

Summit Public Schools

Summit, New Jersey

Art – Summit High School

Length of Course: Semester/Year

Drawing & Painting Curriculum

Course Description

Drawing and Painting can be taken as a one semester or a yearlong course. This class can be taken after Art I or as a break within the Art I-4 schedule. Here students will have an in-depth investigation of drawing and painting techniques and media. The majority of the first marking period is dedicated to drawing materials/techniques, and the second marking period is primarily dedicated to painting materials/techniques. While investigating art history, students will experiment with many media such as: pencil, charcoal, pastel, colored pencils, cut cardboard, acrylic paints, watercolors, oil paints, ink, and digital media. From this course, students can move on to upper level art courses such as Art II or III, or one of the more specific electives such as Ceramics & Sculpture, Photography, and/or Computer Graphics.

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?

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?

Enduring Understandings

What will students understand about the big ideas?

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>Instructional Focus:</p> <ul style="list-style-type: none"> • Simple Objects: Students will refresh on the rules of composition and shading. As a table, students will arrange simple shaped objects in a compositionally interesting way. They will light their setup and each student will create preliminary thumbnails sketches before beginning his/her final drawing. Drawings must show a well thought out composition, an accurate drawing, and a full use of realistic shading. • Glass & Distortion Students will create a drawing of a glass of water with a spoon in it. They will focus on the distortion the water creates. • Bike Study: A bike is one of the most typically required drawings for art school admissions. Students will draw a bike, but rather than drawing it as a whole, students will focus on smaller cropped parts. Each student will break his/her paper down into different size boxes. In each section a part of the bike will be focused on. Each piece should be able to stand-alone, be fully shaded, and show detail. • Shade and Texture: A wide variety of studio objects will be presented for use. Each object will have an unusual texture (i.e. fur, scales, rough, smooth, etc.). In this project students will focus on shading with different kinds of mark-making to represent each texture. • Charcoal Perspectives After refreshing on one and two point perspective, each student will use these rules to

show depth in a landscape or cityscape of his/her choice. Drawings will be done in charcoal and should contain a minimum of one architectural perspective as well as atmospheric perspective.

- **Multimedia Portrait**

Each student will take an expressive portrait of someone he/she knows that shows an emotional quality. The student will divide up the photo into sections (boxes, stripes, zigzags, puzzle pieces, etc). Each time a new section is entered, there will be a switch to a new medium (pencil, pen, colored pencil, marker, charcoal, oil pastel, chalk pastel).

Full Year Only

- **Light Bulb Study**

Students will create a drawing of a light bulb and then use their imagination to transform.

- **Ink Self Portrait**

After a discussion about facial proportions, each student will study their own face and create a self-portrait from a mirror. Using only ink washes, each student will show the different tones of the face.

- **Figure Drawing**

Drawing from a life model has been a practice of artists for centuries. An example of average body proportions will be examined and tested by measuring against themselves and classmates. Students will then create multiple sketches, ranging in complexity.

Sample Assessments:

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

	<p>Projects/Post Assessment:</p> <ul style="list-style-type: none">● 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 <p>Instructional Strategies</p> <ul style="list-style-type: none">● Interdisciplinary Connections <p>Developing creative and critical thinking skills to come up with personal ideas</p> <p>Independent writing, researching, and journaling of ideas</p> <p>Mathematic skills in measuring and drawing in perspective</p> ● 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>
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	<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><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 2 - Artistic Identity through Acrylic Painting

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?

How does learning about art impact how we perceive the world?

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 world.

People develop ideas and understandings of society,

<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>culture and history through their interactions with and analysis of art.</p>
<p>Areas of Focus: Proficiencies (Progress Indicators)</p>	<p>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><i>1.5.12acc.Re7a: Recognize and describe personal aesthetic and empathetic responses to the natural</i></p>	<p>Instructional Focus:</p> <ul style="list-style-type: none"> <p>Color Mixing and Experimenting An understanding of color theory and the materials makes for more successful paintings. Using the primary colors, students will make their own color wheel, including secondary colors, tints, and shades. They will then experiment with different painting techniques.</p> <p>Still Life Students will help create a set-up of studio objects. Each student will choose a section of the still life by making thumbnail drawings of parts that are visually interesting. When the student is satisfied with the one he/she has, the student will use that one to make an acrylic painting. There will be a focus on blending, color mixing, and realistic rendering.</p> <p>Landscape Painting Students paint a landscape that focuses on atmospheric space. Painting should capture a specific place and include a background, middleground, and foreground.</p>

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.

- **Photo Enlargements**

In this project, students will work from a photo they have taken. Using the gridding method to draw out the image accurately, students will begin painting. Acrylic paintings of these images will be evaluated based on their accuracy to the photograph and on the student's manipulation of the acrylic paints.

Full Year Only

- **Photoshop**

The use of computer programs such as Photoshop and Illustrator are vital to today's artist. Using photos that students have taken themselves in combination with appropriated material from the internet, each student will come up with an original painting idea.

- **Abstraction**

Students will explore different types of abstract art. Abstracted photos will be taken outside of nature. The abstraction will occur by zooming in until the object or plant life becomes unrecognizable but still visually interesting.

- **Oil Paints**

Students will create a simple still life with oil paints to practice techniques. They will then use the oils in a free choice project.

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

	<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
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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	Increase opportunities to	Individualized assessment tools

computer or electronic device	engage in active academic responding	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:

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Unit 3 - Exploration & Investigation with Watercolors & Collage

<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>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>Why is it important, for safety and health, to understand 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>Through artmaking, people make meaning by investigating and developing awareness of perceptions, knowledge and experiences.</p>
Areas of Focus: Proficiencies (Progress Indicators)	Examples, Outcomes, Assessments
<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</i></p>	<p>Instructional Focus:</p> <ul style="list-style-type: none"> Watercolor Collage Students will experiment with the expressive nature of watercolors. Each student will create four abstract watercolor designs by using the wet on wet technique and letting them bleed. He/she will decide on a scene or image he/she would like to create and then use the abstract sheets to cut out each of the pieces needed for the scene. Watercolor Reproduction There are many famous watercolor artists. Students will choose their favorite watercolor artist and try to replicate one of their paintings. This will allow students to see what kind of brush

and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.

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.

strokes and techniques a master watercolorist uses.

- Inspired
Students will create their own original watercolor based off of either the technique of their watercolor artist or their watercolor artist's themes.

Full Year Only

- Surrealism
After discussing different types of surrealism, students will use their subconscious or dreams to make an artwork. This piece will be mixed media. Students will use pencil, colored pencil, and sharpie to render their drawing, and watercolors to create a dream-like atmosphere.
- Cardboard Layers
Using a material that is not normally considered a higher art medium, students will create a portrait using the recycled material by layering it. The layering will create the planes of the face and give a 3 dimensional aspect to the work.

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

	<p>Instructional Strategies</p> <ul style="list-style-type: none">● Interdisciplinary Connections <p>Developing creative and critical thinking skills to come up with personal ideas</p> <p>Independent writing, researching, and journaling of ideas</p> <p>The investigation of art throughout time and culture</p> <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> <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>
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	<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. <table><tr><th colspan="3">Supports for English Language Learners</th></tr><tr><td>Sensory Supports</td><td>Graphic Supports</td><td>Interactive Supports</td></tr></table>	Supports for English Language Learners			Sensory Supports	Graphic Supports	Interactive Supports	
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Magazines & Newspapers	Timelines	Structures
Physical activities	Number lines	Internet / Software support
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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 4 - Critiquing & Editing

Anchor Standard 3: Refining and completing products. Anchor Standard 8: Interpreting intent and meaning.	
Big Ideas: Artists must evaluate their work and edit it through consistent and on-going critical analysis. <ul style="list-style-type: none"> 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 <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i>	Enduring Understandings <i>What will students understand about the big ideas?</i>
What role does persistence play in revising, refining and developing work?	Students will understand that: Artists and designers develop excellence through

<p>How do artists grow and become accomplished in art forms?</p> <p>How does collaboratively reflecting on a work help us experience it more completely?</p> <p>What is the value of engaging in the process of art criticism?</p> <p>How can the viewer "read" a work of art as text?</p> <p>How does knowing and using visual art vocabulary help us understand and interpret works of art?</p>	<p>practice and constructive critique, reflecting on, revising and refining work over time.</p> <p>People gain insights into meanings of artworks by engaging in the process of art criticism.</p>
Areas of Focus: Proficiencies (Progress Indicators)	Examples, Outcomes, Assessments
<p>Students will:</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><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</i></p>	<p>Instructional Focus:</p> <ul style="list-style-type: none"> • 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.

of an artwork or collection of works in order to select and defend a plausible critical analysis.

3. Describe something that had an impact on you emotionally or aesthetically

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 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

	<p>Independent writing, researching, and journaling of ideas</p> <p>The investigation of art throughout time and culture</p> <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> <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
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	Students will observe how various cultures and time periods use artistic means of expressing and documenting themselves.
<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**

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