



INTERIOR DESIGN STUDIO

9-12, Fine & Performing Arts

Developed By: Jessica Manley

Effective Date: Fall 2023

Scope and Sequence

- Unit 1: Interior Design As A Profession Creating spaces and housing and spaces to fit human and universal needs
- Unit 2: Interior Design and the Elements of Art
- Unit 3: Floor Plan Designs Principles of Art
- Unit 4: Interior design history and global context

Month	Unit	Activities/Assessments
September MP 1	Unit 1	<ul style="list-style-type: none"> • Interior Design As A Profession, Housing to fit Human and Universal Needs • Professional Presentation in Design • Client Designer relationships • Professionalism, Budgeting • Career Options • Personal style presentation
October MP1	Unit 1	<ul style="list-style-type: none"> • Interior Design As A Profession • Housing to fit Human and Universal Needs • Professional Presentation in Design, Client Designer relationships • Professionalism • Budgeting • Career Options • Personal style presentation
November MP 2	Unit 2	<ul style="list-style-type: none"> • Room Design: Color as an Element of Design, Value and Intensity of Color, Using Color to Design a Room, Space as an element of Design, Line as an Element of Design, Form/Shape as an element of Design, Texture as an element of Design.
December MP 2	Unit 2	<ul style="list-style-type: none"> • Room Design: Color as an Element of Design, Value and Intensity of Color, Using Color to Design a Room, Space as an element of Design, Line as an Element of Design, Form/Shape as an element of Design, Texture as an element of Design.
January MP 3	Unit 2	<ul style="list-style-type: none"> • Room Design: Color as an Element of Design, Value and Intensity of Color, Using Color to Design a Room, Space as an element of Design, Line as an Element of Design, Form/Shape as an element of Design, Texture as an element of Design.
February MP 3	Unit 3	<ul style="list-style-type: none"> • Introduction to Principles of Design <ul style="list-style-type: none"> ○ Proportion as a Principle of Design ○ Balance as a Principle of Design ○ Rhythm as a Principle of Design ○ Pattern as a Principal of design • Unity, Continuity and Emphasis as a principle of design Elements & Principles of Design Presentations <ul style="list-style-type: none"> ○ Floor Plan Designs

March MP 3	Unit 3	<ul style="list-style-type: none"> • Introduction to Principles of Design <ul style="list-style-type: none"> ◦ Proportion as a Principle of Design ◦ Scale as a Principle of Design ◦ Balance as a Principle of Design ◦ Rhythm as a Principle of Design ◦ Pattern as a Principal of design • Unity, Continuity and Emphasis as a principle of design Elements & Principles of Design Presentations <ul style="list-style-type: none"> ◦ Floor Plan Designs
April MP 4	Unit 3	<ul style="list-style-type: none"> • Introduction to Principles of Design <ul style="list-style-type: none"> ◦ Proportion as a Principle of Design ◦ Scale as a Principle of Design ◦ Balance as a Principle of Design ◦ Rhythm as a Principle of Design ◦ Pattern as a Principal of design • Unity, Continuity and Emphasis as a principle of design Elements & Principles of Design Presentations <ul style="list-style-type: none"> ◦ Floor Plan Designs
May MP 4	Unit 4	<ul style="list-style-type: none"> • Furniture Styles and Vocabulary, Furniture Construction, Interior design history, Floor Plans – To include Architectural Symbols, • Activity Zones and Traffic Patterns, Professional Presentation in Design, Housing Styles from Eighteenth Century to Today, Role of the Interior Designer (Client Projects)
June MP 4	Unit 4	<ul style="list-style-type: none"> • Furniture Styles and Vocabulary, Furniture Construction, Interior design history, Floor Plans – To include Architectural Symbols, • Activity Zones and Traffic Patterns, Professional Presentation in Design, Housing Styles from Eighteenth Century to Today, Role of the Interior Designer (Client Projects)

Unit 1		
Interior Design as a profession creating spaces and housing and spaces to fit human and universal needs		
Summary and Rationale		
Students will be introduced to Interior Design As A profession, job criteria, and expectations Students will begin by exploring their personal styles of design. Students will explore the idea of Housing design and how it is used to fit Human and Universal Needs, students will prepare Professional Presentations focusing on professional, client designer relationships, While learning best practices in professionalism, Budgeting, and Career Options.		
Recommended Pacing		
8-10 Weeks		
Standards		
NJSL: 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: Proficient	<ul style="list-style-type: none"> 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	<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.
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	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 thoughts2. Recognize the impact of one’s feelings and thoughts on one’s own behavior3. Recognize one’s personal traits, strengths and limitations4. 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 behaviors6. Recognize the skills needed to establish and achieve personal and educational goals7. 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 others9. Demonstrate an awareness of the differences among individuals, groups and others’ cultural backgrounds10. Demonstrate an understanding of the need for mutual respect when viewpoints differ11. 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 relationships13. Utilize positive communication and social skills to interact effectively with others14. Identify ways to resist inappropriate social pressure15. Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways16. 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 skills18. Identify the consequences associated with one’s actions in order to make constructive choices19. 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.CT.1	Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).
9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
Technology	
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. Select and use applications effectively and productively.
8.1.12.A.2	Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.
8.2.12.C.1	Explain how open source technologies follow the design process.
8.2.12.C.2	Analyze a product and how it has changed or might change over time to meet human needs and wants.
8.2.12.C.6	Research an existing product, reverse engineer and redesign it to improve form and function.
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>	<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?
Anchor Standard 2: Organizing and developing ideas. (Creating)	
<p>Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches.</p> <p>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>	<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)	
<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)	

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>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)	
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>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)	
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>What is an art museum?</p> <p>How does the presenting and sharing of objects, artifacts, and artworks influence and shape ideas, beliefs, and experiences?</p> <p>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.	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, 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"> • Interior Design As A Profession, • Housing to fit Human and Universal Needs, • Professional Presentation in Design, • Client Designer relationships, • Professionalism, • Budgeting, • Career Options 	Identify criteria and responsibilities of an interior designer. Explore the variety of career options within the interior design space. Create projects based on individual style choices. Understand the ways in which housing and space design fits universal and human needs. Demonstrate levels of professionalism and collaboration amongst peers. Create and adhere to a budget.
Suggested Resources/Technology Tools	

Resources (websites, books, videos):

- <https://www.asid.org/>
- <https://www.idlry.org/history-of-interior-design>
- <https://www.decoraid.com/blog/interior-design-history/>
- <https://www.architecturaldigest.com/>
- <https://interiordesign.net/>
- <https://www.elledecor.com/>

Technology Tools:

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

Art Materials:

- Sketchbooks
- Rulers. T Squares
- Colored pencils, pencils, markers, watercolor, pastels, etc.

Teacher Resources:

- BIPOC artists resource (link)
- Thinking Routines (link)

Field Trips:

- Metropolitan Museum of Art
- Brooklyn Museum

Tier 1 Modifications and Accommodations

Including special education students, Multilingual Language Learners (MLLs), students at risk of school failure, gifted and talented students, and students with 504 plans

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

MLL - 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 Practices (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.

Unit 2		
Interior Design and the Elements of Art		
Summary and Rationale		
Students will be introduced to a variety of design concepts and explore the elements of art in relationship to interior spaces. Students will experiment with color as an Element of Design, Value and Intensity of Color, Using Color to Design a Room, Space as an element of Design, Line as an Element of Design, Form/Shape as an element of Design, and Texture as an element of Design.		
Recommended Pacing		
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SEL.PK-12.2: Self-Management	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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SEL.PK-12.4: Relationship Skills	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	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.CT.1	Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).
9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
Technology	
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. Select and use applications effectively and productively.
8.1.12.A.2	Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.
8.2.12.C.1	Explain how open source technologies follow the design process.
8.2.12.C.2	Analyze a product and how it has changed or might change over time to meet human needs and wants.
8.2.12.C.6	Research an existing product, reverse engineer and redesign it to improve form and function.
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>	<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?
Anchor Standard 2: Organizing and developing ideas. (Creating)	
<p>Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches.</p> <p>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>	<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)	
<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)	

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>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)	
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>What is an art museum?</p> <p>How does the presenting and sharing of objects, artifacts, and artworks influence and shape ideas, beliefs, and experiences?</p> <p>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>
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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:
<p>How to design a Room using the elements of design:</p> <p>Color as an Element of Design</p> <p>Value, hue and, Intensity of Color</p> <p>How to use color to design a Room</p> <p>Space as an element of Design</p> <p>Line as an Element of Design</p> <p>Form/Shape as an element of Design</p> <p>Texture as an element of Design</p>	<p>Demonstrate an understanding of the elements of design</p> <p>Students will be able to use color theory (value, hue, and intensity of color to enhance their interior spaces.</p> <p>Students will demonstrate how proper positive and negative space can impact interior design.</p> <p>Students will experiment with organic and geometric lines and forms to create interest in an interior space.</p> <p>Students will demonstrate an understanding of using texture to enhance environments and provoke a mood or an aesthetic.</p>
Suggested Resources/Technology Tools	
<p>Resources (websites, books, videos):</p> <ul style="list-style-type: none"> https://www.asid.org/ https://www.idlmy.org/history-of-interior-design https://www.decoraid.com/blog/interior-design-history/ https://www.architecturaldigest.com/ https://interiordesign.net/ https://www.elledecor.com/ 	

Technology Tools:

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

Art Materials:

- Sketchbooks
- Rulers. T Squares
- Colored pencils, pencils, markers, watercolor, pastels, etc.

Teacher Resources:

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

Field Trips:

- Metropolitan Museum of Art
- Brooklyn Museum

Tier 1 Modifications and Accommodations

Including special education students, Multilingual Language Learners (MLLs), students at risk of school failure, gifted and talented students, and students with 504 plans

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

MLL - 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 Practices (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.

Unit 3		
Floor Plan Designs Principles of Art		
Summary and Rationale		
Students will be introduced to the Principles of Design. Including Proportion as a Principle of Design Scale as a Principle of Design, Balance as a Principle of Design, Rhythm as a Principle of Design, Pattern as a Principal of design Unity, Continuity and Emphasis as a principle of design Elements & Principles of Design Presentations, Students will participate in a variety Floor Plan Design projects while also using prior knowledge of the elements of art as taught in Unit 2.		
Recommended Pacing		
10-12 Weeks		
Standards		
NJSL: 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: Proficient	<ul style="list-style-type: none"> 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	<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	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	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	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	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	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
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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.

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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.CT.1	Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).
9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
Technology	
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. Select and use applications effectively and productively.
8.2.12.C.1	Explain how open source technologies follow the design process.
8.2.12.C.2	Analyze a product and how it has changed or might change over time to meet human needs and wants.
8.2.12.C.6	Research an existing product, reverse engineer and redesign it to improve form and function.
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>	<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?
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)	
<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)	

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.	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)	
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.	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)	
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.	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)	
People gain insights into meanings of artworks by engaging in the process of art criticism.	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)	
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.	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?

Artists synthesize knowledge (personal, societal, cultural, and historical) and life experiences to recognize and identify the thoughts, feelings, and perspectives of others.

Evidence of Learning (Assessments)

- 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 principals of design
- Proportion as a Principle of Design
- Scale as a Principle of Design,
- Balance as a Principle of Design,
- Rhythm as a Principle of Design,
- Pattern as a Principal of design
- Unity, Continuity and Emphasis as a principle of design
- How to design a floor plan

Students will be able to:

Demonstrate the principals of design to create more pleasing interior spaces.
 Demonstrate the understanding of proportion and scale when shopping for furniture for certain spaces.
 Create balanced environments based on the principal of design.
 Create continuity or a style based on the designers preferences.
 Use patterns and color theory to create interior spaces
 Create emphasis in environments using a variety of focal points as well as the elements of art learned in unit 2.
 Design coherent floor plans using accurate measurements and proper usage of rulers and T squares.

Suggested Resources/Technology Tools

Resources (websites, books, videos):

- <https://www.asid.org/>
- <https://www.idlmy.org/history-of-interior-design>
- <https://www.decoraid.com/blog/interior-design-history/>
- <https://www.architecturaldigest.com/>
- <https://interiordesign.net/>

- <https://www.elledecor.com/>

Technology Tools:

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

Art Materials:

- Sketchbooks
- Rulers. T Squares
- Colored pencils, pencils, markers, watercolor, pastels, etc.

Teacher Resources:

- BIPOC artists resource (link)
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Field Trips:

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Tier 1 Modifications and Accommodations

Including special education students, Multilingual Language Learners (MLLs), students at risk of school failure, gifted and talented students, and students with 504 plans

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Unit 4		
Interior Design history and global context		
Summary and Rationale		
<p>Students will be introduced to the larger context of interior design and how it shaped and continues to influence the way we live or lives. Students will explore historical and contemporary furniture styles, art movements, and vocabulary, Students will examine furniture construction, Floor Plans that include Architectural Symbols, Activity Zones and Traffic Patterns, students will create a Professional Presentation in Design, Housing Styles from Eighteenth Century to Today, Students will be given the role of a professional Interior Designer and create an entire project using prior knowledge from units 1-3 (Client Project).</p>		
Recommended Pacing		
8-10 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: Proficient	<ul style="list-style-type: none"> 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	<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.
	Grade 12: Accomplished	<ul style="list-style-type: none"> 1.5.12acc.Pr6a - Make, explain, and justify connections between artists or artwork and social, cultural, and political history.
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	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	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	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	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	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)	
9.2.12.CAP.5	Assess and modify a personal plan to support current interests and postsecondary plans.
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.CT.1	Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).
9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
Technology	
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. Select and use applications effectively and productively.
8.1.12.A.2	Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.

8.2.12.C.1	Explain how open source technologies follow the design process.
8.2.12.C.2	Analyze a product and how it has changed or might change over time to meet human needs and wants.
8.2.12.C.6	Research an existing product, reverse engineer and redesign it to improve form and function.
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>	<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?
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>	<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)	

Artists and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time.	<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)	
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>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)	
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>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)	
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>What is an art museum?</p> <p>How does the presenting and sharing of objects, artifacts, and artworks influence and shape ideas, beliefs, and experiences?</p> <p>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.	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, 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:
Furniture Styles and Vocabulary How Furniture is constructed Interior design history Floor Plans – that include Architectural Symbols, Activity Zones and Traffic Patterns Professional Presentation in Design Housing Styles from Eighteenth Century to Today Role of the Interior Designer (Client Project)	Students will be able to recognize furniture styles from different historical and contemporary art movements. Students will demonstrate an understanding of a variety of furniture construction methods. Create floor plans using architectural symbols Create interior spaces which have specific zones for a variety of activities. Create interiors with intentional and smart traffic patterns Purpose an interior design project to a client. Identity patterns and trends in interior design Demonstrate the roles and responsibilities of an interior designer.

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