



Print Production

12, Fine & Performing Arts

Developed By: Chris Heintze

Effective Date: Fall 2023

Scope and Sequence

- Unit 1: Development and Refinement of Personal Style
- Unit 2: Delivery and Creation of School Products
- Unit 3: Designing and Producing a Yearbook

Month	Unit	Activities/Assessments
September MP 1	Unit 1: Development and Refinement of Personal Style Unit 2: Delivery and Creation of School Products	<ul style="list-style-type: none"> ● Journal, Designer Introductions ● Color Theory ● Art History & Criticism ● Building connections, relationships, and class culture ● Project Examples: Building a Portfolio, Design Across Media, Outputting Premade Designs ● Technology/Gear Introductions: Advanced Photoshop, Illustrator, InDesign & Introduction to Printing Technologies
October MP1	Unit 1: Development and Refinement of Personal Style Unit 2: Delivery and Creation of School Products Unit 3: Designing and Producing a Yearbook	<ul style="list-style-type: none"> ● Journal, Designer Introductions ● Color Theory ● Art History & Criticism ● Building connections, relationships, and class culture ● Project Examples: Building a Portfolio, Design Across Media, Outputting Premade Designs ● Technology/Gear Introductions: Advanced Photoshop, Illustrator, InDesign & Introduction to Printing Technologies ● Creating Yearbook Lookbook and Ladder
November MP 2	Unit 1: Development and Refinement of Personal Style Unit 2: Delivery and Creation of School Products Unit 3: Designing and Producing a Yearbook	<ul style="list-style-type: none"> ● Journal, Designer Introductions ● Color Theory ● Art History & Criticism ● Building connections, relationships, and class culture ● Project Examples: Building a Portfolio, Design Across Media, Outputting Premade Designs ● Technology/Gear Introductions: Advanced Photoshop, Illustrator, InDesign & Introduction to Printing Technologies ● Creating Yearbook Cover and Assets
December MP 2	Unit 1: Development and Refinement of Personal Style Unit 2: Delivery and Creation of School Products Unit 3: Designing and Producing a Yearbook	<ul style="list-style-type: none"> ● Journal, Designer Introductions ● Color Theory ● Art History & Criticism ● Building connections, relationships, and class culture ● Project Examples: Building a Portfolio, Design Across Media, Outputting Premade Designs ● Technology/Gear Introductions: Advanced Photoshop, Illustrator, InDesign & Introduction to Printing Technologies ● Creating Yearbook Pages, Photos, and other Assets

January MP 3	Unit 1: Development and Refinement of Personal Style Unit 2: Delivery and Creation of School Products Unit 3: Designing and Producing a Yearbook	<ul style="list-style-type: none"> ● Journal, Designer Introductions ● Color Theory ● Art History & Criticism ● Building connections, relationships, and class culture ● Project Examples: Building a Portfolio, Design Across Media, Outputting Premade Designs ● Technology/Gear Introductions: Advanced Photoshop, Illustrator, InDesign & Introduction to Printing Technologies ● Creating Yearbook Pages, Photos, and other Assets
February MP 3	Unit 1: Development and Refinement of Personal Style Unit 2: Delivery and Creation of School Products Unit 3: Designing and Producing a Yearbook	<ul style="list-style-type: none"> ● Journal, Designer Introductions ● Color Theory ● Art History & Criticism ● Building connections, relationships, and class culture ● Project Examples: Building a Portfolio, Design Across Media, Outputting Premade Designs ● Technology/Gear Introductions: Advanced Photoshop, Illustrator, InDesign & Introduction to Printing Technologies ● Creating Yearbook Pages, Photos, and other Assets
March MP 3	Unit 1: Development and Refinement of Personal Style Unit 2: Delivery and Creation of School Products Unit 3: Designing and Producing a Yearbook	<ul style="list-style-type: none"> ● Journal, Designer Introductions ● Color Theory ● Art History & Criticism ● Building connections, relationships, and class culture ● Project Examples: Building a Portfolio, Design Across Media, Outputting Premade Designs ● Technology/Gear Introductions: Advanced Photoshop, Illustrator, InDesign & Introduction to Printing Technologies ● Creating Yearbook Pages, Photos, and other Assets
April MP 4	Unit 1: Development and Refinement of Personal Style Unit 2: Delivery and Creation of School Products Unit 3: Designing and Producing a Yearbook	<ul style="list-style-type: none"> ● Journal, Designer Introductions ● Color Theory ● Art History & Criticism ● Building connections, relationships, and class culture ● Project Examples: Building a Portfolio, Design Across Media, Outputting Premade Designs ● Technology/Gear Introductions: Advanced Photoshop, Illustrator, InDesign & Introduction to Printing Technologies ● Creating Yearbook Pages, Photos, and other Assets
May MP 4	Unit 1: Development and Refinement of Personal Style Unit 2: Delivery and Creation of School Products	<ul style="list-style-type: none"> ● Journal, Designer Introductions ● Color Theory ● Art History & Criticism ● Building connections, relationships, and class culture ● Project Examples: Building a Portfolio, Design Across Media, Outputting Premade Designs ● Technology/Gear Introductions: Advanced Photoshop, Illustrator, InDesign, Introduction to Printing Technologies
June MP 4	Unit 1: Development and Refinement of Personal Style Unit 2: Delivery and Creation of School Products	<ul style="list-style-type: none"> ● Journal, Designer Introductions ● Color Theory ● Art History & Criticism ● Building connections, relationships, and class culture ● Project Examples: Building a Portfolio, Design Across Media, Outputting Premade Designs ● Technology/Gear Introductions: Advanced Photoshop, Illustrator, InDesign, Introduction to Printing Technologies

Unit 1		
Development and Refinement of Personal Style		
Summary and Rationale		
<p>This unit allows for students to have equity in their learning opportunities. As an overarching unit students will create a body of work based on a specific theme or subject of their choosing. Students will learn new, advanced techniques & skills. Emphasis is placed on developing personal voice through their work, revisiting & revising concepts in multiple assignments, pushing the boundaries on themes, approaches, and choice, and developing cohesive designs and artwork.</p> <p>Students will research artists working within the area of their interest. Students will develop proposals, timelines, and images based on the prompted theme or subject, based on their research and personal vision for their work. At the conclusion of each month students will present their series and participate in a group critique.</p>		
Recommended Pacing		
Ongoing: Cumulative from September to June		
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: 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.
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.
SEL: Social Emotional Learning Competencies (link)		
SEL.PK-12.1: Self-Awareness	1. Recognize one’s feelings and thoughts 4. Recognize the importance of self-confidence in handling daily tasks and challenges	
SEL.PK-12.2: Self-Management	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	
SEL.PK-12.4: Relationship Skills	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	
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	
Interdisciplinary Connections		
English Language Arts (2016/CCSS)		
RI.11-12.7	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem	
CCSS.ELA-LITERACY.SL.11-12.1	Initiate and participate effectively in a range of collaborative discussions (one-on- one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively	
CCSS.ELA-LITERACY.SL.11-12.5	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.11-12.6	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	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.NT.1	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			
<table border="1"> <tr> <td>Enduring Understandings:</td><td>Essential Questions:</td></tr> </table>		Enduring Understandings:	Essential Questions:
Enduring Understandings:	Essential Questions:		
Anchor Standard: 1. Generating and conceptualizing ideas. (Creating)			
<ul style="list-style-type: none"> • Creativity and innovative thinking are essential life skills that can be developed. • Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art-making goals. 	<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? 		
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? 		

	<ul style="list-style-type: none"> • What responsibilities come with the freedom to create? How do objects, places, and design shape lives and communities? • How do artists and designers determine goals for designing or redesigning objects, places, or systems? • How do artists and designers create works of art or design that effectively communicate?
Anchor Standard: 3. Refining and completing products. (Creating)	
<ul style="list-style-type: none"> • Artists and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time. 	<ul style="list-style-type: none"> • What role does persistence play in revising, refining, and developing work? • How do artists grow and become accomplished in art forms? • How does collaboratively reflecting on a work help us experience it more completely?
Anchor Standard: 4. Selecting, analyzing and interpreting work. (Present/Produce)	
<ul style="list-style-type: none"> • Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting, and curating objects, artifacts, and artworks for preservation and presentation. 	<ul style="list-style-type: none"> • How are artworks cared for and by whom? What criteria, methods, and processes are used to select work for preservation or presentation? Why do people value objects, artifacts, and artworks, and select them for presentation?
Anchor Standard: 5. Developing and refining techniques and models or steps needed to create products. (Present/Produce)	
<ul style="list-style-type: none"> • Artists, curators and others consider a variety of factors and methods including evolving technologies when preparing and refining artwork for display and or when deciding if and how to preserve and protect it. 	<ul style="list-style-type: none"> • What methods and processes are considered when preparing artwork for presentation or preservation? How does refining artwork affect its meaning to the viewer? What criteria are considered when selecting work for presentation, a portfolio, or a collection?
Anchor Standard: 6. Conveying meaning through art. (Present/Produce)	
<ul style="list-style-type: none"> • Objects, artifacts, and artworks collected, preserved, or presented either by artists, museums, or other venues communicate meaning and a record of social, cultural, and political experiences resulting in the cultivating of appreciation and understanding. 	<ul style="list-style-type: none"> • What is an art museum? How does the presenting and sharing of objects, artifacts, and artworks influence and shape ideas, beliefs, and experiences? How do objects, artifacts, and artworks collected, preserved, or presented, cultivate appreciation and understanding?
Anchor Standard: 7. Perceiving and analyzing products. (Respond)	
<ul style="list-style-type: none"> • Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments. Visual arts influences understanding of and responses to the world. 	<ul style="list-style-type: none"> • How do life experiences influence the way you relate to art? How does learning about art impact how we perceive the world? What can we learn from our responses to art? What is visual art? Where and how do we encounter visual arts in our world? How do visual arts influence our views of the world?
Anchor Standard: 8. Interpreting intent and meaning. (Respond)	
<ul style="list-style-type: none"> • People gain insights into meanings of artworks by engaging in the process of art criticism. 	<ul style="list-style-type: none"> • What is the value of engaging in the process of art criticism? How can the viewer "read" a work of art as

	text? How does knowing and using visual art vocabulary help us understand and interpret works of art?
Anchor Standard: 9. Applying criteria to evaluate products. (Respond)	
<ul style="list-style-type: none"> • People evaluate art based on various criteria. 	<ul style="list-style-type: none"> • How does one determine criteria to evaluate a work of art? How and why might criteria vary? How is a personal preference different from an evaluation?
Anchor Standard: 10. Synthesizing and relating knowledge and personal experiences to create products. (Connect)	
<ul style="list-style-type: none"> • Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences. 	<ul style="list-style-type: none"> • How does engaging in creating art enrich people's lives? How does making art attune people to their surroundings? How do people contribute to awareness and understanding of their lives and the lives of their communities through artmaking?
Anchor Standard: 11. Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding. (Connect)	
<ul style="list-style-type: none"> • People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art. 	<ul style="list-style-type: none"> • How does art help us understand the lives of people of different times, places, and cultures? How is art used to impact the views of a society? How does art preserve aspects of life?
Evidence of Learning (Assessments)	
<ul style="list-style-type: none"> • Classroom Observations 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) • Critiques 	
Objectives (SLO)	
Students will know:	Students will be able to:
<p>Critique as an important aspect to reflection on the art making process, content, and finished project.</p> <p>With a growth mindset, failure is an important part of success.</p> <p>Innovative ideas or innovation can lead to career opportunities.</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>Use multiple approaches to begin creative endeavors.</p> <p>Demonstrate an understanding of the elements and principles of art as it applies to design and the creative process.</p> <p>Create works of art which demonstrate a variety of compositional techniques.</p> <p>Evaluate, analyze, and interpret works of art from a variety of time periods and cultures, using their own thoughts and feelings.</p>

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.

Respond to artworks by peers and by artists across time/culture to develop communication and understanding.

Examine artwork by a variety of artists from diverse racial and cultural backgrounds.

Understand the importance of self-reflection and how it helps us improve our observation, understanding, and communication with others in our community.

Explore unconventional techniques to create their artworks, beyond just a digital design.

Suggested Resources/Technology Tools

Art history/Artist/Artwork Connections (suggested):

- Saul Bass, Michael Bierut, Helmut Krone, Barbara Kruger, Paula Scher

Resources (websites, books, videos):

- Adobe Portfolio Resources: <https://portfolio.adobe.com/resources>

Technology Tools:

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

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

Unit 2
Delivery and Creation of School Products
Summary and Rationale
<p>This unit will allow students to have hands-on experience in both creating materials and delivering finished products for the school community. Students will work with teachers and staff to output readymade materials such as flyers, posters, and pamphlets as well as create those materials themselves. Students will manage the orders through the process of design, production, and delivery.</p> <p>Students will be introduced to a variety of printing techniques, processes, and materials in this unit. Students will become familiar with laser and inkjet printing as well as the proper time to use each process. Through both material exploration and peer and teacher feedback, students will choose which method and material is best suited for each production job.</p>
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	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.
SEL: Social Emotional Learning Competencies (link)		
SEL.PK-12.1: Self-Awareness		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		6. Recognize the skills needed to establish and achieve personal and educational goals
SEL.PK-12.3: Social-Awareness		8. Recognize and identify the thoughts, feelings and perspectives of others 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 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.11-12.7	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
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.11-12.5	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.11-12.6	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.3	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	Nature of Technology: Explain how different groups can contribute to the overall design of a product.
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>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>
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>	<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? What criteria, methods, and processes are used to select work for preservation or presentation? Why do people value objects, artifacts, and artworks, and select them for presentation?</p>
Anchor Standard 5: Developing and refining techniques and models or steps needed to create products. (Present/Produce)	
<p>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?</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.	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?
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 	

<ul style="list-style-type: none"> • Performance Evaluations • Pre and post assessments • Self-evaluations (rubric) • Critiques 	
Objectives (SLO)	
Students will know:	Students will be able to:
<p>Critique as an important aspect to reflection on the art making process, content, and finished project.</p> <p>With a growth mindset, failure is an important part of success.</p> <p>Innovative ideas or innovation can lead to career opportunities.</p> <p>Refinement of artistic work is an iterative process that takes time, discipline, self-confidence, and collaboration.</p> <p>Digital printing operations and procedures.</p> <p>Why there are so many different types of paper and when it is best to use each one.</p> <p>How to calculate print costs based on different request specifications.</p>	<p>Use multiple approaches to begin creative endeavors.</p> <p>Demonstrate an understanding of the elements and principles of art as it applies to design and the creative process.</p> <p>Understand the importance of self-reflection and how it helps us improve our observation, understanding, and communication with others in our community.</p> <p>Operate and maintain both inkjet and laser printers.</p> <p>Finish printed products including stapling, trimming, folding, framing, mating, and installation.</p> <p>Communicate with print clients to ensure proper production and delivery of finished materials.</p> <p>Create invoices of finished products and materials for delivery of the products.</p>
Suggested Resources/Technology Tools	
<p>Art history/Artist/Artwork Connections (suggested):</p> <ul style="list-style-type: none"> • Johannes Guttenberg, Wolfgang Tillmans <p>Resources (websites, books, videos):</p> <ul style="list-style-type: none"> • Adobe Portfolio Resources: https://portfolio.adobe.com/resources <p>Technology Tools:</p> <ul style="list-style-type: none"> • Chromebooks • LCD Projector • Macbooks • Adobe Creative Suite • Digital SLR cameras • Tablets • Websites 	
Modifications	
<p>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:</p> <ul style="list-style-type: none"> • 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

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

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

Unit 3
Designing and Producing a Yearbook
Summary and Rationale
In this unit students will design, publish and sell the high school yearbook. Students will learn the process of creating a publication from page design, digital photography coverage, news reporting and online publishing. Students will work with the yearbook's online program, Adobe design programs, and digital cameras.
Recommended Pacing

Ongoing: From October to April		
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	<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.
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.
SEL: Social Emotional Learning Competencies (link)		
SEL.PK-12.1: Self-Awareness		1. Recognize one's feelings and thoughts 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		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 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.11-12.7	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem
W.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CCSS.ELA-LITERACY.SL.11-12.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
CCSS.ELA-LITERACY.SL.11-12.5	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.
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.).
9.3.MK.9	Communicate information about products, services, images and/or ideas to achieve a desired outcome.
9.3.MK.10	Use marketing strategies and processes to determine and meet client needs and wants.
Computer Science and Design Thinking (2020)	

8.2.12.ITH.1	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.NT.1	Nature of Technology: Explain how different groups can contribute to the overall design of a product.
8.2.12.NT.2	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>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>
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)	

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? What criteria, methods, and processes are used to select work for preservation or presentation? Why do people value objects, artifacts, and artworks, and select them for presentation?</p>
Anchor Standard: 5. Developing and refining techniques and models or steps needed to create products. (Present/Produce)	
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? How does refining artwork affect its meaning to the viewer? What criteria are considered when selecting work for presentation, a portfolio, or a collection?</p>
Anchor Standard: 6. Conveying meaning through art. (Present/Produce)	
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? 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? How does learning about art impact how we perceive the world? What can we learn from our responses to art? What is visual art? Where and how do we encounter visual arts in our world? How do visual arts influence our views of the world?</p>
Anchor Standard: 8. Interpreting intent and meaning. (Respond)	
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? 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.	<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>
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?
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 • Critiques 	
Objectives (SLO)	
Students will know:	Students will be able to:
<p>Critique as an important aspect to reflection on the art making process, content, and finished project.</p> <p>With a growth mindset, failure is an important part of success.</p> <p>Innovative ideas or innovation can lead to career opportunities.</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>The perception, analysis, and interpretation of artistic works uniquely influence one's thoughts and feelings.</p> <p>Understanding an artist's intent helps the viewer relate their own thoughts and feelings to artistic works.</p> <p>The needs and demands of organizing and creating a yearbook.</p>	<p>Use multiple approaches to begin creative endeavors.</p> <p>Demonstrate an understanding of the elements and principles of art as it applies to design and the creative process.</p> <p>Create works of art which demonstrate a variety of compositional techniques.</p> <p>Evaluate, analyze, and interpret works of art from a variety of time periods and cultures, using their own thoughts and feelings.</p> <p>Respond to artworks by peers and by artists across time/culture to develop communication and understanding.</p> <p>Examine artwork by a variety of artists from diverse racial and cultural backgrounds.</p> <p>Understand the importance of self-reflection and how it helps us improve our observation, understanding, and communication with others in our community.</p> <p>Compile a style guide for the yearbook, including typeface, color palette, and design elements, to follow the theme of the book.</p>

Suggested Resources/Technology Tools

Art history/Artist/Artwork Connections (suggested):

- David Carson, Muriel Cooper, Armin Hofmann, Susan, Kare,

Resources (websites, books, videos):

- Adobe Portfolio Resources: <https://portfolio.adobe.com/resources>
- Previous yearbooks and lookbooks

Technology Tools:

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

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