

Summit Public Schools

Summit, New Jersey
Art – Summit High School
Length of Course: One Year
AP Studio Art: 3D
(Revised Summer 2017)

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 3D course will:

- Investigate in-depth the formal elements of 3D Design, including ceramic handbuilding, wheel thrown pottery, wood, plaster, wire, paper sculpture, glazing and firing techniques.
- Provide graduated and sequential processes with attention to quality and craftsmanship
- 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 – Ceramics and Studio Maintenance	
Big Ideas: <i>Course Objectives / Content Statement(s)</i>	
To learn about: <ul style="list-style-type: none">- How clay dries and shrinks, moisture content of clay, tools of clay, technical properties, clay types, processes, decoration, and firing.- How to properly maintain the studio and tools.	
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>
Students will understand that...	

<p>Why do people create with clay?</p> <p>In what ways has clay been used as an art form?</p> <p>In what ways will I continue to develop my knowledge of clay?</p>	<p>Artists cultivate an aesthetic awareness and habits of mind, especially the capacity to creatively plan, produce and exhibit pieces of art.</p> <p>Artists express and develop individual identities and make worldly connections.</p> <p>Artists have expressed experiences and ideas through the arts throughout time and across cultures.</p>
<p>Areas of Focus: Proficiencies (Cumulative Progress Indicators)</p>	<p>Examples, Outcomes, Assessments</p>
<p>Students will:</p> <p>1.2.12.A.1 Determine how visual art has influenced world cultures throughout history.</p>	<p>Instructional Focus:</p> <ul style="list-style-type: none"> - Develop room set up, organizations and supplies appropriate to the use of clay and glazes. Review of studio safety and rules, studio calendar, and use of sketchbook. Evaluate and differentiate the nature of clay, its characteristics and vocabulary associated with it. - Examine and practice perceptual, analytical and communication skills as they relate specifically to the ceramic process and it's visual language. (Elements and principles of art) <p>Sample Assessments: Studio Maintenance:</p> <ul style="list-style-type: none"> - Students will set up room organizations and supplies appropriate for the use of clay and glazes. - Students will discuss the use of ceramic equipment and demonstrate the proper use of equipment to classmates.
<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.</p>	

	<ul style="list-style-type: none">- Students will compare and contrast the different clays used through sight and touch.- Students will differentiate all stages of clay by sight and touch.- Students will prepare the clay body by reclaiming and wedging.- Students will examine, use and store clay while making a project by using damp clothes, plastic bags, or plastic containers. <p>Clay Creation:</p> <ul style="list-style-type: none">- Students will create a ceramic piece demonstrating the various stages and appropriate steps in the ceramic process.- Students will identify and apply common ceramic terminology: ceramics, pottery, slip, plasticity, leather hard, bone dry, greenware, bisqueware, glaze ware, score, wedging, moist, grog, porosity, shrinkage, smoothing, warping, texture, vitreous, recycled clay- Students will create a coil, pinch, extruded and thrown ceramic sculpture to be used in Concentration, Breadth, or Quality section of their portfolio <p>Instructional Strategies:</p> <ul style="list-style-type: none">- Daily Practice- Application Exercises- Question & Answer- Teacher Observation <p>Interdisciplinary Connections:</p> <ul style="list-style-type: none">- Developing creative and critical thinking skills to come up with personal ideas. <p>Global Perspectives:</p> <ul style="list-style-type: none">- Students will observe how various cultures and time periods use
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	artistic means of expressing and documenting themselves.
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>21st Century Skills:</p> <p>Creativity and Innovation:</p> <ul style="list-style-type: none"> - The development of the imagination through experimenting with ideas and working towards a goal of original, self-expression. <p>Critical Thinking and Problem Solving:</p> <ul style="list-style-type: none"> - The process of working through ideas to completion. Analyzing and interpreting both students' own ideas, as well as the ideas of others. <p>Information Literacy:</p> <ul style="list-style-type: none"> - Writing prompts, articles about art movements/artists, interpreting writing from classmates, reflective writing about student's own artwork <p>Media Literacy Life and Career Skills</p> <ul style="list-style-type: none"> - Discussion of art career opportunities including: gallery coordinators, museum workers, graphic designers, art advertisers, art teacher, photographers, etc. Overall critical thinking, creative thinking skills. <p>21st Century Themes:</p> <p>Civic Literacy:</p> <ul style="list-style-type: none"> - Art as a contributor to the community – ex murals, fundraisers, exhibitions.

Unit 2 – Sculpture
Big Ideas: <i>Course Objectives / Content Statement(s)</i>

<p>Sculpture is the branch of the visual arts that operates in three dimensions, and one of the plastic arts. Durable sculptural processes originally used carving and modeling, in stone, metal, ceramics, wood and other materials. A wide variety of materials may be worked by removal such as carving, assembled by welding or modeling, or molded, or cast.</p>	
<p style="text-align: center;">Essential Questions <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i></p>	<p style="text-align: center;">Enduring Understandings <i>What will students understand about the big ideas?</i></p>
<p>How do artists use tools and techniques to express their ideas?</p> <p>Why do artists choose particular tools, techniques, and materials to express their ideas?</p> <p>Are some media better than others for communicating particular ideas or emotions?</p> <p>What are the safe and responsible uses of materials?</p> <p>Why should you use materials responsibly?</p>	<p>Students will understand that...</p> <p>Sculpture is not limited to clay but can be made of any material.</p> <p>The manipulation of materials to create a freestanding work of art.</p> <p>Sculpture is most diverse branch of the visual arts in which anything can be used to create it.</p> <p>Not all sculpture is permanent.</p>
<p style="text-align: center;">Areas of Focus: Proficiencies (Cumulative Progress Indicators)</p>	<p style="text-align: center;">Examples, Outcomes, Assessments</p>
<p>Students will:</p> <p>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.</p> <p>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</p>	<p>Instructional Focus:</p> <ul style="list-style-type: none"> - Use non-traditional materials to create art. - Identify the various types of sculptures. - Develop your own creative way to manipulate materials. <p>Sample Assessments:</p> <p>Difference between Sculpture and Ceramics:</p> <ul style="list-style-type: none"> - Discussion will be held for students to understand the difference between sculpture and ceramics. Ceramics is a form of sculpture.

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

Sculpture however is a broader term that refers to all three dimensional art. The class begins with ceramics but it is important for students to understand the importance of all of the different three-dimensional art forms.

Sculpture Materials:

- There are many different forms of sculpture and countless famous sculptors. Different sculpture materials include: Wood, plaster, paper, wire, metal, stone, clay, marble, wax, silicone, found objects, etc.

Tape Sculptures:

- Using objects or parts of their body as a mold, students will create sculptures out of tape. After choosing their subject, students will wrap tape face up all around the subject. When the subject is completely surrounded, they will start back with the tape, this time facing it down against the sticky side. They will continue adding more layers until the form feels sturdy. The tape sculpture is now ready to be removed from its subject. They can be cut free and then the sculpture can be taped back together. Sculptures can stand on their own or they can be filled.

Instructional Strategies:

- Daily Practice
- Application Exercises
- Question & Answer
- Teacher Observation

Interdisciplinary Connections:

- Written and oral responses
- Persuasive writing

	<p>Technology Integration:</p> <ul style="list-style-type: none"> - Online video about the different sculptors and how they work. <p>Global Perspectives:</p> <ul style="list-style-type: none"> - Expression of opinions in a positive way - Acceptance of ideas and thoughts that differ from student's views
<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>21st Century Skills:</p> <p>Creativity and Innovation:</p> <ul style="list-style-type: none"> - Learning to think about sculpture as a globally diverse medium. <p>Critical Thinking and Problem Solving:</p> <ul style="list-style-type: none"> - Creating new ways to use materials in a sculptural way. <p>Communication and Collaboration:</p> <ul style="list-style-type: none"> - Working with classmates, pair-share, group critiques, group brainstorming <p>Information Literacy:</p> <ul style="list-style-type: none"> - Writing prompts, articles about the history of sculpture. <p>Media Literacy Life and Career Skills:</p> <ul style="list-style-type: none"> - Discussion of a career in sculpture. Overall critical thinking, creative thinking skills. <p>21st Century Themes:</p> <p>Civic Literacy:</p> <ul style="list-style-type: none"> - Art used not only as aesthetic but has practical uses.

<p>Unit 3 – Artistic Identity & Integrity</p>
<p>Big Ideas: <i>Course Objectives / Content Statement(s)</i></p>
<p>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>

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>
<p>How has the use and purpose of art changed throughout history?</p> <p>How does this change help us to understand different time periods and regions?</p> <p>How does art history help an artist find their identity in relation to the place and time of their own work?</p>	<p>Students will understand that...</p> <p>Cultural and historical events impact art-making as well as how audiences respond to works of art.</p> <p>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.</p>
Areas of Focus: Proficiencies (Cumulative Progress Indicators)	Examples, Outcomes, Assessments
<p>Students will:</p> <p>1.2.12.A.1 Determine how visual art has influenced world cultures throughout history.</p>	<p>Instructional Focus:</p> <ul style="list-style-type: none"> - Use divergent thinking, abstract reasoning, and various processes to demonstrate imaginative or innovative solutions for art problems. - Analyze artwork from a variety of cultures and times to compare the function, significance, and connection to other cultures or times. - Research and use the techniques and processes of various artists to create personal works. - Develop skills in clay and other sculptural materials to plan, execute, and construct three-dimensional models. <p>Sample Assessments:</p> <p>Trips:</p> <ul style="list-style-type: none"> - Chelsea Galleries: A class visit will be taken to Chelsea to view a wide range of contemporary art galleries.
<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.</p>	

Students will write a response about a piece of their choice.

- Storm King Art Center: A visit will be arranged to Storm King Art Center

Contemporary Artist Study:

- Every week, the class will hold discussions and watch videos/slideshows about a different contemporary 3D artist.

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.

Instructional Strategies:

- Daily Practice
- Application Exercises
- Question & Answer
- Teacher Observation

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:

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

Unit 4 – Exploration & Investigation	
Big Ideas: <i>Course Objectives / Content Statement(s)</i>	
Artists must come to unique and innovative ideas through fearless investigation and exploration.	
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>
<p>Why is it important for an artist to create multiple studies and thumbnails before beginning a piece?</p> <p>Does research of a subject allow the artist to make more specific and well-informed decisions?</p> <p>How does the manipulation of surface, texture, and mark-making affect a piece?</p> <p>How much does color and light impact mood and emotion of a piece?</p>	<p>Students will understand ...</p> <p>Culturally and historically diverse art media, art mediums, techniques, and styles impact originality and interpretation of the artistic statement.</p> <p>How artists vary space, proportion, medium, and intensity to create different effects.</p> <p>How a unique perspective can transform an ordinary piece into an exceptional one.</p> <p>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.</p>
Areas of Focus: Proficiencies (Cumulative Progress Indicators)	Examples, Outcomes, Assessments
<p>Students will:</p> <p>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.</p>	<p>Instructional Focus:</p> <ul style="list-style-type: none"> - Develop handbuilding and sculptural skills and techniques through application of the ceramic and sculptural techniques. - Incorporate skills, concepts, and media to create images from ideation to resolution.

<p>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</p>	<ul style="list-style-type: none"> - Convey emotion and unique thought through imagery and an manipulation of the elements of design. - Apply art knowledge and contextual information to analyze how content and ideas are used in works of art.
<p>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</p>	<p>Sample Assessments: Handbuilding Ceramics:</p> <ul style="list-style-type: none"> - Students will build ceramic pieces of artwork using each of the following specific hand building methods: pinch, coil, slab. - Students will build a ceramic piece of artwork using the sculpture process: relief, additive, and subtractive. - Students will create a ceramic work of art using molds. - Students will properly examine, use and store clay while making a project by using damp clothes, plastic bags, or plastic containers.
<p>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.</p>	<ul style="list-style-type: none"> - Students will properly examine, use and store clay while making a project by using damp clothes, plastic bags, or plastic containers.
<p>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.</p>	<p>Thrown Ceramics:</p> <ul style="list-style-type: none"> - Practice and demonstrate centering on the wheel. - Practice and demonstrate coning, opening, raising and lowering, finishing the rim and cleaning the floor. - Practice and demonstrate cutting off the wheel, lifting and storing the pot. - Practice and demonstrate pulling and attaching handles. - Create a variety of forms – plates, casseroles, lids, bowls, cups, vases, and pitchers. - Combine several thrown pieces for a conventional teapot or abstract sculptural form.

	<ul style="list-style-type: none"> - Create sets of plates, cups, bowls, lidded vessels, or a place setting using elements/principles of art to create a unified theme. - Critique the unified theme in your series of wheel thrown artwork. - Investigate an alternative to the theme you used in your series that would improve on overall appearance. <p>Instructional Strategies:</p> <ul style="list-style-type: none"> - Daily Practice - Application Exercises - Question & Answer - Teacher Observation <p>Interdisciplinary Connections:</p> <ul style="list-style-type: none"> - Measurement in creating lids that fit properly - Geometry of thrown clay <p>Technology Integration:</p> <ul style="list-style-type: none"> - Online video about the different sculptors and how they work. <p>Global Perspectives:</p> <ul style="list-style-type: none"> - Understanding of how to really look and interpret what is around you - Creativity comes from both external and internal sources
<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>21st Century Skills:</p> <p>Creativity and Innovation:</p> <ul style="list-style-type: none"> - The development of the imagination through experimenting with ideas and working towards a goal of original, self-expression. <p>Critical Thinking and Problem Solving:</p> <ul style="list-style-type: none"> - The process of working through ideas to completion. Analyzing

	<p>and interpreting both students' own ideas, as well as the ideas of others.</p> <p>Communication and Collaboration:</p> <ul style="list-style-type: none"> - Working with classmates, pair-share, group critiques, group brainstorming <p>Information Literacy:</p> <ul style="list-style-type: none"> - Writing prompts, articles about art movements/artists, interpreting writing from classmates, reflective writing about student's own artwork <p>Media Literacy Life and Career Skills</p> <ul style="list-style-type: none"> - Discussion of art career opportunities including: gallery coordinators, museum workers, graphic designers, art advertisers, art teacher, photographers, etc. Overall critical thinking, creative thinking skills. <p>21st Century Themes:</p> <p>Civic Literacy:</p> <ul style="list-style-type: none"> - Art as a contributor to the community – ex murals, fundraisers, exhibitions
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Unit 5 – Critique & Editing	
Big Ideas: <i>Course Objectives / Content Statement(s)</i>	
Artists must evaluate their work and edit it through consistent and ongoing critical analysis.	
Essential Questions	Enduring Understandings
<i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i>	<i>What will students understand about the big ideas?</i>

<p>Is every piece an artist creates hold equal value?</p> <p>How does an artist edit their work?</p> <ul style="list-style-type: none"> - By what criteria should an art piece be judged? - How does a series relate to each other? - Can art form a narrative? - Why is reflection important for all artists? - What is the basis for “good art”? - Does art have to be beautiful? 	<p>Students will understand that...</p> <p>Contextual clues within artworks often reveal artistic intent, enabling the viewer to hypothesize the artist’s concept.</p> <p>Artistic styles, trends, movements, and historical responses to various genres of art evolve over time.</p> <p>Criteria for assessing the historical significance, craftsmanship, cultural context, and originality of art are often expressed in qualitative, discipline-specific arts terminology.</p> <p>Describe, analyze, and interpret</p> <p>Reflect and discuss meaning and design of both your own artwork and artwork of your peers.</p> <p>Speculate on the meaning and content of art.</p> <p>Develop your artistic language when viewing and interpreting art.</p>
<p>Areas of Focus: Proficiencies (Cumulative Progress Indicators)</p>	<p>Examples, Outcomes, Assessments</p>
<p>Students will:</p>	<p>Instructional Focus:</p>
<p>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.</p>	<ul style="list-style-type: none"> - Analyze how visual information is developed in specific media to create a recorded visual image. - Assess the challenges and outcomes associated with the media used in a variety of one’s own work.
<p>1.4.12.A.2 Speculate on the artist’s intent, using discipline-specific arts terminology and citing embedded clues to substantiate the hypothesis.</p>	<ul style="list-style-type: none"> - Manipulate materials, techniques, and processes through practice and perseverance to create a desired result in three-dimensional artworks.

<p>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.</p>	<ul style="list-style-type: none"> - Archetypal subject matter exists in all cultures and is embodied in the formal and informal aspects of art. - 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. - Art and art-making reflect and affect the role of technology in a global society.
<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>Sample Assessments: Students will organize their AP Portfolio in a sequential way that is visually pleasing. The portfolio will contain: Quality Section:</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>	<ul style="list-style-type: none"> - Ten digital images consisting of two views of five works that demonstrate mastery of 3D design in concept, composition, and execution. These works can be pulled from either breadth or concentration sections.
<p>1.4.12.B.3 Determine the role of art and art making in a global society by analyzing the influence of technology on the visual, performing, and multimedia arts for consumers, creators, and performers around the world.</p>	<p>Concentration Section:</p> <ul style="list-style-type: none"> - Twelve images - ten to twelve works (some images can be of second views or details) must be submitted. Any 3D medium or combination of media may be used. <p>Breadth Section:</p> <ul style="list-style-type: none"> - Eight 3D works with two views of each work for sixteen total images. In this portfolio, students are asked to demonstrate a range of conceptual and/or technical approaches.
	<p>Students will create a website to highlight their work. This website can be used when applying to art schools and for general publication of their work.</p>

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 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

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?

Instructional Strategies:

	<ul style="list-style-type: none"> - Daily Practice - Application Exercises - Question & Answer - Teacher Observation <p>Interdisciplinary Connections:</p> <ul style="list-style-type: none"> - History of art movements and artists - Written and oral responses - Persuasive writing <p>Technology Integration:</p> <ul style="list-style-type: none"> - Art 21 videos - Online documentary videos - Websites about artists <p>Global Perspectives</p> <ul style="list-style-type: none"> - Understanding of timeline and progression - Acceptance of ideas and thoughts that differ from student's views
	<p>21st Century Skills:</p> <p>Creativity and Innovation:</p> <ul style="list-style-type: none"> - The development of the imagination through experimenting with ideas and working towards a goal of original, self-expression. <p>Critical Thinking and Problem Solving:</p> <ul style="list-style-type: none"> - The process of working through ideas to completion. Analyzing and interpreting both students' own ideas, as well as the ideas of others. <p>Communication and Collaboration:</p> <ul style="list-style-type: none"> - Working with classmates, pair-share, group critiques, group brainstorming <p>Information Literacy:</p> <ul style="list-style-type: none"> - Writing prompts, articles about art movements/artists, interpreting writing from classmates, reflective

writing about student's own artwork

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.

21st Century Themes:

Civic Literacy:

- Art as a contributor to the community – ex murals, fundraisers, exhibitions