evidence found in the work and its various contexts.
1.5.12.Re.9	1.5.12.Re: Responding - Anchor Standard 9: Applying criteria to evaluate artistic work.	
	Grade 12: Proficient	<ul style="list-style-type: none"> 1.5.12prof.Re9a - Establish relevant criteria in order to evaluate a work of art or collection of works.
1.5.12.Cn: CONNECTING: Relating artistic ideas and work with personal meaning and external context.		
1.5.12.Cn.10	1.5.12.Cn: Connecting - Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products	
	Grade 12: Proficient	<ul style="list-style-type: none"> 1.5.12prof.Cn10a - Document the process of developing ideas from early stages to fully elaborated ideas.
1.5.12.Cn.11	1.5.12.Cn: Connecting - Anchor Standard 11: Relating artistic ideas and works within the societal, cultural and historical contexts to deepen understanding.	
	Grade 12: Proficient	<ul style="list-style-type: none"> 1.5.12prof.Cn11a - Describe how knowledge of culture, traditions, and history may influence personal responses to art.

		<ul style="list-style-type: none"> 1.5.12prof.Cn11b - Describe how knowledge of global issues, including climate change may influence personal responses to art.
SEL: Social Emotional Learning Competencies (link)		
SEL.PK-12.1: Self-Awareness		<ol style="list-style-type: none"> 1. Recognize one's feelings and thoughts 2. Recognize the impact of one's feelings and thoughts on one's own behavior 3. Recognize one's personal traits, strengths and limitations 4. Recognize the importance of self-confidence in handling daily tasks and challenges
SEL.PK-12.2: Self-Management		<ol style="list-style-type: none"> 5. Understand and practice strategies for managing one's own emotions, thoughts and behaviors 6. Recognize the skills needed to establish and achieve personal and educational goals 7. Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals
SEL.PK-12.3: Social-Awareness		<ol style="list-style-type: none"> 8. Recognize and identify the thoughts, feelings and perspectives of others 9. Demonstrate an awareness of the differences among individuals, groups and others' cultural backgrounds 10. Demonstrate an understanding of the need for mutual respect when viewpoints differ 11. Demonstrate an awareness of the expectations for social interactions in a variety of settings
SEL.PK-12.4: Relationship Skills		<ol style="list-style-type: none"> 12. Establish and maintain healthy relationships 13. Utilize positive communication and social skills to interact effectively with others 14. Identify ways to resist inappropriate social pressure 15. Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways 16. Identify who, when, where, or how to seek help for oneself or others when needed
SEL.PK-12.5: Responsible Decision-Making		<ol style="list-style-type: none"> 17. Develop, implement and model effective problem solving and critical thinking skills 18. Identify the consequences associated with one's actions in order to make constructive choices 19. Evaluate personal, ethical, safety and civic impact of decisions
Interdisciplinary Connections		
English Language Arts (2016)		
RI.9-10.7		Analyze various perspectives as presented in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.
W.9-10.4		Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CCSS.ELA-LITERACY.SL.9-10.1		Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
CCSS.ELA-LITERACY.		Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

SL.9-10.5	
CCSS.ELA-LITERACY.SL.9-10.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
Career Readiness, Life Literacies, and Key Skills (2020)	
9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
9.4.12.CI.2	9.4.12.CI.2: Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).
9.4.12.TL.1	9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task (e.g., W.11-12.6.).
Computer Science and Design Thinking (2020)	
8.2.12.ITH.1	8.2.12.ITH: Interaction of Technology and Humans: Analyze a product to determine the impact that economic, political, social, and/or cultural factors have had on its design, including its design constraints.
8.2.12.ITH.3	8.2.12.ITH: Interaction of Technology and Humans: Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society's economy, politics, and culture.
8.2.12.NT.1	8.2.12.NT: Nature of Technology: Explain how different groups can contribute to the overall design of a product.
8.2.12.NT.2	8.2.12.NT: Nature of Technology: Redesign an existing product to improve form or function.
Technology (2014)	
8.1.12.A.1	Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.
Instructional Focus	
Enduring Understandings:	Essential Questions:
Anchor Standard: 1. Generating and conceptualizing ideas. (Creating)	
<ul style="list-style-type: none"> • Creativity and innovative thinking are essential life skills that can be developed. • Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art-making goals. • One's feelings, thoughts, personal traits, strengths and challenges influence the creative process. • Refinement of artistic work is an iterative process that takes time, discipline, self-confidence, and collaboration 	<ul style="list-style-type: none"> • What conditions, attitudes, and behaviors support creativity and innovative thinking? • What factors prevent or encourage people to take creative risks? • How does collaboration expand the creative process? • How does knowing the contexts, histories, and traditions of art forms help us create works of art and design? • Why do artists follow or break from established traditions? • How do artists determine what resources and criteria are needed to formulate artistic investigations?

	<ul style="list-style-type: none"> • How does the awareness of one’s strengths, challenges, feelings, and thoughts influence the generation of creative ideas? • How does self-confidence in handling daily tasks and challenges inform the process of refining and completing a work of art?
Anchor Standard 2: Organizing and developing ideas. (Creating)	
<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. • People create and interact with objects, places, and design that define, shape, enhance, and empower their lives. 	<ul style="list-style-type: none"> • How do artists work? • How do artists and designers determine whether a particular direction in their work is effective? • How do artists and designers learn from trial and error? • How do artists and designers care for and maintain materials, tools, and equipment? • Why is it important for safety and health to understand and follow correct procedures in handling materials, tools, and equipment? • What responsibilities come with the freedom to create? How do objects, places, and design shape lives and communities? • How do artists and designers determine goals for designing or redesigning objects, places, or systems? • How do artists and designers create works of art or design that effectively communicate?
Anchor Standard: 3. Refining and completing products. (Creating)	
<ul style="list-style-type: none"> • Artists and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time. 	<ul style="list-style-type: none"> • What role does persistence play in revising, refining, and developing work? • How do artists grow and become accomplished in art forms? • How does collaboratively reflecting on a work help us experience it more completely?
Anchor Standard: 4. Selecting, analyzing and interpreting work. (Present/Produce)	
<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"> • How are artworks cared for and by whom? • What criteria, methods, and processes are used to select work for preservation or presentation? • Why do people value objects, artifacts, and artworks, and select them for presentation?
Anchor Standard: 5. Developing and refining techniques and models or steps needed to create products. (Present/Produce)	
<ul style="list-style-type: none"> • Artists, curators and others consider a variety of factors and methods including evolving technologies when preparing and refining artwork for display and or when deciding if and how to preserve and protect it. 	<ul style="list-style-type: none"> • What methods and processes are considered when preparing artwork for presentation or preservation? • How does refining artwork affect its meaning to the viewer? • What criteria are considered when selecting work for presentation, a portfolio, or a collection?
Anchor Standard: 6. Conveying meaning through art. (Present/Produce)	
<ul style="list-style-type: none"> • Objects, artifacts, and artworks collected, preserved, or presented either by artists, museums, or other venues communicate meaning and a record of social, cultural, and political experiences resulting in the cultivating of appreciation and understanding. 	<ul style="list-style-type: none"> • What is an art museum? • How does the presenting and sharing of objects, artifacts, and artworks influence and shape ideas, beliefs, and experiences? • How do objects, artifacts, and artworks collected, preserved, or presented, cultivate appreciation and understanding?

Anchor Standard: 7. Perceiving and analyzing products. (Respond)	
<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. 	<ul style="list-style-type: none"> How do life experiences influence the way you relate to art? How does learning about art impact how we perceive the world? What can we learn from our responses to art? What is visual art? Where and how do we encounter visual arts in our world? How do visual arts influence our views of the world?
Anchor Standard: 8. Interpreting intent and meaning. (Respond)	
<ul style="list-style-type: none"> People gain insights into meanings of artworks by engaging in the process of art criticism. 	<ul style="list-style-type: none"> What is the value of engaging in the process of art criticism? How can the viewer "read" a work of art as text? How does knowing and using visual art vocabulary help us understand and interpret works of art?
Anchor Standard: 9. Applying criteria to evaluate products. (Respond)	
<ul style="list-style-type: none"> People evaluate art based on various criteria. 	<ul style="list-style-type: none"> How does one determine criteria to evaluate a work of art? How and why might criteria vary? How is a personal preference different from an evaluation?
Anchor Standard: 10. Synthesizing and relating knowledge and personal experiences to create products. (Connect)	
<ul style="list-style-type: none"> Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences. 	<ul style="list-style-type: none"> How does engaging in creating art enrich people's lives? How does making art attune people to their surroundings? How do people contribute to awareness and understanding of their lives and the lives of their communities through artmaking?
Anchor Standard: 11. Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding. (Connect)	
<ul style="list-style-type: none"> People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art. Artists synthesize knowledge (personal, societal, cultural, and historical) and life experiences to recognize and identify the thoughts, feelings, and perspectives of others. 	<ul style="list-style-type: none"> How does art help us understand the lives of people of different times, places, and cultures? How is art used to impact the views of a society? How does art preserve aspects of life?
Evidence of Learning (Assessments)	
<ul style="list-style-type: none"> Classroom Observations, Questioning, and Discussions Teacher Observation of studio participation, sketches, planning, and research Pre-assessment Student Reflections (Sketchbook, accordion book/journal, written artist statements) Material and technique practice Final Projects (rubric) Student Portfolios Performance Evaluations Pre and post assessments Self-evaluations (rubric) Thinking Routines (link) 	

- In class critiques of student work

Objectives (SLO)

Students will know:

- The elements and principles of art and design, as they are applied to the specific media or subject being studied.
- The elements of line, value, form, size, shape, and color; as they refer to composition.
- The principles of balance, focal point, harmony, rhythm, contrast, and movement; as they refer to composition.
- The stages of clay and how to create 3D forms using various hand-building methods.
- How to apply color principles, color theory, intensity, and value to ceramic sculpture using underglaze, glaze, and/or acrylic paint.
- Critique as an important aspect to reflection on the art making process, content, and finished project.
- With a growth mindset, failure is an important part of success.
- Innovative ideas or innovation can lead to career opportunities.
- One's feelings, thoughts, personal traits, strengths and challenges influence the creative process.
- Refinement of artistic work is an iterative process that takes time, discipline, self-confidence, and collaboration.
- The perception, analysis, and interpretation of artistic works uniquely influence one's thoughts and feelings.
- Understanding an artist's intent helps the viewer relate their own thoughts and feelings to artistic works.

Students will be able to:

- Use multiple approaches to begin creative endeavors.
- Demonstrate an understanding of the elements and principles of art as it applies to design and the creative process.
- Create works of art which demonstrate a variety of compositional techniques.
- Use various techniques to create works of art that demonstrate variation in form, space, and texture.
- Evaluate, analyze, and interpret works of art from a variety of time periods and cultures, using their own thoughts and feelings.
- Identify and explain the success of the elements and principles of art and design within a sculpture.
- Define how the elements of art are used to create the principles of design.
- Define how the principles combine to create an aesthetic placement of ideas that will produce a dynamic design.
- Recognize, select, use, and care for the appropriate tools and techniques for production.
- Apply and control the medium of choice for production.
- Identify aesthetics through the exploration and evaluation of art in its historical context.
- Examine the various ways in which people communicate through art.
- Engage in critique of a piece of artwork using written and verbal communication.
- Justify the decisions made during the artwork creation process and after artwork finalization.
- Respond to artworks by peers and by artists across time/culture to develop communication and understanding.
- Examine artwork by a variety of artists from diverse racial and cultural backgrounds.
- Understand the importance of self-reflection and how it helps us improve our observation, understanding, and communication with others in our community.
- Engage in meaningful identity processes by using art to convey their personal identity.

Suggested Resources/Technology Tools

Art history/Artist/Artwork Connections (suggested):

- Anti-Racist Art Teachers List of Artists and Artworks ([link](#))
- Sculptors:
 - o Ancient Cultures (Greece, Rome, Mesoamerica, Egypt, etc.), Native American pottery, China, Japan
 - o Contemporary artists: James DeRosso, [Helen Burgess](#)

Resources (websites, books, videos):

- Project Zero Thinking Routines ([link](#))
- Janson's History of Art
- Gardner's Art Through the Ages
- Stokstad's Art History
- Drawing on the Right Side of the Brain, by Betty Edwards
- Exploring Visual Design: The Elements & Principles, by Gatto, Porter, Selleck
- Experimental Drawing, by Robert Kaupelis
- You are an Artist, by Sarah Urist Green ([link](#))
- Metropolitan Museum of Art

Technology Tools:

- Chromebooks
- LCD Projector
- Classroom iMacs/desktops
- Adobe Creative Suite
- Digital SLR cameras
- Tablets
- Websites
- Kiln
- 3D printer

Teacher Resources:

- BIPOC artists resource ([link](#))
- Thinking Routines ([link](#))

Modifications

Special Education/IEP/504 - Modifications and accommodations must be aligned to the stated plan and uphold expectations of the plan lawfully. Every student requires a different set of accommodations based upon need. Examples specific to visual arts practice include, but are not limited to:

- Follow individual IEP/504 plans for specific modifications.
- Preferential seating
- Extended/Additional time for assessments
- Behavior management support
- Assignments/resources in electronic and physical format
- Break down assignments with oral directions, written directions, and visuals.
- Provide frequent reminders to stay on task and reinforce on-task behavior
- Work on organizational skills
- Provide visual supports
- Partnering/Grouping of students
- Re-teaching and review
- Multi-media approach to accommodate various learning styles
- Decrease/Modify number of project requirements
- Teacher/Aide/Para assistance
- Demonstrations of techniques on an individual level
- Show slide presentations to encourage exploration of project ideas

ELL - Teachers identify the modifications that they will use in the unit as related to the needs of their student population. Examples specific to visual arts practice include, but are not limited to:

- Allow the use of Google Translate where appropriate.
- Provide alternate ways for the student to respond (verbal/pictographic answers instead of written)
- Provide model sentence frames and sentence starters for both oral responses and written responses
- Provide additional time to complete assessments and assignments
- Model and use gestures or visuals to aid in understanding
- Present instructions both verbally and visually
- Simplify written and verbal instructions
- Speak clearly and naturally, and try to enunciate words, especially their ending sounds.
- Provide Visual, Graphic, Interactive, and/or Sensory Supports
- Simplify the language, format, and directions of the assessment
- When showing videos, use Closed Captioning.
- Support use of student's primary language by translating key words in directions, or key vocabulary terms or giving students opportunities to communicate in their primary language (written or orally)

Gifted and Talented/Enrichment - Utilize differentiation in the areas of acceleration, enrichment, and grouping. Examples specific to visual arts practice include, but are not limited to:

- Complex, in-depth research assignments
- Independent study where applicable
- Provide a variety of individualized work centers or student choice
- Lead demonstrations for class
- Create additional project(s) in a different medium, exploring a different technique, style, or subject.
- Individual presentation
- Multiple mediums in project

Career Readiness, Life Literacies, and Key Skills NJSLs (June 2020)

- CRP1: Act as a responsible and contributing citizen and employee
- CRP2: Apply appropriate academic and technical skills.
- CRP3: Attend to personal health and financial well-being.
- CRP4: Communicate clearly and effectively and with reason.
- CRP5: Consider the environmental, social and economic impacts of decisions.
- CRP6: Demonstrate creativity and innovation.
- CRP7: Employ valid and reliable research strategies
- CRP8: Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP9: Model integrity, ethical leadership and effective management.
- CRP10: Plan education and career paths aligned to personal goals.
- CRP11: Use technology to enhance productivity.
- CRP12: Work productively in teams while using cultural global competence.

Suggestions on integrating these standards can be found at: <http://www.state.nj.us/education/cccs/2014/career/9.pdf>

Unit 4

Media Exploration & Portfolio Development

Summary and Rationale

This unit will continue to explore the compositional concepts taught in the previous units, with a focus on multimedia. Students will explore various art making methods and mixed media processes. Possible materials or methods may include printmaking, collage, mosaic, weaving, graffiti, digital art, cyanotypes, batik, and/or assemblage.

After studying composition and the elements of art and principles of design, students will apply that knowledge to creating various art forms inspired by a variety of methods and cultures. Students will be able to apply what they have learned about composition and design, while continuing to explore art history.

Students will continue to explore art history and art criticism by studying art works that are relevant to the subject, theme, or media of the current project.

During this unit, students will also be responsible for selecting and preparing works for display, as well as creating a portfolio of their work and reflections from the year.

Recommended Pacing

8-12 weeks

Standards

NJSLS: Visual and Performing Arts ([link](#))

1.5.12.Cr: **CREATING**: Conceiving and developing new artistic ideas and work.

1.5.12.Cr.1 1.5.12.Cr: Creating - Anchor Standard 1: Generating and conceptualizing ideas.

Grade 12:
Proficient

- 1.5.12prof.Cr1a - Use multiple approaches to begin creative endeavors.
- 1.5.12prof.Cr1b - Shape an artistic investigation of an aspect of present-day life using a contemporary practice of art and design.

1.5.12.Cr.2 1.5.12.Cr: Creating - Anchor Standard 2: Organizing and developing ideas.

Grade 12:
Proficient

- 1.5.12prof.Cr2a - Engage in making a work of art or design without having a preconceived plan.
- 1.5.12prof.Cr2b - Explain how traditional and non-traditional materials may impact human health and the environment and demonstrate safe handling of materials, tools, and equipment.
- 1.5.12prof.Cr2c - Collaboratively develop a proposal for an installation, artwork, or space design that transforms the perception and experience of a particular place.

1.5.12.Cr.3 1.5.12.Cr: Creating - Anchor Standard 3: Refining and completing artistic ideas and work.

Grade 12:

- 1.5.12prof.Cr3a - Apply relevant criteria from traditional and contemporary

	Proficient	cultural contexts to examine, reflect on, and plan revisions for works of art and design in progress.
1.5.12.Pr: PRESENTING: Interpreting and sharing artistic work.		
1.5.12.Pr.4	1.5.12.Pr: Presenting - Anchor Standard 4: Selecting, analyzing, and interpreting work.	
	Grade 12: Proficient	<ul style="list-style-type: none"> 1.5.12prof.Pr4a - Analyze, select, and curate artifacts and/or artworks for presentation and preservation.
1.5.12.Pr.5	1.5.12.Pr: Presenting - Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.	
	Grade 12: Proficient	<ul style="list-style-type: none"> 1.5.12prof.Pr5a - Analyze and evaluate the reasons and ways an exhibition is presented.
1.5.12.Pr.6	1.5.12.Pr: Presenting - Anchor Standard 6: Convey meaning through art.	
	Grade 12: Proficient	<ul style="list-style-type: none"> 1.5.12prof.Pr6a - Analyze and describe the impact that an exhibition or collection has on personal awareness of social, cultural, or political beliefs and understandings.
1.5.12.Re: RESPONDING: Understanding and evaluating how the arts convey meaning.		
1.5.12.Re.7	1.5.12.Re: Responding - Anchor Standard 7: Perceiving and analyzing artistic work.	
	Grade 12: Proficient	<ul style="list-style-type: none"> 1.5.12prof.Re7a - Hypothesize ways in which art influences perception and understanding of human experiences. 1.5.12prof.Re7b - Analyze how one's understanding of the world is affected by experiencing visual arts.
1.5.12.Re.8	1.5.12.Re: Responding - Anchor Standard 8: Interpreting intent and meaning.	
	Grade 12: Proficient	<ul style="list-style-type: none"> 1.5.12prof.Re8a - Interpret an artwork or collection of works, supported by relevant and sufficient evidence found in the work and its various contexts.
1.5.12.Re.9	1.5.12.Re: Responding - Anchor Standard 9: Applying criteria to evaluate artistic work.	
	Grade 12: Proficient	<ul style="list-style-type: none"> 1.5.12prof.Re9a - Establish relevant criteria in order to evaluate a work of art or collection of works.
1.5.12.Cn: CONNECTING: Relating artistic ideas and work with personal meaning and external context.		
1.5.12.Cn.10	1.5.12.Cn: Connecting - Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products	
	Grade 12: Proficient	<ul style="list-style-type: none"> 1.5.12prof.Cn10a - Document the process of developing ideas from early stages to fully elaborated ideas.
1.5.12.Cn.11	1.5.12.Cn: Connecting - Anchor Standard 11: Relating artistic ideas and works within the societal, cultural and historical contexts to deepen understanding.	
	Grade 12:	<ul style="list-style-type: none"> 1.5.12prof.Cn11a - Describe how knowledge of culture, traditions, and history

	Proficient	<p>may influence personal responses to art.</p> <ul style="list-style-type: none"> 1.5.12prof.Cn11b - Describe how knowledge of global issues, including climate change may influence personal responses to art.
SEL: Social Emotional Learning Competencies (link)		
SEL.PK-12.1: Self-Awareness		<ol style="list-style-type: none"> 1. Recognize one's feelings and thoughts 2. Recognize the impact of one's feelings and thoughts on one's own behavior 3. Recognize one's personal traits, strengths and limitations 4. Recognize the importance of self-confidence in handling daily tasks and challenges
SEL.PK-12.2: Self-Management		<ol style="list-style-type: none"> 5. Understand and practice strategies for managing one's own emotions, thoughts and behaviors 6. Recognize the skills needed to establish and achieve personal and educational goals 7. Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals
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CCSS.ELA-		Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in

LITERACY. SL.9-10.5	presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
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<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"> • How are artworks cared for and by whom? • What criteria, methods, and processes are used to select work for preservation or presentation? • Why do people value objects, artifacts, and artworks, and select them for presentation?
Anchor Standard: 5. Developing and refining techniques and models or steps needed to create products. (Present/Produce)	
<ul style="list-style-type: none"> • Artists, curators and others consider a variety of factors and methods including evolving technologies when preparing and refining artwork for display and or when deciding if and how to preserve and protect it. 	<ul style="list-style-type: none"> • What methods and processes are considered when preparing artwork for presentation or preservation? • How does refining artwork affect its meaning to the viewer? • What criteria are considered when selecting work for presentation, a portfolio, or a collection?
Anchor Standard: 6. Conveying meaning through art. (Present/Produce)	
<ul style="list-style-type: none"> • Objects, artifacts, and artworks collected, preserved, or presented either by artists, museums, or other venues communicate meaning and a record of social, cultural, 	<ul style="list-style-type: none"> • What is an art museum?

<p>and political experiences resulting in the cultivating of appreciation and understanding.</p>	<ul style="list-style-type: none"> • How does the presenting and sharing of objects, artifacts, and artworks influence and shape ideas, beliefs, and experiences? • How do objects, artifacts, and artworks collected, preserved, or presented, cultivate appreciation and understanding?
<p>Anchor Standard: 7. Perceiving and analyzing products. (Respond)</p>	
<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. 	<ul style="list-style-type: none"> • How do life experiences influence the way you relate to art? • How does learning about art impact how we perceive the world? • What can we learn from our responses to art? • What is visual art? • Where and how do we encounter visual arts in our world? • How do visual arts influence our views of the world?
<p>Anchor Standard: 8. Interpreting intent and meaning. (Respond)</p>	
<ul style="list-style-type: none"> • People gain insights into meanings of artworks by engaging in the process of art criticism. 	<ul style="list-style-type: none"> • What is the value of engaging in the process of art criticism? • How can the viewer "read" a work of art as text? • How does knowing and using visual art vocabulary help us understand and interpret works of art?
<p>Anchor Standard: 9. Applying criteria to evaluate products. (Respond)</p>	
<ul style="list-style-type: none"> • People evaluate art based on various criteria. 	<ul style="list-style-type: none"> • How does one determine criteria to evaluate a work of art? • How and why might criteria vary? • How is a personal preference different from an evaluation?
<p>Anchor Standard: 10. Synthesizing and relating knowledge and personal experiences to create products. (Connect)</p>	
<ul style="list-style-type: none"> • Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences. 	<ul style="list-style-type: none"> • How does engaging in creating art enrich people's lives? • How does making art attune people to their surroundings? • How do people contribute to awareness and understanding of their lives and the lives of their communities through artmaking?
<p>Anchor Standard: 11. Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding. (Connect)</p>	
<ul style="list-style-type: none"> • People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art. • Artists synthesize knowledge (personal, societal, cultural, and historical) and life experiences to recognize and identify the thoughts, feelings, and perspectives of others. 	<ul style="list-style-type: none"> • How does art help us understand the lives of people of different times, places, and cultures? • How is art used to impact the views of a society? • How does art preserve aspects of life?
<p>Evidence of Learning (Assessments)</p>	
<ul style="list-style-type: none"> • Classroom Observations, Questioning, and Discussions • Teacher Observation of studio participation, sketches, planning, and research • Pre-assessment • Student Reflections (Sketchbook, accordion book/journal, written artist statements) • Material and technique practice 	

- Final Projects (rubric)
- Student Portfolios
- Performance Evaluations
- Pre and post assessments
- Self-evaluations (rubric)
- Thinking Routines ([link](#))
- In class critiques of student work

Objectives (SLO)

Students will know:

- The elements and principles of art and design, as they are applied to the specific media or subject being studied.
- The elements of line, value, form, size, shape, and color; as they refer to composition.
- The principles of balance, focal point, harmony, rhythm, contrast, and movement; as they refer to composition.
- How to apply color principles, color theory, intensity, and value to works of art.
- Critique as an important aspect to reflection on the art making process, content, and finished project.
- With a growth mindset, failure is an important part of success.
- Innovative ideas or innovation can lead to career opportunities.
- One's feelings, thoughts, personal traits, strengths and challenges influence the creative process.
- Refinement of artistic work is an iterative process that takes time, discipline, self-confidence, and collaboration.
- The perception, analysis, and interpretation of artistic works uniquely influence one's thoughts and feelings.
- Understanding an artist's intent helps the viewer relate their own thoughts and feelings to artistic works.

Students will be able to:

- Use multiple approaches to begin creative endeavors.
- Select and analyze works of art for presentation.
- Demonstrate an understanding of the elements and principles of art as it applies to design and the creative process.
- Create works of art which demonstrate a variety of compositional techniques.
- Evaluate, analyze, and interpret works of art from a variety of time periods and cultures, using their own thoughts and feelings.
- Identify and explain the success of the elements and principles of art and design within a work of art.
- Define how the elements of art are used to create the principles of design.
- Define how the principles combine to create an aesthetic placement of ideas that will produce a dynamic design.
- Recognize, select, use, and care for the appropriate tools and techniques for production.
- Apply and control the medium of choice for production.
- Identify aesthetics through the exploration and evaluation of art in its historical context.
- Examine the various ways in which people communicate through art.
- Engage in critique of a piece of artwork using written and verbal communication.
- Justify the decisions made during the artwork creation process and after artwork finalization.
- Respond to artworks by peers and by artists across time/culture to develop communication and understanding.
- Examine artwork by a variety of artists from diverse racial and cultural backgrounds.
- Understand the importance of self-reflection and how it helps us improve our observation, understanding, and communication with others in our community.
- Engage in meaningful identity processes by using art to convey their personal identity.

Suggested Resources/Technology Tools

Art history/Artist/Artwork Connections (suggested):

- Anti-Racist Art Teachers List of Artists and Artworks ([link](#))
- Students should seek out artists on their own that they relate to

Resources (websites, books, videos):

- Project Zero Thinking Routines ([link](#))
- Janson's History of Art
- Gardner's Art Through the Ages
- Stokstad's Art History
- Drawing on the Right Side of the Brain, by Betty Edwards
- Exploring Visual Design: The Elements & Principles, by Gatto, Porter, Selleck
- Experimental Drawing, by Robert Kaupelis
- You are an Artist, by Sarah Urist Green ([link](#))
- Metropolitan Museum of Art
- Museum of Modern Art

Technology Tools:

- Chromebooks
- LCD Projector
- Classroom iMacs/desktops
- Adobe Creative Suite
- Digital SLR cameras
- Tablets
- Websites
- 3D printer

Teacher Resources:

- BIPOC artists resource ([link](#))
- Thinking Routines ([link](#))

Modifications

Special Education/IEP/504 - Modifications and accommodations must be aligned to the stated plan and uphold expectations of the plan lawfully. Every student requires a different set of accommodations based upon need. Examples specific to visual arts practice include, but are not limited to:

- Follow individual IEP/504 plans for specific modifications.
- Preferential seating
- Extended/Additional time for assessments
- Behavior management support
- Assignments/resources in electronic and physical format
- Break down assignments with oral directions, written directions, and visuals.
- Provide frequent reminders to stay on task and reinforce on-task behavior
- Provide visual supports
- Partnering/Grouping of students
- Re-teaching and review
- Multi-media approach to accommodate various learning styles
- Decrease/Modify number of project requirements

- Teacher/Aide/Para assistance
- Demonstrations of techniques on an individual level
- Show slide presentations to encourage exploration of project ideas

ELL - Teachers identify the modifications that they will use in the unit as related to the needs of their student population. Examples specific to visual arts practice include, but are not limited to:

- Allow the use of Google Translate where appropriate.
- Provide alternate ways for the student to respond (verbal/pictographic answers instead of written)
- Provide model sentence frames and sentence starters for both oral responses and written responses
- Provide additional time to complete assessments and assignments
- Model and use gestures or visuals to aid in understanding
- Present instructions both verbally and visually
- Simplify written and verbal instructions
- Speak clearly and naturally, and try to enunciate words, especially their ending sounds.
- Provide Visual, Graphic, Interactive, and/or Sensory Supports
- Simplify the language, format, and directions of the assessment
- When showing videos, use Closed Captioning.
- Support use of student's primary language by translating key words in directions, or key vocabulary terms or giving students opportunities to communicate in their primary language (written or orally)

Gifted and Talented/Enrichment - Utilize differentiation in the areas of acceleration, enrichment, and grouping. Examples specific to visual arts practice include, but are not limited to:

- Complex, in-depth research assignments
- Independent study where applicable
- Provide a variety of individualized work centers or student choice
- Lead demonstrations for class
- Create additional project(s) in a different medium, exploring a different technique, style, or subject.
- Individual presentation
- Multiple mediums in project

Career Readiness, Life Literacies, and Key Skills NJSL (June 2020)

- CRP1: Act as a responsible and contributing citizen and employee
- CRP2: Apply appropriate academic and technical skills.
- CRP3: Attend to personal health and financial well-being.
- CRP4: Communicate clearly and effectively and with reason.
- CRP5: Consider the environmental, social and economic impacts of decisions.
- CRP6: Demonstrate creativity and innovation.
- CRP7: Employ valid and reliable research strategies
- CRP8: Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP9: Model integrity, ethical leadership and effective management.
- CRP10: Plan education and career paths aligned to personal goals.
- CRP11: Use technology to enhance productivity.
- CRP12: Work productively in teams while using cultural global competence.

Suggestions on integrating these standards can be found at: <http://www.state.nj.us/education/cccs/2014/career/9.pdf>