KINGSWAY REGIONAL SCHOOL DISTRICT

Committed to Excellence

Course Name: Adv. Art II	**Grade Level(s): 11-12**
Department: Visual and Performing Arts	**Credits: N/A**
BOE Adoption Date: October 2018	**Revision Date(s): October 2019**

ABSTRACT

This course is offered to serious art students who exhibit an unusual amount of interest as well as talent in the field of art and plan on taking AP Studio Art their senior year or who may plan to pursue a career in art and design after graduation. This course acts as a Pre-AP Studio Art course; all of the artworks created in this course can be applied to the *Breadth* section of the AP Studio Art Exam. The primary function of this course is to prepare students for future study and help them to develop their talent and knowledge of art. Students in all advanced art courses will be given an opportunity to explore the computer as a means of researching and producing art. A great deal of emphasis will be placed on utilizing references from different sources, working from life, or taking original photo references with a camera. Students will be exposed to a wide variety of exercises, techniques, subjects, and media. Students are strongly encouraged to develop strong conceptual ideas and use their personal voice through their art-making process. Much of this course will be focused on more advanced media and techniques with individualized attention given to the weaknesses and needs of each student, especially in the areas of painting.

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Mission Statement

The **Kingsway Regional School District** believes that this school district is responsible for developing and maintaining a comprehensive educational program that will foster the academic, social, and personal growth of all students. The Kingsway Regional School District provides a secure, supportive environment. It also provides high quality resources to challenge and empower each individual to pursue his/her potential, to develop a passion for learning in a diverse and challenging world, to encourage active citizenship, and to reach a high standard of achievement at all grade levels as defined by the New Jersey Student Learning Standards (NJSLS).

Curriculum & Instruction Goals

To ensure the District continues to work toward its mission of excellence in G.R.E.A.T. Instruction, the following curriculum and instruction goals direct the conversation:

Goal(s):

1. To ensure students are college and career ready upon graduation

2. To vertically and horizontally align curriculum K-12 to ensure successful transition of students at each grade level

3. To identify individual student strengths and weaknesses utilizing various assessment measures (formative, summative, alternative, etc.) so as to differentiate instruction while meeting the rigor of the applicable content standards

4. To improve student achievement as assessed through multiple measures including, but not limited to, state testing, local assessments, and ongoing progress monitoring

How to Read this Document

This curricular document contains both *pacing guides* and *curriculum units*. The pacing guides serve to communicate an estimated timeframe as to *when* skills and topics will be taught throughout the year. The pacing, however, may differ slightly depending upon the unique needs of each learner. The *curriculum units* contain more detailed information as to the content, goals, and objectives of the course well as how students will be assessed. The terms and definitions below will assist the reader to better understand the sections and components of this curriculum document.

Terms to Know

1. **Accommodation(s):** *Accommodations* are adaptations that do not alter the learning goal or standards being measured; accommodations can be for all students.

2. **Differentiated Instruction (DI):** The idea of differentiating instruction to accommodate the different ways that students learn involves a hefty dose of common sense, as well as sturdy support in the theory and research of education (Tomlinson & Allan, 2000). It is an approach to teaching that advocates active planning for student differences in classrooms. Teachers can differentiate content, process, product, or environment. DI can be done according to students' readiness, interest, or learning profile.

3. **Enduring Understanding:** Enduring understandings (aka big ideas) are statements of understanding that articulate deep conceptual understandings at the heart of each content area. Enduring understandings are noted in the alongside essential questions within each unit in this document.

4. **Essential Question:** These are questions whose purpose is to stimulate thought, to provoke inquiry, and to spark more questions. They extend beyond a single lesson or unit. Essential questions are noted in the beginning of each unit in this document.

5. **Formative Assessments:** Formative assessments monitor student learning to provide ongoing feedback that can be used by (1) instructors to improve teaching and (2) by students to improve their learning. Formative assessments help identify students' strengths and weaknesses and address problems immediately.

6. **Learning Activity(s):** Learning activities are those activities that take place in the classroom for which the teacher facilitates and the students participate in to ensure active engagement in the learning process. (Robert J. Marzano, *The Art and Science of Teaching*)

7. **Learning Assignment(s):** Learning assignments are those activities that take place independently by the student inside the classroom or outside the classroom (i.e. homework) to extend concepts and skills within a lesson.

8. **Learning Goal(s):** Learning goals are broad statements that note what students "should know" and/or "be able to do" as they progress through a unit. Learning goals correlate specifically to the NJSLS noted within each unit.

9. **Learning Objective(s):** Learning objectives are more specific skills and concepts that students must achieve as they progress towards the broader learning goal. These are included within each unit and are assessed frequently by the teacher to ensure students are progressing appropriately.

10. **Modification(s):** *Modifications* are adaptations that alter the learning goals and grade-level standards. Modifications are warranted when the learner has significant needs that impede his or her ability to access grade-level concepts. They are most appropriate for appropriate some students with IEPs and some English Language Learners.

11. **Performance Assessments: (**aka alternative or authentic assessments) Performance assessments are a form of assessment that requires

students to perform tasks that generate a more authentic evaluation of a student's knowledge, skills, and abilities. Performance assessments stress the application of knowledge and extend beyond traditional assessments (i.e. multiple-choice question, matching, true & false, etc.).

12. **Standards:** Academic standards, from which the curriculum is built, are statements that of what students "should know" or "be able to do" upon completion of a grade-level or course of study. Educational standards help teachers ensure their students have the skills and knowledge they need to be successful by providing clear goals for student learning.

   o **State:** The New Jersey Student Learning Standards (NJSLSs) include Preschool Teaching and Learning Standards as well as K-12 standards for: *Visual and Performing Arts; Comprehensive Health and Physical Education; Science; Social Studies; World Languages; Technology; 21st-Century Life and Careers; Language Arts Literacy; and, Mathematics*

13. **Summative Assessments:** Summative assessments evaluate student learning at the end of an instructional time period by comparing it against some standard or benchmark. Information from summative assessments can be used formatively when students or faculty use it to guide their efforts and activities in subsequent courses.

14. **21st Century Skills & Themes:** These elements emphasize the growing need to focus on skills that prepare students to successfully compete in a global environment by focusing on the following: learning and innovation skills; information, media and technology skills; and life and career skills. These concepts are embedded in each unit of the curriculum.

Proficiencies and Pacing Guide:

Course Title: Advanced Art II
Prerequisite(s): Students should have had successfully completed Advanced Art I prior to this course.

Unit Title:	Duration/ Month(s)	Related Standards:	Learning Goals:	Topics and Skills:
Unit 1: Drawing & Value	September- October (8 weeks)	**Subject Area**: NJSLS.1.1.12.D.2 NJSLS.1.2.8.A.3 NJSLS.1.3.12.D.1 NJSLS.1.4.8.A.4 NJSLS.1.4.12.A.1 NJSLS.1.4.12.B.2 VA:Cr1.2.IIa VA:Cr2.1.IIIa VA:Cr3.1.IIIa VA:Pr4.1.IIIa VA:Re.7.2.IIIa VA:Cn10.1.IIIa **Interdisciplinary**:	Students will understand the Principles and Elements of Design and be able to apply these to their art-making assignments throughout the year. Students will understand advanced drawing concepts and techniques and be able to identify strengths and weakness through critique to develop progress and growth. Students will understand the element of space and be able to draw a composition demonstrating a sense of depth. Students will understand the human figure and be able to draw a figure proportionally and to scale with the environment being placed. Students will understand composition and light hitting form, and be able to create a drawing/painting using a full range of value and mimicking textures with pencil, charcoal, pen and watercolor.	Students will: Identify negative space through drawing and observation Manipulate value and texture through the use of various mediums: pencil, charcoal, pen, and watercolor Discuss their artwork through reflection on learning by critique Draw proportional human figures Develop compositional layouts through thumbnail sketches and rearrangement Evaluate and observe artwork from various genres, artists and mediums, while identifying principles and elements present in each work
Unit 2: Conceptual Voice & Expression	November- January (10 weeks)	NJSLS.1.1.12.D.2 NJSLS.1.2.8.A.3 NJSLS.1.3.12.D.1 NJSLS.1.4.8.A.4 NJSLS.1.4.12.A.1	Students will understand current topics such as political or social issues and create a work to facilitate discussion through symbolism and imagery.	Students will: Draw proportional facial features appropriate to the distortion taking place

Unit Title:	Duration/ Month(s)	Related Standards:	Learning Goals:	Topics and Skills:
		NJSLS.1.4.12.B.2 VA:Cr1.2.IIa VA:Cr2.1.IIIa VA:Cr3.1.IIIa VA:Pr4.1.IIIa VA:Re.7.2.IIIa VA:Cn10.1.IIIa Technology: NJSLS.8.1.12.D.1	Students will understand the qualities of acrylic paint and be able to blend colors/values to create a 3-dimensional looking form. Students will understand color theory, color value and color balance and be able to paint a composition utilizing those components. Students will understand the principles and elements of design, as well as successful various techniques used by peers by being able to discuss their work in front of the class and revisit the process and outcome executed of their pieces. Students will understand identity and be able to create a self-portrait and express an exaggerated and dramatic facial expression through the drawing medium of their choice.	Express emotion through a self-portrait Mix colors for an accurate depiction Experiment and practice using and applying acrylic paint Compose a composition utilizing a separate reference of a figure and environment Paint a color composition visually portraying a social or political issue or message Critique their finished drawings and paintings
Unit 3: Watercolor	February (4 weeks)	NJSLS.1.1.12.D.2 NJSLS.1.2.8.A.3 NJSLS.1.3.12.D.1 NJSLS.1.4.8.A.4 NJSLS.1.4.12.A.1 NJSLS.1.4.12.B.2 VA:Cr1.2.IIa VA:Cr2.1.IIIa VA:Cr3.1.IIIa	Students will understand the properties of watercolors and be able to paint using various watercolor techniques. Students will understand the use of mixed media and be able to create a composition combining both pen & ink with watercolor utilizing a full range a value and color-mixing.	Create a 2-dimensional composition utilizing the principles and elements of design Utilize various watercolor techniques for a variety of desired effects Mix colors for value and contrast Combine mixed-media materials

Unit Title:	Duration/ Month(s)	Related Standards:	Learning Goals:	Topics and Skills:
		VA:Pr4.1.IIIa VA:Re.7.2.IIIa VA:Cn10.1.IIIa	Students will understand the principles and elements of design, as well as successful various techniques used by peers by being able to discuss their work in front of the class and revisit the process and outcome executed of their pieces.	onto a 2-dimensional surface Critique
Unit 4: Implied Texture	March (5 weeks)	NJSLS.1.1.12.D.2 NJSLS.1.2.8.A.3 NJSLS.1.3.12.D.1 NJSLS.1.4.8.A.4 NJSLS.1.4.12.A.1 NJSLS.1.4.12.B.2 VA:Cr1.2.IIa VA:Cr2.1.IIIa VA:Cr3.1.IIIa VA:Pr4.1.IIIa VA:Re.7.2.IIIa VA:Cn10.1.IIIa	Students will understand implied texture versus actual texture and be able to mimic a texture from a reference as a two-dimensional work of art in the medium of their choice. Students will understand the principles and elements of design, as well as successful various techniques used by peers by being able to discuss their work in front of the class and revisit the process and outcome executed of their pieces.	Create an image/design based off of the use of a reference Paint or draw the image utilizing a full range of value Demonstrate application of elements and design in a harmonious manner Critique
Unit 5: Art History	April-May (6 weeks)	**Power (Primary):** NJSLS **.1.1.12** NJSLS**.1.1.12.D.1** VA:Pr6.1.IIa VA:Re.7.1.Ia VA:Re.7.2.IIa VA:Cn11.1.IIIa **Supportive (Secondary):** NJSLS **.1.4.12** NJSLS **.1.2.12.A.1** NJSLS **.1.2.12.A.2**	Students will understand concepts executed by 21st Century artists and be able to identify various terms and techniques expressed through today's world of art.	Discuss and analyze various artworks from various cultures Identify specific characteristics and attributions in artworks

Unit Title:	Duration/ Month(s)	Related Standards:	Learning Goals:	Topics and Skills:
		NJSLS .**1.3.12.D.4** NJSLS.**1.4.12.A.1** NJSLS.**1.4.12.A.2** NJSLS.**1.4.12.B.1** NJSLS.**1.4.12.B.2** NJSLS.**1.4.12.B.3**		
Unit 6: Painting and Independent work	May-June (4 weeks)	NJSLS.1.1.12.D.2 NJSLS.1.2.8.A.3 NJSLS.1.3.12.D.1 NJSLS.1.4.8.A.4 NJSLS.1.4.12.A.1 NJSLS.1.4.12.B.2 VA:Cr1.2.IIa VA:Cr2.1.IIIa VA:Cr3.1.IIIa VA:Pr4.1.IIIa VA:Re.7.2.IIIa VA:Cn10.1.IIIa	Students will understand the techniques used with acrylic paint and be able to create a piece of artwork based on the principles and elements of design successfully. Students will understand ideas and concepts they would like to explore and be able to create a 2-dimensional artwork with the medium of their choice representing their artistic strengths. Students will understand the principles and elements of design, as well as successful various techniques used by peers by being able to discuss their work in front of the class and revisit the process and outcome executed of their pieces.	Manipulate acrylic paint for opaque coverage and color mixing Freely express their personal artistic style through mark-making, brushstrokes, and color usage Apply a combination of principles and elements of design to the painting Create an independent artwork through artistic voice and style Critique

Unit 1: Drawing	Recommended Duration: September-October [8 weeks]

Unit Description: This unit is focused mostly on one large project that has multiple components to it. Students will have to design and plan their composition, demonstrate a full understanding of figurative proportions, and utilize a full range of value throughout the work. The work will be drawn in 5 different black and white mediums, and students will show a smooth transition from one medium to the next through techniques, application, and use of value.

Essential Questions:	Enduring Understandings:
- How are art elements and design principles used to organize and express ideas? - How do artists and designers learn from trial and error? - What is the value of engaging in the process of art criticism? - What role does persistence play in revisiting, refining, and developing work?	- Artists use elements of art and principles of design to organize visual communication. - Art media, techniques and processes work together to create works of art. - Using visual arts terminology allows us to communicate our personal response to artwork. - The process of sharing and reflecting enables one to better understand and appreciate art.

Relevant Standards:	Learning Goals:	Learning Objectives:
Power (Primary): • **NJSLS.1.1.12.D.2** Translate literary, musical, theatrical, and dance compositions by using them as stimulus/inspiration for corresponding visual artworks. • **NJSLS.1.2.8.A.3** Develop informed personal responses to an assortment of artworks across the four arts disciplines (dance, music, theatre, and visual art), using historical significance, craftsmanship, cultural context, and originality as criteria for assigning value to the works. • **NJSLS.1.3.12.D.1** Distinguish innovative applications of the elements or art and principles of design in visual artworks from diverse cultural perspectives and identify specific cross cultural themes. • **NJSLS.1.4.8.A.4** Evaluate how exposure to various cultures influences individual, emotional, intellectual, and kinesthetic responses to artwork. • **NJSLS.1.4.12.A.1** Determine how dance, music, theatre, and visual art have influenced world cultures throughout history. • **NJSLS.1.4.12.B.2** Evaluate how an artist's technical proficiencies may affect the creation or presentation of a work of art, as well as how the context	• Students will understand the Principles and Elements of Design and be able to apply these to their art-making assignments throughout the year. • Students will understand advanced drawing concepts and techniques and be able to identify strengths and weakness through critique to develop progress and growth. • Students will understand the element of space and be able to draw a composition demonstrating a sense of depth. • Students will understand the human figure and be able to draw a figure proportionally and to scale with the environment being placed. • Students will understand composition and light hitting form, and be able to create a drawing/painting using a full range of value and mimicking textures with pencil, charcoal, pen and watercolor.	Students will: • Define element and principle vocabulary terminology • Explain how artistic decisions about art making shape a work of art • Develop a repertoire of skills through mediums, techniques and application • Draw through observation • Reflect and discuss their artwork through critique

Relevant Standards:	Learning Goals:	Learning Objectives:
in which a work is performed or shown may impact perceptions of its significance/meaning. • **VA:Cr1.2.IIa** Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design. • **VA:Cr1.2.IIIa** 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. • **VA:Cr2.1.IIIa** Experiment, plan, and make multiple works of art and design that explore a personally meaningful theme, idea, or concept. • **VA:Cr3.1.IIIa** Reflect on, re-engage, revise, and refine works of art or design considering relevant traditional and contemporary criteria as well as personal artistic vision. • **VA:Pr4.1.IIIa** Critique, justify, and present choices in the process of analyzing, selecting, curating, and presenting artwork for a specific exhibit or event. • **VA:Re.7.2.IIIa** Determine the commonalities within a group of artists or visual images attributed to a particular type of art, timeframe, or		

Relevant Standards:	Learning Goals:	Learning Objectives:
culture. • **VA:Cn10.1.IIIa** Synthesize knowledge of social, cultural, historical, and personal life with art-making approaches to create meaningful works of art or design.		

Formative Assessments	Summative Assessments:	Performance Assessments:	Major Activities/ Assignments (required):
• Observation of working on assignments • Teacher Handouts • Appropriate Daily Tasks • Homework • Trial and error in working methods (problem solving) • Group discussion and assignments • Whole class discussion • Do-now checks • Graphic organizers • Note-taking • One-on-one conferences at desk	• CSA #1: Pre-Assessment • 5-Medium Panel Piece • CSA #2: Reflection based on 5-Medium Panel Piece	• Critique • Preliminary Sketches • Art creation • Reflections • Quizzes	• CSA #1: Pre-Assessment • Preliminary Sketches • 5-Medium Panel Piece • CSA #2: Reflection based on 5-Medium Panel Piece

Possible Assessment Adjustments (Modifications /Accommodations/ Differentiation): *How will the teacher provide multiple means for the following student groups to EXPRESS their understanding and comprehension of the content/skills taught?*			
Special Education Students	**English Language Learners (ELLs)**	**At-Risk Learners**	**Advanced Learners**
• Sample completed tasks/projects • Additional time to complete tasks/projects • Oral vs. Written quizzes • Alternative projects based on the	• Read directions to student • Allow for re-dos/retakes • Clarify test questions/read test questions • Choice test format	• Read directions to student • Allow for re-dos/retakes • Clarify test questions/read test questions • Choice test format	• Provide high-level questions • Create independent projects • Open-ended questions

Possible Assessment Adjustments (Modifications /Accommodations/ Differentiation): *How will the teacher provide multiple means for the following student groups to EXPRESS their understanding and comprehension of the content/skills taught?*			
Special Education Students	**English Language Learners (ELLs)**	**At-Risk Learners**	**Advanced Learners**
same objective and learning goal		• Additional time to complete tasks/projects	

Instructional Strategies: *(List and describe.)*
• Scaffolding • Modeling • Chunking information • Cooperative learning • Direct instruction • Pause, ask question, pause, review • Comparing/contrasting • Note-taking • Monitoring

Possible Instructional Adjustments (Modifications /Accommodations/ Differentiation): *How will the teacher provide multiple means for the following student groups to ACCESS the content/skills being taught?*			
Special Education Students	**English Language Learners (ELLs)**	**At-Risk Learners**	**Advanced Learners**
• Small Group work to solve problems collaboratively • Note taking vs. hand-on activities • Individual work • One-to-one teacher support • Visual teaching methods • Do-nows (written/oral/group) • Re-explanation of instructions/expectations in multiple ways.	• Study sheets and teacher outlines • Concrete examples • Review of directions • Extra visual and verbal cues and prompts • Hands on activities • Adjusted assignment timelines • Reworded questions/problems with simpler language • Modified grading	• Study sheets and teacher outlines • Concrete examples • Review of directions • Extra visual and verbal cues and prompts • Hands on activities • Adjusted assignment timelines • Small Group work to solve problems collaboratively • Individual work • One-to-one teacher support • Visual teaching methods • Re-explanation of instructions/expectations in multiple ways.	• Adjusted assignment timelines • Interest-based assignments • Multi-faceted instruction • Open-ended dialogue

Unit Vocabulary:
Essential: line, shape, form, space, color, texture, value, elements, principles, variety, rhythm, movement, repetition, contrast, balance, emphasis, critique, function, content, context, attribution**,** medium, composition, proportion

Interdisciplinary Connections & Career Ready Practices (Note Applicable Standards):	Integration of Technology: *(Note the SAMR Model elements used and how.)*	21st Century Themes: *(Check and explain how the connection is made.)*	21st Century Skills: *(Check and explain how the connection is made.)*
E/LA: • **NJSLSA.W4**- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. • **NJSLSA.SL1**- Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. **Mathematics:** • **NJSLS.HSG.CO.D.12**- Make formal geometric constructions with a variety of tools and methods • **NJSLS.HSG.MGA.3**- Apply geometric methods to solve design problems **Technology:** • **NJSLS.TECH.8.1.12.D.1**- Demonstrate appropriate application of copyright, fair	Technology: • **S**-You-Tube Videos to analyze artwork. • **S**-PowerPoint and museum websites to show artwork • **A**- Use a digital camera to take photo references and adjust digital photo to desired effect or need through the use of software applications	Global Awareness: • Understanding art from various cultures both contemporary and historical	Creativity & Innovation: • Elaborate, refine, analyze and evaluate original ideas in order to improve and maximize creative efforts • View failure as an opportunity to learn; understand that creativity and innovation is a long-term, cyclical process of small successes and frequent mistakes • Be open and responsive to new and diverse perspectives; incorporate group input and feedback into the work Media Literacy: • Use information accurately and creatively for the issue or problem at hand Critical Thinking and Problem Solving: • Solve different kinds of non-

Interdisciplinary Connections & Career Ready Practices (Note Applicable Standards):	Integration of Technology: *(Note the SAMR Model elements used and how.)*	21st Century Themes: *(Check and explain how the connection is made.)*	21st Century Skills: *(Check and explain how the connection is made.)*
use and/or Creative Commons to an original work. **21st Century Life and Careers:** • **NJSLS.CRP2**- Apply appropriate academic and technical skills. • **NJSLS.CRP4**- Communicate clearly and effectively and with reason. • **NJSLS.CRP6**- Demonstrate creativity and innovation. • **NJSLS.CRP7**- Employ valid and reliable research strategies. • **NJSLS.CRP8**- Utilize critical thinking to make sense of problems and persevere in solving them.			familiar problems in both conventional and innovative ways

Resources:

Texts/Materials:
• Various short video segments demonstrating techniques and/or processes to be used or explored with various mediums

Major Assignments (required):
• CSA #1: Pre-Assessment
• 5-Medium Panel Piece
• CSA #2: Reflection based on 5-Medium Panel Piece

Major Activities (required):
• Critiques

Unit 2: Conceptual Voice & Expression	Recommended Duration: November-January [10 weeks]

Unit Description: This unit will help students to strengthen their voice through imagery and art work. Current events, politics, social issues, and cultural climate can be topics expressed through this project. Discussion through symbolism and imagery is crucial for developing conceptual ideas and approaches in art-making. Students will also be able to express their identity through the execution of a self-portrait. Choice of medium allows students to utilize their strengths so that they can better communicate an idea clearly.

Essential Questions:	Enduring Understandings:
- How are art elements and design principles used to organize and express ideas? - What is the value of engaging in the process of art criticism? - How do artists use tools and techniques to express their ideas? - How do one's experiences influence artwork?	- Artists use elements of art and principles of design to organize visual communication. - Art media, techniques and processes work together to create works of art. - Using visual arts terminology allows us to communicate our personal response to artwork. - The process of sharing and reflecting enables one to better understand and appreciate art. - Artists get inspiration from many sources. Art is a personal or individual response to their environment.

Relevant Standards:	Learning Goals:	Learning Objectives:
Power (Primary): • **NJSLS.1.1.12.D.2** Translate literary, musical, theatrical, and dance compositions by using them as stimulus/inspiration for corresponding visual artworks. • **NJSLS.1.2.8.A.3** Develop informed personal responses to an assortment of artworks across the four arts disciplines (dance, music, theatre, and visual art), using historical significance, craftsmanship, cultural context, and originality as criteria for assigning value to the works. • **NJSLS.1.3.12.D.1** Distinguish innovative applications of the elements or art and principles of design in visual artworks from diverse cultural perspectives and identify specific cross cultural themes. • **NJSLS.1.4.8.A.4** Evaluate how exposure to various cultures influences individual, emotional, intellectual, and kinesthetic responses to artwork. • **NJSLS.1.4.12.A.1** Determine how dance, music, theatre, and visual art have influenced world cultures throughout history. • **NJSLS.1.4.12.B.2** Evaluate how an artist's technical proficiencies may affect the creation or presentation of a work of art, as well as how the context in which a work is performed or shown may impact perceptions of its significance/meaning. • **VA:Cr1.2.IIa** Choose from a range of materials and methods of traditional and	• Students will understand current topics such as political or social issues and create a work to facilitate discussion through symbolism and imagery. • Students will understand the qualities of acrylic paint and be able to blend colors/values to create a 3-dimensional looking form. • Students will understand color theory, color value and color balance and be able to paint a composition utilizing those components. • Students will understand the principles and elements of design, as well as successful various techniques used by peers by being able to discuss their work in front of the class and revisit the process and outcome executed of their pieces. • Students will understand identity and be able to create a self-portrait and express an exaggerated and dramatic facial expression through the drawing medium of their choice.	Students will: • Draw proportional facial features appropriate to the distortion taking place • Express emotion through a self-portrait • Mix colors for an accurate depiction • Experiment and practice using and applying acrylic paint • Compose a composition utilizing a separate reference of a figure and environment • Paint a color composition visually portraying a social or political issue or message • Critique their finished drawings and paintings

Relevant Standards:	Learning Goals:	Learning Objectives:
contemporary artistic practices to plan works of art and design. • **VA:Cr1.2.IIIa** 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. • **VA:Cr2.1.IIIa** Experiment, plan, and make multiple works of art and design that explore a personally meaningful theme, idea, or concept. • **VA:Cr3.1.IIIa** Reflect on, re-engage, revise, and refine works of art or design considering relevant traditional and contemporary criteria as well as personal artistic vision. • **VA:Pr4.1.IIIa** Critique, justify, and present choices in the process of analyzing, selecting, curating, and presenting artwork for a specific exhibit or event. • **VA:Re.7.2.IIIa** Determine the commonalities within a group of artists or visual images attributed to a particular type of art, timeframe, or culture. • **VA:Cn10.1.IIIa** Synthesize knowledge of social, cultural, historical, and personal life with art-making approaches to create meaningful works of art or design.		

Formative Assessments	Summative Assessments:	Performance Assessments:	Major Activities/ Assignments (required):
• Observation of working on assignments	• Social Commentary • Self-portrait	• Critique • Preliminary Sketches	• Preliminary Sketches • Social Commentary

• Teacher Handouts • Appropriate Daily Tasks • Homework • Trial and error in working methods (problem solving) • Group discussion and assignments • Whole class discussion • Do-now checks • Graphic organizers • Note-taking • One-on-one conferences at desk	• Self-Portrait Refection	• Art creation • Reflections • Quizzes	• Self-portrait • Self-Portrait Refection

Possible Assessment Adjustments (Modifications /Accommodations/ Differentiation): *How will the teacher provide multiple means for the following student groups to EXPRESS their understanding and comprehension of the content/skills taught?*

Special Education Students	English Language Learners (ELLs)	At-Risk Learners	Advanced Learners
• Sample completed tasks/projects • Additional time to complete tasks/projects • Oral vs. Written quizzes • Alternative projects based on the same objective and learning goal	• Read directions to student • Allow for re-dos/retakes • Clarify test questions/read test questions • Choice test format	• Read directions to student • Allow for re-dos/retakes • Clarify test questions/read test questions • Choice test format • Additional time to complete tasks/projects	• Provide high-level questions • Create independent projects • Open-ended questions

Instructional Strategies: *(List and describe.)*

- Scaffolding
- Modeling
- Chunking information
- Cooperative learning
- Direct instruction
- Pause, ask question, pause, review
- Comparing/contrasting
- Note-taking
- Monitoring

Possible Instructional Adjustments (Modifications /Accommodations/ Differentiation): *How will the teacher provide multiple means for the following student groups to ACCESS the content/skills being taught?*			
Special Education Students	**English Language Learners (ELLs)**	**At-Risk Learners**	**Advanced Learners**
- Small Group work to solve problems collaboratively - Note taking vs. hand-on activities - Individual work - One-to-one teacher support - Visual teaching methods - Do-nows (written/oral/group) - Re-explanation of instructions/expectations in multiple ways.	- Study sheets and teacher outlines - Concrete examples - Review of directions - Extra visual and verbal cues and prompts - Hands on activities - Adjusted assignment timelines - Reworded questions/problems with simpler language - Modified grading	- Study sheets and teacher outlines - Concrete examples - Review of directions - Extra visual and verbal cues and prompts - Hands on activities - Adjusted assignment timelines - Small Group work to solve problems collaboratively - Individual work - One-to-one teacher support - Visual teaching methods - Re-explanation of instructions/expectations in multiple ways.	- Adjusted assignment timelines - Interest-based assignments - Multi-faceted instruction - Open-ended dialogue

Unit Vocabulary:
Essential: line, shape, form, space, color, texture, value, elements, principles, variety, rhythm, movement, repetition, contrast, balance, emphasis, critique, function, content, context, attribution**,** medium, composition, proportion, complimentary

Interdisciplinary Connections & Career Ready Practices (Note Applicable Standards):	Integration of Technology: *(Note the SAMR Model elements used and how.)*	21st Century Themes: *(Check and explain how the connection is made.)*	21st Century Skills: *(Check and explain how the connection is made.)*
E/LA: **NJSLSA.W4**- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	Technology: **S**-You-Tube Videos to analyze artwork. **S**-PowerPoint and museum websites to show	Global Awareness: Understanding art from various cultures both contemporary and historical	Creativity & Innovation: Elaborate, refine, analyze and evaluate original ideas in order to improve and maximize creative efforts

Interdisciplinary Connections & Career Ready Practices (Note Applicable Standards):	Integration of Technology: *(Note the SAMR Model elements used and how.)*	21st Century Themes: *(Check and explain how the connection is made.)*	21st Century Skills: *(Check and explain how the connection is made.)*
• **NJSLSA.SL1**- Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. **Mathematics:** • **NJSLS.HSG.CO.D.12**- Make formal geometric constructions with a variety of tools and methods • **NJSLS.HSG.MGA.3**- Apply geometric methods to solve design problems **Technology:** • **NJSLS.TECH.8.1.12.D.1**- Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work. **21st Century Life and Careers:** • **NJSLS.CRP2**- Apply appropriate academic and technical skills. • **NJSLS.CRP4**- Communicate clearly and effectively and with reason. • **NJSLS.CRP6**- Demonstrate creativity and innovation.	artwork • **A**- Use a digital camera to take photo references and adjust digital photo to desired effect or need through the use of software applications		• View failure as an opportunity to learn; understand that creativity and innovation is a long-term, cyclical process of small successes and frequent mistakes • Be open and responsive to new and diverse perspectives; incorporate group input and feedback into the work Media Literacy: • Use information accurately and creatively for the issue or problem at hand Critical Thinking and Problem Solving: • Solve different kinds of non-familiar problems in both conventional and innovative ways

Interdisciplinary Connections & Career Ready Practices (Note Applicable Standards):	Integration of Technology: *(Note the SAMR Model elements used and how.)*	21st Century Themes: *(Check and explain how the connection is made.)*	21st Century Skills: *(Check and explain how the connection is made.)*
• **NJSLS.CRP7**- Employ valid and reliable research strategies. • **NJSLS.CRP8**- Utilize critical thinking to make sense of problems and persevere in solving them.			

Resources:

Texts/Materials:
- Various short video segments demonstrating techniques and/or processes to be used or explored with various mediums

Major Assignments (required):
- Social Commentary
- Self-portrait
- Self-Portrait Refection

Major Activities (required):
- Critiques

Unit 3: Watercolor	Recommended Duration: February [3 weeks]

Unit Description: This unit will give students the opportunity to explore the watercolor medium further. Demonstrations and practicing various techniques and watercolor properties will help students better understand how they would like to work with the fluid medium. Students will create a piece combining both pen and watercolor to express an idea through the use of value, color and form.

Essential Questions:	Enduring Understandings:
- How are art elements and design principles used to organize and express ideas? - Why do artists choose particular tools, techniques, and materials to express their ideas? - How do artists use tools and techniques to express their ideas? - What responsibilities come with the freedom to create?	- Artists use elements of art and principles of design to organize visual communication. - Art media, techniques and processes work together to create works of art. - Using visual arts terminology allows us to communicate our personal response to artwork. - The process of sharing and reflecting enables one to better understand and appreciate art. - Artists get inspiration from many sources. Art is a personal or individual response to their environment.

Relevant Standards:	Learning Goals:	Learning Objectives:
Power (Primary): • **NJSLS.1.1.12.D.2** Translate literary, musical, theatrical, and dance compositions by using them as stimulus/inspiration for corresponding visual artworks. • **NJSLS.1.2.8.A.3** Develop informed personal responses to an assortment of artworks across the four arts disciplines (dance, music, theatre, and visual art), using historical significance, craftsmanship, cultural context, and originality as criteria for assigning value to the works. • **NJSLS.1.3.12.D.1** Distinguish innovative applications of the elements or art and principles of design in visual artworks from diverse cultural perspectives and identify specific cross cultural themes. • **NJSLS.1.4.8.A.4** Evaluate how exposure to various cultures influences individual, emotional, intellectual, and kinesthetic responses to artwork. • **NJSLS.1.4.12.A.1** Determine how dance, music, theatre, and visual art have influenced world cultures throughout history. • **NJSLS.1.4.12.B.2** Evaluate how an artist's technical proficiencies may affect the creation or presentation of a work of art, as well as how the context in which a work is performed or shown may impact perceptions of its significance/meaning. • **VA:Cr1.2.IIa** Choose from a range of materials and methods of traditional and	• Students will understand the properties of watercolors and be able to paint using various watercolor techniques. • Students will understand the use of mixed media and be able to create a composition combining both pen & ink with watercolor utilizing a full range a value and color-mixing. • Students will understand the principles and elements of design, as well as successful various techniques used by peers by being able to discuss their work in front of the class and revisit the process and outcome executed of their pieces.	Students will: • Create a 2-dimensional composition utilizing the principles and elements of design • Utilize various watercolor techniques for a variety of desired effects • Mix colors for value and contrast • Combine mixed-media materials onto a 2-dimensional surface • Critique

Relevant Standards:	Learning Goals:	Learning Objectives:
contemporary artistic practices to plan works of art and design. • **VA:Cr1.2.IIIa** 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. • **VA:Cr2.1.IIIa** Experiment, plan, and make multiple works of art and design that explore a personally meaningful theme, idea, or concept. • **VA:Cr3.1.IIIa** Reflect on, re-engage, revise, and refine works of art or design considering relevant traditional and contemporary criteria as well as personal artistic vision. • **VA:Pr4.1.IIIa** Critique, justify, and present choices in the process of analyzing, selecting, curating, and presenting artwork for a specific exhibit or event. • **VA:Re.7.2.IIIa** Determine the commonalities within a group of artists or visual images attributed to a particular type of art, timeframe, or culture. • **VA:Cn10.1.IIIa** Synthesize knowledge of social, cultural, historical, and personal life with art-making approaches to create meaningful works of art or design. **Supportive (Secondary):**		

Formative Assessments	Summative Assessments:	Performance Assessments:	Major Activities/ Assignments (required):
• Observation of working on assignments • Teacher Handouts • Appropriate Daily Tasks • Homework • Trial and error in working methods (problem solving) • Group discussion and assignments • Whole class discussion • Do-now checks • Graphic organizers • Note-taking • One-on-one conferences at desk	• Pen & Ink Watercolor Painting	• Critique • Preliminary Sketches/photographic reference • Art creation • Reflections • Quizzes	• Pen & Ink Watercolor Painting

Possible Assessment Adjustments (Modifications /Accommodations/ Differentiation): *How will the teacher provide multiple means for the following student groups to EXPRESS their understanding and comprehension of the content/skills taught?*			
Special Education Students	**English Language Learners (ELLs)**	**At-Risk Learners**	**Advanced Learners**
• Sample completed tasks/projects • Additional time to complete tasks/projects • Oral vs. Written quizzes • Alternative projects based on the same objective and learning goal	• Read directions to student • Allow for re-dos/retakes • Clarify test questions/read test questions • Choice test format	• Read directions to student • Allow for re-dos/retakes • Clarify test questions/read test questions • Choice test format • Additional time to complete tasks/projects	• Provide high-level questions • Create independent projects • Open-ended questions

Instructional Strategies: *(List and describe.)*
• Scaffolding • Modeling • Chunking information • Cooperative learning • Direct instruction

- Pause, ask question, pause, review
- Comparing/contrasting
- Note-taking
- Monitoring

Possible Instructional Adjustments (Modifications /Accommodations/ Differentiation): *How will the teacher provide multiple means for the following student groups to ACCESS the content/skills being taught?*

Special Education Students	English Language Learners (ELLs)	At-Risk Learners	Advanced Learners
• Small Group work to solve problems collaboratively • Note taking vs. hand-on activities • Individual work • One-to-one teacher support • Visual teaching methods • Do-nows (written/oral/group) • Re-explanation of instructions/expectations in multiple ways.	• Study sheets and teacher outlines • Concrete examples • Review of directions • Extra visual and verbal cues and prompts • Hands on activities • Adjusted assignment timelines • Reworded questions/problems with simpler language • Modified grading	• Study sheets and teacher outlines • Concrete examples • Review of directions • Extra visual and verbal cues and prompts • Hands on activities • Adjusted assignment timelines • Small Group work to solve problems collaboratively • Individual work • One-to-one teacher support • Visual teaching methods • Re-explanation of instructions/expectations in multiple ways.	• Adjusted assignment timelines • Interest-based assignments • Multi-faceted instruction • Open-ended dialogue

Unit Vocabulary:

Essential: form, color, value, stipple, hatching, cross-hatch, color value, texture, intensity, saturation, hue

Interdisciplinary Connections & Career Ready Practices (Note Applicable Standards):	Integration of Technology: *(Note the SAMR Model elements used and how.)*	21st Century Themes: *(Check and explain how the connection is made.)*	21st Century Skills: *(Check and explain how the connection is made.)*
E/LA: • **NJSLSA.W4**- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	Technology: • **S**-You-Tube Videos to analyze artwork. • **S**-PowerPoint and museum websites to show artwork	Global Awareness: • Understanding art from various cultures both contemporary and historical	Creativity & Innovation: • Elaborate, refine, analyze and evaluate original ideas in order to improve and maximize creative efforts

Interdisciplinary Connections & Career Ready Practices (Note Applicable Standards):	Integration of Technology: *(Note the SAMR Model elements used and how.)*	21st Century Themes: *(Check and explain how the connection is made.)*	21st Century Skills: *(Check and explain how the connection is made.)*
• **NJSLSA.SL1**- Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. **Mathematics:** • **NJSLS.HSG.CO.D.12**- Make formal geometric constructions with a variety of tools and methods • **NJSLS.HSG.MGA.3**- Apply geometric methods to solve design problems **Technology:** • **NJSLS.TECH.8.1.12.D.1**- Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work. **21st Century Life and Careers:** • **NJSLS.CRP2**- Apply appropriate academic and technical skills. • **NJSLS.CRP4**- Communicate clearly and effectively and with reason. • **NJSLS.CRP6**- Demonstrate creativity and innovation.	• **A**- Use a digital camera to take photo references and adjust digital photo to desired effect or need through the use of software applications		• View failure as an opportunity to learn; understand that creativity and innovation is a long-term, cyclical process of small successes and frequent mistakes • Be open and responsive to new and diverse perspectives; incorporate group input and feedback into the work Media Literacy: • Use information accurately and creatively for the issue or problem at hand Critical Thinking and Problem Solving: • Solve different kinds of non-familiar problems in both conventional and innovative ways

Interdisciplinary Connections & Career Ready Practices (Note Applicable Standards):	Integration of Technology: *(Note the SAMR Model elements used and how.)*	21st Century Themes: *(Check and explain how the connection is made.)*	21st Century Skills: *(Check and explain how the connection is made.)*
• **NJSLS.CRP7**- Employ valid and reliable research strategies. • **NJSLS.CRP8**- Utilize critical thinking to make sense of problems and persevere in solving them.			

Resources:

Texts/Materials:
- Various short video segments demonstrating techniques and/or processes to be used or explored with various mediums

Major Assignments (required):
- Pen & Ink Watercolor Painting

Major Activities (required):
- Critiques

Unit 4: Implied Texture	Recommended Duration: March [5 weeks]

Unit Description: This unit will allow students to focus on the element of texture in their work. Students will look at examples of differences between actual and implied texture, and begin to look at the diversity of approaches that can be applied to the assignment. Students will begin to abstract texture from every day things by looking closer and zooming in on the subject. The choice of medium is important in conveying the feel of implied texture that the student is trying to mimic.

Essential Questions:	Enduring Understandings:
- How are art elements and design principles used to organize and express ideas? - How is art a form of communication? - How do artists use tools and techniques to express their ideas? - How do one's experiences influence artwork?	- Artists use elements of art and principles of design to organize visual communication. - Art media, techniques and processes work together to create works of art. - Using visual arts terminology allows us to communicate our personal response to artwork. - Art is a distinct form of communication that enriches the understanding of other disciplines. - Artists get inspiration from many sources. Art is a personal or individual response to their environment.

Relevant Standards:	Learning Goals:	Learning Objectives:
Power (Primary): • **NJSLS.1.1.12.D.2** Translate literary, musical, theatrical, and dance compositions by using them as stimulus/inspiration for corresponding visual artworks. • **NJSLS.1.2.8.A.3** Develop informed personal responses to an assortment of artworks across the four arts disciplines (dance, music, theatre, and visual art), using historical significance, craftsmanship, cultural context, and originality as criteria for assigning value to the works. • **NJSLS.1.3.12.D.1** Distinguish innovative applications of the elements or art and principles of design in visual artworks from diverse cultural perspectives and identify specific cross-cultural themes. • **NJSLS.1.4.8.A.4** Evaluate how exposure to various cultures influences individual, emotional, intellectual, and kinesthetic responses to artwork. • **NJSLS.1.4.12.A.1** Determine how dance, music, theatre, and visual art have influenced world cultures throughout history. • **NJSLS.1.4.12.B.2** Evaluate how an artist's technical proficiencies may affect the creation or presentation of a work of art, as well as how the context in which a work is performed or shown may impact perceptions of its significance/meaning. • **VA:Cr1.2.IIa** Choose from a range of materials and methods of traditional and	• Students will understand implied texture versus actual texture and be able to mimic a texture from a reference as a two-dimensional work of art in the medium of their choice. • Students will understand the principles and elements of design, as well as successful various techniques used by peers by being able to discuss their work in front of the class and revisit the process and outcome executed of their pieces.	Students will: • Create an image/design based off of the use of a reference • Paint or draw the image utilizing a full range of value • Demonstrate application of elements and design in a harmonious manner • Critique

Relevant Standards:	Learning Goals:	Learning Objectives:
contemporary artistic practices to plan works of art and design. • **VA:Cr1.2.IIIa** 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. • **VA:Cr2.1.IIIa** Experiment, plan, and make multiple works of art and design that explore a personally meaningful theme, idea, or concept. • **VA:Cr3.1.IIIa** Reflect on, re-engage, revise, and refine works of art or design considering relevant traditional and contemporary criteria as well as personal artistic vision. • **VA:Pr4.1.IIIa** Critique, justify, and present choices in the process of analyzing, selecting, curating, and presenting artwork for a specific exhibit or event. • **VA:Re.7.2.IIIa** Determine the commonalities within a group of artists or visual images attributed to a particular type of art, timeframe, or culture. • **VA:Cn10.1.IIIa** Synthesize knowledge of social, cultural, historical, and personal life with art-making approaches to create meaningful works of art or design.		

KRSD Office of Curriculum and Instruction

Formative Assessments	Summative Assessments:	Performance Assessments:	Major Activities/ Assignments (required):
• Observation of working on assignments • Teacher Handouts • Appropriate Daily Tasks • Homework • Trial and error in working methods (problem solving) • Group discussion and assignments • Whole class discussion • Do-now checks • Graphic organizers • Note-taking • One-on-one conferences at desk	• Implied Texture Art Work	• Critique • Preliminary Sketches • Art creation	• Implied Texture Art Work

Possible Assessment Adjustments (Modifications /Accommodations/ Differentiation): *How will the teacher provide multiple means for the following student groups to* **EXPRESS** *their understanding and comprehension of the content/skills taught?*

Special Education Students	English Language Learners (ELLs)	At-Risk Learners	Advanced Learners
• Sample completed tasks/projects • Additional time to complete tasks/projects • Oral vs. Written quizzes • Alternative projects based on the same objective and learning goal	• Read directions to student • Allow for re-dos/retakes • Clarify test questions/read test questions • Choice test format	• Read directions to student • Allow for re-dos/retakes • Clarify test questions/read test questions • Choice test format • Additional time to complete tasks/projects	• Provide high-level questions • Create independent projects • Open-ended questions

Instructional Strategies: *(List and describe.)*

- Scaffolding
- Modeling
- Chunking information
- Cooperative learning
- Direct instruction

- Pause, ask question, pause, review
- Comparing/contrasting
- Note-taking
- Monitoring

Possible Instructional Adjustments (Modifications /Accommodations/ Differentiation): *How will the teacher provide multiple means for the following student groups to ACCESS the content/skills being taught?*

Special Education Students	English Language Learners (ELLs)	At-Risk Learners	Advanced Learners
- Small Group work to solve problems collaboratively - Note taking vs. hand-on activities - Individual work - One-to-one teacher support - Visual teaching methods - Do-nows (written/oral/group) - Re-explanation of instructions/expectations in multiple ways.	- Study sheets and teacher outlines - Concrete examples - Review of directions - Extra visual and verbal cues and prompts - Hands on activities - Adjusted assignment timelines - Reworded questions/problems with simpler language - Modified grading	- Study sheets and teacher outlines - Concrete examples - Review of directions - Extra visual and verbal cues and prompts - Hands on activities - Adjusted assignment timelines - Small Group work to solve problems collaboratively - Individual work - One-to-one teacher support - Visual teaching methods - Re-explanation of instructions/expectations in multiple ways.	- Adjusted assignment timelines - Interest-based assignments - Multi-faceted instruction - Open-ended dialogue

Unit Vocabulary:

Essential: line, shape, form, space, color, texture, value, elements, principles, variety, rhythm, movement, repetition, contrast, balance, emphasis, critique, function, content, context, medium, composition.

Interdisciplinary Connections & Career Ready Practices (Note Applicable Standards):	Integration of Technology: *(Note the SAMR Model elements used and how.)*	21st Century Themes: *(Check and explain how the connection is made.)*	21st Century Skills: *(Check and explain how the connection is made.)*
E/LA: **NJSLSA.W4**- Produce clear and coherent writing in which the	Technology: **S**-You-Tube Videos to	Global Awareness: Understanding art from	Creativity & Innovation: Elaborate, refine, analyze and

Interdisciplinary Connections & Career Ready Practices (Note Applicable Standards):	Integration of Technology: *(Note the SAMR Model elements used and how.)*	21st Century Themes: *(Check and explain how the connection is made.)*	21st Century Skills: *(Check and explain how the connection is made.)*
development, organization, and style are appropriate to task, purpose, and audience. • **NJSLSA.SL1**- Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. **Mathematics:** • **NJSLS.HSG.CO.D.12**- Make formal geometric constructions with a variety of tools and methods • **NJSLS.HSG.MGA.3**- Apply geometric methods to solve design problems **Technology:** • **NJSLS.TECH.8.1.12.D.1**- Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work. **21st Century Life and Careers:** • **NJSLS.CRP2**- Apply appropriate academic and technical skills. • **NJSLS.CRP4**- Communicate clearly and effectively and with	analyze artwork. • **S**-PowerPoint and museum websites to show artwork • **A**- Use a digital camera to take photo references and adjust digital photo to desired effect or need through the use of software applications	various cultures both contemporary and historical	evaluate original ideas in order to improve and maximize creative efforts • View failure as an opportunity to learn; understand that creativity and innovation is a long-term, cyclical process of small successes and frequent mistakes • Be open and responsive to new and diverse perspectives; incorporate group input and feedback into the work Media Literacy: • Use information accurately and creatively for the issue or problem at hand Critical Thinking and Problem Solving: • Solve different kinds of non-familiar problems in both conventional and innovative ways

Interdisciplinary Connections & Career Ready Practices (Note Applicable Standards):	Integration of Technology: *(Note the SAMR Model elements used and how.)*	21st Century Themes: *(Check and explain how the connection is made.)*	21st Century Skills: *(Check and explain how the connection is made.)*
reason. • **NJSLS.CRP6**- Demonstrate creativity and innovation. • **NJSLS.CRP7**- Employ valid and reliable research strategies. • **NJSLS.CRP8**- Utilize critical thinking to make sense of problems and persevere in solving them.			

Resources:

Texts/Materials:
- Various short video segments demonstrating techniques and/or processes to be used or explored with various mediums

Major Assignments (required):
- Implied Texture Art Work

Major Activities (required):
- Critiques

Unit 5: Art History	Recommended Duration: April-May [6 weeks]

Unit Description: This unit introduces students to significant artists from the past, as well as current, internationally or global artists. Students will observe and discuss the processes that many artists go through for creative inspiration as well as technique and application. Students will also identify context and the influence one's environment plays as a role in the artistic process. Students will then create a work based off direct inspiration from artists using a minimum of 2 sources that act as influencers.

Essential Questions:	Enduring Understandings:
- What is art? - Why is it created? - In what ways have artistic traditions, cultural values, and social issues influenced and/or given rise to new traditions/artistic expression? - What can artworks tell us about a culture or society? - Do artists have a responsibility to society?	- Art reflects the time period, culture, geography, and status of a region's inhabitants - Artists of different cultures express meanings and ideas in different ways.

Relevant Standards:	Learning Goals:	Learning Objectives:
Power (Primary): • **NJSLS .1.1.12** - [*Standard*] - All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art. • **NJSLS.1.1.12.D.1** - [*Cumulative Progress Indicator*] - Distinguish innovative applications of the elements of art and principles of design in visual artworks from diverse cultural perspectives and identify specific cross-cultural themes.	♣ Students will understand concepts executed by 21st Century artists and be able to identify various terms and techniques expressed through today's world of art. ♣ Students will understand various approaches to art and be able to discuss their observations of works in art history and their relationship to tradition versus innovation. ♣ Students will understand the form, function, content, and context of a group of works and be able to create an artwork	Students will: • Define element and principle vocabulary terminology • Explain how artistic decisions about art making shape a work of art • Discuss and analyze various artworks from various cultures • Identify specific characteristics and attributions in artworks

Relevant Standards:	Learning Goals:	Learning Objectives:
Supportive (Secondary): • **NJSLS.4.12 -** [*Standard*] - All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art. • **NJSLS.1.2.12.A.1** - Determine how dance, music, theatre, and visual art have influenced world cultures throughout history. • **NJSLS.1.2.12.A.2** - Justify the impact of innovations in the arts (e.g., the availability of music online) on societal norms and habits of mind in various historical eras. • **NJSLS.1.3.12.D.4** - Analyze the syntax and compositional and stylistic principles of two- and three-dimensional artworks in multiple art media (including computer-assisted artwork), and interpret themes and symbols suggested by the artworks. • **NJSLS.1.4.12.A.1** - Use contextual clues to differentiate between unique and common properties and to discern the cultural implications of works of dance, music, theatre, and visual art. • **NJSLS.1.4.12.A.2** - Speculate on the artist's intent, using discipline-specific arts terminology and citing embedded clues to substantiate the hypothesis. • **NJSLS.1.4.12.B.1** - Formulate criteria for arts evaluation using the principles of positive critique and observation of the elements of art and principles of design, and use the	making connections through a theme, art movement or specific culture and using this as inspiration for the piece using acrylic paint.	• Create an original work of art based off research and art history

Relevant Standards:	Learning Goals:	Learning Objectives:
criteria to evaluate works of dance, music, theatre, visual, and multimedia artwork from diverse cultural contexts and historical eras. • **NJSLS.1.4.12.B.2** - Evaluate how an artist's technical proficiency may affect the creation or presentation of a work of art, as well as how the context in which a work is performed or shown may impact perceptions of its significance/meaning. • **NJSLS.1.4.12.B.3** - Determine the role of art and art-making in a global society by analyzing the influence of technology on the visual, performing, and multimedia arts for consumers, creators, and performers around the world. • **VA:Pr6.1.IIa** – Make, explain, and justify connections between artists or artwork and social, cultural, and political history. • **VA:Re.7.1.Ia**- Hypothesize ways in which art influences perception and understanding of human experiences. • **VA:Re.7.2.IIa**- valuate the effectiveness of an image or images to influence ideas, feelings, and behaviors of specific audiences. • **VA:Cn11.1.IIIa**- Appraise the impact of an artist or a group of artists on the beliefs, values, and behaviors of a society.		

Formative Assessments	Summative Assessments:	Performance Assessments:	Major Activities/ Assignments (required):
• Observation of working on assignments • Teacher Handouts • Appropriate Daily Tasks • Homework • Trial and error in working methods (problem solving) • Group discussion and assignments • Whole class discussion • Do-now checks • Graphic organizers • Note-taking • One-on-one conferences at desk	• Reflection packet • Painting • CSA#3: Reflection on Art History Influenced piece	• Reflections • Quizzes	• Reflection packet • CSA#3: Reflection on Art History Influenced piece

Possible Assessment Adjustments (Modifications /Accommodations/ Differentiation): *How will the teacher provide multiple means for the following student groups to EXPRESS their understanding and comprehension of the content/skills taught?*

Special Education Students	English Language Learners (ELLs)	At-Risk Learners	Advanced Learners
• Sample completed tasks/projects • Additional time to complete tasks/projects • Oral vs. Written quizzes • Alternative projects based on the same objective and learning goal	• Read directions to student • Allow for re-dos/retakes • Clarify test questions/read test questions • Choice test format	• Read directions to student • Allow for re-dos/retakes • Clarify test questions/read test questions • Choice test format • Additional time to complete tasks/projects	• Provide high-level questions • Create independent projects • Open-ended questions

Instructional Strategies: *(List and describe.)*

- Scaffolding
- Modeling
- Chunking information
- Cooperative learning
- Direct instruction
- Pause, ask question, pause, review

- Comparing/contrasting
- Note-taking
- Monitoring

Possible Instructional Adjustments (Modifications /Accommodations/ Differentiation): *How will the teacher provide multiple means for the following student groups to ACCESS the content/skills being taught?*

Special Education Students	English Language Learners (ELLs)	At-Risk Learners	Advanced Learners
• Small Group work to solve problems collaboratively • Note taking vs. hand-on activities • Individual work • One-to-one teacher support • Visual teaching methods • Do-nows (written/oral/group) • Re-explanation of instructions/expectations in multiple ways.	• Study sheets and teacher outlines • Concrete examples • Review of directions • Extra visual and verbal cues and prompts • Hands on activities • Adjusted assignment timelines • Reworded questions/problems with simpler language • Modified grading	• Study sheets and teacher outlines • Concrete examples • Review of directions • Extra visual and verbal cues and prompts • Hands on activities • Adjusted assignment timelines • Small Group work to solve problems collaboratively • Individual work • One-to-one teacher support • Visual teaching methods • Re-explanation of instructions/expectations in multiple ways.	• Adjusted assignment timelines • Interest-based assignments • Multi-faceted instruction • Open-ended dialogue

Unit Vocabulary:

Essential: line, shape, form, space, color, texture, value, elements, principles, variety, rhythm, movement, repetition, contrast, balance, emphasis, critique, function, content, context, attribution**,** medium, composition, juxtaposition, gazing, appropriation

Interdisciplinary Connections & Career Ready Practices (Note Applicable Standards):	Integration of Technology: *(Note the SAMR Model elements used and how.)*	21st Century Themes: *(Check and explain how the connection is made.)*	21st Century Skills: *(Check and explain how the connection is made.)*

E/LA:
• **NJSLSA.W4**- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
	Technology:
	   • **S**-You-Tube Videos to analyze artwork.
	   • **S**-PowerPoint and museum websites to show
		Global Awareness:
		
		   • Understanding art from various cultures both contemporary and historical
			Creativity & Innovation:
			
			   • Elaborate, refine, analyze and evaluate original ideas in order to improve and maximize creative efforts

Interdisciplinary Connections & Career Ready Practices (Note Applicable Standards):	Integration of Technology: (Note the SAMR Model elements used and how.)	21st Century Themes: (Check and explain how the connection is made.)	21st Century Skills: (Check and explain how the connection is made.)
• **NJSLSA.SL1**- Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. **Mathematics:** • **NJSLS.HSG.CO.D.12**- Make formal geometric constructions with a variety of tools and methods • **NJSLS.HSG.MGA.3**- Apply geometric methods to solve design problems **Technology:** • **NJSLS.TECH.8.1.12.D.1**- Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work. **21st Century Life and Careers:** • **NJSLS.CRP2**- Apply appropriate academic and technical skills. • **NJSLS.CRP4**- Communicate clearly and effectively and with reason. • **NJSLS.CRP6**- Demonstrate creativity and innovation. • **NJSLS.CRP7**- Employ valid and reliable research strategies. • **NJSLS.CRP8**- Utilize critical thinking to make sense of problems and persevere in solving them.	artwork • **A**- Use a digital camera to take photo references and adjust digital photo to desired effect or need through the use of software applications		• View failure as an opportunity to learn; understand that creativity and innovation is a long-term, cyclical process of small successes and frequent mistakes • Be open and responsive to new and diverse perspectives; incorporate group input and feedback into the work Media Literacy: • Use information accurately and creatively for the issue or problem at hand Critical Thinking and Problem Solving: • Solve different kinds of non-familiar problems in both conventional and innovative ways

Resources:

Texts/Materials:
- Various short video segments demonstrating techniques and/or processes to be used or explored with various mediums

Major Assignments (required):
- Reflection packet
- Painting
- CSA#3: Reflection on Art History Influenced piece

Major Activities (required):
- Critiques
- Painting
- CSA#3: Reflection on Art History Influenced piece

Unit 6: Painting & Independent Work	Recommended Duration: May-June [4 weeks]

Unit Description: This unit will help students to solidify their painting techniques and work independently on a topic or subject of choice. Students will be encouraged to apply the principles and elements of design to their works while strengthening their artistic style and paint application with various brush techniques. The independent artwork is to help students determine the direction they want to take their work and artistic voice if taking AP Studio Art: Drawing, the following year.

Essential Questions:	Enduring Understandings:
- How are art elements and design principles used to organize and express ideas? - What is the value of engaging in the process of art criticism? - How do artists use tools and techniques to express their ideas? - How do one's experiences influence artwork?	- Artists use elements of art and principles of design to organize visual communication. - Art media, techniques and processes work together to create works of art. - Using visual arts terminology allows us to communicate our personal response to artwork. - The process of sharing and reflecting enables one to better understand and appreciate art. - Artists get inspiration from many sources. Art is a personal or individual response to their environment.

Relevant Standards:	Learning Goals:	Learning Objectives:
Power (Primary): • **NJSLS.1.1.12.D.2** Translate literary, musical, theatrical, and dance compositions by using them as stimulus/inspiration for corresponding visual artworks. • **NJSLS.1.2.8.A.3** Develop informed personal responses to an assortment of artworks across the four arts disciplines (dance, music, theatre, and visual art), using historical significance, craftsmanship, cultural context, and originality as criteria for assigning value to the works. • **NJSLS.1.3.12.D.1** Distinguish innovative applications of the elements or art and principles of design in visual artworks from diverse cultural perspectives and identify specific cross-cultural themes. • **NJSLS.1.4.8.A.4** Evaluate how exposure to various cultures influences individual, emotional, intellectual, and kinesthetic responses to artwork. • **NJSLS.1.4.12.A.1** Determine how dance, music, theatre, and visual art have influenced world cultures throughout history. • **NJSLS.1.4.12.B.2** Evaluate how an artist's technical proficiencies may affect the creation or presentation of a work of art, as well as how the context in which a work is performed or shown may impact perceptions of its significance/meaning. • **VA:Cr1.2.IIa** Choose from a range of materials and methods of traditional and	• Students will understand the techniques used with acrylic paint and be able to create a piece of artwork based on the principles and elements of design successfully. • Students will understand ideas and concepts they would like to explore and be able to create a 2-dimensional artwork with the medium of their choice representing their artistic strengths. • Students will understand the principles and elements of design, as well as successful various techniques used by peers by being able to discuss their work in front of the class and revisit the process and outcome executed of their pieces.	Students will: • Manipulate acrylic paint for opaque coverage and color mixing • Freely express their personal artistic style through mark-making, brushstrokes, and color usage • Apply a combination of principles and elements of design to the painting • Create an independent artwork through artistic voice and style • Critique

Relevant Standards:	Learning Goals:	Learning Objectives:
contemporary artistic practices to plan works of art and design. • **VA:Cr1.2.IIIa** 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. • **VA:Cr2.1.IIIa** Experiment, plan, and make multiple works of art and design that explore a personally meaningful theme, idea, or concept. • **VA:Cr3.1.IIIa** Reflect on, re-engage, revise, and refine works of art or design considering relevant traditional and contemporary criteria as well as personal artistic vision. • **VA:Pr4.1.IIIa** Critique, justify, and present choices in the process of analyzing, selecting, curating, and presenting artwork for a specific exhibit or event. • **VA:Re.7.2.IIIa** Determine the commonalities within a group of artists or visual images attributed to a particular type of art, timeframe, or culture. • **VA:Cn10.1.IIIa** Synthesize knowledge of social, cultural, historical, and personal life with art-making approaches to create meaningful works of art or design.		

Formative Assessments	Summative Assessments:	Performance Assessments:	Major Activities/ Assignments (required):
• Observation of working on assignments • Teacher Handouts • Appropriate Daily Tasks • Homework • Trial and error in working methods (problem solving) • Group discussion and assignments • Whole class discussion • Do-now checks • Graphic organizers • Note-taking • One-on-one conferences at desk	• Acrylic Painting • Independent Piece • CSA #4: Independent Piece Reflection	• Critique • Preliminary Sketches • Art creation • Reflections • Quizzes	• Acrylic Painting • Independent Piece • CSA #4: Independent Piece Reflection

Possible Assessment Adjustments (Modifications /Accommodations/ Differentiation): *How will the teacher provide multiple means for the following student groups to EXPRESS their understanding and comprehension of the content/skills taught?*

Special Education Students	English Language Learners (ELLs)	At-Risk Learners	Advanced Learners
• Sample completed tasks/projects • Additional time to complete tasks/projects • Oral vs. Written quizzes • Alternative projects based on the same objective and learning goal	• Read directions to student • Allow for re-dos/retakes • Clarify test questions/read test questions • Choice test format	• Read directions to student • Allow for re-dos/retakes • Clarify test questions/read test questions • Choice test format • Additional time to complete tasks/projects	• Provide high-level questions • Create independent projects • Open-ended questions

Instructional Strategies: *(List and describe.)*

• Scaffolding
• Modeling
• Chunking information
• Cooperative learning
• Direct instruction
• Pause, ask question, pause, review

- Comparing/contrasting
- Note-taking
- Monitoring

Possible Instructional Adjustments (Modifications /Accommodations/ Differentiation): *How will the teacher provide multiple means for the following student groups to* ***ACCESS*** *the content/skills being taught?*			
Special Education Students	**English Language Learners (ELLs)**	**At-Risk Learners**	**Advanced Learners**
- Small Group work to solve problems collaboratively - Note taking vs. hand-on activities - Individual work - One-to-one teacher support - Visual teaching methods - Do-nows (written/oral/group) - Re-explanation of instructions/expectations in multiple ways.	- Study sheets and teacher outlines - Concrete examples - Review of directions - Extra visual and verbal cues and prompts - Hands on activities - Adjusted assignment timelines - Reworded questions/problems with simpler language - Modified grading	- Study sheets and teacher outlines - Concrete examples - Review of directions - Extra visual and verbal cues and prompts - Hands on activities - Adjusted assignment timelines - Small Group work to solve problems collaboratively - Individual work - One-to-one teacher support - Visual teaching methods - Re-explanation of instructions/expectations in multiple ways.	- Adjusted assignment timelines - Interest-based assignments - Multi-faceted instruction - Open-ended dialogue

Unit Vocabulary:
Essential: line, shape, form, space, color, texture, value, elements, principles, variety, rhythm, movement, repetition, contrast, balance, emphasis, critique, function, content, context, attribution**,** medium, composition

Interdisciplinary Connections & Career Ready Practices (Note Applicable Standards):	**Integration of Technology:** *(Note the SAMR Model elements used and how.)*	**21st Century Themes:** *(Check and explain how the connection is made.)*	**21st Century Skills:** *(Check and explain how the connection is made.)*
E/LA: **NJSLSA.W4**- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	Technology: **S**-You-Tube Videos to analyze artwork. **S**-PowerPoint and museum websites to show	Global Awareness: Understanding art from various cultures both contemporary and historical	Creativity & Innovation: Elaborate, refine, analyze and evaluate original ideas in order to improve and maximize creative efforts

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Resources:

Texts/Materials:
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Major Assignments (required):
- Acrylic Painting
- Independent Piece
- CSA #4: Independent Piece Reflection

Major Activities (required):
- Critiques