

NEPTUNE TOWNSHIP SCHOOL DISTRICT

Visual Art I

Curriculum

Grades 9-12



NEPTUNE TOWNSHIP SCHOOL DISTRICT
Office of the Superintendent
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Neptune, NJ 07753-4836

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NEPTUNE TOWNSHIP SCHOOL DISTRICT

VISUAL ART I CURRICULUM

Table of Contents

Acknowledgements.....	<i>i</i>
District Mission Statement.....	<i>ii</i>
District Educational Outcome Goals.....	<i>iii</i>
Course Description.....	<i>iv</i>

Curriculum

	<u>Page</u>
Pacing Guide	1
Integrated Social and Emotional Learning Competencies	2
Unit 1: Elements & Principles of Art	3
Unit 2: Exploration of Media and Skills	16
Unit 3: Art & Culture	25
Accommodations and Modifications	33

NEPTUNE TOWNSHIP SCHOOL DISTRICT

VISUAL ART I

Acknowledgements

The Visual Art I Curriculum for grades 9-12 was developed for Neptune High School through the dedicated efforts of Mary Dansereau, Neptune High School Visual Arts Teacher with the guidance of the district's curriculum steering committee members including Karen Watt, Department Chairperson for Visual and Performing Arts and World Languages and Sally A. Millaway, Ed.D., Director for Curriculum, Instruction and Assessment.

The Visual Art I Curriculum guide was written to empower students to develop creative and critical thinking, social-emotional competencies, and intellectual and expressive abilities that will allow them to become active, contributing members of a global society. This guide was designed to promote lifelong artistic literacy and fluency and it is our hope that it will serve as a valuable resource for the staff members who teach this course and that they will feel free to make recommendations for its continued improvement. Also, it is our hope that this guide will support and advance the Arts in our school district.

This guide was written in alignment to the New Jersey Student Learning Standards for Visual and Performing Arts (2020), and the National Core Arts Standards (2014).

NEPTUNE TOWNSHIP SCHOOL DISTRICT

DISTRICT MISSION STATEMENT

The primary mission of the Neptune Township School District is to prepare all of our students for a life-long learning process and to become confident, competent, socially-, and culturally conscious citizens in a complex and diverse world. It is with high expectations that our schools foster:

- A strong foundation in academic and modern technologies.
- A positive, equitable, and varied approach to teaching and learning.
- An emphasis on critical thinking skills and problem-solving techniques.
- A respect for and an appreciation for our world, its resources, and its diverse people.
- A sense of responsibility, good citizenship, and accountability.
- An involvement by the parents and the community in the learning process.

Neptune Township School District

Educational Outcome Goals

The students in the Neptune Township schools will become life-long learners and will:

- Become fluent readers, writers, speakers, listeners, and viewers with comprehension and critical thinking skills.
- Acquire the mathematical skills, understandings, and attitudes that are needed to be successful in their careers and everyday life.
- Understand fundamental scientific principles, develop critical thinking skills, and demonstrate safe practices, skepticism, and open-mindedness when collecting, analyzing, and interpreting information.
- Become technologically literate.
- Demonstrate proficiency in all New Jersey Student Learning Standards (NJSLS).
- Develop the ability to understand their world and to have an appreciation for the heritage of America with a high degree of literacy in civics, history, economics and geography.
- Develop a respect for different cultures and demonstrate trustworthiness, responsibility, fairness, caring, and citizenship.
- Become culturally literate by being aware of the historical, societal, and multicultural aspects and implications of the arts.
- Demonstrate skills in decision-making, goal setting, and effective communication, with a focus on character development.
- Understand and practice the skills of family living, health, wellness and safety for their physical, mental, emotional, and social development.
- Develop consumer, family, and life skills necessary to be a functioning member of society.
- Develop the ability to be creative, inventive decision-makers with skills in communicating ideas, thoughts and feelings.
- Develop career awareness and essential technical and workplace readiness skills, which are significant to many aspects of life and work.

NEPTUNE TOWNSHIP SCHOOL DISTRICT

VISUAL ART I

COURSE DESCRIPTION

(5 credits)

The Visual Art I course is designed to give the novice art student a comprehensive art experience that is based on developing knowledge of the Elements and Principles of Art. Students will be exposed to a variety of creative experiences that will allow exploration in drawing, painting, and three-dimensional art making. The objective is to have the students explore their creative abilities and enhance artistic skill in a variety of media.

This course has no prerequisites.

NEPTUNE TOWNSHIP SCHOOL DISTRICT

VISUAL ART I

Pacing Guide

Units	Suggested Timeframe	Topic	Notes
1	21 days - 4 to 5 projects	Elements & Principles of Design: Drawing and Color	
2 Part I	21 days - 1 to 2 projects	Exploration of Media and Skills	
	2 days	Midterm Exam	Common Assessment and Rubric: Majority of exams will consist of the creation of Visual Art, in addition to responding/critiquing the visual arts.
2 Part II	21 days - 1 to 2 projects	Exploration of Media and Skills (continued)	
3	21 days - 3 to 4 projects	Art and Culture	
	2 days	Final Exam	Common Assessment and Rubric: Majority of the exam will consist of the creation of Visual Art, in addition to responding/critiquing the Visual arts.

Integrated Social and Emotional Learning Competencies

The following social and emotional competencies are integrated in this curriculum document.

(Additional Resources: <https://selarts.org/>)

Self-Awareness

x	Recognize one's own feelings and thoughts
x	Recognize the impact of one's feelings and thoughts on one's own behavior
x	Recognize one's personal traits, strengths and limitations
x	Recognize the importance of self-confidence in handling daily tasks and challenges

Self-Management

x	Understand and practice strategies for managing one's own emotions, thoughts and behaviors
x	Recognize the skills needed to establish and achieve personal and educational goals
x	Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals

Social Awareness

x	Recognize and identify the thoughts, feelings, and perspectives of others
x	Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds
x	Demonstrate an understanding of the need for mutual respect when viewpoints differ
	Demonstrate an awareness of the expectations for social interactions in a variety of setting

Responsible Decision Making

x	Develop, implement and model effective problem solving and critical thinking skill
	Identify the consequences associated with one's action in order to make constructive choices
	Evaluate personal, ethical, safety and civic impact of decisions

Relationship Skills

x	Establish and maintain healthy relationships
x	Utilize positive communication and social skills to interact effectively with others
	Identify ways to resist inappropriate social pressure
	Demonstrate the ability to present and resolve interpersonal conflicts in constructive ways

Unit Plan Title	Unit 1: Elements & Principles of Design: Drawing & Color
Suggested Time Frame	21 days - 4 projects

Overview / Rationale

The elements of design are the basic units of any visual object of art or design. The students will be studying these design elements while acquiring drawing and rendering skills as well as exploring color theory. Applying principles of design to the elements of design is essentially composition: the two domains will merge in a finished product. A successful design is indicated by how well composed/applied design principles are achieved.

By the end of this unit students will be able to:

- Demonstrate an understanding of the elements of design.
- Demonstrate an understanding of the principles of design.
- Communicate knowledge of basic art vocabulary.
- Demonstrate an understanding of basic color theory.
- Implement the elements and principles of design into a variety of artwork.
- Communicate an understanding of what constitutes art.
- Demonstrate the proper care and use of equipment, using approved safety practices.

Stage 1 – Desired Results

Established Goals:

Mission:

To empower students to develop creative and critical thinking, social-emotional competencies, and intellectual and expressive abilities that will allow them to become active, contributing members of a global society.

Vision:

All students will have equitable access to a quality, arts education that leads to artistic literacy and fluency in the artistic practices of the five art disciplines as a mechanism for:

- Performing, presenting or producing, as artistically literate individuals, by expressing and realizing creative ideas and implementing essential technical skills and cognitive abilities significant to many aspects of life and work in the 21st century;
- Responding to artistic ideas and work with personal meaning and cognizance of the ability of the arts to address universal themes, including climate change;
- Creating new artistic work reflective of a variety of ethnic, racial, and cultural perspectives;
- Connecting and evaluating how the arts convey meaning through all arts and non-arts disciplines and contexts of our global society.

Established Goals: New Jersey Learning Standards for Visual and Performing Arts (2020)

Performance Expectations: CREATING

Anchor Standard 1: Generating and conceptualizing ideas

Proficient

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

Accomplished

- 1.5.12acc.Cr1a: Individually and collaboratively formulate new creative problems based on the 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.

Advanced

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

Anchor Standard 2: Organizing and developing ideas.

Proficient

- 1.5.12prof.Cr2a: Engage in making a work of art or design without having a preconceived plan.
- 1.5.12 prof.Cr2c: Collaboratively develop a proposal for an installation, artwork, or space design that transforms the perception and experience of a particular place.

Accomplished

- 1.5.12acc.Cr2a: Through experimentation, practice and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.
- 1.5.12 acc.Cr2c: Redesign an object, system, place, or design in response to contemporary issues.

Advanced

- 1.5.12adv.Cr2a: Experiment, plan and make multiple works of art and design that explore a personally meaningful theme, idea, or concept.
- 1.5.12adv.Cr2c: Demonstrate in works of art or design how visual and material culture defines, shapes, enhances, inhibits, and/or empowers people's lives.

Anchor Standard 3: Refining and completing products.

Proficient

- 1.5.12prof.Cr3a: Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on and plan revisions for works of art and design in progress.

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.

Advanced

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

PRESENTING

Anchor Standard 4: Selecting, analyzing, and interpreting work.

Proficient

- 1.5.12prof.Pr4a: Analyze, select and curate artifacts and/or artworks for presentation and preservation.

Accomplished

- 1.5.12acc.Pr4a: Analyze, select and critique personal artwork for a collection or portfolio presentation.

Advanced

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

Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.

Proficient

- 1.5.12prof.Pr5a: Analyze and evaluate the reasons and ways an exhibition is presented.

Accomplished

- 1.5.12acc.Pr5a: Evaluate, select and apply methods or processes appropriate to display artwork in a specific place.

Advanced

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

Anchor Standard 6: Conveying meaning through art.

Proficient

- 1.5.12prof.Pr6a: Analyze and describe the impact that an exhibition or collection has on personal awareness of social, cultural or political beliefs and understandings

Accomplished

- 1.5.12acc.Pr6a: Make, explain and justify connections between artists or artwork and social, cultural and political history.

Advanced

- 1.5.12adv.Pr6a: Curate a collection of objects, artifacts or artwork to impact the viewer's understanding of social, cultural and/or political experiences.

RESPONDING

Anchor Standard 7: Perceiving and analyzing products.

Proficient

- 1.5.12prof.Re7a: Hypothesize ways in which art influences perception and understanding of human experiences.
- 1.5.12prof.Re7b: Analyze how one's understanding of the world is affected by experiencing visual arts.

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.

Advanced

- 1.5.12adv.Re7a: Analyze how responses to art develop over time based on knowledge of and experience with art and life.
- 1.5.12adv.Re7b: Determine the commonalities within a group of artists or visual arts attributed to a particular type of art, timeframe, or culture.

Anchor Standard 8: Interpreting intent and meaning.

Proficient

- 1.5.12prof.Re8a: Interpret an artwork or collection of works, supported by relevant and sufficient evidence found in the work and its various contexts.

Accomplished

- 1.5.12acc.Re8a: Identify types of contextual information useful in the process of constructing interpretations of an artwork or collection of works.

Advanced

- 1.5.12adv.Re8a: Analyze differing interpretations of an artwork or collection of works in order to select and defend a plausible critical analysis.

Anchor Standard 9: Applying criteria to evaluate products.

Proficient

- 1.5.12prof.Re9a: Establish relevant criteria in order to evaluate a work of art or collection of works.

Accomplished

- 1.5.12acc.Re9a: Determine the relevance of criteria used by others to evaluate a work of art or collection of works.

Advanced

- 1.5.12adv.Re9a: Construct evaluations of a work of art or collection of works based on differing sets of criteria.

CONNECTING

Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.

Proficient

- 1.5.12prof.Cn10a: Document the process of developing ideas from early stages to fully elaborated ideas.

Accomplished

- 1.5.12 acc.Cn10a: Utilize inquiry methods of observation, research and experimentation to explore other subjects through artmaking.

Advanced

- 1.5.12adv.Cn10a: Synthesize knowledge of social, cultural, historical, and personal life with artmaking approaches to create meaningful works of art or design.

Anchor Standard 11: Relating artistic ideas and works within societal, cultural and historical contexts to deepen understanding.

Proficient

- 1.5.12prof.Cn11a: Describe how knowledge of culture, traditions and history may influence personal responses to art.

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.

Advanced

- 1.5.12adv.Cn11a: Assess the impact of an artist or a group of artists on the beliefs, values and behaviors of a society.

Essential Questions:

- 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 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?
- What role does persistence play in revising, refining and developing work?

Enduring Understandings

- 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.
- 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.
- Artists and designers develop excellence through practice and constructive critique, reflecting on, revising and refining work over time.
- Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting and curating objects, artifacts and artworks for preservation and presentation.
- 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?

<ul style="list-style-type: none"> ● How do artists grow and become accomplished in art forms? ● How does collaboratively reflecting on a work help us experience it more completely ● 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? ● 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? ● 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? ● 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? ● What is the value of engaging in the process of art criticism? ● How can the viewer "read" a work of art as text? 	<ul style="list-style-type: none"> ● Objects, artifacts and artworks collected, preserved, or presented either by artists, museums, or other venues communicate meaning and a record of social, cultural and political experiences resulting in the cultivating of appreciation and understanding. ● 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. ● People gain insights into meanings of artworks by engaging in the process of art criticism. ● People evaluate art based on various criteria. ● Through artmaking, people make meaning by investigating and developing awareness of perceptions, knowledge and experiences. ● People develop ideas and understandings of society, culture and history through their interactions with and analysis of art.
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<ul style="list-style-type: none"> ● How does knowing and using visual art vocabulary help us understand and interpret works of art? ● 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? ● 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? ● :How does art help us understand the lives of people of different times, places and cultures? ● How is art used to impact the views of a society? ● How does art preserve aspects of life? 	
<p>Knowledge: <i>Students will know...</i></p> <ul style="list-style-type: none"> ● The principles of art and the elements of design and how to identify diverse works of art. ● Concepts of Color theory. ● Methods for enhancing visual awareness, including observational techniques and spatial relationships. ● The importance of observation of the subject for a reproduction drawing. ● Fundamental drawing techniques and concepts, including thumbnail sketch, gesture line, contour line, sketching, rendering, tactile drawing, and experimental exercises. ● Basic portraiture concepts and techniques, including figure drawing, proportions, shading and contour. ● Techniques and concepts of perspective drawing, including one-and two-point perspective, architectural rendering. 	<p>Skills: <i>Students will be able to...</i></p> <ul style="list-style-type: none"> ● Demonstrate an understanding of the principles of art and the elements of design. ● Communicate an understanding of what constitutes art. ● Demonstrate an understanding of drawing concepts. ● Demonstrate an understanding of color theory and harmonies. ● Demonstrate the techniques of portraiture, including facial proportions and human anatomy. ● Create observational drawings from life in a variety of settings. ● Demonstrate a working knowledge of basic art vocabulary. ● Demonstrate the proper care and use of equipment, using approved safety practices.

<ul style="list-style-type: none"> ● Shading concepts and techniques, including value, gradation, effects of light/shade, cast shadow. 	<ul style="list-style-type: none"> ● Demonstrate the ability to manage and organize material, information and time in completing assignments. ● Demonstrate the ability to identify and critique different genres of art.
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National Core Art Standards for Visual Arts (2014)		
Students who successfully complete this course will meet the High School Proficient standards.		
Artistic Strand: Creating		
Anchor Standard 1: Generate and conceptualize artistic ideas and work.		
VA:Cr1.1.1a	Investigate -Planning	Use multiple approaches to begin creative endeavors.
VA:Cr1.2.1a	Investigate -Planning	Shape an artistic investigation of an aspect of present day life using a contemporary practice of art or design.
Anchor Standard 2: Organize and develop artistic ideas and work.		
VA:Cr2.1.1a	Investigate	Engage in making a work of art or design without having a preconceived plan.
VA:Cr2.2.1a	Investigate	Explain how traditional and nontraditional materials may impact human health and the environment and demonstrate safe handling of materials, tools, and equipment.
VA:Cr2.3.1a	Investigate	Collaboratively develop a proposal for an installation, artwork, or space design that transforms the perception and experience of a particular place.
Anchor Standard 3: Refine and complete artistic work.		
VA:Cr3.1.1a	Reflect - Refine - Continue	Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on, and plan revisions for works of art and design in progress.
Artistic Strand: Presenting		
Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.		

VA:Pr4.1.1a	Select	Analyze, select, and curate artifacts and/or artworks for presentation and preservation.
Anchor Standard 5: Develop and refine artistic techniques and work for presentation.		
VA:Pr5.1.1a	Analyze	Analyze and evaluate the reasons and ways an exhibition is presented.
Anchor Standard 6: Convey meaning through the presentation of artistic work.		
VA:Pr6.1.1a	Share	Analyze and describe the impact that an exhibition or collection has on personal awareness of social, cultural, or political beliefs and understandings.
Artistic Strand: Responding		
Anchor Standard 7: Perceive and analyze artistic work.		
VA:Re.7.1.1a	Perceive	Hypothesize ways in which art influences perception and understanding of human experiences.
VA:Re.7.2.1a	Perceive	Analyze how one's understanding of the world is affected by experiencing visual imagery.
Anchor Standard 8: Interpret intent and meaning in artistic work.		
VA:Re.8.1a	Analyze	Interpret an artwork or collection of works, supported by relevant and sufficient evidence found in the work and its various contexts.
Anchor Standard 9: Apply criteria to evaluate artistic work.		
VA:Re.9.1a	Interpret	Establish relevant criteria in order to evaluate a work of art or collection of works.
Artistic Strand: Connecting		
Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.		
VA:Cn10.1.1a	Synthesis	Document the process of developing ideas from early stages to fully elaborated ideas.
Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.		
VA:Cn11.1.1a	Relate	Describe how knowledge of culture, traditions, and history may influence personal responses to art.

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

- 9.1.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job.
- 9.2.5.CAP.1: Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.
- 9.2.8.CAP.1: Identify offerings such as high school and county career and technical school courses, apprenticeships, military programs, and dual enrollment courses that support career or occupational areas of interest.
- 9.2.8.CAP.2: Develop a plan that includes information about career areas of interest.
- 9.2.8.CAP.10: Evaluate how careers have evolved regionally, nationally, and globally.
- 9.4.5.DC.1: Explain the need for and use of copyrights.

Making Connections to Careers

Ask students what they think is involved in these jobs related to the arts and supplement their answers. The goal is to make content connections to the real world/careers. Teachers can feel free to add/modify the list.

- **Illustrator** - Draw and paint images that communicate concepts for use in media, such as books, magazines, posters, video games and advertisements.
- **Graphic Design** - Convey their ideas visually by using images, symbols and text. They may design any object in which visual information is communicated, such as magazine covers, product packaging, signs, websites, advertising, and corporate logos.
- **Fashion Design** - Fashion professionals design and produce various types of clothing, typically working for design companies and clothing brands. They usually need a bachelor's or associate degree.
- **Animation** - Animators create moving images for various types of media, including film, television, video games, commercials, and websites. Typically working in illustration or computer animation, they often work as freelancers or with animation studios.

Interdisciplinary Connections

New Jersey Student Learning Standards for Social Studies (2020):

6.2 World History/Global Studies: All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.

New Jersey Student Learning Standards for English Language Arts (2016):

Key Ideas and Details - NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Computer Science and Design Thinking (2020)

- 8.1.12.DA.2: Describe the trade-offs in how and where data is organized and stored.
- 8.2.12.ITH.1: Analyze a product to determine the impact that economic, political, social, and/or cultural factors have had on its design, including its design constraints.

Student Resources
<p><i>52 Creative Adventures in Drawing, Painting, Printmaking, Paper, and Mixed Media</i>, Susan Schwake, Quarry Books, 2012</p> <p><i>Scholastic Art Magazine</i>, Scholastic Inc.</p> <p>Appropriate Visual Art Supplies at the discretion of the instructor with the approval of administration.</p>
Teacher Resources
<p>Resource Texts: (Textbooks are located in the classroom and school library)</p> <p><i>The Complete Guide To Perspective</i>, John Raynes, F & W Media, Inc. 2005</p> <p><i>Creative Acrylics Painting Techniques</i>, Eaglemoss Publishing Ltd., 1996</p> <p><i>Drawing the Human Head</i>, Burne Hogarth, Crown Publishing Group, 2002</p> <p><i>Dynamic Anatomy</i>, Burne Hogarth, Crown Publishing Group, 2003</p> <p><i>The Game of Mix-Up Art</i>, Herve Tullet, Phaidon Press Inc., 2011</p> <p><i>Land Art</i>, Michael Lailach, Taschen America, 2007</p> <p><i>A Landscape for Modern Sculpture</i>, Storm King Art Center, John Beardsley, Abbeville Press, 1996</p> <p><i>Making Books That Fly, Fold, Wrap, Hide, Pop up, Twist and Turn</i>, Gwen Diehn, Lark Books, 2006</p> <p><i>Mixed Media Collage: An Exploration of Contemporary Artists, Methods and Materials</i>, Holly Harrison, Quarry Books, 2007</p> <p><i>Mixed Media Journals: Creatively Chronicling Your Life</i>, Katherine D. Aimone, Lark Books, 2009</p> <p>Magazine: <i>Scholastic Art Magazine</i>, Scholastic Inc.(copies)</p> <p>Technology: Chrome books, Google apps, document camera.</p> <p>Websites: http://artsandculture.google.com www.dickblick.com www.youtube.com www.incredibleart.org www.artlex.org www.metmuseum.org www.artsednow.com www.fiberartnow.net</p> <p>Videos:</p> <p><i>15 Unusual Art Installations - what were they thinking?</i> https://www.youtube.com/watch?v=UPWPdqI0-sE</p> <p><i>Brief History of Andy Warhol: Pop Art King</i> https://www.youtube.com/watch?v=ekGySlb2iyQ</p> <p><i>Andy Goldsworthy – 'We Share a Connection with Stone' TateShots</i> https://www.youtube.com/results?search_query=andy+goldsworthy+for+high+school</p>

Found Object Art: Nature Art

<https://www.youtube.com/watch?v=FN7w39OKxjk>

Chuck Close - Artist Introduction

<https://www.youtube.com/watch?v=30fS7X4FXFU>

The Mathematical art of M.C. Escher

<https://www.youtube.com/watch?v=Kcc56fRtrKU>

Who is Salvador Dali and what is Surrealism?

https://www.youtube.com/watch?v=ezyMuI_d0_A

Who is Banksy?

<https://www.youtube.com/watch?v=Xoe3Nn5vuBg&t=14s>

15 Unusual Art Installations - what were they thinking?

<https://www.youtube.com/watch?v=UPWPdqI0-sE>

Stage 2 – Assessment Evidence

Pre Assessment:

- Written and verbal assessment to gain an understanding of the students prior knowledge of the elements and principles of design.

Performance Task(s):

- Symmetrical Art
- Dictionary of Designs: Study of Line-Usage and Mark-making
- Radial Optical Designs (color exploration)
- Scratch Art: Study in Line, Positive/Negative Space & Reverse Imagery
- Value Drawing: Portrait Study, Still Life & Figure Drawing
- Zentangle Design
- 32 Box Design/An Exploration of the Elements and Principles of Design.

Formative:

- Aesthetic analysis responses
- Google Classroom response questions
- Collaborative learning activities
- Feedback sessions
- Class critique
- Notebooks
- Do now activities
- Quizzes

Summative:

- Department created common summative assessments and rubrics.

Stage 3 – Learning Plan

The teacher will incorporate Practices into learning activities. The practices reflect the steps that artists undergo in the process of creating, performing, responding and connecting to works of art. To become artistically literate, it is essential that students are provided with the type of learning experiences that will enable them to engage in these practices as part of their art making processes.

Visual Art Practices:

- Creating Practices: Explore ● Investigate ● Reflect, Refine, Continue
- Performing Practices: Select ● Analyze ● Share
- Responding Practices: Perceive ● Analyze ● Interpret
- Connecting Practice: ● Synthesize ● Relate

Instructional Strategies and/or Learning Activities:

- SPACED PRACTICE: Space out studying time.
- RETRIEVAL PRACTICE
Practice bringing information to mind without the help of materials.
- ELABORATION
Explain and describe ideas with many details.
- INTERLEAVING
Switch between ideas while you work.
- CONCRETE EXAMPLES
Use specific examples to understand abstract ideas.
- DUAL CODING
Combine words and visuals.
- Incorporate and celebrate the artistic developments of artists including but not limited to: Kehinde Wiley, Kerry Marshall, Yayoi Kusama, Andrew Goldsworthy, Jacob Lawrence, Jean-Michel Basquiat, Hedwig Strnad and Sable Elyce Smith.
- Use of recycled materials to create and discuss how we can help the environment in regards to Climate Change.

Suggested projects for Unit 1: Elements & Principles of Design: Drawing & Color

- Elements and Principles of Design 32 box design
- Contour and Continuous Line Drawings
- Color Wheel Collage
- Value Practice

Unit Plan Title	Unit 2: Exploration of Media and Skills
Suggested Time Frame	21 days -Approximately three to four projects

Overview / Rationale
Students will be exposed to a variety of art media including; charcoal, paint, decoupage, markers, color pencils, pastels, a broad variety of paper, glue, and found objects. Within the parameters of various lessons, students will explore ways of creating and expressing their ideas through the art making process.

Stage 1 – Desired Results
<p>Established Goals:</p> <p>Mission: To empower students to develop creative and critical thinking, social-emotional competencies, and intellectual and expressive abilities that will allow them to become active, contributing members of a global society.</p> <p>Vision: All students will have equitable access to a quality, arts education that leads to artistic literacy and fluency in the artistic practices of the five art disciplines as a mechanism for:</p> <ul style="list-style-type: none"> ● Performing, presenting or producing, as artistically literate individuals, by expressing and realizing creative ideas and implementing essential technical skills and cognitive abilities significant to many aspects of life and work in the 21st century; ● Responding to artistic ideas and work with personal meaning and cognizance of the ability of the arts to address universal themes, including climate change; ● Creating new artistic work reflective of a variety of ethnic, racial, and cultural perspectives; ● Connecting and evaluating how the arts convey meaning through all arts and non-arts disciplines and contexts of our global society. <p>Established Goals: New Jersey Learning Standards for Visual and Performing Arts (2020)</p> <p>Performance Expectations: CREATING</p> <p>Anchor Standard 1: Generating and conceptualizing ideas.</p> <p>Proficient</p> <ul style="list-style-type: none"> ● 1.5.12prof.Cr1a: Use multiple approaches to begin creative endeavors <p>Accomplished</p> <ul style="list-style-type: none"> ● 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. <p>Advanced</p> <ul style="list-style-type: none"> ● 1.5.12adv.Cr1b: Choose from a range of materials and methods of traditional and contemporary artistic practices, following or breaking established conventions, to plan the making of multiple works of art and design based on a theme, idea or concept.

Anchor Standard 2: Organizing and developing ideas.**Proficient**

- 1.5.12prof.Cr2a: Engage in making a work of art or design without having a preconceived plan.
- 1.5.12 prof.Cr2c: Collaboratively develop a proposal for an installation, artwork, or space design that transforms the perception and experience of a particular place.

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.

Advanced

- 1.5.12adv.Cr2a: Experiment, plan and make multiple works of art and design that explore a personally meaningful theme, idea, or concept.
- 1.5.12adv.Cr2b: Demonstrate understanding of the importance of balancing freedom and responsibility in the use of images, materials, tools and equipment in the creation and circulation of creative work.

Anchor Standard 3: Refining and completing products.**Proficient**

- 1.5.12prof.Cr3a: Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on and plan revisions for works of art and design in progress.

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.

Advanced

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

Established Goals: New Jersey Learning Standards for Visual and Performing Arts (2020)**Performance Expectations: PRESENTING****Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.****Proficient**

- 1.5.12prof.Pr5a: Analyze and evaluate the reasons and ways an exhibition is presented.

Accomplished

- 1.5.12 acc.Pr5a: Evaluate, select and apply methods or processes appropriate to display artwork in a specific place.

Advanced

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

Performance Expectations: CONNECTING

Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.

Proficient

- 1.5.12prof.Cn10a: Document the process of developing ideas from early stages to fully elaborated ideas.

Accomplished

- 1.5.12 acc.Cn10a: Utilize inquiry methods of observation, research and experimentation to explore other subjects through artmaking.

Advanced

- 1.5.12adv.Cn10a: Synthesize knowledge of social, cultural, historical, and personal life with artmaking approaches to create meaningful works of art or design.

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.

Advanced

- 1.5.12adv.Cn11a: Assess the impact of an artist or a group of artists on the beliefs, values and behaviors of a society.

National Core Art Standards for Visual Arts

Students who successfully complete this course will meet the High School Proficient standards.

Artistic Strand: Creating

Anchor Standard 1: Generate and conceptualize artistic ideas and work.

VA:Cr1.1.1a	Investigate - Planning	Use multiple approaches to begin creative endeavors.
VA:Cr1.2.1a	Investigate - Planning	Shape an artistic investigation of an aspect of present day life using a contemporary practice of art or design.

Anchor Standard 2: Organize and develop artistic ideas and work.

VA.Cr2.1.1a	Investigate	Engage in making a work of art or design without having a preconceived plan.
VA.Cr2.2.1a	Investigate	Explain how traditional and nontraditional materials may impact human health and the environment and demonstrate safe handling of materials, tools, and equipment.

Anchor Standard 3: Refine and complete artistic work.		
VA:Cr3.1.1a	Reflect - Refine - Continue	Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on, and plan revisions for works of art and design in progress.
Artistic Strand: Presenting		
Anchor Standard 5: Develop and refine artistic techniques and work for presentation.		
VA:Pr5.1.1a	Analyze	Analyze and evaluate the reasons and ways an exhibition is presented.
VA:Pr6.1.1a	Share	Analyze and describe the impact that an exhibition or collection has on personal awareness of social, cultural, or political beliefs and understandings.
Artistic Strand: Connecting		
Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.		
VA:Cn10.1.1a	Synthesis	Document the process of developing ideas from early stages to fully elaborated ideas.

<p>Essential Questions:</p> <ul style="list-style-type: none"> • What conditions, attitudes and behaviors support creativity and innovative thinking? • What factors prevent or encourage people to take creative risks? • How does collaboration expand the creative process? • How does knowing the contexts, histories and traditions of art forms help us create works of art and design? • Why do artists follow or break from established traditions? • How do artists determine what resources and criteria are needed to formulate artistic investigations? • How do artists work? • How do artists and designers determine whether a particular direction in their work is effective? 	<p>Enduring Understandings</p> <ul style="list-style-type: none"> • Creativity and innovative thinking are essential life skills that can be developed. Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art-making goals. • 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. • Artists and designers develop excellence through practice and constructive critique, reflecting on, revising and refining work over time.
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<ul style="list-style-type: none"> • 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? • 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? • 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? • 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? 	<ul style="list-style-type: none"> • Artists, curators and others consider a variety of factors and methods including evolving technologies when preparing and refining artwork for display and or when deciding if and how to preserve and protect it. • Through artmaking, people make meaning by investigating and developing awareness of perceptions, knowledge and experiences.
Knowledge: <i>Students will know...</i>	Skills: <i>Students will be able to...</i>

<ul style="list-style-type: none"> • The principles of art and the elements of design and how to identify diverse works of art. • Concepts of Color theory. • Methods for enhancing visual awareness, including observational techniques and spatial relationships. • The importance of observation of the subject for a reproduction drawing. • Fundamental drawing techniques and concepts, including thumbnail sketch, gesture line, contour line, sketching, rendering, tactile drawing, and experimental exercises. • Basic portraiture concepts and techniques, including figure drawing, proportions, shading and contour. • Techniques and concepts of perspective drawing, including one-and two-point perspective, architectural rendering. • Shading concepts and techniques, including value, gradation, effects of light/shade, cast shadow. 	<ul style="list-style-type: none"> • Developing visual awareness through the process of art making. • Demonstrate the proper care and use of equipment, using approved safety practices. • Demonstrate an ability to manage and organize materials, information, and time in completing assignments. • Demonstrate the ability to use proper technique in a variety of media. • Demonstrate artistic techniques and work for presentation.
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Career Readiness, Life Literacies, and Key Skills (2020)

- 9.1.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job.
- 9.2.5.CAP.1: Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.
- 9.2.8.CAP.1: Identify offerings such as high school and county career and technical school courses, apprenticeships, military programs, and dual enrollment courses that support career or occupational areas of interest.
- 9.2.8.CAP.2: Develop a plan that includes information about career areas of interest.
- 9.2.8.CAP.10: Evaluate how careers have evolved regionally, nationally, and globally.
- 9.4.5.DC.1: Explain the need for and use of copyrights.

Making Connections to Careers

Ask students what they think is involved in these jobs related to the arts and supplement their answers. The goal is to make content connections to the real world/careers. Teachers can feel free to add/modify the list.

- Illustrator - Draw and paint images that communicate concepts for use in media, such as books, magazines, posters, video games and advertisements.

- Graphic Design - Convey their ideas visually by using images, symbols and text. They may design any object in which visual information is communicated, such as magazine covers, product packaging, signs, websites, advertising, and corporate logos.
- Fashion Design - Fashion professionals design and produce various types of clothing, typically working for design companies and clothing brands. They usually need a bachelor's or associate degree.
- Animation - Animators create moving images for various types of media, including film, television, video games, commercials, and websites. Typically working in illustration or computer animation, they often work as freelancers or with animation studios.

Interdisciplinary Connections

New Jersey Student Learning Standards for Social Studies (2020):

6.2 World History/Global Studies: All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.

New Jersey Student Learning Standards for English Language Arts (2016):

Key Ideas and Details - NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Computer Science and Design Thinking (2020)

8.1.12.DA.2: Describe the trade-offs in how and where data is organized and stored.

8.2.12.ITH.1: Analyze a product to determine the impact that economic, political, social, and/or cultural factors have had on its design, including its design constraints.

Student Resources

Scholastic Art Magazine, Scholastic Inc.

Appropriate Visual Art Supplies at the discretion of the instructor with the approval of administration.

Teacher Resources

Resource Texts: (Found in Classroom and School Library)

The Art of Sketching, Albert W. Porter, Davis Publications 1977

The Complete Guide To Perspective, John Raynes, F & W Media, Inc. 2005

Creative Acrylics Painting Techniques, Eaglemoss Publishing Ltd., 1996

Drawing the Human Head, Burne Hogarth, Crown Publishing Group, 2002

Dynamic Anatomy, Burne Hogarth, Crown Publishing Group, 2003

The Game of Mix-Up Art, Herve Tullet, Phaidon Press Inc., 2011

Land Art, Michael Lailach, Taschen America, 2007

A Landscape for Modern Sculpture, Storm King Art Center, John Beardsley, Abbeville Press, 1996

Making Books That Fly, Fold, Wrap, Hide, Pop up, Twist and Turn, Gwen Diehn, Lark Books, 2006

Mixed Media Collage: An Exploration of Contemporary Artists, Methods and Materials, Holly Harrison, Quarry Books, 2007

Mixed Media Journals: Creatively Chronicling Your Life, Katherine D. Aimone, Lark Books, 2009

Magazine: *Scholastic Art Magazine*, Scholastic Inc.

Technology: Chrome books, Google apps, document camera.

Websites: <http://artsandculture.google.com>

www.dickblick.com

www.youtube.com

www.incredibleart.org

www.artlex.org

www.metmuseum.org

www.artsednow.com

www.fiberartnow.net

Videos:

Andy Goldsworthy – 'We Share a Connection with Stone' | TateShots

https://www.youtube.com/results?search_query=andy+goldsworthy+for+high+school

Found Object Art: Nature Art

<https://www.youtube.com/watch?v=FN7w39QKxjk>

Chuck Close - Artist Introduction

<https://www.youtube.com/watch?v=30fS7X4FXFU>

15 Unusual Art Installations - what were they thinking?

<https://www.youtube.com/watch?v=UPWPdqI0-sE>

Stage 2 – Assessment Evidence

Performance Task(s):

- Self-box
- Visual Art of Sound: Creating Album Record Art.
- Selfie Collage
- Paste and Paper Mosaic
- Mixed Media Self Portrait with Landscape

Formative:

- Aesthetic analysis responses
- Google Classroom response questions
- Collaborative learning activities
- Feedback sessions
- Class critique
- Notebooks
- Do now activities
- Quizzes

Summative:

- Department created common summative assessments and rubrics.

Stage 3 – Learning Plan

The teacher will incorporate Practices into learning activities. The practices reflect the steps that artists undergo in the process of creating, performing, responding and connecting to works of art. To become artistically literate, it is essential that students are provided with the type of learning experiences that will enable them to engage in these practices as part of their art making processes.

Visual Art Practices:

- Creating Practices: Explore ● Investigate ● Reflect, Refine, Continue
- Performing Practices: Select ● Analyze ● Share
- Responding Practices: Perceive ● Analyze ● Interpret
- Connecting Practice: ● Synthesize ● Relate

Instructional Strategies and/or Learning Activities:

- SPACED PRACTICE: Space out studying time.
- RETRIEVAL PRACTICE
Practice bringing information to mind without the help of materials.
- ELABORATION
Explain and describe ideas with many details.
- INTERLEAVING
Switch between ideas while you work.
- CONCRETE EXAMPLES
Use specific examples to understand abstract ideas.
- DUAL CODING
Combine words and visuals.
- Incorporate and celebrate the artistic developments of artists including but not limited to: Kehinde Wiley, Kerry Marshall, Yayoi Kusama, Andrew Goldsworthy, Jacob Lawrence, Jean-Michel Basquiat, Hedwig Strnad and Sable Elyce Smith.
- Use of recycled materials to create and discuss how we can help the environment in regards to Climate Change.

Suggested Projects for Unit 2: Exploration of Media and Skills

- Self-box
- Visual Art of Sound: Creating Album Record Art.
- Selfie Collage
- Paste and Paper Mosaic
- Mixed Media Self Portrait with Landscape

Unit Plan Title	Unit 3: Art and Culture
Suggested Time Frame	21 days 3-4 projects

Overview / Rationale
Art and Culture will provide a study of art history and basic art concepts. Students will examine a variety of aspects of visual art history including themes and purposes of art; styles of art; the elements of art; design principles; two-dimensional media; western and non-western art history. The Art and Culture unit is a part of Fine-Arts subject, in which students will be given exposure to the community through museums, galleries and local artists. Students will also have a working knowledge of media.

Stage 1 – Desired Results
<p>Established Goals:</p> <p>Mission: To empower students to develop creative and critical thinking, social-emotional competencies, and intellectual and expressive abilities that will allow them to become active, contributing members of a global society.</p> <p>Vision: All students will have equitable access to a quality, arts education that leads to artistic literacy and fluency in the artistic practices of the five art disciplines as a mechanism for:</p> <ul style="list-style-type: none"> ● Performing, presenting or producing, as artistically literate individuals, by expressing and realizing creative ideas and implementing essential technical skills and cognitive abilities significant to many aspects of life and work in the 21st century; ● Responding to artistic ideas and work with personal meaning and cognizance of the ability of the arts to address universal themes, including climate change; ● Creating new artistic work reflective of a variety of ethnic, racial, and cultural perspectives; ● Connecting and evaluating how the arts convey meaning through all arts and non-arts disciplines and contexts of our global society. <p>Established Goals: New Jersey Learning Standards for Visual and Performing Arts (2020)</p> <p>Established Goals: New Jersey Learning Standards for Visual and Performing Arts (2020)</p> <p>Performance Expectations: CREATING</p> <p>Anchor Standard 3: Refining and completing products.</p> <p>Proficient</p> <ul style="list-style-type: none"> ● 1.5.12prof.Cr3a: Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on and plan revisions for works of art and design in progress. <p>Accomplished</p>

- 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.

Advanced

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

PRESENTING

Anchor Standard 4: Selecting, analyzing, and interpreting work.

Proficient

- 1.5.12prof.Pr4a: Analyze, select and curate artifacts and/or artworks for presentation and preservation.

Accomplished

- 1.5.12acc.Pr4a: Analyze, select and critique personal artwork for a collection or portfolio presentation.

Advanced

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

Anchor Standard 6: Conveying meaning through art.

Proficient

- **1.5.12prof.Pr6a:** Analyze and describe the impact that an exhibition or collection has on personal awareness of social, cultural or political beliefs and understanding.

Accomplished

- **1.5.12acc.Pr6a:** Make, explain and justify connections between artists or artwork and social, cultural and political history.

Advanced

- **1.5.12adv.Pr6a:** Curate a collection of objects, artifacts or artwork to impact the viewer's understanding of social, cultural and/or political experiences.

RESPONDING

Anchor Standard 7: Perceiving and analyzing products.

Proficient

- 1.5.12prof.Re7a: Hypothesize ways in which art influences perception and understanding of human experiences.
- 1.5.12prof.Re7b: Analyze how one's understanding of the world is affected by experiencing visual arts.

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.

Advanced

- 1.5.12adv.Re7a: Analyze how responses to art develop over time based on knowledge of and experience with art and life.
- 1.5.12adv.Re7b: Determine the commonalities within a group of artists or visual arts attributed to a particular type of art, timeframe, or culture.

Anchor Standard 8: Interpreting intent and meaning.

Proficient

- 1.5.12prof.Re8a: Interpret an artwork or collection of works, supported by relevant and sufficient evidence found in the work and its various contexts.

Accomplished

- 1.5.12acc.Re8a: Identify types of contextual information useful in the process of constructing interpretations of an artwork or collection of works.

Advanced

- 1.5.12adv.Re8a: Analyze differing interpretations of an artwork or collection of works in order to select and defend a plausible critical analysis.

National Core Art Standards for Visual Arts

Students who successfully complete this course will meet the High School Proficient standards.

Artistic Strand: Creating

Anchor Standard 3: Refine and complete artistic work.

VA:Cr3.1.1a	Reflect - Refine - Continue	Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on, and plan revisions for works of art and design in progress.
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Artistic Strand: Presenting

Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.

VA:Pr4.1.1a	Select	Analyze, select, and curate artifacts and/or artworks for presentation and preservation.
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Anchor Standard 6: Convey meaning through the presentation of artistic work.

VA:Pr6.1.1a	Share	Analyze and describe the impact that an exhibition or collection has on personal awareness of social, cultural, or political beliefs and understandings.
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Artistic Strand: Responding

Anchor Standard 7: Perceive and analyze artistic work.

VA:Re.7.1.1a	Perceive	Hypothesize ways in which art influences perception and understanding of human experiences.
VA:Re.7.2.1a	Perceive	Analyze how one's understanding of the world is affected by experiencing visual imagery.

Anchor Standard 8: Interpret intent and meaning in artistic work.

VA:Re.8.1a	Analyze	Interpret an artwork or collection of works, supported by relevant and sufficient evidence found in the work and its various contexts.
VA:Cn11.1.1a	Relate	Describe how knowledge of culture, traditions, and history may influence personal responses to art.

<p>Essential Questions:</p> <ul style="list-style-type: none"> • What role does persistence play in revising, refining and developing work? • How do artists grow and become accomplished in art forms? • How does collaboratively reflecting on a work help us experience it more completely? • 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? • 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? • What is the value of engaging in the process of art criticism? • How can the viewer "read" a work of art as text? • How does knowing and using visual art vocabulary help us understand and interpret works of art? 	<p>Enduring Understandings</p> <ul style="list-style-type: none"> • Artists and designers develop excellence through practice and constructive critique, reflecting on, revising and refining work over time. • Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting and curating objects, artifacts and artworks for preservation and presentation. • 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. • 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. • People gain insights into meanings of artworks by engaging in the process of art criticism.
<p>Knowledge: <i>Students will know...</i></p> <ul style="list-style-type: none"> • The Elements and Principles of Art. 	<p>Skills: <i>Students will be able to...</i></p>

<ul style="list-style-type: none"> • The cultural significance and contributions to art. • Characteristic theme-based works of visual art, such as artworks based on the themes of family and community, from various historical periods and world cultures. • How artists and specific works of visual art reflect, and are affected by, past and present cultures. • Recognize works of visual art as a reflection of societal values and beliefs. • How visual art has influenced world cultures throughout history. • Possible career choices in the arts. • The meanings of relevant art vocabulary. • How to make informed aesthetic judgements and critiques. • How to prepare their art work for presentation. 	<ul style="list-style-type: none"> • Demonstrate an understanding of the principles of art and elements of design. • Communicate an understanding of how culture influences art. • Create theme based works of art that reflect specific cultural and historical periods. • Identify characteristics of specific artistic genres. • Demonstrate a working knowledge of basic art vocabulary. • Demonstrate the ability to write an art critique. • Demonstrate the ability to articulate an art critique. • Demonstrate artistic techniques and work for presentation.
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Career Readiness, Life Literacies, and Key Skills (2020)

- 9.1.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job.
- 9.2.5.CAP.1: Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.
- 9.2.8.CAP.1: Identify offerings such as high school and county career and technical school courses, apprenticeships, military programs, and dual enrollment courses that support career or occupational areas of interest.
- 9.2.8.CAP.2: Develop a plan that includes information about career areas of interest.
- 9.2.8.CAP.10: Evaluate how careers have evolved regionally, nationally, and globally.
- 9.4.5.DC.1: Explain the need for and use of copyrights.

Making Connections to Careers

Ask students what they think is involved in these jobs related to the arts and supplement their answers. The goal is to make content connections to the real world/careers. Teachers can feel free to add/modify the list.

- Art Curator - A person who oversees a museum or art gallery. Curators often give guided tours to its patrons.
- Art Historian - Researches to find the history of a piece of artwork or artifact, recording their findings to share with others.

Interdisciplinary Connections

New Jersey Student Learning Standards for Social Studies (2020):

6.2 World History/Global Studies: All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.

New Jersey Student Learning Standards for English Language Arts (2016):

Key Ideas and Details - NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Computer Science and Design Thinking (2020)

8.1.12.DA.2: Describe the trade-offs in how and where data is organized and stored.

8.2.12.ITH.1: Analyze a product to determine the impact that economic, political, social, and/or cultural factors have had on its design, including its design constraints.

Teacher Resources

Magazine: *Scholastic Art Magazine*, Scholastic Inc.(copies)

Technology: Chrome books, Google apps, document camera.

Websites: <http://artsandculture.google.com>

www.dickblick.com

www.youtube.com

www.incredibleart.org

www.artlex.org

www.metmuseum.org

www.thevirtualinstructor.com

www.MOMA.org

Videos:

Abstract Expressionism at the MOMA

<https://www.youtube.com/watch?v=pXioeYcT0AI>

Andy Goldsworthy – 'We Share a Connection with Stone' | TateShots

https://www.youtube.com/results?search_query=andy+goldsworthy+for+high+school

Found Object Art: Nature Art

<https://www.youtube.com/watch?v=FN7w39QKxjk>

15 Unusual Art Installations - what were they thinking?

<https://www.youtube.com/watch?v=UPWPdqI0-sE>

Suggested Field Trips (On Site Learning):

Visits to various area museums listed below but not limited to:

Grounds for Sculpture

MOMA
 Philadelphia Museum of Art
 Museum of the Moving Image
 Museum of Modern Art
 Magic Gardens
 Ruben's Museum
 Guggenheim
 Danny Clutch
 Wooden Walls Project, Asbury Park

Stage 2 – Assessment Evidence

Pre Assessment:

- Written and oral assessment of students prior knowledge of history and culture and how it pertains to art.

Performance Task(s):

- Japanese Fans
- Surrealism: Short Films, Collage-making, games, and self-portraits.
- Asian-inspired 3-D lanterns
- Mandalas
- Collagraph Printmaking
- Class trips to museums, art galleries and street art.

Formative:

- Aesthetic analysis responses
- Google Classroom response questions
- Collaborative learning activities
- Feedback sessions
- Class and individual critique
- Notebooks
- Do now activities
- Quizzes

Summative:

- Department created common summative assessments and rubrics.

Stage 3 – Learning Plan

The teacher will incorporate Practices into learning activities. The practices reflect the steps that artists undergo in the process of creating, performing, responding and connecting to works of art. To become artistically literate, it is essential that students are provided with the type of learning experiences that will enable them to engage in these practices as part of their art making processes.

Visual Art Practices:

- Creating Practices: Explore ● Investigate ● Reflect, Refine, Continue
- Performing Practices: Select ● Analyze ● Share
- Responding Practices: Perceive ● Analyze ● Interpret
- Connecting Practice: ● Synthesize ● Relate

Instructional Strategies and/or Learning Activities:

- SPACED PRACTICE: Space out studying time.
- RETRIEVAL PRACTICE
Practice bringing information to mind without the help of materials.
- ELABORATION
Explain and describe ideas with many details.
- INTERLEAVING
Switch between ideas while you work.
- CONCRETE EXAMPLES
Use specific examples to understand abstract ideas.
- DUAL CODING
Combine words and visuals.
- Incorporate and celebrate the artistic developments of artists including but not limited to: Kehinde Wiley, Jacob Lawrence, Yayoi Kusama, Andrew Goldsworthy, Jacob Lawrence, Jean-Michel Basquiat, Hedwig Strnad and Sable Elyce Smith.
- Use of recycled materials to create and discuss how we can help the environment in regards to Climate Change.

Suggested Projects for Unit 3: Art and Culture

- Japanese Fans
- Surrealism: Short Films, Collage-making, games, and self-portraits.
- Asian-inspired 3-D lanterns
- Mandalas
- Collagraph Printmaking
- Class trips to museums, art galleries and street art.

Accommodations and Modifications

Below please find a list of suggestions for accommodations and modifications to meet the diverse needs of our students. Teachers should consider this a resource and understand that they are not limited to the recommendations included below.

An accommodation changes HOW a student learns; the change needed does not alter the grade-level standard. A modification changes WHAT a student learns; the change alters the grade-level expectation.

Special Education and 504 Plans

All modifications and accommodations must be specific to each individual child's IEP (Individualized Educational Plan) or 504 Plan.

- Students with Disabilities and the National Core Arts Standards: Guiding Principles for Teachers
<https://www.nationalartsstandards.org/sites/default/files/Guiding%20Principles%20for%20Inclusion.pdf>
- Visual and Performing Arts Instructional Adaptations for Students with Diverse Needs (pages 148-158) <https://www.state.nj.us/education/archive/frameworks/arts/chap5.pdf>
- Pre-teach or preview art vocabulary
- Repeat or reword directions
- Have students repeat directions
- Use of small group instruction
- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments
- Repetition and time for additional practice
- Model skills/techniques to be mastered
- Extended time to complete task/assignment/work
- Provide a copy of class notes
- Strategic seating (with a purpose - eg. less distraction)
- Flexible seating
- Repetition and additional practice
- Use of manipulatives
- Use of assistive technology (as appropriate)
- Check for understanding with more frequency
- Provide oral reminders and check student work during independent practice
- Chunk the assignment - broken up into smaller units, work submitted in phases
- Encourage student to proofread assignments and tests
- Provide student with clear expectations in writing and grading criteria for assignments (rubrics)

Testing Accommodations:

Students should receive all testing accommodations for Benchmark assessments that they receive for State testing.

- Setting: Alternate setting for assessments, small groups, screens to block distractions
- Presentation: large print, test readers, use of audio, fewer questions on each page
- Response: answer verbally, use large block answer sheet, speech-to-text dictation, accept short answers
- Allow for retakes
- Provide study guides
- Use of reference aids such as glossary
- Choice of test format (multiple-choice, essay, true-false)
- Alternate ways to evaluate (projects or oral presentations instead of written tests)
- Open-book or open-note tests

English Language Learners:

All modifications and accommodations should be specific to each individual child's LEP level as determined by the WIDA screening or ACCESS, utilizing the WIDA Can Do Descriptors.

- Visual and Performing Arts Instructional Adaptations for Students with Diverse Needs (pages 167-174) <https://www.state.nj.us/education/archive/frameworks/arts/chap5.pdf>
- Pre-teach or preview art vocabulary
- Repeat or reword directions
- Have students repeat directions
- Use of small group instruction
- Scaffold language based on their Can Do Descriptors
- Alter materials and requirements according to Can Do Descriptors
- Adjust number of paragraphs or length of writing according to their Can Do Descriptor
- TPR (Total Physical Response-Sheltered Instruction strategy) Demonstrate concepts through multi-sensory forms such as with body language, intonation
- Pair visual prompts with verbal presentations
- Repetition and additional practice
- Model skills and techniques to be mastered
- Native Language translation (peer, assistive technology, bilingual dictionary)
- Emphasize key words or critical information by highlighting
- Use of graphic organizers
- Scaffold with prompts for sentence starters
- Check for understanding with more frequency
- Use of self-assessment rubrics
- Increase one-on-one conferencing; frequent check ins
- Use study guide to organize materials
- Make vocabulary words available in a student created vocabulary notebook, art vocabulary bank, Word Wall, or art vocabulary ring
- Extended time
- Select text complexity and tiered vocabulary according to Can Do Descriptors
- Projects completed individually or with partners
- Use online dictionary that includes images for words:
<http://visual.merriamwebster.com/>.
- Use online translator to assist students with pronunciation:
http://www.reverso.net/text_translation.aspx?lang=EN.

Students at Risk of Failure:

- Use of self-assessment rubrics for check-in
- Pair visual prompts with verbal presentations
- Ask students to restate information and/or directions
- Opportunity for repetition and additional practice
- Model skills/techniques to be mastered
- Extended time
- Provide copy of class notes

- Strategic seating with a purpose
- Provide students opportunity to make corrections and/or explain their answers
- Support organizational skills
- Check daily planner
- Encourage student to proofread work
- Assign a peer buddy
- Build on students' strengths based on Multiple Intelligences: Linguistic (verbal); Logical (reasoning); Musical/Rhythmic; Intrapersonal Intelligence (understanding of self); Visual Spatial Intelligence; Interpersonal Intelligence (the ability to interact with others effectively); Kinesthetic (bodily); Naturalist Intelligence; and Learning Styles: Visual; Auditory; Tactile; Kinesthetic; Verbal

High Achieving:

Extension Activities

- Visual and Performing Arts Instructional Adaptations for Students with Diverse Needs (pages 159-165) <https://www.state.nj.us/education/archive/frameworks/arts/chap5.pdf>
- Allow for student choice from a menu of differentiated outcomes; choices grouped by complexity of thinking skills; variety of options enable students to work in the mode that most interests them
- Allow students to pursue independent projects based on their individual interests
- Provide enrichment activities that include more complex material
- Allow opportunities for peer collaboration and team-teaching
- Set individual goals
- Conduct research and provide presentation of appropriate topics
- Provide students opportunity to design surveys to generate and analyze data to be used in discussion
- Allow students to move through the assignment at their own pace (as appropriate)

Strategies to Differentiate to Meet the Needs of a Diverse Learning Population

- Vocabulary Sorts-students engage with the vocabulary word by sorting into groups of similar/different rather than memorizing definitions
- Provide "Realia" (real life objects to relate to the five senses) and ask questions relating to the senses
- Role Play-students create or participate in role playing situations or Reader's Theater
- Moving Circle-an inside and outside circle partner and discuss, circles moves to new partner (Refer to Kagan Differentiated Strategies)
- Brainstorm Carousel-Large Post Its around the room, the group moves in a carousel to music. Group discusses topics and responses on paper. Groups rotate twice to see comments of others. (Refer to Kagan Differentiated Strategies)
- Gallery Walk-Objects, books, or student work is displayed. Students examine artifacts and rotate.
- Chunking-chunk reading, tests, questions, homework, etc to focus on particular elements.
- Think Pair Share Write
- Think Talk Write

- Think Pair Share
- Note-taking -can be done through words, pictures, phrases, and sentences depending on level
- KWL (Know, Want to Know, Learned)/KWLH(Know, What to Know, How Will I Learn, learned)/KWLS (Know, Want to Know, Learned, Still Want to Know) /KWLQ (Know, What to Know, Learned, Questions I Still Have) Charts
- Corners Cooperative Learning Strategy:
<http://cooperativelearningstrategies.pbworks.com/w/page/28234420/Corners>.
- Circle Map strategy- place the main topic in a small circle and add student ideas in a bigger circle around the topic. Students may use their native language with peers to brainstorm.
- Flexible grouping -as a whole class, a small group, or with a partner, temporary groups are created:
<http://www.teachhub.com/flexible-grouping-differentiated-instruction-strategy>.
- Jigsaw Activities -cooperative learning in a group, each group member is responsible for becoming an "expert" on one section of the assigned material and then "teaching" it to the other members of the team: <http://www.adlit.org/strategies/22371/>.

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An Affirmative Action Equal Opportunity Employer

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