



PORTFOLIO BUILDING HONORS

11-12, Fine and Performing Arts

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 (adapted and modified for Portfolio building from the AP Art and Design Course and Exam Description, AP Central, © College Board ([link](#)))

Effective Date: Fall 2022

Scope and Sequence

- Unit 1: Course Skill 1: Inquiry and Investigation
- Unit 2: Course Skill 2: Making Through Practice, Experimentation, and Revision
- Unit 3: Course Skill 3: Communication and Reflection

Month	Unit	Activities/Assessments
September MP 1 (3-4weeks)	Unit 1: Course Skill 1: Inquiry and Investigation	<ul style="list-style-type: none"> • Generate possibilities for investigation. • Describe how inquiry guides investigation through art and design. • Describe how materials, processes, and ideas in art and design relate to context. • Interpret works of art and design based on materials, processes, and ideas used. • Investigate materials, processes, and ideas.
October MP1 (4 weeks)	Unit 1: Course Skill 1: Inquiry and Investigation	<ul style="list-style-type: none"> • Generate possibilities for investigation. • Describe how inquiry guides investigation through art and design. • Describe how materials, processes, and ideas in art and design relate to context. • Interpret works of art and design based on materials, processes, and ideas used. • Investigate materials, processes, and ideas.
November MP 2 (3 weeks)	Unit 1: Course Skill 1: Inquiry and Investigation	<ul style="list-style-type: none"> • Generate possibilities for investigation. • Describe how inquiry guides investigation through art and design. • Describe how materials, processes, and ideas in art and design relate to context. • Interpret works of art and design based on materials, processes, and ideas used. • Investigate materials, processes, and ideas.
December MP 2 (3 weeks)	Unit 2: Course Skill 2: Making Through Practice, Experimentation, and Revision Reflection	<ul style="list-style-type: none"> • Formulate questions or areas of inquiry that guide a sustained investigation through art and design. • Conduct a sustained investigation through art and design that demonstrates practice, experimentation, and revision guided by questions or inquiry. • Make works of art and design that demonstrate synthesis of materials, processes, and ideas. • Make works of art and design that demonstrate 2-D, 3-D, or drawing skills.
January MP 3 (4 weeks)	Unit 2: Course Skill 2: Making Through Practice, Experimentation, and Revision	<ul style="list-style-type: none"> • Formulate questions or areas of inquiry that guide a sustained investigation through art and design. • Conduct a sustained investigation through art and design that demonstrates practice, experimentation, and revision guided by questions or inquiry. • Make works of art and design that demonstrate synthesis of materials, processes, and ideas. • Make works of art and design that demonstrate 2-D, 3-D, or drawing skills.
February	Unit 2: Course Skill 2: Making	<ul style="list-style-type: none"> • Formulate questions or areas of inquiry that guide a sustained investigation through art

<p>MP 3 (3 weeks)</p>	<p>Through Practice, Experimentation, and Revision</p>	<p>and design.</p> <ul style="list-style-type: none"> • Conduct a sustained investigation through art and design that demonstrates practice, experimentation, and revision guided by questions or inquiry. • Make works of art and design that demonstrate synthesis of materials, processes, and ideas. • Make works of art and design that demonstrate 2-D, 3-D, or drawing skills.
<p>April MP 4 (3 weeks)</p>	<p>Unit 3: Course Skill 3: Communication and Reflection</p>	<ul style="list-style-type: none"> • Identify, in writing, questions or inquiry that guided a sustained investigation through art and design. • Describe, in writing, how a sustained investigation through art and design shows evidence of practice, experimentation, and revision guided by questions or inquiry. • Identify in writing, materials, processes, and ideas used to make works of art and design. • Describe how works of art and design demonstrate synthesis of materials, processes, and ideas. • Describe how works of art and design demonstrate 2-D, 3-D, or drawing skills. • Present works of art and design for viewer interpretation.
<p>May MP 4 (4 weeks)</p>	<p>Unit 3: Course Skill 3: Communication and Reflection</p>	<ul style="list-style-type: none"> • Identify, in writing, questions or inquiry that guided a sustained investigation through art and design. • Describe, in writing, how a sustained investigation through art and design shows evidence of practice, experimentation, and revision guided by questions or inquiry. • Identify in writing, materials, processes, and ideas used to make works of art and design. • Describe how works of art and design demonstrate synthesis of materials, processes, and ideas. • Describe how works of art and design demonstrate 2-D, 3-D, or drawing skills. • Present works of art and design for viewer interpretation.
<p>June MP 4 (1-2 weeks)</p>	<p>Unit 3: Course Skill 3: Communication and Reflection</p>	<ul style="list-style-type: none"> • Identify, in writing, questions or inquiry that guided a sustained investigation through art and design. • Describe, in writing, how a sustained investigation through art and design shows evidence of practice, experimentation, and revision guided by questions or inquiry. • Identify in writing, materials, processes, and ideas used to make works of art and design. • Describe how works of art and design demonstrate synthesis of materials, processes, and ideas. • Describe how works of art and design demonstrate 2-D, 3-D, or drawing skills. • Present works of art and design for viewer interpretation.

Unit 1

Unit 1: Course Skill 1: Inquiry and Investigation

Summary and Rationale

In this unit students will Generate possibilities for investigation. Describe how inquiry guides investigation through art and design. Describe how materials, processes, and ideas in art and design relate to context. Interpret works of art and design based on materials, processes, and ideas used. Investigate materials, processes, and ideas.

Recommended Pacing

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.
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	Grade 12: Advanced	<ul style="list-style-type: none"> • 1.5.12adv.Cr1a - Visualize and generate art and design that can affect social change. • 1.5.12adv.Cr1b - Choose from a range of materials and methods of traditional and contemporary artistic practices, following or breaking established conventions, to plan the making of multiple works of art and design based on a theme, idea, or concept.
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1.5.12.Cr.2	1.5.12.Cr: Creating - Anchor Standard 2: Organizing and developing ideas.
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	Grade 12: Advanced	<ul style="list-style-type: none"> • 1.5.12adv.Cr2a - Experiment, plan, and make multiple works of art and design that explore a personally meaningful theme, idea, or concept. • 1.5.12adv.Cr2b - Demonstrate understanding of the importance of balancing freedom and responsibility in the use of images, materials, tools, and equipment in the creation and circulation of creative work. • 1.5.12adv.Cr2c - Demonstrate in works of art or design how visual and material culture defines, shapes, enhances, inhibits, and/or empowers people's lives.
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1.5.12.Cr.3	1.5.12.Cr: Creating - Anchor Standard 3: Refining and completing artistic ideas and work.
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	Grade 12: Advanced	<ul style="list-style-type: none"> • 1.5.12adv.Cr3a - Reflect on, re-engage, revise, and refine works of art or design considering relevant traditional and contemporary criteria as well as personal artistic vision.
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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.
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	Grade 12: Advanced	<ul style="list-style-type: none"> 1.5.12adv.Pr4a - Critique, justify and present choices in the process of analyzing, selecting, curating, and presenting artwork for a specific exhibit or event.
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: Advanced	<ul style="list-style-type: none"> 1.5.12adv.Pr5a - Investigate, compare, and contrast methods for preserving and protecting art.
1.5.12.Pr.6	1.5.12.Pr: Presenting - Anchor Standard 6: Convey meaning through art.	
	Grade 12: Advanced	<ul style="list-style-type: none"> 1.5.12adv.Pr6a - Curate a collection of objects, artifacts, or artwork to impact the viewer's understanding of social, cultural and/or political experiences.
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: Advanced	<ul style="list-style-type: none"> 1.5.12adv.Re7a - Analyze how responses to art develop over time based on knowledge of and experience with art and life. 1.5.12adv.Re7b - Determine the commonalities within a group of artists or visual arts attributed to a particular type of art, timeframe, or culture.
1.5.12.Re.8	1.5.12.Re: Responding - Anchor Standard 8: Interpreting intent and meaning.	
	Grade 12: Advanced	<ul style="list-style-type: none"> 1.5.12adv.Re8a - Analyze differing interpretations of an artwork or collection of works in order to select and defend a plausible critical analysis.
1.5.12.Re.9	1.5.12.Re: Responding - Anchor Standard 9: Applying criteria to evaluate artistic work.	
	Grade 12: Advanced	<ul style="list-style-type: none"> 1.5.12adv.Re9a - Construct evaluations of a work of art or collection of works based on differing sets of criteria.
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: Advanced	<ul style="list-style-type: none"> 1.5.12adv.Cn10a - Synthesize knowledge of social, cultural, historical, and personal life with art-making approaches to create meaningful works of art or design.
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: Advanced	<ul style="list-style-type: none"> 1.5.12adv.Cn11a - Assess the impact of an artist or a group of artists on the beliefs, values, and behaviors of a society. b. Assess the impact of an artist or group of artists on global issues, including climate change.
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.
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Instructional Focus

Enduring Understandings:

Essential Questions:

Anchor Standard: 1. Generating and conceptualizing ideas. (Creating)

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

- 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)	
<p>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.</p> <p>People create and interact with objects, places, and design that define, shape, enhance, and empower their lives.</p>	<p>How do artists work?</p> <p>How do artists and designers determine whether a particular direction in their work is effective?</p> <p>How do artists and designers learn from trial and error?</p> <p>How do artists and designers care for and maintain materials, tools, and equipment?</p> <p>Why is it important for safety and health to understand and follow correct procedures in handling materials, tools, and equipment?</p> <p>What responsibilities come with the freedom to create?</p> <p>How do objects, places, and design shape lives and communities?</p> <p>How do artists and designers determine goals for designing or redesigning objects, places, or systems?</p> <p>How do artists and designers create works of art or design that effectively communicate?</p>
Anchor Standard 3: Refining and completing products. (Creating)	
<p>Artists and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time.</p>	<p>What role does persistence play in revising, refining, and developing work?</p> <p>How do artists grow and become accomplished in art forms?</p> <p>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>Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting, and curating objects, artifacts, and artworks for preservation and presentation.</p>	<p>How are artworks cared for and by whom?</p> <p>What criteria, methods, and processes are used to select work for preservation or presentation?</p> <p>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>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.</p>	<p>What methods and processes are considered when preparing artwork for presentation or preservation?</p> <p>How does refining artwork affect its meaning to the viewer?</p> <p>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>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.</p>	<p>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>
<p>Anchor Standard: 7. Perceiving and analyzing products. (Respond)</p>	
<p>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.</p>	<p>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>
<p>Anchor Standard: 8. Interpreting intent and meaning. (Respond)</p>	
<p>People gain insights into meanings of artworks by engaging in the process of art criticism.</p>	<p>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>
<p>Anchor Standard: 9. Applying criteria to evaluate products. (Respond)</p>	
<p>People evaluate art based on various criteria.</p>	<p>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>
<p>Anchor Standard: 10. Synthesizing and relating knowledge and personal experiences to create products. (Connect)</p>	
<p>Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.</p>	<p>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>
<p>Anchor Standard: 11. Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding. (Connect)</p>	
<p>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.</p>	<p>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>
<p>Evidence of Learning (Assessments)</p>	

- 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.

Critique as an important aspect to reflection on the art making process, content, and finished project.

Artists use sketchbooks to record ideas, practice techniques, study subjects, experiment, and respond to artwork.

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:

Students will be able to:

Review ideation sources and strategies for their Art and Design portfolio.

Provide feedback on 2-D, 3-D, or drawing skills as evidenced in student artworks during class critiques.

Differentiate the selected works from the sustained investigation, through documentation of inquiry, process, experience, and connection.

Consider what it means to be appropriate in art.

Understand derivative work versus plagiarism.

Document art history and contemporary artists and designers to give context to work produced for the Art and Design portfolio.

Show written and visual evidence of materials, processes, and ideas.

Document and research and inquiry in your sketchbook.

Use the sketchbook to document process, material choice, and ideas for the current and overall body of work.

Use the analytical and holistic Art and Design rubrics when reviewing your artwork.

Demonstrate advanced 2-D, 3-D, and drawing skills

Record evaluation feedback and process in your sketchbook.

Consider materials, processes, and ideas for your sustained investigation.

Select materials for the Art and Design portfolio based on availability.

Address how process work will help you investigate materials and communicate thinking and making.

Use materials to guide your inquiry.

Suggested Resources/Technology Tools

Portfolio Resources:

- Digital camera and a computer equipped with image editing software and an internet connection
- Digital projector and screen for viewing and discussing works of art and design with students
- Art and design materials and resources necessary to meet the requirements for the portfolio each student chooses to submit Instructional materials that support the formulation of a creative problem and its comprehensive investigation, including, but not limited to, art and design books, periodicals, reproductions, digital images, and online and resources

Art history/Artist/Artwork Connections (suggested):

- Anti-Racist Art Teachers List of Artists and Artworks ([link](#))
- Artists 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
- Artists that show Color:
 - Jacob Lawrence, Pablo Picasso, Wassily Kandinsky, Marc Chagall, Georgia O'Keefe, Kay Kurt, Mary Cassatt, Sandy Skoglund
- Artists that show Shape:
 - Grace Hartigan, Salvador Dali, Niki de Saint Phalle, Henri Matisse, Okun Akpan Abuje, Edward Steichen, Piet Mondrian, Sonia Delauney, Paul Klee
- Artists that show Value:
 - Rufino Tamayo, Albrecht Durer
- Artists that show Texture:
 - Meret Oppenheim, Claude Monet, Marcia Gygli King, Vincent van Gogh, Pieter Claesz, Chuck Close
- Artworks that show Emphasis:
 - Grant Wood, Jonathan Borofsky, Francisco Goya, Jean-Honore Fragonard, Leonardo da Vinci, Richard Anuszkiewicz, Albert Bierstadt, Georges de La Tour, Andrew Wyeth, Gertrude Kasebier

Resources (websites, books, videos):

- *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
- *Art History*, Marilyn Stokstad
- Khan Academy, Smart History
- 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)
- Substitute a hands-on activity or use of different media in projects for a written activity
- Prepare and distribute advance notes
- 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 to aid in understanding
- Model tasks by giving one or two examples before releasing students to work independently
- 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
- Allow for alternate seating for proximity to peer helper or teacher as necessary
- 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 Practices (June 2020)

- CRP2: Apply appropriate academic and technical skills.
- 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.

Unit 2

Course Skill 2: Making Through Practice, Experimentation, and Revision

Summary and Rationale

In this unit students will Identify, in writing, questions or inquiry that guided a sustained investigation through art and design. Describe, in writing, how a sustained investigation through art and design shows evidence of practice, experimentation, and revision guided by questions or inquiry. Identify in writing, materials, processes, and ideas used to make works of art and design. Describe how works of art and design demonstrate synthesis of materials, processes, and ideas. Describe how works of art and design demonstrate 2-D, 3-D, or drawing skills. Present works of art and design for viewer interpretation.

Recommended Pacing

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:
Advanced

- 1.5.12adv.Cr1a - Visualize and generate art and design that can affect social change.
- 1.5.12adv.Cr1b - Choose from a range of materials and methods of traditional and contemporary artistic practices, following or breaking established conventions, to plan the making of multiple works of art and design based on a theme, idea, or concept.

1.5.12.Cr.2

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

	Grade 12: Advanced	<ul style="list-style-type: none"> • 1.5.12adv.Cr2a - Experiment, plan, and make multiple works of art and design that explore a personally meaningful theme, idea, or concept. • 1.5.12adv.Cr2b - Demonstrate understanding of the importance of balancing freedom and responsibility in the use of images, materials, tools, and equipment in the creation and circulation of creative work. • 1.5.12adv.Cr2c - Demonstrate in works of art or design how visual and material culture defines, shapes, enhances, inhibits, and/or empowers people's lives.
1.5.12.Cr.3	1.5.12.Cr: Creating - Anchor Standard 3: Refining and completing artistic ideas and work.	
	Grade 12: Advanced	<ul style="list-style-type: none"> • 1.5.12adv.Cr3a - Reflect on, re-engage, revise, and refine works of art or design considering relevant traditional and contemporary criteria as well as personal artistic vision.
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: Advanced	<ul style="list-style-type: none"> • 1.5.12adv.Pr4a - Critique, justify and present choices in the process of analyzing, selecting, curating, and presenting artwork for a specific exhibit or event.
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: Advanced	<ul style="list-style-type: none"> • 1.5.12adv.Pr5a - Investigate, compare, and contrast methods for preserving and protecting art.
1.5.12.Pr.6	1.5.12.Pr: Presenting - Anchor Standard 6: Convey meaning through art.	
	Grade 12: Advanced	<ul style="list-style-type: none"> • 1.5.12adv.Pr6a - Curate a collection of objects, artifacts, or artwork to impact the viewer's understanding of social, cultural and/or political experiences.
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: Advanced	<ul style="list-style-type: none"> • 1.5.12adv.Re7a - Analyze how responses to art develop over time based on knowledge of and experience with art and life. • 1.5.12adv.Re7b - Determine the commonalities within a group of artists or visual arts attributed to a particular type of art, timeframe, or culture.
1.5.12.Re.8	1.5.12.Re: Responding - Anchor Standard 8: Interpreting intent and meaning.	
	Grade 12: Advanced	<ul style="list-style-type: none"> • 1.5.12adv.Re8a - Analyze differing interpretations of an artwork or collection of works in order to select and defend a plausible critical analysis.
1.5.12.Re.9	1.5.12.Re: Responding - Anchor Standard 9: Applying criteria to evaluate artistic work.	

	Grade 12: Advanced	<ul style="list-style-type: none"> 1.5.12adv.Re9a - Construct evaluations of a work of art or collection of works based on differing sets of criteria.
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: Advanced	<ul style="list-style-type: none"> 1.5.12adv.Cn10a - Synthesize knowledge of social, cultural, historical, and personal life with art-making approaches to create meaningful works of art or design.
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: Advanced	<ul style="list-style-type: none"> 1.5.12adv.Cn11a - Assess the impact of an artist or a group of artists on the beliefs, values, and behaviors of a society. b. Assess the impact of an artist or group of artists on global issues, including climate change.
Social Emotional Learning Competencies (link)		
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 	
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 	
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 	
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 	
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)

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

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?

Anchor Standard 2: Organizing and developing ideas. (Creating)

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.

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)

<p>Artists and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time.</p>	<p>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>
<p>Anchor Standard: 4. Selecting, analyzing and interpreting work. (Present/Produce)</p>	
<p>Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting, and curating objects, artifacts, and artworks for preservation and presentation.</p>	<p>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>
<p>Anchor Standard: 5. Developing and refining techniques and models or steps needed to create products. (Present/Produce)</p>	
<p>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.</p>	<p>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?</p>
<p>Anchor Standard: 6. Conveying meaning through art. (Present/Produce)</p>	
<p>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.</p>	<p>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>
<p>Anchor Standard: 7. Perceiving and analyzing products. (Respond)</p>	
<p>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.</p>	<p>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>
<p>Anchor Standard: 8. Interpreting intent and meaning. (Respond)</p>	
<p>People gain insights into meanings of artworks by engaging in the process of art criticism.</p>	<p>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)	
People evaluate art based on various criteria.	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)	
Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.	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)	
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.	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 and Questioning • Teacher Observation of participation, sketches, planning, and research • Student Reflections (Sketchbook, accordion book/journal, written artist statements) • Final Projects (rubric) • Student Portfolios • Performance Evaluations • Pre and post assessments • Self-evaluations (rubric) • Exit Tickets • Thinking Routines (see-think-wonder, 3-2-1, etc) • Critiques 	
Objectives (SLO)	
Students will know:	Students will be able to:

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. Critique as an important aspect to reflection on the art making process, content, and finished project. Artists use sketchbooks to record ideas, practice techniques, study subjects, experiment, and respond to artwork. 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.

Focus on using inquiry throughout the Sustained Investigation section of the Art and Design portfolio. Narrow or widen the focus of your inquiry as needed. Practice, experimentation, and revision are at the heart of making art. Choose materials that support your ideas toward creating synthesis. Connect processes with materials and ideas toward creating synthesis. Document written and visual evidence of materials, processes, and ideas as they evolve. Discuss how practice, experimentation, and revision lead to synthesis of materials, processes, and ideas. Look at examples that demonstrate 2-D art and design skills. Look at examples that demonstrate 3-D art and design skills. Look at examples that demonstrate drawing skills. Compose works of art or design that demonstrate 2-D, 3-D, or drawing skills.

Suggested Resources/Technology Tools

Portfolio Resources:

- Digital camera and a computer equipped with image editing software and an internet connection.
- Digital projector and screen for viewing and discussing works of art and design with students
- Art and design materials and resources necessary to meet the requirements for the portfolio each student chooses to submit Instructional materials that support the formulation of a creative problem and its comprehensive investigation, including, but not limited to, art and design books, periodicals, reproductions, digital images, and online and resources

Art history/Artist/Artwork Connections (suggested):

- Leonardo da Vinci, Albrecht Durer, Michelangelo, Vincent van Gogh, Edgar Degas, Adrian Brandon, Adriana Villagra, Cheanick Nov, Ghada Amer

Resources (websites, books, videos):

- *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
- *Art History*, Marilyn Stokstad
- Khan Academy, Smart History
- 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](#))

Teacher Resources (websites, books, videos):

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

Technology Tools:

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

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)
- Substitute a hands-on activity or use of different media in projects for a written activity
- Prepare and distribute advance notes
- 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 to aid in understanding
- Model tasks by giving one or two examples before releasing students to work independently
- 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
- Allow for alternate seating for proximity to peer helper or teacher as necessary
- 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 Practices (June 2020)

- CRP1: Act as a responsible and
- CRP2: Apply appropriate academic and technical skills.
- 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.

Unit 3

Unit 3: Course Skill 3: Communication and Reflection

Summary and Rationale

In this unit students will formulate questions or areas of inquiry that guide a sustained investigation through art and design. Conduct a sustained investigation through art and design that demonstrates practice, experimentation, and revision guided by questions or inquiry. Make works of art and design that demonstrate synthesis of materials, processes, and ideas. Make works of art and design that demonstrate 2-D, 3-D, or drawing skills.

Recommended Pacing

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:
Advanced

- 1.5.12adv.Cr1a - Visualize and generate art and design that can affect social change.
- 1.5.12adv.Cr1b - Choose from a range of materials and methods of traditional and contemporary artistic practices, following or breaking established conventions, to plan the making of multiple works of art and design based on a theme, idea, or concept.

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

Grade 12:
Advanced

- 1.5.12adv.Cr2a - Experiment, plan, and make multiple works of art and design that explore a personally meaningful theme, idea, or concept.
- 1.5.12adv.Cr2b - Demonstrate understanding of the importance of balancing freedom and responsibility in the use of images, materials, tools, and equipment in the creation and circulation of creative work.
- 1.5.12adv.Cr2c - Demonstrate in works of art or design how visual and material culture defines, shapes, enhances, inhibits, and/or empowers people's lives.

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

Grade 12:
Advanced

- 1.5.12adv.Cr3a - Reflect on, re-engage, revise, and refine works of art or design considering relevant traditional and contemporary criteria as well as personal artistic vision.

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:
Advanced

- 1.5.12adv.Pr4a - Critique, justify and present choices in the process of analyzing, selecting, curating, and presenting artwork for a specific exhibit or event.

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:
Advanced

- 1.5.12adv.Pr5a - Investigate, compare, and contrast methods for preserving and protecting art.

1.5.12.Pr.6 1.5.12.Pr: Presenting - Anchor Standard 6: Convey meaning through art.

	Grade 12: Advanced	<ul style="list-style-type: none"> 1.5.12adv.Pr6a - Curate a collection of objects, artifacts, or artwork to impact the viewer's understanding of social, cultural and/or political experiences.
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.	
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1.5.12.Re.9	1.5.12.Re: Responding - Anchor Standard 9: Applying criteria to evaluate artistic work.	
	Grade 12: Advanced	<ul style="list-style-type: none"> 1.5.12adv.Re9a - Construct evaluations of a work of art or collection of works based on differing sets of criteria.
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: Advanced	<ul style="list-style-type: none"> 1.5.12adv.Cn10a - Synthesize knowledge of social, cultural, historical, and personal life with art-making approaches to create meaningful works of art or design.
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: Advanced	<ul style="list-style-type: none"> 1.5.12adv.Cn11a - Assess the impact of an artist or a group of artists on the beliefs, values, and behaviors of a society. b. Assess the impact of an artist or group of artists on global issues, including climate change.
Social Emotional Learning Competencies (link)		
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 	
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 	

Social-Awareness	<p>8. Recognize and identify the thoughts, feelings and perspectives of others</p> <p>9. Demonstrate an awareness of the differences among individuals, groups and others' cultural backgrounds</p> <p>10. Demonstrate an understanding of the need for mutual respect when viewpoints differ</p> <p>11. Demonstrate an awareness of the expectations for social interactions in a variety of settings</p>
Relationship Skills	<p>12. Establish and maintain healthy relationships</p> <p>13. Utilize positive communication and social skills to interact effectively with others</p> <p>14. Identify ways to resist inappropriate social pressure</p> <p>15. Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways</p> <p>16. Identify who, when, where, or how to seek help for oneself or others when needed</p>
Responsible Decision-Making	<p>17. Develop, implement and model effective problem solving and critical thinking skills</p> <p>18. Identify the consequences associated with one's actions in order to make constructive choices</p> <p>19. Evaluate personal, ethical, safety and civic impact of decisions</p>
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.
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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)	
<p>Creativity and innovative thinking are essential life skills that can be developed.</p> <p>Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art-making goals.</p> <p>One's feelings, thoughts, personal traits, strengths and challenges influence the creative process.</p> <p>Refinement of artistic work is an iterative process that takes time, discipline, self-confidence, and collaboration</p>	<p>What conditions, attitudes, and behaviors support creativity and innovative thinking?</p> <p>What factors prevent or encourage people to take creative risks?</p> <p>How does collaboration expand the creative process?</p> <p>How does knowing the contexts, histories, and traditions of art forms help us create works of art and design?</p> <p>Why do artists follow or break from established traditions?</p> <p>How do artists determine what resources and criteria are needed to formulate artistic investigations?</p> <p>How does the awareness of one's strengths, challenges, feelings, and thoughts influence the generation of creative ideas?</p> <p>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>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.</p>	<p>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>
<p>Anchor Standard: 3. Refining and completing products. (Creating)</p>	
<p>Artists and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time.</p>	<p>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>
<p>Anchor Standard: 4. Selecting, analyzing and interpreting work. (Present/Produce)</p>	
<p>Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting, and curating objects, artifacts, and artworks for preservation and presentation.</p>	<p>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>
<p>Anchor Standard: 5. Developing and refining techniques and models or steps needed to create products. (Present/Produce)</p>	
<p>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.</p>	<p>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?</p>
<p>Anchor Standard: 6. Conveying meaning through art. (Present/Produce)</p>	
<p>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.</p>	<p>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)	
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.	<p>How do life experiences influence the way you relate to art?</p> <p>How does learning about art impact how we perceive the world?</p> <p>What can we learn from our responses to art?</p> <p>What is visual art?</p> <p>Where and how do we encounter visual arts in our world?</p> <p>How do visual arts influence our views of the world?</p>
Anchor Standard: 8. Interpreting intent and meaning. (Respond)	
People gain insights into meanings of artworks by engaging in the process of art criticism.	<p>What is the value of engaging in the process of art criticism?</p> <p>How can the viewer "read" a work of art as text?</p> <p>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)	
People evaluate art based on various criteria.	<p>How does one determine criteria to evaluate a work of art?</p> <p>How and why might criteria vary?</p> <p>How is a personal preference different from an evaluation?</p>
Anchor Standard: 10. Synthesizing and relating knowledge and personal experiences to create products. (Connect)	
Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.	<p>How does engaging in creating art enrich people's lives?</p> <p>How does making art attune people to their surroundings?</p> <p>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>People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art.</p> <p>Artists synthesize knowledge (personal, societal, cultural, and historical) and life experiences to recognize and identify the thoughts, feelings, and perspectives of others.</p>	<p>How does art help us understand the lives of people of different times, places, and cultures?</p> <p>How is art used to impact the views of a society?</p> <p>How does art preserve aspects of life?</p>
Evidence of Learning (Assessments)	
<ul style="list-style-type: none"> • Classroom Observations and Questioning • Teacher Observation of participation, sketches, planning, and research • Student Reflections (Sketchbook, accordion book/journal, written artist statements) • Final Projects (rubric) • Student Portfolios • Performance Evaluations 	

- Pre and post assessments
- Self-evaluations (rubric)
- Exit Tickets
- Thinking Routines (see-think-wonder, 3-2-1, etc)
- Critiques

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.

Critique as an important aspect to reflection on the art making process, content, and finished project.

Artists use sketchbooks to record ideas, practice techniques, study subjects, experiment, and respond to artwork.

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 inquiry throughout the Sustained Investigation section inspired by the subsequent AP Art and Design portfolio class.
- Narrow or widen the focus of your inquiry as needed.
- Practice, experimentation, and revision are at the heart of making art.
- Choose materials that support your ideas toward creating synthesis.
- Connect processes with materials and ideas toward creating synthesis.
- Show written and visual evidence of materials, processes, and ideas as they evolve.
- Discuss how practice, experimentation, and revision lead to synthesis of materials, processes, and ideas.
- Demonstrate 2-D art and design skills.
- Demonstrate 3-D art and design skills.
- Demonstrate drawing skills.
- Compose works of art or design that demonstrate 2-D, 3-D, or drawing skills.

Suggested Resources/Technology Tools

Resources:

- Digital camera and a computer equipped with image editing software and an internet connection
 - Digital projector and screen for viewing and discussing works of art and design with students
 - Art and design materials and resources necessary to meet the requirements for the portfolio each student chooses to submit
- Instructional materials that support the formulation of a creative problem and its comprehensive investigation, including, but not limited to, art and design books, periodicals, reproductions, digital images, and online and resources

Art history/Artist/Artwork Connections (suggested):

- Anti-Racist Art Teachers List of Artists and Artworks ([link](#))
- Artists/Works
 - Kathe Kollwitz, Andy Warhol, Bridget Riley, Man Ray, Sergio de Camargo, Elizabeth Catlett, Claes Oldenburg, Barbara Hepworth, Willie Cole, etc

Resources (websites, books, videos):

- *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
- *Art History*, Marilyn Stokstad
- Khan Academy, Smart History
- 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)
- Substitute a hands-on activity or use of different media in projects for a written activity
- Prepare and distribute advance notes
- 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 to aid in understanding
- Model tasks by giving one or two examples before releasing students to work independently
- 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
- Allow for alternate seating for proximity to peer helper or teacher as necessary
- 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 Practices \(June 2020\)](#)

- CRP2: Apply appropriate academic and technical skills.
- 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.