

# Summit Public Schools

Summit, New Jersey

Art – Summit High School

Length of Course: One Year

AP Studio Art - 2D Design

**Course Description:** AP Studio Art allows talented students to create work based on college level courses. Students will submit a portfolio of twenty four pieces. There are three possible sections to choose from to create a portfolio: Drawing, 2-D Design, or 3-D Design. All three sections of study are full year, hands-on courses that utilize a wide variety of materials, equipment, and tools. There is a focus on exploration and creativity with an emphasis on in-depth investigation of materials and problem solving.

The AP Studio Art 2D course will:

- Investigate in-depth the formal elements and principles of design, including line, light and shade, rendering form, texture, and composition
- Implement decision making about how to use the elements and principles of art in an integrative way
- Provide graduated and sequential processes with attention to concept, composition, and execution
- Culminate these activities with a demonstration of an understanding of the inter-relatedness of these elements.

In this course, there will be both qualitative and quantitative expectations which will result in a final portfolio containing a minimum of twenty four pieces. There are three sections to the portfolio. The first two sections, Breath and Concentration will be sent into AP College Board through digital submission. Breath includes twelve pieces that show a range of the student's work. Concentration includes twelve pieces that focus on an investigation of a specific visual idea. The final section, Quality, will have the physical art pieces mailed in. The five pieces need for Quality can be chosen from the other two sections. These five pieces should reflect the student's best work.

# Unit I – Elements & Principles of Design

**1.1 The Creative Process:** All students will demonstrate an understanding of the elements and principles that govern the creation of works of visual art.

**Big Ideas:** *Course Objectives / Content Statement(s)*

The understanding and mastery of the Elements and Principles of Design is fundamental for success in any art work. Artists must explore approaches that show a versatility in technique and an investigation of visual problems.

<p style="text-align: center;"><b>Essential Questions</b></p> <p style="text-align: center;"><i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i></p>	<p style="text-align: center;"><b>Enduring Understandings</b></p> <p style="text-align: center;"><i>What will students understand about the big ideas?</i></p>
<ul style="list-style-type: none"> <li>● Why does an artist need to understand the elements and principles of design?</li> <li>● How can the elements and principles be used and manipulated to enhance a piece of art?</li> <li>● How does composition and perspective change the way the viewer reads a piece of art?</li> <li>● How does line, form, and shape contribute to the overall unity of a piece?</li> <li>● How does color affect the mood and emotional quality of a work?</li> </ul>	<p>Students will understand that...</p> <ul style="list-style-type: none"> <li>● Every piece of art needs to have a foundation in the elements and principles of design.</li> <li>● Changing and altering the different elements will create different moods, values, and movement.</li> <li>● Stimuli for the creation of artworks can come from many places including other art disciplines.</li> <li>● In order to make a strong composition, a focus and understanding of balance and proportion are needed.</li> </ul>
<p style="text-align: center;"><b>Areas of Focus: Proficiencies (Cumulative Progress Indicators)</b></p>	<p style="text-align: center;"><b>Examples, Outcomes, Assessments</b></p>
<p>Students will:</p>	<p>Instructional Focus:</p>

1.1.12.D.1 Distinguish innovative applications of the elements of art and principles of design in visual artworks from diverse cultural perspectives and identify specific cross-cultural themes.

1.1.12.D.2 Translate literary, musical, theatrical, and dance compositions by using them as stimulus/inspiration for corresponding visual artworks.

- Use innovative means and perceptual understanding to communicate through varied content, media, and art techniques.
- Demonstrate effective and accurate use of art vocabulary throughout the art making process.
- Demonstrate visual thinking skills to process the challenges and execution of a creative endeavor.
- Use the structural elements of art and the organizational principles of design in works of art to establish an interpretive and technical foundation for visual coherence.

Sample Assessments:

- Sketchbooks: Throughout the course, gather ideas, record, and practice in sketchbooks to further artistic vision.
- Sketchbooks: Students will create 15 sketches of possible ideas for Concentration ideas. Each sketch will have 4 thumbnail drawings that explore the best visual way of communicating their idea through composition, lighting, and perspective.
- Composition Breakdown - A comprehensive investigation of the rules of composition through the study of Renaissance Art
- Still Life Portrait: Students will make a still life painting or drawing using objects that represent him/her. The piece must also include a mirror or a reflective object so that a self portrait is within the piece.

•Mannequin Study: Students will review the standard proportions of the body. Using these measurements, students will create drawings from our life sized mannequins.

• Pencil Glass Study: Students will create a pencil still life drawing of different glass objects. They will use previous knowledge of shading and value combined with an understanding of balance and proportion. Objects should be in proportion and a visual balance should be created in the composition of the objects.

• White Chalk Glass Study: Students will further explore the glass studies while focusing on light and form. This version uses black paper and white chalk to do so. The premise is the same, but this time their mark making will also create a visual balance.

• Cloth Study Students: Students will observe drapery that has been lit causing the shadows in the folds to be exaggerated. There are three chalk colors – one to show the light, one to show the shadow, and one to show the midtowns. There will be little to no blending in this project. Students will have to think about the balance from light to dark and the proportion of fold sizes to make an interesting composition. Texture and mark making will be used instead of blending techniques.

• Negative Space Cutouts: Students will focus on the negative space of an object or objects. The assignment will begin with an exercise of drawing

the negative space shapes each student sees in their sketchbook. They will then each draw this to proportion on a large paper (5 x 3 ft.) and cut out all of the negative space shapes. Projects will be displayed by hanging and shining a light on them to create a cast shadow on the wall.

- Town Architecture: Each student will pick a building within Summit to draw a piece of. The drawing must show a part of the exterior and interior (i.e. a drawing of a hallway that has a window showing the outside). This project will focus on proportion through depth and students will need to balance the their scene.

#### Instructional Strategies:

- Demonstration of techniques by teacher.
- Practice of those techniques by student through sketchbooks, thumbnails and in-class assignments.

#### Interdisciplinary Connections

- Developing creative and critical thinking skills to come up with personal ideas
- Mathematic skills in measuring and drawing in perspective

#### Technology Integration:

- Use of ELMO to demonstrate techniques.

#### Global Perspectives:

- Students will observe how various cultures and time periods use artistic

	<p>means of expressing and documenting themselves.</p>
<p>The following skills and themes listed to the right should be reflected in the design of units and lessons for this course or content area.</p>	<p>21<sup>st</sup> Century Skills:</p> <ul style="list-style-type: none"> <li>● Creativity and Innovation: The development of the imagination through experimenting with ideas and working towards a goal of original, self-expression.</li> <li>● Critical Thinking and Problem Solving: The process of working through ideas to completion. Analyzing and interpreting both students' own ideas, as well as the ideas of others.</li> <li>● Communication and Collaboration: Working with classmates, pair-share, group critiques, group brainstorming</li> <li>● Information Literacy: Writing prompts, articles about art movements/artists, interpreting writing from classmates, reflective writing about student's own artwork</li> <li>● Media Literacy Life and Career Skills Discussion of art career opportunities including: gallery coordinators, museum workers, graphic designers, art advertisers, art teacher, photographers, etc. Overall critical thinking, creative thinking skills.</li> </ul> <p>21<sup>st</sup> Century Themes:</p> <ul style="list-style-type: none"> <li>● Civic Literacy: Art as a contributor to the community – ex murals, fundraisers, exhibitions</li> </ul>

## Unit 2 – Artistic Identity & Integrity

<p><b>1.2 History of the Arts and Culture</b> All students will understand the role, development, and influence of the arts throughout history and across cultures.</p>	
<p><b>Big Ideas:</b> <i>Course Objectives / Content Statement(s)</i>            Each artist must find their own voice and identity while simultaneously finding their place in relation to art history and the contemporary art world.</p>	
<p><b>Essential Questions</b>  <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i></p>	<p><b>Enduring Understandings</b>  <i>What will students understand about the big ideas?</i></p>
<ul style="list-style-type: none"> <li>● How has the use and purpose of art changed throughout history?</li> <li>● How does this change help us to understand different time periods and regions?</li> <li>● How does art history help an artist find their identity in relation to the place and time of their own work?</li> </ul>	<p>Students will understand that...</p> <ul style="list-style-type: none"> <li>● Cultural and historical events impact art-making as well as how audiences respond to works of art.</li> <li>● Access to the arts has a positive influence on the quality of an individual's lifelong learning, personal expression, and contributions to community and global citizenship.</li> </ul>
<p><b>Areas of Focus: Proficiencies (Cumulative Progress Indicators)</b></p>	<p><b>Examples, Outcomes, Assessments</b></p>
<p>Students will:</p>	<p>Instructional Focus:</p> <ul style="list-style-type: none"> <li>● Use divergent thinking, abstract reasoning, and various processes to demonstrate imaginative or innovative solutions for art problems.</li> <li>● Analyze artwork from a variety of cultures and times to compare the function, significance, and connection to other cultures or times.</li> </ul>
<p>1.2.12.A.1 Determine how visual art has influenced world cultures throughout history.</p>	

1.2.12.A.2 Justify the impact of innovations in the arts on societal norms and habits of mind in various historical eras.

- Research and use the techniques and processes of various artists to create personal works.
- Develop skills in sketching and mark-making to plan, execute, and construct two-dimensional images or three-dimensional models.

Sample Assessments:

- Chelsea Galleries: A class visit will be taken to Chelsea to view a wide range of contemporary art galleries. Students will write a response about a piece of their choice.
- Contemporary Artist Study: Every week, the class will hold discussions and watch videos/slideshows about a different contemporary artist.
- Art Movement: Students will create an art piece inspired from a famous movement in art history. Students will first research and answer questions about the artists of this period and the overall themes and ideas of the movement. Each student will create an original work that is inspired by their movements ideas or techniques.
- Contemporary Artists: Teacher will assign each student three contemporary artists to give a presentation to the class. The artists chosen will have connections and relevance to the individual student's work

- Concentration Proposal: Students will write a one page paper summarizing their concentration idea. They will need to elaborate on what they are trying to achieve and how they plan to do it. Specific examples should be given. Students must reference artworks and artists that have influenced their work.
- Concentration Presentation: Halfway through the year, students will create a presentation of their work thus far, their influences, and propose possible future projects.

#### Instructional Strategies

- Demonstration of techniques by teacher.
- Practice of those techniques by student through sketchbooks, thumbnails and in-class assignments.

#### Interdisciplinary Connections:

- The investigation of art throughout time and culture
- Arts functional use in different societies
- The development of art alongside historical events

#### Technology Integration:

- Research based websites and videos to learn about different artists.

#### Global Perspectives:

- Art is created everywhere by all different groups of people.

	<ul style="list-style-type: none"> <li>● Events, governments, beliefs, and other factors are all reflected in art</li> </ul>
<p>The following skills and themes listed to the right should be reflected in the design of units and lessons for this course or content area.</p>	<p>21<sup>st</sup> Century Skills:</p> <ul style="list-style-type: none"> <li>● Creativity and Innovation: The development of the imagination through experimenting with ideas and working towards a goal of original, self-expression.</li> <li>● Critical Thinking and Problem Solving: The process of working through ideas to completion. Analyzing and interpreting both students' own ideas, as well as the ideas of others.</li> <li>● Communication and Collaboration: Working with classmates, pair-share, group critiques, group brainstorming</li> <li>● Information Literacy: Writing prompts, articles about art movements/artists, interpreting writing from classmates, reflective writing about student's own artwork</li> <li>● Media Literacy Life and Career Skills Discussion of art career opportunities including: gallery coordinators, museum workers, graphic designers, art advertisers, art teacher, photographers, etc. Overall critical thinking, creative thinking skills.</li> </ul> <p>21<sup>st</sup> Century Themes:</p> <ul style="list-style-type: none"> <li>● Civic Literacy: Art as a contributor to the community – ex murals, fundraisers, exhibitions</li> </ul>

## Unit 3 – Exploration & Investigation

<p><b>1.3 Performance:</b> All students will synthesize those skills, media, methods, and technologies appropriate to creating visual art.</p>	
<p><b>Big Ideas:</b> <i>Course Objectives / Content Statement(s)</i>            Artists must come to unique and innovative ideas through fearless investigation and exploration.</p>	
<p><b>Essential Questions</b>  <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i></p>	<p><b>Enduring Understandings</b>  <i>What will students understand about the big ideas?</i></p>
<ul style="list-style-type: none"> <li>● Why is it important for an artist to create multiple studies and thumbnails before beginning a piece?</li> <li>● How does composition affect how the viewer perceives a work of art?</li> <li>● Does research of a subject allow the artist to make more specific and well-informed decisions?</li> <li>● How does the manipulation of surface, texture, and mark-making affect a piece?</li> <li>● How much does color and light impact mood and emotion of a piece?</li> </ul>	<p>Students will understand ...</p> <ul style="list-style-type: none"> <li>● Culturally and historically diverse art media, art mediums, techniques, and styles impact originality and interpretation of the artistic statement.</li> <li>● How artists vary hue, value, color, and intensity to create different effects.</li> <li>● How a unique perspective can transform an ordinary piece into an exceptional one.</li> <li>● The artist’s understanding of the relationships among art media, methodology, and visual statement allows the artist to use expressionism, abstractionism (nonobjective art), realism/naturalism, impressionism, and other genre styles to convey ideas to an audience.</li> </ul>
<p><b>Areas of Focus: Proficiencies (Cumulative Progress Indicators)</b></p>	<p><b>Examples, Outcomes, Assessments</b></p>

Students will:	Instructional Focus:
1.3.12.D.1 Synthesize the elements of art and principles of design in an original portfolio of two and three-dimensional artworks that reflects personal style and a high degree of technical proficiency and expressivity.	<ul style="list-style-type: none"> <li>● Develop color-mixing skills and techniques through application of the principles of color and light theory.</li> <li>● Incorporate skills, concepts, and media to create images from ideation to resolution.</li> <li>● Convey emotion and unique thought through imagery and an manipulation of the elements of design.</li> <li>● Apply art knowledge and contextual information to analyze how content and ideas are used in works of art.</li> </ul>
1.3.12.D.2 Produce an original body of artwork in one or more art mediums that demonstrates mastery of visual literacy, methods, techniques, and cultural understanding	Sample Assessments:
1.3.12.D.3 Organize an exhibit of personal works of visual art that convey a high level of understanding of how the expression of ideas relates to the art media, art mediums, and techniques used	<ul style="list-style-type: none"> <li>● Sketchbooks: Students will investigate different medias and explore many ways to create a work of art. Through sketches and medium experiments, students will create many sketches before actually making a final piece. This process will be used for both their Breath and Concentration portions of their portfolio.</li> <li>● Bird's Eye/Ant's Eye: Students will take one of their Concentration or Breath ideas and change the perspective. Rather than looking at their subject head on, they will draw either look at it from above or below.</li> <li>● Motion: Drawing In this project, students will create a drawing that shows a movement. They will look at Marcel Duchamp's Nude Descending a Staircase for inspiration. Students can make sketches or take photos as a visual aid. The student will begin with a drawing of the movement in midway</li> </ul>
1.3.12.D.4 Analyze the syntax and compositional and stylistic principles of two and three-dimensional artworks in multiple art media (including computer-assisted artwork), and interpret themes and symbols suggested by the artworks.	
1.3.12.D.5 Identify the styles and artistic processes used in the creation of culturally and historically diverse two and three-dimensional artworks, and emulate those styles by creating an original body of work.	

position. He/she will then overlap that drawing and slightly move it to show the beginning of the movement and then another drawing to show the end movement position. In between and overlapping these drawings, each student should create as many drawings he/she feels necessary in between to show the different steps of the movement. Drawings can be realistic, cubist, or have an unfinished “sketchy” look to them.

- Surface Drawing: Each student will choose a unique type of paper to create a drawing on top of. Options will be suggested such as maps, newspaper, sheet -music, etc. Drawing should integrate the theme of the chosen paper, but also it’s visual elements to become one piece.
- Extended Canvas This project involves students coming up with an idea for a painting that has a portion of the canvas extend outside the rectangle. Students must develop their idea, building a canvas, and executing that painting.
- Four Color Separation Print: Students will create a print using four layers of transparent ink: Yellow, Red, Blue, and Black. This will allow students better understand color theory and blending by creating a work where they do not physically mix their colors.
- Large Scale Project Students will have the opportunity to create a large-scale project of their choice. The medium options include all dry media, painting, printmaking, and sculpture. The only criteria is that a

	<p>2D work must be at least 4 feet on one side and a 3D work must be at least 3 feet.</p> <p>Instructional Strategies</p> <ul style="list-style-type: none"> <li>● Demonstration of techniques by teacher.</li> <li>● Practice of those techniques by student through sketchbooks, thumbnails and in-class assignments.</li> </ul> <p>Interdisciplinary Connections:</p> <ul style="list-style-type: none"> <li>● Measurement in the gridding technique</li> <li>● Perspective measuring and geometry of shapes</li> <li>● History of Dutch still life painting</li> <li>● Interpret writing excerpts</li> </ul> <p>Technology Integration:</p> <ul style="list-style-type: none"> <li>● Taking photographs</li> <li>● Manipulation of photographs in Photoshop</li> </ul> <p>Global Perspectives:</p> <ul style="list-style-type: none"> <li>● Understanding of how to really look and interpret what is around you</li> <li>● Creativity comes from both external and internal sources</li> </ul>
<p>The following skills and themes listed to the right should be reflected in the design of units and lessons for this course or content area.</p>	<p>21<sup>st</sup> Century Skills:</p> <ul style="list-style-type: none"> <li>● Creativity and Innovation: The development of the imagination through experimenting with ideas and working towards a goal of original, self-expression.</li> </ul>

	<ul style="list-style-type: none"> <li>● <b>Critical Thinking and Problem Solving:</b> The process of working through ideas to completion. Analyzing and interpreting both students' own ideas, as well as the ideas of others.</li> <li>● <b>Communication and Collaboration:</b> Working with classmates, pair-share, group critiques, group brainstorming</li> <li>● <b>Information Literacy:</b> Writing prompts, articles about art movements/artists, interpreting writing from classmates, reflective writing about student's own artwork</li> <li>● <b>Media Literacy Life and Career Skills</b> Discussion of art career opportunities including: gallery coordinators, museum workers, graphic designers, art advertisers, art teacher, photographers, etc. Overall critical thinking, creative thinking skills.</li> </ul> <p>21<sup>st</sup> Century Themes:</p> <ul style="list-style-type: none"> <li>● <b>Civic Literacy:</b> Art as a contributor to the community – ex murals, fundraisers, exhibitions</li> </ul>
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## Unit 4 – Critique & Editing

**1.4 A/B - Aesthetic Responses/Critique Methodologies:** All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of visual art.

**Big Ideas:** *Course Objectives / Content Statement(s)*

Artists must evaluate their work and edit it through consistent and on-going critical analysis.

<p style="text-align: center;"><b>Essential Questions</b></p> <p style="text-align: center;"><i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i></p>	<p style="text-align: center;"><b>Enduring Understandings</b></p> <p style="text-align: center;"><i>What will students understand about the big ideas?</i></p>
<ul style="list-style-type: none"> <li>● Is every piece an artist creates hold equal value?</li> <li>● How does an artist edit their work?</li> <li>● By what criteria should an art piece be judged?</li> <li>● How does a series relate to each other?</li> <li>● Can art form a narrative?</li> <li>● Why is reflection important for all artists?</li> <li>● What is the basis for “good art”?</li> <li>● Does art have to be beautiful?</li> </ul>	<p>Students will understand that...</p> <ul style="list-style-type: none"> <li>● Contextual clues within artworks often reveal artistic intent, enabling the viewer to hypothesize the artist’s concept.</li> <li>● Artistic styles, trends, movements, and historical responses to various genres of art evolve over time.</li> <li>● Criteria for assessing the historical significance, craftsmanship, cultural context, and originality of art are often expressed in qualitative, discipline-specific arts terminology.</li> <li>● Describe, analyze, and interpret</li> <li>● Reflect and discuss meaning and design of both your own artwork and artwork of your peers.</li> <li>● Speculate on the meaning and content of art.</li> <li>● Develop your artistic language when viewing and interpreting art.</li> </ul>

Areas of Focus: Proficiencies (Cumulative Progress Indicators)	Examples, Outcomes, Assessments
Students will:	Instructional Focus:
1.4.12.A.1 Use contextual clues to differentiate between unique and common properties and to discern the cultural implications of works of dance, music, theatre, and visual art.	<ul style="list-style-type: none"> <li>● Analyze how visual information is developed in specific media to create a recorded visual image.</li> <li>● Assess the challenges and outcomes associated with the media used in a variety of one's own work.</li> </ul>
1.4.12.A.2 Speculate on the artist's intent, using discipline-specific arts terminology and citing embedded clues to substantiate the hypothesis.	<ul style="list-style-type: none"> <li>● Manipulate materials, techniques, and processes through practice and perseverance to create a desired result in two-and/or three-dimensional artworks.</li> </ul>
1.4.12.A.3 Develop informed personal responses to an assortment of artworks across the four arts disciplines, using historical significance, craftsmanship, cultural context, and originality as criteria for assigning value to the works.	<ul style="list-style-type: none"> <li>● Archetypal subject matter exists in all cultures and is embodied in the formal and informal aspects of art.</li> <li>● The cohesiveness of a work of art and its ability to communicate a theme or narrative can be directly affected by the artist's technical proficiency as well as by the manner and physical context in which it is performed or shown.</li> </ul>
<p>1.4.12.B.1 Formulate criteria for arts evaluation using the principles of positive critique and observation of the elements of art and principles of design, and use the criteria to evaluate works of dance, music, theatre, visual, and multimedia artwork from diverse cultural contexts and historical eras.</p> <p>1.4.12.B.2 Evaluate how an artist's technical proficiency may affect the creation or presentation of a work of art, as well as how the context in which a work is performed or shown may impact perceptions of its significance/meaning.</p> <p>1.4.12.B.3 Determine the role of art and art making in a global society by analyzing the</p>	<ul style="list-style-type: none"> <li>● Art and art-making reflect and affect the role of technology in a global society.</li> </ul> <p>Sample Assessments:</p> <ul style="list-style-type: none"> <li>● Students will organize their AP Portfolio in a sequential way that is visually pleasing. The portfolio will contain 12 breath works, 12 concentration, and 5 quality.</li> <li>● Students will create a website to highlight their work. This website can be used when applying to art</li> </ul>

influence of technology on the visual, performing, and multimedia arts for consumers, creators, and performers around the world.

schools and for general publication of their work.

- We live a postmodern society. Define and give examples of postmodernism. Each student will describe how his/her work fits into today's movement.
- Periodical written self-assessments
- Group Critique – Students will participate in-group critiques halfway through all major projects in order to give each other feedback and constructive suggestions as they move forward with each of their projects.
- Critique Sheet – Each student will display his/her favorite piece of art that he/she has made this year. Each student is then to fill out a critique sheet about another person's piece.
- Critique Game – Each student must give a written comment to a minimum of three pieces in each of the following categories:
  1. Describe something that is technically successful about this artwork. Consider it's use of art elements/principles of design
  2. Give a suggestion to one artwork.
  3. Describe something that had an impact on you emotionally or aestheticallyIn both critique activities, questions will be asked such as: 1. Describe what you see? 2. Describe the composition? Perspective? 3. What leads your eye around from place to place? 4. How is light and shadow used in this piece? 5. Describe any design elements? 6. What specific color choices have been made? 7.

Describe the style used by this artist?  
8. What titles would you give this artwork? What other things interest you about this artwork? 9. What area or element of the painting could the painter continue to develop? 10. Does this remind you of another artist's work? 11. What emotional qualities does this work portray? 12. What meaning or interpretation do you take from this artwork? 13. Do you have any constructive suggestions to give this artist?

Instructional Strategies:

- Demonstration of techniques by teacher.
- Practice of those techniques by student through sketchbooks, thumbnails and in-class assignments.

Interdisciplinary Connections

- History of art movements and artists
- Written and oral responses
- Persuasive writing

Technology Integration

- Art 21 videos
- Online documentary videos
- Websites about artists

Global Perspectives

- Understanding of timeline and progression
- Acceptance of ideas and thoughts that differ from student's views

	<p>21<sup>st</sup> Century Skills:</p> <ul style="list-style-type: none"><li>● Creativity and Innovation: The development of the imagination through experimenting with ideas and working towards a goal of original, self-expression.</li><li>● Critical Thinking and Problem Solving: The process of working through ideas to completion. Analyzing and interpreting both students' own ideas, as well as the ideas of others.</li><li>● Communication and Collaboration: Working with classmates, pair-share, group critiques, group brainstorming</li><li>● Information Literacy: Writing prompts, articles about art movements/artists, interpreting writing from classmates, reflective writing about student's own artwork</li><li>● Media Literacy Life and Career Skills Discussion of art career opportunities including: gallery coordinators, museum workers, graphic designers, art advertisers, art teacher, photographers, etc. Overall critical thinking, creative thinking skills.</li></ul> <p>21<sup>st</sup> Century Themes:</p> <ul style="list-style-type: none"><li>● Civic Literacy: Art as a contributor to the community – ex murals, fundraisers, exhibitions</li></ul>

# Summit Public Schools

Summit, New Jersey

## Curricular Addendum

### **Career-Ready Practices**

**CRP1:** Act as a responsible and contributing citizen and employee.

**CRP2:** Apply appropriate academic and technical skills.

**CRP3:** Attend to personal health and financial well-being.

**CRP4:** Communicate clearly and effectively and with reason.

**CRP5:** Consider the environmental, social and economic impacts of decisions.

**CRP6:** Demonstrate creativity and innovation.

**CRP7:** Employ valid and reliable research strategies.

**CRP8:** Utilize critical thinking to make sense of problems and persevere in solving them.

**CRP9:** Model integrity, ethical leadership and effective management.

**CRP10:** Plan education and career paths aligned to personal goals.

**CRP11:** Use technology to enhance productivity.

**CRP12:** Work productively in teams while using cultural global competence.

### **Interdisciplinary Connections**

- Close Reading of works of art, music lyrics, videos, and advertisements
- Use [Standards for Mathematical Practice](#) and [Cross-Cutting Concepts](#) in science to support debate/inquiry across thinking processes

### **Technology Integration**

#### Ongoing:

- Listen to books on CDs, Playaways, videos, or podcasts if available.
- Use document camera or overhead projector for shared reading of texts.

#### Other:

- Use Microsoft Word, Inspiration, or SmartBoard Notebook software to write the words from their word sorts.
- Use available technology to create concept maps of unit learning.

## Instructional Strategies: Supports for English Language Learners:

Sensory Supports	Graphic Supports	Interactive Supports
Real-life objects (realia)	Charts	In pairs or partners
Manipulatives	Graphic organizers	In triads or small groups
Pictures & photographs	Tables	In a whole group
Illustrations, diagrams, & drawings	Graphs	Using cooperative group structures
Magazines & newspapers	Timelines	
Physical activities	Number lines	With the Internet (websites) or software programs
Videos & films		In the home language
Broadcasts		With mentors
Models & figures		

from <https://wida.wisc.edu>

## Media Literacy Integration

- Use multiple forms of print media (including books, illustrations/photographs/artwork, video clips, commercials, podcasts, audiobooks, Playaways, newspapers, magazines) to practice reading and comprehension skills.

## Global Perspectives

- [The Global Learning Resource Library](#)

## Differentiation Strategies:

Accommodations	Interventions	Modifications
Allow for verbal responses	Multi-sensory techniques	Modified tasks/ expectations
Repeat/confirm directions	Increase task structure (e.g., directions, checks for understanding, feedback)	Differentiated materials
Permit response provided via computer or electronic device	Increase opportunities to engage in active academic responding (e.g., writing, reading aloud, answering questions in class)	Individualized assessment tools based on student need
Audio Books	Utilize prereading strategies and activities: previews, anticipatory guides, and semantic mapping	Modified assessment grading