STUDIO ART

9-12, Fine & Performing Arts

Developed By: Mrs. Angela Melchionne
Reviewed By: Mr. Vincent Vicchiariello
Adopted: Fall 2023; **Reviewed & Readopted:** Fall 2026
Scope and Sequence

- Unit 1: 2D Design: Elements and Principles of Art
- Unit 2: 2D Design: Drawing
- Unit 3: 2D Design: Painting
- Unit 4: 3D Design: Ceramics & Sculpture
- Unit 5: Media Exploration & Portfolio Development

Month	Unit	Activities/Assessments
September MP 1 (3-4 weeks)	Unit 1: 2D Design: Elements & Principles of Art	• Sketchbook, Journal, Accordion Book Development • Color Theory • Line, Value, Shape/Form, Color, Texture, Space • Focal Point/Emphasis, Pattern, Balance, Movement/Rhythm, Unity, Contrast • Art History & Criticism • Building connections, relationships, and class culture
October MP1 (4 weeks)	Unit 2: 2D Design: Drawing	• Sketchbook, Journal, Accordion Book Development (drawing from observation) • Color Theory • Line, Value, Shape/Form, Color, Texture, Space • Focal Point/Emphasis, Pattern, Balance, Movement/Rhythm, Unity, Contrast • Art History & Criticism • Observational Drawing (still life, portraiture) • Drawings in a variety of media (graphite, charcoal, pen, colored pencil, etc)
November MP 2 (3 weeks)	Unit 2: 2D Design: Drawing	• Sketchbook, Journal, Accordion Book Development (drawing from observation) • Color Theory • Line, Value, Shape/Form, Color, Texture, Space • Focal Point/Emphasis, Pattern, Balance, Movement/Rhythm, Unity, Contrast • Art History & Criticism • Observational Drawing • Introduction to Painting; Watercolor Painting
December MP 2 (3 weeks)	Unit 3: 2D Design: Painting	• Sketchbook, Journal, Accordion Book Development (drawing from observation) • Color Theory • Line, Value, Shape/Form, Color, Texture, Space • Focal Point/Emphasis, Pattern, Balance, Movement/Rhythm, Unity, Contrast • Art History & Criticism • Acrylic Painting
January	Unit 4: 3D Design: Ceramics &	• Sketchbook, Journal, Accordion Book Development (drawing from observation)

MP 3 (4 weeks)	Sculpture	• Line, Value, Shape/Form, Color, Texture, Space • Focal Point/Emphasis, Pattern, Balance, Movement/Rhythm, Unity, Contrast • Art History & Criticism • Ceramics (hand-building: pinch, slab, coil) • Glazing Ceramics (underglaze, glaze, surface decoration) • Sculpture (examples: found object, assemblage, reductive, paper/cardboard, plaster)
February MP 3 (3 weeks)	Unit 4: 3D Design: Ceramics & Sculpture	• Sketchbook, Journal, Accordion Book Development (drawing from observation) • Line, Value, Shape/Form, Color, Texture, Space • Focal Point/Emphasis, Pattern, Balance, Movement/Rhythm, Unity, Contrast • Art History & Criticism • Ceramics (hand-building: pinch, slab, coil) • Glazing Ceramics (underglaze, glaze, surface decoration) • Sculpture (examples: found object, assemblage, reductive, paper/cardboard, plaster)
March MP 3 (4 weeks)	Unit 4: 3D Design: Ceramics & Sculpture	• Sketchbook, Journal, Accordion Book Development (drawing from observation) • Line, Value, Shape/Form, Color, Texture, Space • Focal Point/Emphasis, Pattern, Balance, Movement/Rhythm, Unity, Contrast • Art History & Criticism • Ceramics (hand-building: pinch, slab, coil) • Glazing Ceramics (underglaze, glaze, surface decoration) • Sculpture (examples: found object, assemblage, reductive, paper/cardboard, plaster)
April MP 4 (3 weeks)	Unit 5: Media Exploration & Portfolio Development	• Sketchbook, Journal, Accordion Book Development (drawing from observation; media exploration) • Line, Value, Shape/Form, Color, Texture, Space • Focal Point/Emphasis, Pattern, Balance, Movement/Rhythm, Unity, Contrast • Art History & Criticism • Observational Drawing and Painting • Printmaking (linocut, collograph) • Cyanotypes • Self-Portrait • Linear Perspective
May MP 4 (4 weeks)	Unit 5: Media Exploration & Portfolio Development	• Sketchbook, Journal, Accordion Book Development (drawing from observation; media exploration) • Composition • Line, Value, Shape/Form, Color, Texture, Space • Focal Point/Emphasis, Pattern, Balance, Movement/Rhythm, Unity, Contrast • Art History & Criticism • Observational Drawing and Painting • Printmaking (linocut, collograph) • Art Show Preparation
June MP 4 (1-2 weeks)	Unit 5: Media Exploration & Portfolio Development	• Sketchbook, Journal, Accordion Book Development (drawing from observation; media exploration) • Composition • Line, Value, Shape/Form, Color, Texture, Space • Focal Point/Emphasis, Pattern, Balance, Movement/Rhythm, Unity, Contrast • Art History & Criticism • Observational Drawing and Painting • Printmaking (linocut, collograph) • Capstone/Final Project • Final Portfolio Assessment

Unit 1

2D Design: Elements and Principles of Art

Summary and Rationale

Studio Art is designed for students who want the opportunity to further develop their artistic skills through the use of advanced concepts and processes. This course builds upon the Studio Art & Design foundation of art study through the elements and principles of design, drawing, painting, printmaking, and sculpture.

This course requires students to explore, apply, and demonstrate various art processes and procedures through a wide range of art mediums and experiences. Students will investigate new mediums and techniques while focusing on compositional elements of design. Studio Art students will further experiment and create with specific mediums as well as subject matter to create a more in-depth development of personal style throughout the course.

Students will develop skills through the application of course content by way of hands-on demonstrations, college presentations, classroom discussions and critiques, art making experiences, and both individual and group projects. Successful completion of this course will be measured through art production and growth, written and verbal critiques, sketchbook development, class participation, and a final portfolio submission.

Interdisciplinary connections and careers will be explored. Students will build and develop fine motor skills. Areas of concentration include inquiry and eye training technique, comprehensive understanding of personal and cultural metaphors, symbolism and allegory, abstract thinking, art production, art history, art criticism, aesthetics, presentation, exhibition, and critiques.

By exploring a variety of compositional devices, media, and techniques, students will expand their knowledge of art-making, as well as art history and art criticism.

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

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

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

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

Recommended Pacing

2-4 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: Accomplished	• 1.5.12acc.Cr1a - Individually or collaboratively formulate new creative problems based on student's existing artwork. • 1.5.12acc.Cr1b - Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design.
1.5.12.Cr.2	1.5.12.Cr: Creating - Anchor Standard 2: Organizing and developing ideas.	
	Grade 12: Accomplished	• 1.5.12acc.Cr2a - Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen art form. • 1.5.12acc.Cr2b - Demonstrate awareness of ethical implications of making and distributing creative work. • 1.5.12acc.Cr2c - Redesign an object, system, place, or design in response to contemporary issues.
1.5.12.Cr.3	1.5.12.Cr: Creating - Anchor Standard 3: Refining and completing artistic ideas and work.	
	Grade 12: Accomplished	• 1.5.12acc.Cr3a - Engage in constructive critique with peers, then reflect on, re-engage, revise, and refine works of art and design in response to 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: Accomplished	• 1.5.12acc.Pr4a - Analyze, select, and critique personal artwork for a collection or portfolio presentation.
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: Accomplished	• 1.5.12acc.Pr5a - Evaluate, select, and apply methods or processes appropriate to display artwork in a specific place.
1.5.12.Pr.6	1.5.12.Pr: Presenting - Anchor Standard 6: Convey meaning through art.	
	Grade 12: Accomplished	• 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:	• 1.5.12acc.Re7a - Recognize and describe personal aesthetic and empathetic

	Accomplished	responses to the natural world and constructed environments. • 1.5.12acc.Re7b - Evaluate the effectiveness of visual artworks to influence ideas, feelings, and behaviors of specific audiences.
1.5.12.Re.8	1.5.12.Re: Responding - Anchor Standard 8: Interpreting intent and meaning.	
	Grade 12: Accomplished	• 1.5.12acc.Re8a - Identify types of contextual information useful in the process of constructing interpretations of an artwork or collection of works.
1.5.12.Re.9	1.5.12.Re: Responding - Anchor Standard 9: Applying criteria to evaluate artistic work.	
	Grade 12: Accomplished	• 1.5.12acc.Re9a - Determine the relevance of criteria used by others 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: Accomplished	• 1.5.12acc.Cn10a - Utilize inquiry methods of observation, research, and experimentation to explore other subjects through artmaking.
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: Accomplished	• 1.5.12acc.Cn11a - Compare uses of art in a variety of societal, cultural, and historical contexts and make connections to uses of art in contemporary and local contexts. • 1.5.12acc.Cn11b - Compare uses of art in a variety of societal, cultural, and historical contexts and make connections to global issues, including climate change.

Social Emotional Learning Competencies (link)	
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
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
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
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
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.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.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.
8.2.12.NT.2	Nature of Technology: Redesign an existing product to improve form or function.
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.

Instructional Focus

Enduring Understandings:	**Essential Questions:**
Anchor Standard: 1. Generating and conceptualizing ideas. (Creating)	
• Creativity and innovative thinking are essential life skills that can be developed. • Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art-making goals. • One's feelings, thoughts, personal traits, strengths and challenges influence the creative process. • Refinement of artistic work is an iterative process that takes time, discipline, self-confidence, and collaboration	• What conditions, attitudes, and behaviors support creativity and innovative thinking? • What factors prevent or encourage people to take creative risks? • How does collaboration expand the creative process? • How does knowing the contexts, histories, and traditions of art forms help us create works of art and design? • Why do artists follow or break from established traditions? • How do artists determine what resources and criteria are needed to formulate artistic investigations? • How does the awareness of one's strengths, challenges, feelings, and thoughts influence the generation of creative ideas? • How does self-confidence in handling daily tasks and challenges inform the process of refining and completing a work of art?
Anchor Standard 2: Organizing and developing ideas. (Creating)	
• Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches. • Artists and designers balance experimentation and safety, freedom and responsibility while developing and creating artworks. • People create and interact with objects, places, and design that define, shape, enhance, and empower their lives.	• How do artists work? • How do artists and designers determine whether a particular direction in their work is effective? • How do artists and designers learn from trial and error? • How do artists and designers care for and maintain materials, tools, and equipment? • Why is it important for safety and health to understand and follow correct procedures in handling materials, tools, and equipment? • What responsibilities come with the freedom to create? How do objects, places, and design shape lives and communities? • How do artists and designers determine goals for designing or redesigning objects, places, or systems? • How do artists and designers create works of art or design that effectively communicate?
Anchor Standard: 3. Refining and completing products. (Creating)	

• Artists and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time.	• 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)	
• Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting, and curating objects, artifacts, and artworks for preservation and presentation.	• 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)	
• 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. • 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)	
• 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:
• The elements and principles of art and design, as they are applied to the specific media or subject being studied. • The elements of line, value, form, size, shape, and color; as they refer to composition. • The principles of balance, focal point, harmony, rhythm, contrast, and movement; as they refer to composition. • Critique as an important aspect to reflection on the art making process, content, and finished project. • Artists use sketchbooks to record ideas, practice techniques, study subjects, experiment, and respond to artwork.	• Use multiple approaches to begin creative endeavors. • Demonstrate an understanding of the elements and principles of art as it applies to design and the creative process. • Create works of art which demonstrate a variety of compositional techniques. • Evaluate, analyze, and interpret works of art from a variety of time periods and cultures, using their own thoughts and feelings. • Identify and explain the success of the elements and principles of art and design within a composition.

• With a growth mindset, failure is an important part of success. • Innovative ideas or innovation can lead to career opportunities. • One's feelings, thoughts, personal traits, strengths and challenges influence the creative process. • Refinement of artistic work is an iterative process that takes time, discipline, self-confidence, and collaboration. • The perception, analysis, and interpretation of artistic works uniquely influence one's thoughts and feelings. • Understanding an artist's intent helps the viewer relate their own thoughts and feelings to artistic works.	• Define how the elements of art are used to create the principles of design. • Define how the principles combine to create an aesthetic placement of ideas that will produce a dynamic design. • Recognize, select, use, and care for the appropriate tools and techniques for production. • Apply and control the medium of choice for production. • Identify aesthetics through the exploration and evaluation of art in its historical context. • Examine the various ways in which people communicate through art. • Engage in critique of a piece of artwork using written and verbal communication. • Justify the decisions made during the artwork creation process and after artwork finalization. • Respond to artworks by peers and by artists across time/culture to develop communication and understanding. • Examine artwork by a variety of artists from diverse racial and cultural backgrounds. • Understand the importance of self-reflection and how it helps us improve our observation, understanding, and communication with others in our community. • Engage in meaningful identity processes by using art to convey their personal identity.

Suggested Resources/Technology Tools

Art history/Artist/Artwork Connections (suggested):

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

Resources (websites, books, videos):

- *Drawing on the Right Side of the Brain*, by Betty Edwards

- *Exploring Visual Design: The Elements & Principles*, by Gatto, Porter, Selleck
- *Experimental Drawing*, by Robert Kaupelis
- *Art History*, Marilyn Stokstad
- Khan Academy, Smart History
- Stokstad's Art History
- *Drawing on the Right Side of the Brain*, by Betty Edwards
- *Exploring Visual Design: The Elements & Principles*, by Gatto, Porter, Selleck
- *Experimental Drawing*, by Robert Kaupelis
- *You are an Artist*, by Sarah Urist Green (link)

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

Teacher Resources:
- BIPOC artists resource (link)
- Thinking Routines (link)

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)
- 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.

Unit 2

2D Design: Drawing

Summary and Rationale

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

After studying composition and the elements of art and principles of design, students will apply that knowledge to creating dynamic still-lifes, portraits, self-portraits, and/or landscape drawings. The materials explored in this unit will include pencil/graphite, charcoal pencils, pen and ink, marker, colored pencils. Value, color theory, and color mixing techniques will also be developed as students explore drawing in black and white and color.

Students will practice drawing from direct observation and will learn techniques that can be applied to future units and lessons. Observational drawing will include blind-contour studies, breaking complex objects into simple shapes, understanding positive and negative space, gesture drawing, and using value to create the illusion of form and depth. Advanced methods using linear perspective will also be utilized.

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

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

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

Recommended Pacing

4-6 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: Accomplished	• 1.5.12acc.Cr1a - Individually or collaboratively formulate new creative problems based on student's existing artwork. • 1.5.12acc.Cr1b - Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design.

1.5.12.Cr.2	1.5.12.Cr: Creating - Anchor Standard 2: Organizing and developing ideas.	
	Grade 12: Accomplished	• 1.5.12acc.Cr2a - Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen art form. • 1.5.12acc.Cr2b - Demonstrate awareness of ethical implications of making and distributing creative work. • 1.5.12acc.Cr2c - Redesign an object, system, place, or design in response to contemporary issues.
1.5.12.Cr.3	1.5.12.Cr: Creating - Anchor Standard 3: Refining and completing artistic ideas and work.	
	Grade 12: Accomplished	• 1.5.12acc.Cr3a - Engage in constructive critique with peers, then reflect on, re-engage, revise, and refine works of art and design in response to 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: Accomplished	• 1.5.12acc.Pr4a - Analyze, select, and critique personal artwork for a collection or portfolio presentation.
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: Accomplished	• 1.5.12acc.Pr5a - Evaluate, select, and apply methods or processes appropriate to display artwork in a specific place.
1.5.12.Pr.6	1.5.12.Pr: Presenting - Anchor Standard 6: Convey meaning through art.	
	Grade 12: Accomplished	• 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: Accomplished	• 1.5.12acc.Re7a - Recognize and describe personal aesthetic and empathetic responses to the natural world and constructed environments. • 1.5.12acc.Re7b - Evaluate the effectiveness of visual artworks to influence ideas, feelings, and behaviors of specific audiences.
1.5.12.Re.8	1.5.12.Re: Responding - Anchor Standard 8: Interpreting intent and meaning.	
	Grade 12: Accomplished	• 1.5.12acc.Re8a - Identify types of contextual information useful in the process of constructing interpretations of an artwork or collection of works.
1.5.12.Re.9	1.5.12.Re: Responding - Anchor Standard 9: Applying criteria to evaluate artistic work.	
	Grade 12: Accomplished	• 1.5.12acc.Re9a - Determine the relevance of criteria used by others 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: Accomplished	• 1.5.12acc.Cn10a - Utilize inquiry methods of observation, research, and experimentation to explore other subjects through artmaking.
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: Accomplished	• 1.5.12acc.Cn11a - Compare uses of art in a variety of societal, cultural, and historical contexts and make connections to uses of art in contemporary and local contexts. • 1.5.12acc.Cn11b - Compare uses of art in a variety of societal, cultural, and historical contexts and make connections to global issues, including climate change.

Social Emotional Learning Competencies (link)	
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
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
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
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
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.
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CCSS.ELA-LITERACY.SL.9-10.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
Career Readiness, Life Literacies, and Key Skills (2020)	
9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
9.4.12.CI.2	Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).
9.4.12.TL.1	Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task (e.g., W.11-12.6.).
Computer Science and Design Thinking (2020)	
8.2.12.ITH.1	Interaction of Technology and Humans: Analyze a product to determine the impact that economic, political, social, and/or cultural factors have had on its design, including its design constraints.
8.2.12.ITH.3	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.
8.2.12.NT.2	Nature of Technology: Redesign an existing product to improve form or function.
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.

Instructional Focus

Enduring Understandings:	**Essential Questions:**
Anchor Standard: 1. Generating and conceptualizing ideas. (Creating)	

• Creativity and innovative thinking are essential life skills that can be developed. • Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art-making goals. • One's feelings, thoughts, personal traits, strengths and challenges influence the creative process. • Refinement of artistic work is an iterative process that takes time, discipline, self-confidence, and collaboration	• What conditions, attitudes, and behaviors support creativity and innovative thinking? • What factors prevent or encourage people to take creative risks? • How does collaboration expand the creative process? • How does knowing the contexts, histories, and traditions of art forms help us create works of art and design? • Why do artists follow or break from established traditions? • How do artists determine what resources and criteria are needed to formulate artistic investigations? • How does the awareness of one's strengths, challenges, feelings, and thoughts influence the generation of creative ideas? • How does self-confidence in handling daily tasks and challenges inform the process of refining and completing a work of art?
Anchor Standard 2: Organizing and developing ideas. (Creating)	
• Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches. • Artists and designers balance experimentation and safety, freedom and responsibility while developing and creating artworks. • People create and interact with objects, places, and design that define, shape, enhance, and empower their lives.	• How do artists work? • How do artists and designers determine whether a particular direction in their work is effective? • How do artists and designers learn from trial and error? • How do artists and designers care for and maintain materials, tools, and equipment? • Why is it important for safety and health to understand and follow correct procedures in handling materials, tools, and equipment? • What responsibilities come with the freedom to create? How do objects, places, and design shape lives and communities? • How do artists and designers determine goals for designing or redesigning objects, places, or systems? • How do artists and designers create works of art or design that effectively communicate?
Anchor Standard: 3. Refining and completing products. (Creating)	
• Artists and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time.	• 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)	
• Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting, and curating objects, artifacts, and artworks for preservation and presentation.	• 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)	

• 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?

• 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 preserve aspects of life?

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:	Students will be able to:
• The elements and principles of art and design, as they are applied to the specific media or subject being studied. • The elements of line, value, form, size, shape, and color; as they refer to composition. • The principles of balance, focal point, harmony, rhythm, contrast, and movement; as they refer to composition. • Creating value scales is an important form of practice that can increase an artist's technical proficiency with a new medium. • Linear perspective is used to create the illusion of three dimensionality on a two-dimensional surface • Critique as an important aspect to reflection on the art making process, content, and finished project. • Artists use sketchbooks to record ideas, practice techniques, study subjects, experiment, and respond to artwork. • With a growth mindset, failure is an important part of success. • Innovative ideas or innovation can lead to career opportunities. • One's feelings, thoughts, personal traits, strengths and challenges influence the creative process. • Refinement of artistic work is an iterative process that takes time, discipline, self-confidence, and collaboration. • The perception, analysis, and interpretation of artistic works uniquely influence one's thoughts and feelings. • Understanding an artist's intent helps the viewer relate their own thoughts and feelings to artistic works.	• Use multiple approaches to begin creative endeavors. • Demonstrate an understanding of the elements and principles of art as it applies to design and the creative process. • Create works of art which demonstrate a variety of compositional techniques. • Define, discuss, and demonstrate various types of drawing methods. • Define, discuss and utilize positive and negative space in a composition. • Create and utilize value scales using the chosen media/technique. • Define, discuss, and utilize various mark making and value techniques, including: stipple, hatch, cross-hatch, scumble, blending, and layering. • Create works of art utilizing one- and two-point perspective techniques to create the illusion of 3D space on a 2D surface. • Evaluate, analyze, and interpret works of art from a variety of time periods and cultures, using their own thoughts and feelings. • Identify and explain the success of the elements and principles of art and design within a composition. • Define how the elements of art are used to create the principles of design. • Define how the principles combine to create an aesthetic placement of ideas that will produce a dynamic design. • Recognize, select, use, and care for the appropriate tools and techniques for production.

• Drawing from observation takes patience and practice. • Real-life objects are not outlined and lines are an abstraction. The contrast in value is what creates the illusion of forms on a 2D surface. • Drawing negative space properly helps you to position all of the compositional elements in your art.	• Apply and control the medium of choice for production. • Identify aesthetics through the exploration and evaluation of art in its historical context. • Examine the various ways in which people communicate through art. • Engage in critique of a piece of artwork using written and verbal communication. • Justify the decisions made during the artwork creation process and after artwork finalization. • Respond to artworks by peers and by artists across time/culture to develop communication and understanding. • Examine artwork by a variety of artists from diverse racial and cultural backgrounds. • Understand the importance of self-reflection and how it helps us improve our observation, understanding, and communication with others in our community. • Engage in meaningful identity processes by using art to convey their personal identity.

Suggested Resources/Technology Tools

Art history/Artist/Artwork Connections (suggested):

- Anti-Racist Art Teachers List of Artists and Artworks (link)
- Leonardo da Vinci, Albrecht Durer, Michelangelo, Vincent van Gogh, Edgar Degas, Adrian Brandon, Adriana Villagra, Cheanick Nov, Ghada Amer

Resources (websites, books, videos):

- *Drawing on the Right Side of the Brain*, by Betty Edwards
- *Exploring Visual Design: The Elements & Principles*, by Gatto, Porter, Selleck
- *Experimental Drawing*, by Robert Kaupelis
- *Art History*, Marilyn Stokstad
- Khan Academy, Smart History
- Stokstad's Art History
- *Drawing on the Right Side of the Brain*, by Betty Edwards
- *Exploring Visual Design: The Elements & Principles*, by Gatto, Porter, Selleck
- *Experimental Drawing*, by Robert Kaupelis
- *You are an Artist*, by Sarah Urist Green (link)

Technology Tools:

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

Teacher Resources:

- BIPOC artists resource (link)

- Thinking Routines (link)

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)
- 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.

Unit 3		
2D Design: Painting		
Summary and Rationale		
This unit will continue to explore the compositional and drawing concepts taught in the previous units, with a focus on painting media. Students will explore various painting and compositional techniques. After studying composition and drawing from observation, students will apply that knowledge to creating dynamic still-lifes, portraits, self-portraits, and/or landscape paintings. The materials explored in this unit will include watercolor paint and acrylic paint. Color theory and color mixing techniques will also be developed as students explore painting media. Painting techniques will include image transfer, gridding, resist, masking, layering, wet in wet blending, wet on dry, experimental watercolor techniques (salt, plastic wrap, etc.), and color mixing. Color theory concepts will include understanding how the color wheel works, color harmonies and how to use them in a composition, the relevant vocabulary, and how to mix colors, shades, tints, and tones. Additional techniques include painting directly from life (without preparatory sketches), toning the canvas, underpainting, color blocking, impasto, alternate materials and/or experimental techniques. Students will continue to explore art history and art criticism by studying art works that are relevant to the subject, theme, or media of the current project. In addition to the study of composition, students will learn to respond to and connect to artwork from across the globe, time periods, and cultures. A variety of thinking routines will be utilized when looking at and responding to art works. Through the continued development of a sketchbook, students will also be exposed to and practice using a variety of media, tools, and techniques to prepare them for deeper explorations of different themes, subjects, media, and meanings throughout this course.		
Recommended Pacing		
4-6 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: Accomplished	• 1.5.12acc.Cr1a - Individually or collaboratively formulate new creative problems based on student's existing artwork. • 1.5.12acc.Cr1b - Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design.

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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.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.
8.2.12.NT.2	Nature of Technology: Redesign an existing product to improve form or function.
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.

Instructional Focus

Enduring Understandings:	**Essential Questions:**
Anchor Standard: 1. Generating and conceptualizing ideas. (Creating)	

• Creativity and innovative thinking are essential life skills that can be developed. • Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art-making goals. • One's feelings, thoughts, personal traits, strengths and challenges influence the creative process. • Refinement of artistic work is an iterative process that takes time, discipline, self-confidence, and collaboration	• What conditions, attitudes, and behaviors support creativity and innovative thinking? • What factors prevent or encourage people to take creative risks? • How does collaboration expand the creative process? • How does knowing the contexts, histories, and traditions of art forms help us create works of art and design? • Why do artists follow or break from established traditions? • How do artists determine what resources and criteria are needed to formulate artistic investigations? • How does the awareness of one's strengths, challenges, feelings, and thoughts influence the generation of creative ideas? • How does self-confidence in handling daily tasks and challenges inform the process of refining and completing a work of art?
Anchor Standard 2: Organizing and developing ideas. (Creating)	
• Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches. • Artists and designers balance experimentation and safety, freedom and responsibility while developing and creating artworks. • People create and interact with objects, places, and design that define, shape, enhance, and empower their lives.	• How do artists work? • How do artists and designers determine whether a particular direction in their work is effective? • How do artists and designers learn from trial and error? • How do artists and designers care for and maintain materials, tools, and equipment? • Why is it important for safety and health to understand and follow correct procedures in handling materials, tools, and equipment? • What responsibilities come with the freedom to create? How do objects, places, and design shape lives and communities? • How do artists and designers determine goals for designing or redesigning objects, places, or systems? • How do artists and designers create works of art or design that effectively communicate?
Anchor Standard: 3. Refining and completing products. (Creating)	
• Artists and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time.	• 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)	
• Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting, and curating objects, artifacts, and artworks for preservation and presentation.	• 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)	

• 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?

• 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 preserve aspects of life?

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:	Students will be able to:
• The elements and principles of art and design, as they are applied to the specific media or subject being studied. • The elements of line, value, form, size, shape, and color; as they refer to composition. • The principles of balance, focal point, harmony, rhythm, contrast, and movement; as they refer to composition. • Creating color intensity scales is an important form of practice that can increase an artist's technical proficiency with a new medium. • An artist's choice of color has a profound effect on the viewer's response. • How to create paintings in a variety of media and approaches. • Painting skills build upon drawing skills. • Critique as an important aspect to reflection on the art making process, content, and finished project. • Artists use sketchbooks to record ideas, practice techniques, study subjects, experiment, and respond to artwork. • With a growth mindset, failure is an important part of success. • Innovative ideas or innovation can lead to career opportunities. • One's feelings, thoughts, personal traits, strengths and challenges influence the creative process. • Refinement of artistic work is an iterative process that takes time, discipline, self-confidence, and collaboration.	• Use multiple approaches to begin creative endeavors. • Demonstrate an understanding of the elements and principles of art as it applies to design and the creative process. • Create works of art which demonstrate a variety of compositional techniques. • Define, discuss, and demonstrate various types of painting methods. • Identify, define, discuss and understand how to use the color wheel, color harmonies, and the required vocabulary. • Create and utilize value and color intensity scales using the chosen media/technique. • Apply color theory to a work of art. • Define, discuss, and utilize various mark making and value techniques, including: stipple, hatch, cross-hatch, scumble, blending, and layering. • Create works of art utilizing one- and two-point perspective techniques to create the illusion of 3D space on a 2D surface. • Evaluate, analyze, and interpret works of art from a variety of time periods and cultures, using their own thoughts and feelings. • Identify and explain the success of the elements and principles of art and design within a composition. • Define how the elements of art are used to create the principles of design. • Define how the principles combine to create an aesthetic placement of ideas that will produce a dynamic design.

• 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.	• Recognize, select, use, and care for the appropriate tools and techniques for production. • Apply and control the medium of choice for production. • Identify aesthetics through the exploration and evaluation of art in its historical context. • Examine the various ways in which people communicate through art. • Engage in critique of a piece of artwork using written and verbal communication. • Justify the decisions made during the artwork creation process and after artwork finalization. • Respond to artworks by peers and by artists across time/culture to develop communication and understanding. • Examine artwork by a variety of artists from diverse racial and cultural backgrounds. • Understand the importance of self-reflection and how it helps us improve our observation, understanding, and communication with others in our community. • Engage in meaningful identity processes by using art to convey their personal identity.

Suggested Resources/Technology Tools

Art history/Artist/Artwork Connections (suggested):

- Anti-Racist Art Teachers List of Artists and Artworks (link)
- Artists/Works that show Color:

Jacob Lawrence, Pablo Picasso, Wassily Kandinsky, Marc Chagall, Georgia O'Keefe, Kay Kurt, Mary Cassatt, Sandy Skoglund, Henri Matisse

- Artists that use Watercolor:

Albrecht Dürer, William Blake, JMW Turner, Elizabeth Murray, Winslow Homer, Paul Cézanne, Georgia O'Keeffe

- Artists that use Acrylic:

Andy Warhol, David Hockney, Roy Lichtenstein, Helen Frankenthaler, Andy Wrahol, Robert Motherwell,

- Painters:

Amy Sherald, Kehinde Wilde, Alma Thomas, Paul Cezanne, Jean-Michel Basquiat, Yayoi Kusama, Keith Haring, Vincent VanGogh, Frida Kahlo, Henry Ossawa Tanner, Gustav Klimt, Artemisia Gentileschi, Caravaggio

Resources (websites, books, videos):

- *Drawing on the Right Side of the Brain*, by Betty Edwards
- *Exploring Visual Design: The Elements & Principles*, by Gatto, Porter, Selleck
- *Experimental Drawing*, by Robert Kaupelis
- *Art History*, Marilyn Stokstad
- Khan Academy, Smart History
- Stokstad's Art History
- Drawing on the Right Side of the Brain, by Betty Edwards
- Exploring Visual Design: The Elements & Principles, by Gatto, Porter, Selleck
- Experimental Drawing, by Robert Kaupelis
- You are an Artist, by Sarah Urist Green (link)

Technology Tools:

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

Teacher Resources:

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

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)
- 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.

Unit 4

3D Design: Ceramics & Sculpture

Summary and Rationale

This unit will continue to explore the compositional concepts taught in the previous units, with a focus on three-dimensional design. Students will explore various sculpture techniques, with a focus on ceramics. Students will explore various ceramics and sculpture methods. Students will be challenged to analyze how space and mass interact and will explore how sculptors make choices to express meaning in their work.

Students will learn hand-building methods using ceramics, as well as surface decoration techniques. Pinch, coil, and slab methods will be used to create functional and decorative objects. In addition to, or in lieu of ceramics, other sculptural methods can be explored, including relief, assemblage, and/or reductive sculpture. A range of materials and methods can be explored, including additive (clay, wire, etc), subtractive (foam, plaster, etc), and/or found object or assemblage.

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

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

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

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

Recommended Pacing

6-8 weeks

Standards

NJSLS: Visual and Performing Arts (link)

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

1.5.12.Cr.1	1.5.12.Cr: Creating - Anchor Standard 1: Generating and conceptualizing ideas.	
	Grade 12: Accomplished	• 1.5.12acc.Cr1a - Individually or collaboratively formulate new creative problems based on student's existing artwork.

		• 1.5.12acc.Cr1b - Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design.
1.5.12.Cr.2	1.5.12.Cr: Creating - Anchor Standard 2: Organizing and developing ideas.	
	Grade 12: Accomplished	• 1.5.12acc.Cr2a - Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen art form. • 1.5.12acc.Cr2b - Demonstrate awareness of ethical implications of making and distributing creative work. • 1.5.12acc.Cr2c - Redesign an object, system, place, or design in response to contemporary issues.
1.5.12.Cr.3	1.5.12.Cr: Creating - Anchor Standard 3: Refining and completing artistic ideas and work.	
	Grade 12: Accomplished	• 1.5.12acc.Cr3a - Engage in constructive critique with peers, then reflect on, re-engage, revise, and refine works of art and design in response to 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: Accomplished	• 1.5.12acc.Pr4a - Analyze, select, and critique personal artwork for a collection or portfolio presentation.
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: Accomplished	• 1.5.12acc.Pr5a - Evaluate, select, and apply methods or processes appropriate to display artwork in a specific place.
1.5.12.Pr.6	1.5.12.Pr: Presenting - Anchor Standard 6: Convey meaning through art.	
	Grade 12: Accomplished	• 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: Accomplished	• 1.5.12acc.Re7a - Recognize and describe personal aesthetic and empathetic responses to the natural world and constructed environments. • 1.5.12acc.Re7b - Evaluate the effectiveness of visual artworks to influence ideas, feelings, and behaviors of specific audiences.
1.5.12.Re.8	1.5.12.Re: Responding - Anchor Standard 8: Interpreting intent and meaning.	
	Grade 12: Accomplished	• 1.5.12acc.Re8a - Identify types of contextual information useful in the process of constructing interpretations of an artwork or collection of works.
1.5.12.Re.9	1.5.12.Re: Responding - Anchor Standard 9: Applying criteria to evaluate artistic work.	
	Grade 12:	• 1.5.12acc.Re9a - Determine the relevance of criteria used by others to evaluate a

	Accomplished	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: Accomplished	• 1.5.12acc.Cn10a - Utilize inquiry methods of observation, research, and experimentation to explore other subjects through artmaking.
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: Accomplished	• 1.5.12acc.Cn11a - Compare uses of art in a variety of societal, cultural, and historical contexts and make connections to uses of art in contemporary and local contexts. • 1.5.12acc.Cn11b - Compare uses of art in a variety of societal, cultural, and historical contexts and make connections to global issues, including climate change.

Social Emotional Learning Competencies (link)	
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
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
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
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
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.TL.1	Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task (e.g., W.11-12.6.).
Computer Science and Design Thinking (2020)	
8.2.12.ITH.1	8.2.12.ITH: Interaction of Technology and Humans: Analyze a product to determine the impact that economic, political, social, and/or cultural factors have had on its design, including its design constraints.
8.2.12.ITH.3	8.2.12.ITH: Interaction of Technology and Humans: Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society's economy, politics, and culture.
8.2.12.NT.1	8.2.12.NT: Nature of Technology: Explain how different groups can contribute to the overall design of a product.
8.2.12.NT.2	8.2.12.NT: Nature of Technology: Redesign an existing product to improve form or function.
Technology	
8.1.12.A.1	Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.

Instructional Focus	
Enduring Understandings:	**Essential Questions:**
Anchor Standard: 1. Generating and conceptualizing ideas. (Creating)	
• Creativity and innovative thinking are essential life skills that can be developed. • Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art-making goals. • One's feelings, thoughts, personal traits, strengths and challenges influence the creative process. • Refinement of artistic work is an iterative process that takes time, discipline, self-confidence, and collaboration	• What conditions, attitudes, and behaviors support creativity and innovative thinking? • What factors prevent or encourage people to take creative risks? • How does collaboration expand the creative process? • How does knowing the contexts, histories, and traditions of art forms help us create works of art and design? • Why do artists follow or break from established traditions? • How do artists determine what resources and criteria are needed to formulate artistic investigations? • How does the awareness of one's strengths, challenges, feelings, and thoughts influence the generation of creative ideas? • How does self-confidence in handling daily tasks and challenges inform the process of refining and completing a work of art?
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Anchor Standard: 4. Selecting, analyzing and interpreting work. (Present/Produce)	
• Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting,	• How are artworks cared for and by whom?

and curating objects, artifacts, and artworks for preservation and presentation.	• 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)	
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• 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?
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• 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)	
• 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:
• The elements and principles of art and design, as they are applied to the specific media or subject being studied. • The elements of line, value, form, size, shape, and color; as they refer to composition. • The principles of balance, focal point, harmony, rhythm, contrast, and movement; as they refer to composition. • The stages of clay and how to create 3D forms using various hand-building methods. • How to apply color principles, color theory, intensity, and value to ceramic sculpture using underglaze, glaze, and/or acrylic paint. • Critique as an important aspect to reflection on the art making process, content, and finished project. • Artists use sketchbooks to record ideas, practice techniques, study subjects, experiment, and respond to artwork. • With a growth mindset, failure is an important part of success. • Innovative ideas or innovation can lead to career opportunities. • One's feelings, thoughts, personal traits, strengths and challenges influence the creative process.	• Use multiple approaches to begin creative endeavors. • Demonstrate an understanding of the elements and principles of art as it applies to design and the creative process. • Create works of art which demonstrate a variety of compositional techniques. • Define, discuss, and demonstrate understanding of various hand building methods. • Combine hand building methods to create a sculptural work of art. • Use various techniques to create works of art that demonstrate variation in form, space, and texture. • Apply color theory to a work of art using surface decoration and glazing techniques. • Create pottery works which demonstrate an understanding of the stages of clay and the possibilities and limitation • Evaluate, analyze, and interpret works of art from a variety of time periods and cultures, using their own thoughts and feelings. • Identify and explain the success of the elements and principles of art and design within a composition. • Define how the elements of art are used to create the principles of design.

• Refinement of artistic work is an iterative process that takes time, discipline, self-confidence, and collaboration. • The perception, analysis, and interpretation of artistic works uniquely influence one's thoughts and feelings. • Understanding an artist's intent helps the viewer relate their own thoughts and feelings to artistic works. • Three dimensional design in various media helps viewers identify and understand various cultures and civilizations throughout history. • Art can be functional, as well as aesthetically pleasing and expressive.	• Define how the principles combine to create an aesthetic placement of ideas that will produce a dynamic design. • Recognize, select, use, and care for the appropriate tools and techniques for production. • Apply and control the medium of choice for production. • Identify aesthetics through the exploration and evaluation of art in its historical context. • Examine the various ways in which people communicate through art. • Engage in critique of a piece of artwork using written and verbal communication. • Justify the decisions made during the artwork creation process and after artwork finalization. • Respond to artworks by peers and by artists across time/culture to develop communication and understanding. • Examine artwork by a variety of artists from diverse racial and cultural backgrounds. • Understand the importance of self-reflection and how it helps us improve our observation, understanding, and communication with others in our community. • Engage in meaningful identity processes by using art to convey their personal identity.

Suggested Resources/Technology Tools

Art history/Artist/Artwork Connections (suggested):

- Anti-Racist Art Teachers List of Artists and Artworks (link)
- Sculptors:
  - Ancient Cultures (Greece, Rome, Mesoamerica, Egypt, etc.), Native American pottery and sculpture, China, Japan
  - Contemporary artists: James DeRosso, Helen Burgess, Ai Weiwei, Alison Saar, Anish Kappor, Arlo Namingha, Willie Cole
  - Michelangelo, Brancusi, Giacometti, Rodin, Henry Moore, Pablo Picasso, Barbara Hepworth, George Segal, Elizabeth Catlett
- Ceramicists:
  - Ayumi Horie, Anita Fields, April Felipe, Diego Romero, George Rodriguez, Kimmy Cantrell, Ling Chun, Nathan Murray

Resources (websites, books, videos):

- *Drawing on the Right Side of the Brain*, by Betty Edwards
- *Exploring Visual Design: The Elements & Principles*, by Gatto, Porter, Selleck
- *Experimental Drawing*, by Robert Kaupelis
- *Art History*, Marilyn Stokstad
- Khan Academy, Smart History
- Stokstad's Art History
- *Drawing on the Right Side of the Brain*, by Betty Edwards
- *Exploring Visual Design: The Elements & Principles*, by Gatto, Porter, Selleck
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- *You are an Artist*, by Sarah Urist Green (link)
- Project Zero Thinking Routines (link)
- Metropolitan Museum of Art

Technology Tools:
- Chromebooks
- LCD Projector
- Classroom iMacs/desktops
- Adobe Creative Suite
- Digital SLR cameras
- Tablets
- Websites
- Kiln
- 3D Printer

Teacher Resources:
- BIPOC artists resource (link)
- Thinking Routines (link)

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
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- 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)

- 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:

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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.
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- ☐ 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 5

Media Exploration & Portfolio Development

Summary and Rationale

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

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

Students will select their best work for presentation in their digital portfolios, prepare their work for display in the spring art show, and write artist statements to express their methods, inspiration, and meaning behind their work.

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

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

Recommended Pacing

8 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: Accomplished	• 1.5.12acc.Cr1a - Individually or collaboratively formulate new creative problems based on student's existing artwork. • 1.5.12acc.Cr1b - Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design.
1.5.12.Cr.2	1.5.12.Cr: Creating - Anchor Standard 2: Organizing and developing ideas.	
	Grade 12: Accomplished	• 1.5.12acc.Cr2a - Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen art form. • 1.5.12acc.Cr2b - Demonstrate awareness of ethical implications of making and distributing creative work. • 1.5.12acc.Cr2c - Redesign an object, system, place, or design in response to contemporary issues.

1.5.12.Cr.3	1.5.12.Cr: Creating - Anchor Standard 3: Refining and completing artistic ideas and work.	
	Grade 12: Accomplished	• 1.5.12acc.Cr3a - Engage in constructive critique with peers, then reflect on, re-engage, revise, and refine works of art and design in response to 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: Accomplished	• 1.5.12acc.Pr4a - Analyze, select, and critique personal artwork for a collection or portfolio presentation.
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: Accomplished	• 1.5.12acc.Pr5a - Evaluate, select, and apply methods or processes appropriate to display artwork in a specific place.
1.5.12.Pr.6	1.5.12.Pr: Presenting - Anchor Standard 6: Convey meaning through art.	
	Grade 12: Accomplished	• 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: Accomplished	• 1.5.12acc.Re7a - Recognize and describe personal aesthetic and empathetic responses to the natural world and constructed environments. • 1.5.12acc.Re7b - Evaluate the effectiveness of visual artworks to influence ideas, feelings, and behaviors of specific audiences.
1.5.12.Re.8	1.5.12.Re: Responding - Anchor Standard 8: Interpreting intent and meaning.	
	Grade 12: Accomplished	• 1.5.12acc.Re8a - Identify types of contextual information useful in the process of constructing interpretations of an artwork or collection of works.
1.5.12.Re.9	1.5.12.Re: Responding - Anchor Standard 9: Applying criteria to evaluate artistic work.	
	Grade 12: Accomplished	• 1.5.12acc.Re9a - Determine the relevance of criteria used by others 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: Accomplished	• 1.5.12acc.Cn10a - Utilize inquiry methods of observation, research, and experimentation to explore other subjects through artmaking.
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: Accomplished	• 1.5.12acc.Cn11a - Compare uses of art in a variety of societal, cultural, and historical contexts and make connections to uses of art in contemporary and local contexts. • 1.5.12acc.Cn11b - Compare uses of art in a variety of societal, cultural, and historical contexts and make connections to global issues, including climate change.
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)		
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-	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and	

LITERACY. SL.9-10.1	teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
CCSS.ELA-LITERACY. SL.9-10.5	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
CCSS.ELA-LITERACY. SL.9-10.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
Career Readiness, Life Literacies, and Key Skills (2020)	
9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
9.4.12.CI.2	Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).
9.4.12.TL.1	Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task (e.g., W.11-12.6.).
Computer Science and Design Thinking (2020)	
8.2.12.ITH.1	Interaction of Technology and Humans: Analyze a product to determine the impact that economic, political, social, and/or cultural factors have had on its design, including its design constraints.
8.2.12.ITH.3	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.
8.2.12.NT.2	Nature of Technology: Redesign an existing product to improve form or function.
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.

Instructional Focus

Enduring Understandings:	**Essential Questions:**
Anchor Standard: 1. Generating and conceptualizing ideas. (Creating)	
• Creativity and innovative thinking are essential life skills that can be developed. • Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art-making goals. • One's feelings, thoughts, personal traits, strengths and challenges influence the creative process.	• 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?

• Refinement of artistic work is an iterative process that takes time, discipline, self-confidence, and collaboration	• Why do artists follow or break from established traditions? • How do artists determine what resources and criteria are needed to formulate artistic investigations? • How does the awareness of one's strengths, challenges, feelings, and thoughts influence the generation of creative ideas? • How does self-confidence in handling daily tasks and challenges inform the process of refining and completing a work of art?
Anchor Standard 2: Organizing and developing ideas. (Creating)	
• Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches. • Artists and designers balance experimentation and safety, freedom and responsibility while developing and creating artworks. • People create and interact with objects, places, and design that define, shape, enhance, and empower their lives.	• How do artists work? • How do artists and designers determine whether a particular direction in their work is effective? • How do artists and designers learn from trial and error? • How do artists and designers care for and maintain materials, tools, and equipment? • Why is it important for safety and health to understand and follow correct procedures in handling materials, tools, and equipment? • What responsibilities come with the freedom to create? How do objects, places, and design shape lives and communities? • How do artists and designers determine goals for designing or redesigning objects, places, or systems? • How do artists and designers create works of art or design that effectively communicate?
Anchor Standard: 3. Refining and completing products. (Creating)	
• Artists and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time.	• 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)	
• Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting, and curating objects, artifacts, and artworks for preservation and presentation.	• 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)	
• 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	• What is an art museum?

communicate meaning and a record of social, cultural, and political experiences resulting in the cultivating of appreciation and understanding.	• 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. • 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)	
• 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:
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- Students should seek out artists on their own that they relate to, based on research methods demonstrated in earlier units

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