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Excellence through Equity, Engagement, and Environment



Washington Township School District

Course Title:	Advanced Placement 2-D Art & Design					
Grade Level(s):	11-12					
Duration:	<i>Full Year:</i>	X	<i>Semester:</i>		<i>Marking Period:</i>	
Course Description:	AP 2-D Art and Design is an introductory college level course designed to inspire advanced artists to create a body of artwork that focuses on the use of two-dimensional (2-D) elements and principles of art and design. Students should consider how materials, processes, and ideas can be used to make work that exists on a flat surface. Students can work with any materials, processes, and ideas. Graphic design, digital imaging, photography, collage, fabric design, weaving, fashion design, fashion illustration, painting, and printmaking are among the art media possibilities. Students will submit a two-part portfolio by the end of the course including fifteen sustained investigation pieces and five selected works. Artwork that is produced will answer an inquiry and investigation that has been chosen by the artist, through practice, experimentation, and revision, use of materials, processes, and ideas, synthesis of materials, processes, and ideas and 2-D design skills. Students will also present their portfolio for peer review so artists may share idea through constructive criticism using the critique process. Artwork will be analyzed both by peers as well as self-evaluation to, interpret meaning through imagery and to allow artists to connect and relate to the world around them.					
Grading Procedures:	Summative (70%) - Formulate and identify in writing questions or areas of inquiry that guide a sustained investigation. - Make works of art and design that demonstrate 2-D art and design skills. Supportive (30%) - Demonstrate written and visual evidence of practice, experimentation, and revision in a sustained investigation. - Make works of art and design that demonstrate synthesis of materials, processes, and ideas, i.e.: sketchbook assignments, research, planning and participation.					
Primary Resources:	AP College Board: apcentral.collegeboard.org and AP Classroom: apstudio.ets					

Washington Township Principles for Effective Teaching and Learning

- Implementing a standards-based curriculum
- Facilitating a learner-centered environment
- Using academic target language and providing comprehensible instruction
- Adapting and using age-appropriate authentic materials
- Providing performance-based assessment experiences
- Infusing 21st century skills for College and Career Readiness in a global society

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Written: August 2022

Revised: _____

BOE Approval: _____

Course Desired Results

The Washington Township Visual Art Department's courses are taught in a project-based format. Throughout each unit, one or more projects will be selected by the instructor and within each project, students will be asked to **Create, Present, Respond** and **Connect** in accordance with the NJ Student Learning Standards for Arts Education. Therefore, the 11 standards within those four artistic processes are listed below along with the *Unit Goals & Scales* of our district's curriculum template as they are applicable to every unit within this course. Additional information on the NJ Student Learning Standards can be found here: [NJ Arts Standards](#).

Anchor Standard 1: Generating and conceptualizing ideas.

Anchor Standard 2: Organizing and developing ideas.

Anchor Standard 3: Refining and completing products.

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

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

Anchor Standard 6: Conveying meaning through art.

Anchor Standard 7: Perceiving and analyzing products.

Anchor Standard 8: Interpreting intent and meaning.

Anchor Standard 9: Applying criteria to evaluate products.

Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to make art.

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

Indicators

Explore

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.

Investigate

1.5.12adv.Cr2a - Experiment, plan, and make multiple works of art and design that explore a personally meaningful theme, idea, or concept.

1.5.12adv.Cr2b - Demonstrate understanding of the importance of balancing freedom and responsibility in the use of images, materials, tools, and equipment in the creation and circulation of creative work.

1.5.12adv.Cr2c - Demonstrate in works of art or design how visual and material culture defines, shapes, enhances, inhibits, and/or empowers people's lives.

Reflect, Refine, Continue

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.

Analyze

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.

Select

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

Share

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.

Perceive

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.

Interpret

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

Analyze

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

Synthesize

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

Relate

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

1.5.12adv.Cn11b - Assess the impact of an artist or group of artists on global issues, including climate change.

Understandings:

Students will understand that...

1. 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.
2. 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.
3. Artists and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time.
4. Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting, and curating objects artifacts, and artworks for preservation and presentation.
5. 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.
6. 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.
7. 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.
8. People gain insights into meanings of artworks by engaging in the process of art criticism.
9. People evaluate art based on various criteria.
10. Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.
11. People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art.
12. SEL Enduring Understandings: www.SELARTS.org

Essential Questions:

1. 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?
2. 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?
3. 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?
4. 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?
5. 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?
6. 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?

	7. 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? 8. 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? 9. 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? 10. 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? 11. 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? 12. SEL Essential Questions: www.selarts.org
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Course Learning Goal and Scale
(Level 2.0 reflects a minimal level of proficiency)

Anchor Standard 1: Generating and conceptualizing ideas.

4.0	Students will be able to: - Visualize and generate art and design that can affect social change. - 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.
3.0	Students will be able to: - Individually or collaboratively formulate new creative problems based on student's existing artwork. - Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design.
2.0	Students will be able to: - Use multiple approaches to begin creative endeavors. - Shape an artistic investigation of an aspect of present-day life using a contemporary practice of art and design.
1.0	With help, partial success at level 2.0 content and level 3.0 content
0.0	Even with help, no success

Anchor Standard 2: Organizing and developing ideas.

4.0	Students will be able to: - Experiment, plan, and make multiple works of art and design that explore a personally meaningful theme, idea, or concept. - 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. - Demonstrate in works of art or design how visual and material culture defines, shapes, enhances, inhibits, and/or empowers people's lives.
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3.0	Students will be able to: - Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen art form. - Demonstrate awareness of ethical implications of making and distributing creative work. - Redesign an object, system, place, or design in response to contemporary issues.
2.0	Students will be able to: - Engage in making a work of art or design without having a preconceived plan. - Explain how traditional and nontraditional materials may impact human health and the environment and demonstrate safe handling of materials, tools, and equipment. - Collaboratively develop a proposal for an installation, artwork, or space design that transforms the perception and experience of a particular place.
1.0	With help, partial success at level 2.0 content and level 3.0 content
0.0	Even with help, no success

Anchor Standard 3: Refining and completing products.

4.0	Students will be able to: Reflect on, re-engage, revise, and refine works of art or design considering relevant traditional and contemporary criteria as well as personal artistic vision.
3.0	Students will be able to: 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.
2.0	Students will be able to: Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on, and plan revisions for works of art and design in progress.
1.0	With help, partial success at level 2.0 content and level 3.0 content
0.0	Even with help, no success

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

4.0	Students will be able to: Critique, justify and present choices in the process of analyzing, selecting, curating, and presenting artwork for a specific exhibit or event.
3.0	Students will be able to: Analyze, select, and critique personal artwork for a collection or portfolio presentation.
2.0	Students will be able to: Analyze, select, and curate artifacts and/or artworks for presentation and preservation.
1.0	With help, partial success at level 2.0 content and level 3.0 content
0.0	Even with help, no success

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

4.0	Students will be able to: Investigate, compare, and contrast methods for preserving and protecting art.
3.0	Students will be able to: Evaluate, select, and apply methods or processes appropriate to display artwork in a specific place.
2.0	Students will be able to: Analyze and evaluate the reasons and ways an exhibition is presented.
1.0	With help, partial success at level 2.0 content and level 3.0 content
0.0	Even with help, no success

Anchor Standard 6: Conveying meaning through art.	
4.0	Students will be able to: Curate a collection of objects, artifacts, or artwork to impact the viewer's understanding of social, cultural and/or political experiences.
3.0	Students will be able to: Make, explain, and justify connections between artists or artwork and social, cultural, and political history.
2.0	Students will be able to: Analyze and describe the impact that an exhibition or collection has on personal awareness of social, cultural, or political beliefs and understandings.
1.0	With help, partial success at level 2.0 content and level 3.0 content
0.0	Even with help, no success

Anchor Standard 7: Perceiving and analyzing products.	
4.0	Students will be able to: - Analyze how responses to art develop over time based on knowledge of and experience with art and life. - Determine the commonalities within a group of artists or visual arts attributed to a particular type of art, timeframe, or culture.
3.0	Students will be able to: - Recognize and describe personal aesthetic and empathetic responses to the natural world and constructed environments. - Evaluate the effectiveness of visual artworks to influence ideas, feelings, and behaviors of specific audiences.
2.0	Students will be able to: - Hypothesize ways in which art influences perception and understanding of human experiences. - Analyze how one's understanding of the world is affected by experiencing visual arts.
1.0	With help, partial success at level 2.0 content and level 3.0 content
0.0	Even with help, no success

Anchor Standard 8: Interpreting intent and meaning.	
4.0	Students will be able to: Analyze differing interpretations of an artwork or collection of works in order to select and defend a plausible critical analysis
3.0	Students will be able to: Identify types of contextual information useful in the process of constructing interpretations of an artwork or collection of works.
2.0	Students will be able to: Interpret an artwork or collection of works, supported by relevant and sufficient evidence found in the work and its various contexts.
1.0	With help, partial success at level 2.0 content and level 3.0 content
0.0	Even with help, no success

Anchor Standard 9: Applying criteria to evaluate products.	
4.0	Students will be able to: Construct evaluations of a work of art or collection of works based on differing sets of criteria.
3.0	Students will be able to: Determine the relevance of criteria used by others to evaluate a work of art or collection of works.
2.0	Students will be able to: Establish relevant criteria in order to evaluate a work of art or collection of works.
1.0	With help, partial success at level 2.0 content and level 3.0 content
0.0	Even with help, no success

Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.	
4.0	Students will be able to: Synthesize knowledge of social, cultural, historical, and personal life with art-making approaches to create meaningful works of art or design.
3.0	Students will be able to: Utilize inquiry methods of observation, research, and experimentation to explore other subjects through artmaking.
2.0	Students will be able to: Document the process of developing ideas from early stages to fully elaborated ideas.
1.0	With help, partial success at level 2.0 content and level 3.0 content
0.0	Even with help, no success

Anchor Standard 11: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.	
4.0	Students will be able to: - Assess the impact of an artist or a group of artists on the beliefs, values, and behaviors of a society. - Assess the impact of an artist or group of artists on global issues, including climate change.
3.0	Students will be able to: - 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. - Compare uses of art in a variety of societal, cultural, and historical contexts and make connections to global issues, including climate change.
2.0	Students will be able to: - Describe how knowledge of culture, traditions, and history may influence personal responses to art. - Describe how knowledge of global issues, including climate change may influence personal responses to art.
1.0	With help, partial success at level 2.0 content and level 3.0 content
0.0	Even with help, no success

Unit Title: Inquiry and Investigation	
Unit Description: Students will explore and investigate a variety of inquiries related to topics of their choice. They will investigate the materials, processes, and ideas they are interested in and research a variety of options for their sustained investigation portion of the AP 2-D exam.	
Unit Duration: Ongoing	
Understandings: <i>Students will understand that...</i> 1. An artist generates possibilities for investigation. 2. An artist can describe how inquiry guides investigation through art and design. 3. An artist can describe how materials, processes, and ideas in art and design relate to context. 4. An artist investigates materials, processes, and ideas.	Essential Questions: 1. What is the first step in creating a sustained investigation? 2. Why do artists develop guiding questions when deciding subject matter for a body of artwork? 3. What is the connection between subject matter and art media? 4. How does an artist choose which art media and process to use?
Assessment Evidence	
Performance Tasks: • Sketchbook assignments for brainstorming • Investigation of multiple materials and art media • Research, writings and planning for intended processes • S.I. planning worksheet	Other Evidence: • Teacher observation • Student reflection • Discussion • Self-assessment
Benchmarks: • Projects • Tests/quizzes • Critiques • Presentation	
Learning Plan	
Learning Activities: <u>Portfolio review:</u> • Review and grading of summer assignments • Self-reflection of strengths in media, process, concepts, and composition • Teacher reflection on skill level and ability of individual student <u>Course introduction:</u> • Review and discuss syllabus • Review and discuss AP 2-D Exam requirements • Grading/assessments of projects and classwork • Discuss required materials <u>Investigation of ideas:</u> • Mind mapping to refine ideas and investigate concepts on a deeper level • Investigation of selected ideas topics or concepts chosen by students • Identify the questions to guide a sustained investigation • Documentation in personal sketchbook, of learned concepts through research <u>Investigation of processes and materials:</u> • Creative expression projects using a variety of art media (student choice) • Self-critique of artwork to determine personal preference in art media • Self-critique in personal skill level relating to specific art processes <u>Planning and preparation: Sustained investigation planning worksheet</u> • Students will write out their detailed inquiry for the sustained investigation • Students will plan 8 to 10 intended projects for their S.I. and include detailed written descriptions for each proposed project	

Resources:

- Computers/iPads with Adobe Photoshop digital software
- Art history, and visual references
- Personal sketchbooks
- Art supplies
- Classroom digital cameras for student use
- Mounting supplies and equipment
- AP College Board: apcentral.collegeboard.org and AP Classroom: apstudio.ets

Unit Modifications for Special Population Students

Advanced Learners	• Students may add additional material, requirements, or challenges to assigned projects • Students may complete additional projects at their discretion • Students may assist other learners
Struggling Learners	• Modify the pace of teacher demonstration • Utilize peer assistance • Provide additional resources • Modify assessments as necessary • Modify projects and online activities
English Language Learners	Modifications are required to be used in content-area classrooms where a student has limited English proficiency. These modifications are given based on the English proficiency of the student while maintaining the rigor of the content. Sheltered English Instruction strategies are utilized to provide students with limited English proficiency access to grade-level, mainstream content while promoting English proficiency development. NJDOE ELL Resources SEI Strategies for Visual Arts Can-Do Descriptions for Proficiency Levels Grades 9-12
Learners with an IEP	Each special education student has in Individualized Educational Plan (IEP) that details the specific accommodations, modifications, services, and support needed to level the playing field. This will enable that student to access the curriculum to the greatest extent possible in the least restrictive environment. These include: • Variation of time: adapting the time allotted for learning, task completion, or testing • Variation of input: adapting the way instruction is delivered • Variation of output: adapting how a student can respond to instruction • Variation of size: adapting the number of items the student is expected to complete • Modifying the content, process or product Additional resources are outlined to facilitate appropriate behavior and increase student engagement. The most frequently used modifications and accommodations can be viewed here. Teachers are encouraged to use the Understanding by Design Learning Guidelines (UDL). These guidelines offer a set of concrete suggestions that can be applied to any discipline to ensure that all learners can access and participate in learning opportunities. The framework can be viewed here www.udlguidelines.cast.org
Learners with a 504	Refer to page four in the Parent and Educator Resource Guide to Section 504 to assist in the development of appropriate plans.

Interdisciplinary Connections

Instruction in the arts helps students with the development of motor skills, language skills, social skills, decision-making, risk-taking, and inventiveness. Working in the arts helps learners to develop creative problem-solving skills and teaching through the arts can present difficult concepts visually and creatively, making them easier to understand. Arts experiences boost critical thinking, teaching students to take the time to be more careful and thorough in how they observe the world as instruction in the arts connects students with their own culture as well as with the wider world. Integrating art with other disciplines provides challenges for learners at all levels and can reach students who might not otherwise be engaged in other subject areas. Instruction in the arts provides students with the skills to be life-long learners.

Integration of 21st Century Skills

The Arts as Communication

Artistically literate citizens use a variety of artistic media, symbols, and metaphors to independently create and perform work that expresses and communicates their own ideas and can respond by analyzing and interpreting the artistic communications of others.

The Arts as Creative Personal Realization

Artistically literate citizens find at least one arts discipline in which they develop sufficient competence to continue active involvement in creating, performing/presenting/producing, responding and connecting to as an adult.

The Arts as Culture, History, and Connectors

Artistically literate citizens know and understand artwork from varied historical periods and cultures, and actively seek and appreciate diverse forms and genres of artwork of enduring quality/significance. They also seek to understand relationships among the arts, and cultivate habits of searching for and identifying patterns, relationships between the arts and other knowledge.

The Arts as a Means to Well-Being

Artistically literate citizens find joy, inspiration, peace, intellectual stimulation, meaning, and other life-enhancing qualities through participation in the arts.

The Arts as Community Engagement

Artistically literate citizens seek artistic experience and support the arts in their local, state, national, and global communities.

Unit Title: Making art through practice, experimentation, and revision.

Unit Description: Students will explore their chosen investigation topic and create a body of artwork with various art media while working independently, with the understanding that the investigation can shift and change as part of the process. Progress will be checked weekly and process and finished works will be graded in order to keep students on track. Students must also identify in writing the questions that guided their sustained investigation with a description showing evidence of practice, experimentation, and revision guided by essential questions.

Unit Duration: Ongoing

Understandings:

Students will understand that...

1. Artists will formulate questions that guide a sustained investigation through art and design
2. Artists should create a sustained investigation through art and design that demonstrates practice, experimentation, and revision guided by questions
3. Works of art and design should demonstrate synthesis of materials, processes, and ideas, as well as technical 2D art and design skills

Essential Questions:

1. How does an artist's portfolio become a visual essay?
2. What creative processes should be used when developing a sustained investigation for the AP portfolio?
3. What is important to remember when creating individual works in an artist's portfolio?

Assessment Evidence**Performance Tasks:**

- Create and produce an original body of artwork pertaining to a unique sustained investigation
- Provide written reflection and understanding of the topic, guiding questions, materials and artistic process
- Review and revise works of art throughout the creative process
- Complete self-critiques, and small group critiques providing constructive criticism and feedback for improving artwork

Other Evidence:

- Teacher observation
- Student reflection
- Discussion
- Self-assessment

Benchmarks:

- Projects
- Written evidence
- Self-evaluation
- Critiques

Learning Plan**Learning Activities:****Research and development of guiding questions**

- Students will have chosen 1-3 guiding questions for their sustained investigation
- Students will research their chosen topic in depth using a variety of sources depending on their topic.
- Students may use the internet, library, interview, magazines, museum visits, travel etc. for research
- Photo documentation of all research must be completed and logged long the way
- Students will continuously journal their process

Practice with materials and techniques

- Students must keep a detailed sketchbook throughout the creative process. Students will be expected to practice with line and mark making using art media of their choice.
- Students will practice and perfect visual images they would like to include in their art pieces before completing the final artwork

Create a body of artwork pertaining to the Sustained investigation

- Students will work independently on their portfolio and build their "visual essay" to answer their guiding questions
- Make works of art and design that demonstrate synthesis of materials, processes, and ideas

- Artwork must be photographed weekly to document the artistic process
- Artwork will be graded and assessed weekly by the classroom teacher to keep students on track
- Each final piece and progress piece must be photographed; photos must be cropped and edited using photo editing software

Experiment with new art media

- Students are expected to step outside of their comfort zone and experiment with a new to them art media to be added into their portfolio
- Students will document the experimental process with sketchbook entries and photography
- Each final piece and progress piece must be photographed; photos must be cropped and edited using photo editing software

Revise art pieces

- Students must choose at least one piece to revise
- A revision is a change or redo of a piece completely changing the look of composition of the project
- Revision is not a progress piece
- Each final piece and progress piece must be photographed. Photos must be cropped and edited using photo editing software

Portfolio design, organization and completion

- Students will organize their works in a portfolio as a cohesive body of work
- Students will organize their process and progress photos to possibly use in their portfolio submission
- Students will use the online submission tool to populate their portfolio in an organized manor

Written evidence

- Identify, in writing, questions, or inquiry that guided a sustained investigation through art and design.
- Describe, in writing, how a sustained investigation through art and design shows evidence of practice, experimentation, and revision guided by questions or inquiry.
- Identify, in writing, materials, processes, and ideas used to make works of art and design.
- Describe how works of art and design demonstrate synthesis of materials, processes, and ideas

Resources:

- Computers/iPads with Adobe Photoshop digital software
- Personal sketchbooks
- Art history, and visual references
- Art supplies
- Classroom digital cameras for student use
- Mounting supplies and equipment
- AP College Board: apcentral.collegeboard.org and AP Classroom: apstudio.ets

Unit Modifications for Special Population Students

Advanced Learners	• Students may add additional material, requirements, or challenges to assigned projects • Students may complete additional projects at their discretion • Students may assist other learners
Struggling Learners	• Modify the pace of teacher demonstration • Utilize peer assistance • Provide additional resources • Modify assessments as necessary • Modify projects and online activities
English Language Learners	Modifications are required to be used in content-area classrooms where a student has limited English proficiency. These modifications are given based on the English proficiency of the student while maintaining the rigor of the content. Sheltered English Instruction strategies are utilized to provide students with limited English proficiency access to grade-level, mainstream content while promoting English proficiency development. NJDOE ELL Resources SEI Strategies for Visual Arts Can-Do Descriptions for Proficiency Levels Grades 9-12

Learners with an IEP	Each special education student has in Individualized Educational Plan (IEP) that details the specific accommodations, modifications, services, and support needed to level the playing field. This will enable that student to access the curriculum to the greatest extent possible in the least restrictive environment. These include: • Variation of time: adapting the time allotted for learning, task completion, or testing • Variation of input: adapting the way instruction is delivered • Variation of output: adapting how a student can respond to instruction • Variation of size: adapting the number of items the student is expected to complete • Modifying the content, process or product Additional resources are outlined to facilitate appropriate behavior and increase student engagement. The most frequently used modifications and accommodations can be viewed here. Teachers are encouraged to use the Understanding by Design Learning Guidelines (UDL). These guidelines offer a set of concrete suggestions that can be applied to any discipline to ensure that all learners can access and participate in learning opportunities. The framework can be viewed here www.udlguidelines.cast.org
Learners with a 504	Refer to page four in the Parent and Educator Resource Guide to Section 504 to assist in the development of appropriate plans.

Interdisciplinary Connections

Instruction in the arts helps students with the development of motor skills, language skills, social skills, decision-making, risk-taking, and inventiveness. Working in the arts helps learners to develop creative problem-solving skills and teaching through the arts can present difficult concepts visually and creatively, making them easier to understand. Arts experiences boost critical thinking, teaching students to take the time to be more careful and thorough in how they observe the world as instruction in the arts connects students with their own culture as well as with the wider world. Integrating art with other disciplines provides challenges for learners at all levels and can reach students who might not otherwise be engaged in other subject areas. Instruction in the arts provides students with the skills to be life-long learners.

Integration of 21st Century Skills

The Arts as Communication

Artistically literate citizens use a variety of artistic media, symbols, and metaphors to independently create and perform work that expresses and communicates their own ideas and can respond by analyzing and interpreting the artistic communications of others.

The Arts as Creative Personal Realization

Artistically literate citizens find at least one arts discipline in which they develop sufficient competence to continue active involvement in creating, performing/presenting/producing, responding and connecting to as an adult.

The Arts as Culture, History, and Connectors

Artistically literate citizens know and understand artwork from varied historical periods and cultures, and actively seek and appreciate diverse forms and genres of artwork of enduring quality/significance. They also seek to understand relationships among the arts, and cultivate habits of searching for and identifying patterns, relationships between the arts and other knowledge.

The Arts as a Means to Well-Being

Artistically literate citizens find joy, inspiration, peace, intellectual stimulation, meaning, and other life-enhancing qualities through participation in the arts.

The Arts as Community Engagement

Artistically literate citizens seek artistic experience and support the arts in their local, state, national, and global communities.

Unit Title: Presenting, reflection and evaluation of artwork	
Unit Description: Students will present their essential questions as open-ended queries intended to provoke thought, inquiry, discussion, and understanding of a chosen topic of personal interest. By presenting their work and documenting peer responses, artists learn how viewers interpret materials, processes, and ideas used to make the work. Understanding viewer interpretations can inform thinking, making, and creating. Students will also reflect on their own artwork through self-critique as well as peer critique using constructive criticism and feedback. Finally, students will present their body of selected works for a gallery display either formally or informally.	
Unit Duration: Ongoing	
Understandings: <i>Students will understand that...</i> 1. An artist must identify in writing how a sustained investigation through art and design shows evidence of practice, experimentation and revision guided by questions. 2. An artist must identify in writing materials, processes, and ideas used to make works of art and design. 3. An artists should present works of art and design for viewer interpretation.	Essential Questions: 1. How should an artists present their ideas in writing? 2. What is an important piece in the presentation process when describing ideas behind a portfolio of work? 3. What is the benefit of the critique process among artists and their peers?
Assessment Evidence	
Performance Tasks: • Presentation of artwork • Self-evaluation of completed portfolio • Peer critique of artwork • Gallery displays of work for review	Other Evidence: • Teacher observation • Student reflection • Discussion • Self-assessment
Benchmarks: • Projects • Tests/quizzes • Critiques • Presentation	
Learning Plan	
Learning Activities: <u>Written evidence</u> • Identify, in writing, questions, or inquiry that guided a sustained investigation through art and design • Describe, in writing, how a sustained investigation through art and design shows evidence of practice, experimentation, and revision guided by questions or inquiry • Identify, in writing, materials, processes, and ideas used to make works of art and design • Describe how works of art and design demonstrate synthesis of materials, processes, and ideas <u>Personal portfolio</u> • Students will create a personal portfolio of their finished works, progress images, and practice sketches • This will be presented to the peer group for review and critique • Students will provide formal critique feedback to one another • Students will engage in a self-review process <u>Gallery presentation</u> • Students will display their artwork in a gallery setting in their school or community at some point in the school year • Students will design the space and be responsible for set up and take down	

Resources:

- Computers/iPads with Adobe Photoshop digital software
- Art history, and visual references
- Art supplies
- Classroom digital cameras for student use
- Mounting supplies and equipment
- AP College Board: apcentral.collegeboard.org and AP Classroom: apstudio.ets

Unit Modifications for Special Population Students	
Advanced Learners	• Students may add additional material, requirements, or challenges to assigned projects • Students may complete additional projects at their discretion • Students may assist other learners
Struggling Learners	• Modify the pace of teacher demonstration • Utilize peer assistance • Provide additional resources • Modify assessments as necessary • Modify projects and online activities
English Language Learners	Modifications are required to be used in content-area classrooms where a student has limited English proficiency. These modifications are given based on the English proficiency of the student while maintaining the rigor of the content. Sheltered English Instruction strategies are utilized to provide students with limited English proficiency access to grade-level, mainstream content while promoting English proficiency development. NJDOE ELL Resources SEI Strategies for Visual Arts Can-Do Descriptions for Proficiency Levels Grades 9-12
Learners with an IEP	Each special education student has in Individualized Educational Plan (IEP) that details the specific accommodations, modifications, services, and support needed to level the playing field. This will enable that student to access the curriculum to the greatest extent possible in the least restrictive environment. These include: • Variation of time: adapting the time allotted for learning, task completion, or testing • Variation of input: adapting the way instruction is delivered • Variation of output: adapting how a student can respond to instruction • Variation of size: adapting the number of items the student is expected to complete • Modifying the content, process or product Additional resources are outlined to facilitate appropriate behavior and increase student engagement. The most frequently used modifications and accommodations can be viewed here. Teachers are encouraged to use the Understanding by Design Learning Guidelines (UDL). These guidelines offer a set of concrete suggestions that can be applied to any discipline to ensure that all learners can access and participate in learning opportunities. The framework can be viewed here www.udlguidelines.cast.org
Learners with a 504	Refer to page four in the Parent and Educator Resource Guide to Section 504 to assist in the development of appropriate plans.

Interdisciplinary Connections
Instruction in the arts helps students with the development of motor skills, language skills, social skills, decision-making, risk-taking, and inventiveness. Working in the arts helps learners to develop creative problem-solving skills and teaching through the arts can present difficult concepts visually and creatively, making them easier to understand. Arts experiences boost critical thinking, teaching students to take the time to be more careful and thorough in how they observe the world as instruction in the arts connects students with their own culture as well as with the wider world. Integrating art with other disciplines provides challenges for learners at all levels and can reach students who might not otherwise be engaged in other subject areas. Instruction in the arts provides students with the skills to be life-long learners.

Integration of 21st Century Skills

The Arts as Communication

Artistically literate citizens use a variety of artistic media, symbols, and metaphors to independently create and perform work that expresses and communicates their own ideas and can respond by analyzing and interpreting the artistic communications of others.

The Arts as Creative Personal Realization

Artistically literate citizens find at least one arts discipline in which they develop sufficient competence to continue active involvement in creating, performing/presenting/producing, responding and connecting to as an adult.

The Arts as Culture, History, and Connectors

Artistically literate citizens know and understand artwork from varied historical periods and cultures, and actively seek and appreciate diverse forms and genres of artwork of enduring quality/significance. They also seek to understand relationships among the arts, and cultivate habits of searching for and identifying patterns, relationships between the arts and other knowledge.

The Arts as a Means to Well-Being

Artistically literate citizens find joy, inspiration, peace, intellectual stimulation, meaning, and other life-enhancing qualities through participation in the arts.

The Arts as Community Engagement

Artistically literate citizens seek artistic experience and support the arts in their local, state, national, and global communities.