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Excellence through Equity, Engagement, and Environment



Washington Township School District

Course Title:	Experiencing Visual Arts					
Grade Level(s):	9-12					
Duration:	<i>Full Year:</i>	X	<i>Semester:</i>		<i>Marking Period:</i>	
Course Description:	This course is designed to provide a broad visual art experience for those students not intending to pursue a studio art course track. Experimenting with various media, techniques, and artistic styles in a general visual arts course leads to artistic literacy and fluency. In this course, students explore a wide range of 2-D and 3-D media, skills and techniques, as related to contemporary and historical art perspectives. Projects may include but not be limited to: drawing, painting, printmaking, collage, mixed media, pottery, and multi-cultural crafts with an emphasis on the process over the results.					
Grading Procedures:	Summative (70%) <ul style="list-style-type: none">• Projects• Formative Evaluations Supportive (30%) <ul style="list-style-type: none">• Classwork• Homework• Quizzes• Class Performance					
Primary Resources:	Instructor selected materials					

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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Under the Direction of:	Casey Corigliano

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

1.5.12prof.Cr1a - Use multiple approaches to begin creative endeavors.

1.5.12prof.Cr1b - Shape an artistic investigation of an aspect of present-day life using a contemporary practice of art and design.

Investigate

1.5.12prof.Cr2a - Engage in making a work of art or design without having a preconceived plan.

1.5.12prof.Cr2b - Explain how traditional and non-traditional materials may impact human health and the environment and demonstrate safe handling of materials, tools, and equipment.

1.5.12prof.Cr2c - Collaboratively develop a proposal for an installation, artwork, or space design that transforms the perception and experience of a particular place.

Reflect, Refine, Continue

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

Analyze

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

Select

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

Share

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

Perceive

1.5.12prof.Re7a - Hypothesize ways in which art influences perception and understanding of human experiences.

1.5.12prof.Re7b - Analyze how one's understanding of the world is affected by experiencing visual arts.

Interpret

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

Analyze

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

Synthesize

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

Relate

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

1.5.12prof.Cn11b - Describe how knowledge of global issues, including climate change may influence personal responses to art.

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?

	<p>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?</p> <p>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?</p> <p>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?</p> <p>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?</p> <p>12. SEL Essential Questions: www.selarts.org</p>
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Course Learning Goal and Scale <i>(Level 2.0 reflects a minimal level of proficiency)</i>	
Anchor Standard 1: Generating and conceptualizing ideas.	
4.0	Students will be able to: <ul style="list-style-type: none"> 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.
3.0	Students will be able to: <ul style="list-style-type: none"> Conceptualize early stages of the creative process, including applying methods to overcome creative blocks or take creative risks, and document the processes in traditional or new media. Develop criteria, identify goals and collaboratively investigate an aspect of present-day life, using contemporary practice of art or design.
2.0	Students will be able to: <ul style="list-style-type: none"> Brainstorm and curate ideas to innovatively problem solve during artmaking and design projects. Individually and collaboratively set goals, investigate, choose, and demonstrate diverse approaches to art-making that is meaningful to the makers.
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: <ul style="list-style-type: none"> Engage in making a work of art or design without having a preconceived plan. Explain how traditional and non-traditional 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.
3.0	Students will be able to: <ul style="list-style-type: none"> Demonstrate persistence and willingness to experiment and take risks during the artistic process. Demonstrate an awareness of ethical responsibility as applied to artmaking including environmental implications, responsibility in sharing images online, appropriation, and intellectual property ethics. Apply, organize, and strategize methods for design and redesign of objects, places, systems, images and words to clearly communicate information to a diverse audience.

2.0	Students will be able to: <ul style="list-style-type: none"> Experiment and develop skills in multiple art-making techniques and approaches, through invention and practice. Demonstrate craftsmanship through the safe and respectful use of materials, tools and equipment. Individually or collaboratively represent environments or objects of personal significance that includes a process of peer discussion, revision and refinement.
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: <ul style="list-style-type: none"> Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on, and plan revisions for works of art and design in progress.
3.0	Students will be able to: <ul style="list-style-type: none"> Use criteria to examine, reflect on, and plan revisions for a work of art, and create an artistic statement.
2.0	Students will be able to: <ul style="list-style-type: none"> Reflect, refine, and revise work individually and collaboratively, and discuss and describe personal choices in artmaking.
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: <ul style="list-style-type: none"> Analyze, select, and curate artifacts and/or artworks for presentation and preservation.
3.0	Students will be able to: <ul style="list-style-type: none"> Investigate and analyze ways artwork is presented, preserved, and experienced, including use of evolving technology. Evaluate a collection or presentation based on this criterion.
2.0	Students will be able to: <ul style="list-style-type: none"> Define and analyze the responsibilities of a curator in preserving and presenting artifacts or artwork.
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: <ul style="list-style-type: none"> Analyze and evaluate the reasons and ways an exhibition is presented.
3.0	Students will be able to: <ul style="list-style-type: none"> Individually or collaboratively prepare and present theme-based artwork for display and formulate exhibition narratives.
2.0	Students will be able to: <ul style="list-style-type: none"> Prepare and present artwork safely and effectively.
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: <ul style="list-style-type: none"> Analyze and describe the impact that an exhibition or collection has on personal awareness of social, cultural, or political beliefs and understandings.
3.0	Students will be able to: <ul style="list-style-type: none"> Analyze how exhibitions in different venues communicate meaning, and influence ideas, beliefs, and experiences.
2.0	Students will be able to: <ul style="list-style-type: none"> Discuss how exhibits and museums provide information and in person experiences about concepts and topics.
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: <ul style="list-style-type: none"> 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.
3.0	Students will be able to: <ul style="list-style-type: none"> Explain how a person's aesthetic choices are influenced by culture and environment, and impact how visual messages are perceived and conveyed. Compare and contrast cultural and social contexts of visual arts and how they influence ideas and emotions.
2.0	Students will be able to: <ul style="list-style-type: none"> Speculate about artistic processes, interpret, and compare works of art and other responses. Analyze visual arts including cultural associations.
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: <ul style="list-style-type: none"> Interpret an artwork or collection of works, supported by relevant and sufficient evidence found in the work and its various contexts.
3.0	Students will be able to: <ul style="list-style-type: none"> Interpret art by analyzing how the interaction of subject matter, characteristics of form and structure, use of media, art making approaches, and relevant contextual information contributes to understanding messages or ideas and mood conveyed.
2.0	Students will be able to: <ul style="list-style-type: none"> Interpret ideas and mood in artworks by analyzing form, structure, context, subject, and visual elements.
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: <ul style="list-style-type: none"> Establish relevant criteria in order to evaluate a work of art or collection of works.
3.0	Students will be able to: <ul style="list-style-type: none"> Create a convincing and logical argument to support an evaluation of art. Explain the difference between personal and established criteria for evaluating artwork.

2.0	Students will be able to: <ul style="list-style-type: none"> Identify different evaluative criteria for different types of artwork dependent on genre, historical and cultural 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 10: Synthesizing and relating knowledge and personal experiences to create products.

4.0	Students will be able to: <ul style="list-style-type: none"> Document the process of developing ideas from early stages to fully elaborated ideas.
3.0	Students will be able to: <ul style="list-style-type: none"> Generate ideas to make art individually or collaboratively to positively reflect a group's identity.
2.0	Students will be able to: <ul style="list-style-type: none"> Create works of art that reflect community cultural traditions. Discuss using formal and conceptual vocabulary.
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: <ul style="list-style-type: none"> 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.
3.0	Students will be able to: <ul style="list-style-type: none"> Analyze and contrast how art forms are used to represent, establish, reinforce and reflect group identity and culture. Analyze and contrast how art forms are used to reflect global issues, including climate change.
2.0	Students will be able to: <ul style="list-style-type: none"> Communicate how art is used to inform the values, beliefs and culture of an individual or society. Communicate how art is used to inform others about global issues, including climate changes.
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: Introduction to Visual Art

Unit Description: Introduce students to the artistic process of creating, presenting, responding to and connecting with visual art. The introductory unit gives students an insight on class goals both artistically and behaviorally including classroom expectations and an overview of processes and media used throughout the year.

Unit Duration: 1 week

Understandings:

Students will understand that...

1. An art class requires the use of various materials and techniques
2. This course focuses on the process rather than the outcome
3. Success in this course is a reflection of effort
4. There are classroom guidelines to follow

Essential Questions:

1. What types of artwork will be created in experiencing visual art?
2. Why is it important to establish artistic literacy?
3. What are my personal goals this year in art?

Assessment Evidence**Performance Tasks:**

- Identify course expectations
- Identify grading procedures
- Identify classroom etiquette

Other Evidence:

- Teacher observation
- Student reflection, discussion

Benchmarks:

- Listening responses
- Class discussion

Learning Plan**Learning Activities:****Course Introduction**

- Class discussion on EVA syllabus
- Class discussion on EVA grading policy
- Class discussion on EVA goals and objectives

Course Requirements

- Review materials and techniques covered throughout the year
- Review rubrics
- Review the 5 VPA credit requirement to graduate

Portfolio Creation

- Create an 18"x24" portfolio to house student artwork created in this course.

Resources:

- Teacher selected materials
- Online resources
- Previously completed studio art 1 and studio art 2 portfolio examples
- Instructor selected projects may include:
 - Portfolio creation

Unit Modifications for Special Population Students

Advanced Learners	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Modify the pace of teacher demonstration • Utilize peer assistance • Provide additional resources • Modify assessments as necessary • Modify projects and online activities
English Language Learners	<p>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.</p> <p>NJDOE ELL Resources SEI Strategies for Visual Arts Can-Do Descriptions for Proficiency Levels Grades 9-12</p>
Learners with an IEP	<p>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:</p> <ul style="list-style-type: none"> • 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 <p>Additional resources are outlined to facilitate appropriate behavior and increase student engagement. The most frequently used modifications and accommodations can be viewed here.</p> <p>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</p>
Learners with a 504	<p>Refer to page four in the Parent and Educator Resource Guide to Section 504 to assist in the development of appropriate plans.</p>

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: Drawing

Unit Description: In this unit, students will acquire drawing skills necessary to produce successful, meaningful works of art using the elements of art and principals of design. The drawing unit will focus heavily on using line in observational drawing and design. A brief history of drawing will be addressed by lesson.

Unit Duration: 10 weeks

Understandings:

Students will understand that...

1. The elements and principals of art work together to build a cohesive work of art. Art elements include line, shape, form, space, texture, value and color while the principles cover pattern, contrast, unity, emphasis, movement, balance and rhythm.
2. Drawing is based off of direct observation of a subject, however the interpretation of the subject may vary.
3. Historically, there are several styles of drawing each with recognizable characteristics.
4. There are various techniques used in drawing to create a desired outcome.
5. Different materials will alter the appearance, mood, and overall aesthetic of a drawing.
6. Various types of line exist and can be used to create a desired effect.
7. Color and/or value can be added to a drawing to create the illusion of form.

Essential Questions:

1. Why Is drawing from observation the foundation of a successful work of art?
2. How can an artist express themselves through different drawing styles and techniques?
3. What tools can an artist use to draw?

Assessment Evidence**Performance Tasks:**

- Utilize the elements of art and principles of design to accurately draw subject matter
- Utilize various drawing techniques to accomplish a desired goal
- Utilize various materials and mediums to accomplish a desired goal
- Complete specialized final works of art showcasing an understanding of drawing techniques and materials

Other Evidence:

- Teacher observation
- Student reflection, discussion

Benchmarks:

- Final works of art graded to a formal rubric
- Tests/Quizzes

Learning Plan**Learning Activities:****Introduction to Drawing**

- The history of drawing
- Drawing styles
 - Realism
 - Abstract-ism
 - Expressionism
- Drawing materials
 - Pencil
 - Charcoal
 - Ink
 - Pastel

Elements of Art and Principals of Design in Drawing

Elements: Artists manipulate the seven elements, mix them in with principles of art, and compose a piece of art. Not every work of art contains every one of the elements. Introduce students to the following elements of art used in the drawing unit and how we will apply them:

- Line, shape, space, texture, form and value

Principles: The principles of art represent *how the artist uses the elements of art* to create an effect and to help convey the artist's intent. Introduce students to the following principles of art used in the drawing unit:

- Balance, contrast, emphasis, movement, pattern, rhythm, and unity/variety

Drawing Techniques

- Types of line
- Contour line
 - Blind contour
 - Continuous contour
 - Modified contour
- Expressive line
- Shading
- Value scales using various drawing materials (pencil, charcoal, ink, pastel)

Resources:

- Teacher selected materials
- Online resources
- Power point presentations
- Instructor selected projects may include:
 - Contour line drawing: students create a contour line drawing (subjects vary) which incorporates value and/or color

Unit Modifications for Special Population Students

Advanced Learners	<ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• 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: <ul style="list-style-type: none">• 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: Painting	
Unit Description: In this unit, the students will be using several different types of painting media as a way of becoming familiar with painting techniques. These may include acrylic and watercolor paints. The students will learn about what brushes, tools, and other materials should be used depending on paint medium. This unit must also incorporate color theory as the usage of color and color mixing is essential in creating a finished painting. The history of painting will be addressed per lesson.	
Unit Duration: 12 weeks	
Understandings: <i>Students will understand that...</i> <ol style="list-style-type: none"> 1. The elements and principals of art work together to build a cohesive work of art. Art elements include line, shape, form, space, texture, value and color while the principles cover pattern, contrast, unity, emphasis, movement, balance and rhythm. 2. There are several different types of paint that have different binders and solvents. 3. Different types of paint produce various aesthetics and choosing the type of paint used to produce art is a major component in creating a painting. 4. There are several different tools that can be used to create a painting. Using the correct tools is essential to success. 5. Artists can use various brush strokes to create a desired effect. 6. An understanding of color theory is essential to successfully using any paint medium to produce a finished work of art. 7. Color theory includes the color wheel, color mixing, and color relationships. 8. The primary colors can be used to create any color on the color wheel. 	Essential Questions: <ol style="list-style-type: none"> 1. Why is it important to know the color wheel and color theory? 2. How is color used to invoke visual emotions in a painting? 3. What are the unique characteristics of different paint media, and how do they affect the overall look and meaning of a painting? 4. How can an artist use brush stroke to create a mood or feeling in a work of art?
Assessment Evidence	
Performance Tasks: <ul style="list-style-type: none"> • Identify different types of paint and their binders and solvents • Identify proper tools to be used with different types of paint • Identify which brushes and strokes will be used to create a desired effect • Identify all colors on the color wheel and effectively mix colors using only primary colors to convey different color relationships 	Other Evidence: <ul style="list-style-type: none"> • Teacher observation • Student reflection, discussion • Sketch book entries • Completed projects
Benchmarks: <ul style="list-style-type: none"> • Listening responses • Class discussion • Nearpods, edpuzzles, etc. • Sketch book entries • Tests/quizzes 	

Learning Plan

Learning Activities:

Introduction to Painting

- The history of painting
- Painting styles
 - Formalism
 - Expressionism
 - Abstraction
 - Impressionism
- Painting materials
 - Water color paint
 - Acrylic paint

Elements of Art and Principals of Design in Painting

Elements: Artists manipulate the seven elements, mix them in with principles of art, and compose a piece of art. Not every work of art contains every one of the elements. Introduce students to the following elements of art used in the painting unit and how we will apply them:

- Line, shape, space, texture, form and value

Principles: The principles of art represent *how the artist uses the elements of art* to create an effect and to help convey the artist's intent. Introduce students to the following principles of art used in the painting unit:

- Balance, contrast, emphasis, movement, pattern, rhythm, and unity/variety

Painting Techniques

- Color theory
 - The color wheel (primary, secondary, tertiary colors)
 - Tints and shades
 - Color mixing and color relationships
 - Complimentary
 - Monochromatic
- Brush strokes
 - Wet on wet/wet on dry techniques
 - Color blending

Resources:

- Teacher selected materials
- Online resources
- Power point presentations
- Instructor selected projects may include:
 - Final painting: Students will complete either an acrylic or water color painting

Unit Modifications for Special Population Students

Advanced Learners	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Modify the pace of teacher demonstration • Utilize peer assistance • Provide additional resources • Modify assessments as necessary • Modify projects and online activities
English Language Learners	<p>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.</p> <p>NJDOE ELL Resources</p>

	SEI Strategies for Visual Arts Can-Do Descriptions for Proficiency Levels Grades 9-12
Learners with an IEP	<p>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:</p> <ul style="list-style-type: none"> • 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 <p>Additional resources are outlined to facilitate appropriate behavior and increase student engagement. The most frequently used modifications and accommodations can be viewed here.</p> <p>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</p>
Learners with a 504	<p>Refer to page four in the Parent and Educator Resource Guide to Section 504 to assist in the development of appropriate plans.</p>

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: 3-Dimensional Art

Unit Description: In this unit, students will be introduced to three-dimensional art including but not limited to ceramics and sculpture. Students will explore various materials and techniques used to build three-dimensional works of art and create 3-D pieces of pottery and/or sculpture.

Unit Duration: 7 Weeks

Understandings:

Students will understand that...

1. The elements and principals of art work together to build a cohesive work of art. Art elements include line, shape, form, space, texture, value and color while the principles cover pattern, contrast, unity, emphasis, movement, balance and rhythm.
2. Form has three dimensions including length, width, and height.
3. Three-dimensional art can be created using various media and techniques.
4. Drawing is the foundation and a critical step in creating a cohesive three-dimensional work of art.
5. Clay is one of many media used to create three-dimensional art. There are various types of clay.
6. Clays have unique properties. Knowing these properties is essential in successfully working with this material.
7. Various hand building techniques and tools are used in building ceramics.

Essential Questions:

1. How can an artist use form as a visual expression?
2. What is the different between two- and three-dimensional works of art?
3. What tools and materials can be used to create varying, three-dimensional visual affects?
4. Why is drawing the foundation of a cohesive work of three-dimensional art?

Assessment Evidence**Performance Tasks:**

- Identify the difference between two- and three-dimensional works of art
- Identify different types of three-dimensional art
- Identify different materials used to create three-dimensional art
- Identify basic clay properties
- Identify the three main hand-building techniques in pottery

Other Evidence:

- Teacher observation
- Student reflection, discussion
- Completed projects

Benchmarks:

- Listening responses
- Class discussion
- Nearpods, edpuzzles, etc.
- Sketch book entries
- Tests/quizzes

Learning Plan**Learning Activities:****Introduction to 3-D Art**

- The history of 3-D art
- Types of 3-D art
 - Pottery/Ceramics
 - Sculpture
- 3-D materials
 - Clay
 - Types of clay
 - Properties of clay
 - Found objects

Elements of Art and Principals of Design in 3-D

Elements: Artists manipulate the seven elements, mix them in with principles of art, and create a piece of art. Not every work of art contains every one of the elements. Introduce students to the following elements of art used in the 3-D unit and how we will apply them:

- Shape, space, texture, and form

Principles: The principles of art represent *how the artist uses the elements of art* to create an effect and to help convey the artist's intent. Introduce students to the following principles of art used in the 3-D unit:

- Balance, contrast, emphasis, movement, pattern, rhythm, and unity/variety

3-D Techniques

- Ceramics/Pottery
 - Stages of clay
 - Clay storage
 - Clay tools
 - Hand building techniques
 - Slab
 - Pinch
 - Coil
 - Glazing
 - Properties of glaze
 - Types of glaze
 - Application of glaze
 - Firing process

Resources:

- Teacher selected materials
- Online resources
- Power point presentations
- Instructor selected projects may include:
 - Ceramic pinch pot: create a three-dimensional pinch pot using clay, clay tools and glazes; this completed project may also include the slab and/or coil technique

Unit Modifications for Special Population Students

Advanced Learners	<ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• Modify the pace of teacher demonstration• Utilize peer assistance• Provide additional resources• Modify assessments as necessary• Modify projects and online activities
English Language Learners	<p>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.</p> <p>NJDOE ELL Resources SEI Strategies for Visual Arts Can-Do Descriptions for Proficiency Levels Grades 9-12</p>
Learners with an IEP	<p>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:</p> <ul style="list-style-type: none">• 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

	<ul style="list-style-type: none"> • Variation of size: adapting the number of items the student is expected to complete • Modifying the content, process or product <p>Additional resources are outlined to facilitate appropriate behavior and increase student engagement. The most frequently used modifications and accommodations can be viewed here.</p> <p>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</p>
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Interdisciplinary Connections

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Unit Title: Crafts	
Unit Description: In this unit the students will be introduced to various multi-cultural crafts and designs. Projects in this unit may be 2 or 3 dimensional but will utilize many new materials and techniques practiced in art throughout the world. This unit will focus on art history per lesson as the pieces created will reflect historical and contemporary international works of functional and wearable art.	
Unit Duration: 6 weeks	
Understandings: <i>Students will understand that...</i> <ol style="list-style-type: none"> 1. The elements and principals of art work together to build a cohesive work of art. Art elements include line, shape, form, space, texture, value and color while the principles cover pattern, contrast, unity, emphasis, movement, balance and rhythm. 2. Art varies around the world and throughout history. 3. Art can be identified by its cultural properties. 4. Crafts can be represented in fine arts. 5. Art can be 2 or 3 dimensional. 	Essential Questions: <ol style="list-style-type: none"> 1. How can art be connected to a particular region or time period 2. How does art vary by region, culture, religion, time period, etc. 3. Can art be functional?
Assessment Evidence	
Performance Tasks: <ul style="list-style-type: none"> • Identify works of art from various cultures • Identify functional artwork • Create 2- and 3- dimensional works of functional art • Create culturally accurate works of art 	Other Evidence: <ul style="list-style-type: none"> • Teacher observation • Student reflection, discussion • Completed projects
Benchmarks: <ul style="list-style-type: none"> • Listening responses • Class discussion • Nearpods, edpuzzles, etc. • Sketch book entries 	
Learning Plan	
Learning Activities: <u>Introduction to Multi-Cultural Crafts</u> <ul style="list-style-type: none"> • Art history timeline • Types of crafts <ul style="list-style-type: none"> ○ Functional pieces ○ Non-functional designs • Crafting materials <ul style="list-style-type: none"> ○ Basket weaving ○ Jewelry ○ Paper mâché ○ Plaster ○ Metal work ○ Print making <u>Elements of Art and Principals of Design in Digital Art</u> Elements: Artists manipulate the seven elements, mix them in with principles of art, and compose a piece of art. Not every work of art contains every one of the elements. Introduce students to the following elements of art used in the crafts unit and how we will apply them: <ul style="list-style-type: none"> • Line, shape, space, texture, value and color 	

Principles: The principles of art represent *how the artist uses the elements of art* to create an effect and to help convey the artist's intent. Introduce students to the following principles of art used in the crafts unit:

- Balance, contrast, emphasis, movement, pattern, rhythm, and unity/variety

Crafting Techniques

- Weaving
- Printing
- Mixed media
- Jewelry

Resources:

- Teacher selected materials
- Online resources
- Power point presentations
- Instructor selected projects may include:
 - Functional art: create a functional piece of art using any crafting medium
 - Wearable art: create a wearable work of art using any crafting medium

Unit Modifications for Special Population Students

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