

Summit Public Schools

Summit, New Jersey

Art – Summit High School

Length of Course:

Art 1- Semester, Art 2 & Art 3 - One Year

Art 1, Art 2, & Art 3 Curriculum

Course Description:

Art 1 is an entry level semester, hands-on course utilizing a wide variety of materials, equipment, and tools. This class allows students to develop their artistic skills through the investigation of art history and the trial of many different projects and mediums. Students will experiment with pencil, charcoal, pastel, colored pencils, cut paper, acrylic paints, watercolors, clay, and digital media. This course is designed to give students the basic and fundamental skills necessary to move on to upper level art courses such as Art II or one of the more specific electives such as Drawing & Painting, Sculpture & Ceramics, Photography, and/or Graphic Design.

Art 2 investigates in-depthly the formal Elements of Art, including line, form, texture, composition and color that were touched upon in Art I. Students are then given projects that focus on creativity and an exploration of a wide range of different mediums based upon personal need, interest, ability, and experience. There will be both qualitative and quantitative expectations in the areas of two- and three-dimensional work. Mediums and media may include any and all of the following: drawing, painting, mixed media, collage, printmaking, clay, wood, computers, photographs, and found objects.

Art 3 builds upon Art 2 while exploring the Principles of Design, including Emphasis, Balance, Contrast, Rhythm & Repetition, Proportion & Scale, Movement, and Harmony. Art 3 allows students the freedom to deeper examine the areas of art that are of interest. This course will prepare students for college portfolios and entrance into AP Studio Art or Art 4.

Unit 1 - Drawing Fundamentals

Anchor Standard 1: Generating and conceptualizing ideas.
Anchor Standard 3: Refining and completing products.

Big Ideas: The development of ideas combined with the implementation of the Elements and Principles of Design are the basis for any strong artwork.

- Understanding and mastery of the Elements and Principles of Design is fundamental for success
- Artists must go through the process of developing ideas from conception to fruition
- Artists must investigate the basics in order to solve visual problems.

Essential Questions

What provocative questions will foster inquiry, understanding, and transfer of learning?

Enduring Understandings

What will students understand about the big ideas?

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?

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?

Students will understand that:

Creativity and innovative thinking are essential life skills that can be developed. Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art-making goals.

Artists and designers develop excellence through practice and constructive critique, reflecting on, revising and refining work over time.

Areas of Focus: Proficiencies (Progress Indicators)	Examples, Outcomes, Assessments
<p>Students will:</p> <p><i>1.5.12prof.Cr1a: Use multiple approaches to begin creative endeavors.</i></p> <p><i>1.5.12prof.Cr1b: Shape an artistic investigation of an aspect of present-day life using a contemporary practice of art and design.</i></p> <p><i>1.5.12acc.Cr1a: Individually and collaboratively formulate new creative problems based on student’s existing artwork.</i></p> <p><i>1.5.12acc.Cr1b: Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design.</i></p> <p><i>1.5.12adv.Cr1a: Visualize and generate art and design that can affect social change.</i></p> <p><i>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.</i></p> <p><i>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.</i></p> <p><i>1.5.12acc.Cr3a: Engage in constructive critique with peers, then reflect on, re-engage, revise, and refine works of art and design in response to personal artistic vision.</i></p> <p><i>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.</i></p>	<p>Instructional Focus:</p> <ul style="list-style-type: none"> ● Sketchbooks: Art 1, Art 2, & Art 3 Throughout the course, gather ideas, record, and practice in sketchbooks to further artistic vision. ● Art 1, Art 2, & Art 3 Warm-up with blind contour drawings and review of how to draw in proportion. <p>Art 1</p> <ul style="list-style-type: none"> ● Repetition of Line Drawing Start with a square piece of paper, and make 3 lines that do not intersect (they can touch) but go off the page. Fill each of the shapes made with lines that mirror the lines created by the edge of the paper and the lines already on the page. ● Abstract Contour Drawing Create a blind contour drawing of an object. Once complete, lines from the object will be drawn off the page. These lines are random and come from the object itself. The lines can intersect and go through the object itself. Once complete, each new shape is shaded using colored pencils or graphite. ● Cylinder Shading Students will create a value scale and shade a simple cylinder. They will then experiment with different types of mark-making and shade a second cylinder. ● Multi-Compositions: Art 1 Students will separate their paper into 6 different sections. They will create 6 different compositions of a small object such as a key. They are to keep the composition interesting by changing the perspective and view of the object. ● Object Study

Students will choose an object and study it. They will then draw it at different sizes from multiple angles with full shading and detail.

- **Perspective Boxes**
Practice the rules of one and two point perspective. Create a drawing of a box from 9 possible angles using one and two point perspective. Use these rules to draw a group of boxes accurately from life.
- **One Point Perspective**
Students will go over how to use one point perspective for a simple house, road, and room.
- **Photogrid** - Create a drawing using the photo grid method to recreate a Renaissance master's drawing.
- **Instrument Drawing**
Students will create a shaded still life drawing from a brass instrument.

Art 2

- **Hand Drawings: Art 2**
Students will create a drawing incorporating their hands into a situation or a landscape. They will combine realistic hand drawings with an imaginary element of their choice.
- **Symbolic Self Portrait**
Students will go over the proportions of the face, and draw their face from close observation in a mirror. They will add something to it to symbolically represent something about their personality.
- **Tromp L'oeil**
Students will create a still life drawing using a visual technique to fool the viewer's eye.
- **Perspective - One or Two point**
Students will learn two point perspective and use it in a drawing

- Foreshortening
Students will create a drawing of themselves that focuses on foreshortening (something coming at the viewer by exaggerating perspective)
- Art Supply Still Life
Students will create a shaded still life of the materials we use each day in our art class.

Art 3

- Crushed Cans
Students will create a shaded still using a crushed soda can.
- Perspective
Students will review 1 and 2 point perspective and learn 3 point. They will then use a combination in a drawing.
- 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.
- Vanitas Still Life
Create a still life drawing using bones/skulls and flowers to highlight the theme of mortality.

Sample Assessments:

- Weekly grades for classwork, discussions, time on task
- Rubrics for individualized projects
- Sketchbook assignment grades
- Written reflection and journaling
- Sustained Investigation Presentation

Projects/Post Assessment:

- Students identify needs that arise from current situations, and use their skills to meet those needs.
- Students will create their own individualized

portfolios based on interest, technique, and exploration

- Work should be display ready

Instructional Strategies

- Interdisciplinary Connections

Developing creative and critical thinking skills to come up with personal ideas

Independent writing, researching, and journaling of ideas

Mathematic skills in measuring and drawing in perspective

- Technology Integration

Google Classroom - tutorials and online activities

Website Design

Photoshop and other Adobe programs

Use of ELMO to demonstrate techniques.

- Media Literacy Integration

Art career opportunities including: gallery coordinators, museum workers, graphic designers, art advertisers, art teachers, photographers, etc. Overall critical thinking, creative thinking skills.

Writing prompts, articles about art movements/artists, interpreting writing from classmates, reflective writing about student's own artwork

- **Global Perspectives**

Students will observe how various cultures and time periods use artistic means of expressing and documenting themselves.

Career Readiness, Life Literacies, and Key Skills Practices:

- Act as a responsible and contributing community member and employee.
- Attend to financial well-being.
- Consider the environmental, social, and economic impacts of decisions.
- Demonstrate creativity and innovation.
- Utilize critical thinking to make sense of problems and persevere in solving them.
- Model integrity, ethical leadership, and effective management.
- Plan education and career paths aligned to personal goals.
- Use technology to enhance productivity, increase collaboration, and communicate effectively.
- Work productively in teams while using cultural/global competence.

Supports for English Language Learners		
Sensory Supports	Graphic Supports	Interactive Supports

Real life objects	Charts	In pairs or partners
Manipulatives	Graphic Organizers	In triands or small groups
Pictures	Tables	In a whole group
Illustrations, diagrams & drawings	Graphs	Using cooperative group
Magazines & Newspapers	Timelines	Structures
Physical activities	Number lines	Internet / Software support
Videos & Film		In the home language
Broadcasts		With mentors
Models & Figures		

Intervention 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	Individualized assessment tools based on student need
Audio Books	Utilize pre reading strategies and activities previews,	Modified assessment grading

	anticipatory guides, and semantic mapping		

Recommended Texts:

Teacher Resources:

***From Ordinary to Extraordinary* by Ken Vieth**

Unit 2 - Painting & Artistic Identity

**Anchor Standard 6: Conveying meaning through art.
Anchor Standard 7: Perceiving and analyzing products.
Anchor Standard 11: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding**

Big Ideas: Each artist must find their own voice and identity while simultaneously finding their place in relation to art history and the contemporary art world.

- Through painting, artists must strive to make their art unique and original
- Artists must have an understanding of art history
- Artists must be aware of the contemporary art world

Essential Questions

What provocative questions will foster inquiry, understanding, and transfer of learning?

Enduring Understandings

What will students understand about the big ideas?

What is an art museum?

How does the presenting and sharing of objects, artifacts and artworks influence and shape ideas, beliefs and experiences?

How do objects, artifacts and artworks collected, preserved, or presented, cultivate appreciation and understanding?

How do life experiences influence the way you relate to art?

Students will understand that:

Objects, artifacts and artworks collected, preserved, or presented either by artists, museums, or other venues communicate meaning and a record of social, cultural and political experiences resulting in the cultivating of appreciation and understanding.

Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments. Visual arts influences understanding of and responses to the

<p>How does learning about art impact how we perceive the world?</p> <p>What can we learn from our responses to art?</p> <p>What is visual art?</p> <p>Where and how do we encounter visual arts in our world?</p> <p>How do visual arts influence our views of the world?</p> <p>How does art help us understand the lives of people of different times, places and cultures?</p> <p>How is art used to impact the views of a society?</p> <p>How does art preserve aspects of life?</p>	<p>world.</p> <p>People develop ideas and understandings of society, culture and history through their interactions with and analysis of art.</p>
<p style="text-align: center;">Areas of Focus: Proficiencies (Progress Indicators)</p>	<p style="text-align: center;">Examples, Outcomes, Assessments</p>
<p>Students will:</p> <p><i>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</i></p> <p><i>1.5.12acc.Pr6a: Make, explain and justify connections between artists or artwork and social, cultural and political history.</i></p> <p><i>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.</i></p> <p><i>1.5.12prof.Re7a: Hypothesize ways in which art influences perception and understanding of human experiences.</i></p> <p><i>1.5.12prof.Re7b: Analyze how one's understanding of the world is affected by experiencing visual arts.</i></p>	<p>Instructional Focus:</p> <p><u>Art 1</u></p> <ul style="list-style-type: none"> ● Color Pop Painting Students will create an acrylic painting monochromatically in black and white except for one part that they will pop out in color. ● Watercolor Mandalas Students will create a mandala and use watercolors to make it bright and radial symmetric. <p><u>Art 2</u></p> <ul style="list-style-type: none"> ● Musically Inspired Painting Students will create a painting inspired from music of their choice. ● Point of View Painting Students will create a painting of a subject of their choice but from a unique perspective ● Watercolors

1.5.12acc.Re7a: Recognize and describe personal aesthetic and empathetic responses to the natural world and constructed environments.

1.5.12acc.Re7b: Evaluate the effectiveness of visual artworks to influence ideas, feelings, and behaviors of specific audiences.

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.

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.

1.5.12acc.Cn11a: Compare uses of art in a variety of societal, cultural and historical contexts and make connections to uses of art in contemporary and local contexts.

1.5.12acc.Cn11b: Compare uses of art in a variety of societal, cultural and historical contexts and make connections to global issues, including climate change.

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.

Students will create a watercolor with an emphasis on experimental techniques

- Oil Painting
Students will create a still life oil painting focused on the traditional techniques of oil painting.

Art 3

- Painting & Literature
Students will create a painting inspired from a famous written work.
- Oil Painting Portrait
Students will create a self life oil painting focused on the traditional techniques of oil painting.
- Realism & Abstraction
Students will create a work that combines both realism and abstraction painting techniques.
- 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 2D work must be at least 4 feet on one side and a 3D work must be at least 3 feet.

Sample Assessments:

- Weekly grades for classwork, discussions, time on task
- Rubrics for individualized projects
- Sketchbook assignment grades
- Written reflection and journaling
- Sustained Investigation Presentation

Projects/Post Assessment:

- Students identify needs that arise from current situations, and use their skills to meet those needs.
- Students will create their own individualized portfolios based on interest, technique, and

exploration

- Work should be display ready

Instructional Strategies

- Interdisciplinary Connections

Developing creative and critical thinking skills to come up with personal ideas

Independent writing, researching, and journaling of ideas

The investigation of art throughout time and culture

Arts functional use in different societies

The development of art alongside historical events

Mathematic skills in measuring and drawing in perspective

- Technology Integration

Google Classroom - tutorials and online activities

Website Design

Photoshop and other Adobe programs

Use of ELMO to demonstrate techniques.

- Media Literacy Integration

Art career opportunities including: gallery coordinators, museum workers, graphic designers, art advertisers, art teachers,

	<p>photographers, etc. Overall critical thinking, creative thinking skills.</p> <p>Writing prompts, articles about art movements/artists, interpreting writing from classmates, reflective writing about student's own artwork</p> <ul style="list-style-type: none"> ● Global Perspectives <p>Students will observe how various cultures and time periods use artistic means of expressing and documenting themselves.</p>
<p>Career Readiness, Life Literacies, and Key Skills Practices:</p> <ul style="list-style-type: none"> ● Act as a responsible and contributing community member and employee. ● Attend to financial well-being. ● Consider the environmental, social, and economic impacts of decisions. ● Demonstrate creativity and innovation. ● Utilize critical thinking to make sense of problems and persevere in solving them. ● Model integrity, ethical leadership, and effective management. ● Plan education and career paths aligned to personal goals. ● Use technology to enhance productivity, increase collaboration, and communicate effectively. ● Work productively in teams while using cultural/global competence. <div data-bbox="68 1558 784 1682" style="border: 1px solid black; background-color: #e1f5fe; padding: 5px; text-align: center;"> <p>Supports for English Language Learners</p> </div>	

Sensory Supports	Graphic Supports	Interactive Supports
Real life objects	Charts	In pairs or partners
Manipulatives	Graphic Organizers	In triads or small groups
Pictures	Tables	In a whole group
Illustrations, diagrams & drawings	Graphs	Using cooperative group
Magazines & Newspapers	Timelines	Structures
Physical activities	Number lines	Internet / Software support
Videos & Film		In the home language
Broadcasts		With mentors
Models & Figures		

Intervention 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	Individualized assessment tools based on student need

Audio Books	Utilize pre reading strategies and activities previews, anticipatory guides, and semantic mapping	Modified assessment grading	

Recommended Texts:

Teacher Resources:

***From Ordinary to Extraordinary* by Ken Vieth**

Unit 3 - Exploration & Investigation with 3D & Mixed Media

<p>Anchor Standard 2: Organizing and developing ideas. Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.</p>	
<p>Big Ideas: Artists must come to unique and innovative ideas through fearless investigation and exploration.</p> <ul style="list-style-type: none"> Artists can only grow and develop their ideas when they take risks and try new things 	
<p>Essential Questions <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i></p>	<p>Enduring Understandings <i>What will students understand about the big ideas?</i></p>
<p>How do artists work?</p> <p>How do artists and designers determine whether a particular direction in their work is effective?</p> <p>How do artists and designers learn from trial and error?</p> <p>How do artists and designers care for and maintain materials, tools and equipment?</p> <p>Why is it important, for safety and health, to understand</p>	<p>Students will understand that:</p> <p>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.</p> <p>Through artmaking, people make meaning by</p>

<p>and follow correct procedures in handling materials, tools and equipment?</p> <p>What responsibilities come with the freedom to create?</p> <p>How do objects, places and design shape lives and communities?</p> <p>How do artists and designers determine goals for designing or redesigning objects, places or systems?</p> <p>How do artists and designers create works of art or design that effectively communicate?</p> <p>How does engaging in creating art enrich people's lives?</p> <p>How does making art attune people to their surroundings?</p> <p>How do people contribute to awareness and understanding of their lives and the lives of their communities through artmaking?</p>	<p>investigating and developing awareness of perceptions, knowledge and experiences.</p>
<p style="text-align: center;">Areas of Focus: Proficiencies (Progress Indicators)</p>	<p style="text-align: center;">Examples, Outcomes, Assessments</p>
<p>Students will:</p> <p><i>1.5.12prof.Cr2a: Engage in making a work of art or design without having a preconceived plan.</i></p> <p><i>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.</i></p> <p><i>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.</i></p> <p><i>1.5.12acc.Cr2a: Through experimentation, practice and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.</i></p>	<p>Instructional Focus:</p> <p><u>Art 1</u></p> <ul style="list-style-type: none"> ● Clay Pottery Look at Native American and Greek pottery. Investigate each style and choose one style as an influence to create a clay pot. Students will then use sgraffito to make bold, black and white designs ● Surrealist Collage Students will create a mixed media collage inspired from a dream and using surrealist techniques ● Printmaking

1.5.12acc.Cr2b: Demonstrate awareness of ethical implications of making and distributing creative work.

1.5.12acc.Cr2c: Redesign an object, system, place, or design in response to contemporary issues.

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.

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

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

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

Students will create a black and white block print inspired from nature

Art 2

- Red Ribbon Week
Students will create a mixed media work that represents their feelings on drug and alcohol abuse.
- Clay Sculpture
Students will create three clay vessels using different techniques: 1. Coil pot, 2. Slump Mold, 3. Nature Inspired Pinch or Slab
- Printmaking
Students will create a multicolored block print from the theme Man Vs. Nature
- Creative Writing Collaboration
Through mixed media and collage, students will create a work inspired from a writing assignment from their peers.
- Bookmaking
Students will create a book using simple bookbinding techniques. The first few pages will be a layered cut out drawing.

Art 3

- Clay Sculpture
Students will create a clay sculpture using a part of the human figure as inspiration.
- Monoprint
Students will create a monoprint on plexiglass.
- 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.

Sample Assessments:

- Weekly grades for classwork, discussions, time on task
- Rubrics for individualized projects
- Sketchbook assignment grades
- Written reflection and journaling
- Sustained Investigation Presentation

Projects/Post Assessment:

- Students identify needs that arise from current situations, and use their skills to meet those needs.
- Students will create their own individualized portfolios based on interest, technique, and exploration
- Work should be display ready

Instructional Strategies

- Interdisciplinary Connections

Developing creative and critical thinking skills to come up with personal ideas

Independent writing, researching, and journaling of ideas

The investigation or art throughout time and culture

Arts functional use in different societies

The development of art alongside historical events

Mathematic skills in measuring and drawing in perspective

- Technology Integration

Google Classroom - tutorials and online activities

	<p>Website Design</p> <p>Photoshop and other Adobe programs</p> <p>Use of ELMO to demonstrate techniques.</p> <ul style="list-style-type: none"> ● Media Literacy Integration <p>Art career opportunities including: gallery coordinators, museum workers, graphic designers, art advertisers, art teachers, photographers, etc. Overall critical thinking, creative thinking skills.</p> <p>Writing prompts, articles about art movements/artists, interpreting writing from classmates, reflective writing about student's own artwork</p> <ul style="list-style-type: none"> ● Global Perspectives <p>Students will observe how various cultures and time periods use artistic means of expressing and documenting themselves.</p>
<p>Career Readiness, Life Literacies, and Key Skills Practices:</p> <ul style="list-style-type: none"> ● Act as a responsible and contributing community member and employee. ● Attend to financial well-being. ● Consider the environmental, social, and economic impacts of decisions. ● Demonstrate creativity and innovation. ● Utilize critical thinking to make sense of problems and persevere in solving them. ● Model integrity, ethical leadership, and effective management. 	

- Plan education and career paths aligned to personal goals.
- Use technology to enhance productivity, increase collaboration, and communicate effectively.
- Work productively in teams while using cultural/global competence.

Supports for English Language Learners		
Sensory Supports	Graphic Supports	Interactive Supports
Real life objects	Charts	In pairs or partners
Manipulatives	Graphic Organizers	In triands or small groups
Pictures	Tables	In a whole group
Illustrations, diagrams & drawings	Graphs	Using cooperative group
Magazines & Newspapers	Timelines	Structures
Physical activities	Number lines	Internet / Software support
Videos & Film		In the home language
Broadcasts		With mentors
Models & Figures		

Intervention 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	Individualized assessment tools based on student need	
Audio Books	Utilize pre reading strategies and activities previews, anticipatory guides, and semantic mapping	Modified assessment grading	

Recommended Texts:

Teacher Resources:

***From Ordinary to Extraordinary* by Ken Vieth**

Unit 4 - Critiquing & Editing

Anchor Standard 8: Interpreting intent and meaning.
Anchor Standard 9: Applying criteria to evaluate products.

- Big Ideas:** Artists must evaluate their work and edit it through consistent and on-going critical analysis.
- Artists must always be examining their work and interpreting it's meaning
 - Artists must reevaluate how their work fits together to move forward.

Essential Questions

What provocative questions will foster inquiry, understanding, and transfer of learning?

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?

How does one determine criteria to evaluate a work of art?

How and why might criteria vary?

Enduring Understandings

What will students understand about the big ideas?

Students will understand that:

People gain insights into meanings of artworks by engaging in the process of art criticism.

People evaluate art based on various criteria.

<p>How is a personal preference different from an evaluation?</p>	
<p>Areas of Focus: Proficiencies (Progress Indicators)</p>	<p>Examples, Outcomes, Assessments</p>
<p>Students will:</p> <p><i>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.</i></p> <p><i>1.5.12acc.Re8a: Identify types of contextual information useful in the process of constructing interpretations of an artwork or collection of works.</i></p> <p><i>1.5.12adv.Re8a: Analyze differing interpretations of an artwork or collection of works in order to select and defend a plausible critical analysis.</i></p> <p><i>1.5.12prof.Re9a: Establish relevant criteria in order to evaluate a work of art or collection of works.</i></p> <p><i>1.5.12acc.Re9a: Determine the relevance of criteria used by others to evaluate a work of art or collection of works.</i></p> <p><i>1.5.12adv.Re9a: Construct evaluations of a work of art or collection of works based on differing sets of criteria.</i></p>	<p>Instructional Focus:</p> <ul style="list-style-type: none"> ● Each year of art will visit an art museum and critique work as well as find inspiration. Art 1 - Metropolitan Museum of Art Art 2 - Moma Art 3 - Whitney ● We live in 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: <ol style="list-style-type: none"> 1. Describe something that is technically successful about this artwork. Consider its 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 aesthetically <p>In both critique activities, questions will be asked such as: 1. Describe what you see? 2. Describe the composition? Perspective? 3. What leads your eye</p>

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?

Sample Assessments:

- Weekly grades for classwork, discussions, time on task
- Rubrics for individualized projects
- Sketchbook assignment grades
- Written reflection and journaling
- Sustained Investigation Presentation

Projects/Post Assessment:

- Students identify needs that arise from current situations, and use their skills to meet those needs.
- Students will create their own individualized portfolios based on interest, technique, and exploration
- Work should be display ready

Instructional Strategies

- Interdisciplinary Connections

Developing creative and critical thinking skills to come up with personal ideas

Independent writing, researching, and journaling of ideas

The investigation or art throughout time and culture

	<p>Arts functional use in different societies</p> <p>The development of art alongside historical events</p> <p>Mathematic skills in measuring and drawing in perspective</p> <ul style="list-style-type: none"> ● Technology Integration <p>Google Classroom - tutorials and online activities</p> <p>Website Design</p> <p>Photoshop and other Adobe programs</p> <p>Use of ELMO to demonstrate techniques.</p> ● Media Literacy Integration <p>Art career opportunities including: gallery coordinators, museum workers, graphic designers, art advertisers, art teachers, photographers, etc. Overall critical thinking, creative thinking skills.</p> <p>Writing prompts, articles about art movements/artists, interpreting writing from classmates, reflective writing about student's own artwork</p> ● Global Perspectives <p>Students will observe how various cultures and time periods use artistic means of expressing and documenting themselves.</p>
<p>Career Readiness, Life Literacies, and Key Skills Practices:</p>	

- Act as a responsible and contributing community member and employee.
- Attend to financial well-being.
- Consider the environmental, social, and economic impacts of decisions.
- Demonstrate creativity and innovation.
- Utilize critical thinking to make sense of problems and persevere in solving them.
- Model integrity, ethical leadership, and effective management.
- Plan education and career paths aligned to personal goals.
- Use technology to enhance productivity, increase collaboration, and communicate effectively.
- Work productively in teams while using cultural/global competence.

Supports for English Language Learners		
Sensory Supports	Graphic Supports	Interactive Supports
Real life objects	Charts	In pairs or partners
Manipulatives	Graphic Organizers	In triands or small groups
Pictures	Tables	In a whole group
Illustrations, diagrams & drawings	Graphs	Using cooperative group
Magazines & Newspapers	Timelines	Structures
Physical activities	Number lines	Internet / Software support
Videos & Film		In the home language

Broadcasts		With mentors
Models & Figures		
Intervention 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	Individualized assessment tools based on student need
Audio Books	Utilize pre reading strategies and activities previews, anticipatory guides, and semantic mapping	Modified assessment grading

Recommended Texts:

Teacher Resources:

***From Ordinary to Extraordinary* by Ken Vieth**

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	With the Internet (websites) or software programs
Physical activities	Number lines	In the home language
Videos & films		With mentors
Broadcasts		
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