



West Windsor-Plainsboro Regional School District
Art Foundation
Grades 9-12

Unit 1: Observational Drawing

Content Area: Visual Art

Course & Grade Level: Art Foundation, Grades 9-12

Summary & Rationale

This art course is designed for students who wish to investigate techniques and processes of the visual arts. Students will develop an appreciation of visual art through in-depth experiences both in and out of class. Students will acquire critique skills and language, technological skills through the lens of traditional media, and explore the sketchbook as a habitual developmental tool.

Students will recognize cultural and historical influences that have an effect on the visual arts. Students will utilize cooperative learning and peer consultation, as well as become sensitive to individuality and self-expression. Students taking this course will receive a firm grounding in the elements of art, principles of design, and composition as well as experience in drawing, painting, color theory, printmaking and three-dimensional form. This course is designed to fulfill the Visual and Performing Arts graduation requirement.

In this unit, students will be introduced to a range of observational drawing and sighting techniques, including the skill of observation; increasing visual trust and breaking cognitive habits in order to access the visual zone. Students will be introduced to the sketchbook and artist exemplars as influences and resources. Students will start dissecting works of art using appropriate discipline-specific vocabulary.

Recommended Pacing

20 Days

NJSLS for Visual & Performing Arts

Creating

1.5.12prof.Cr1a	Use multiple approaches to begin creative endeavors
1.5.12prof.Cr1b	Shape an artistic investigation of an aspect of present-day life using a contemporary practice of art and design
1.5.12prof.Cr2a	Engage in making a work of art or design without having a preconceived plan
1.5.12prof.Cr2b	Explain how traditional and nontraditional materials may impact human health and the environment and demonstrate safe handling of materials, tools, and equipment
1.5.12prof.Cr2c	Collaboratively develop a proposal for an installation, artwork, or space design that transforms the perception and experience of a particular place
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.

Presenting

1.5.12prof.Pr4a	Analyze, select, and curate artifacts and/or artworks for presentation and preservation
1.5.12prof.P5a	Analyze and evaluate the reasons and ways an exhibition is presented
1.5.12prof.P6a	Analyze and describe the impact that an exhibition or collection has on personal awareness of social, cultural, or political beliefs and understandings

Responding

1.5.12prof.Re7a	Hypothesize ways in which art influences perception and understanding of human experiences
1.5.12prof.Re8a	Analyze how one's understanding of the world is affected by experiencing visual arts.

1.5.12prof.Re9a	Interpret an artwork or collection of works, supported by relevant and sufficient evidence found in the work and its various contexts
Connecting	
1.5.12prof.Cn10a	Document the process of developing ideas from early stages to fully elaborated ideas
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
Interdisciplinary Standards	
NJSLSA.R7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
21st Century Life & Career Standards	
9.4.12.CI.2	Identify career pathways that highlight personal talents, skills, and abilities
9.4.12.CI.3	Investigate new challenges and opportunities for personal growth, advancement, and transition clearly and effectively and with reason
Technology Standards	
9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving
Instructional Focus	
Unit Enduring Understandings	
<ul style="list-style-type: none"> • Developing ones observational skills correlates directly to the improvement of drawing skills. • While art is a creative pursuit, there is a definitive technical process involving media specific skills and vocabulary. 	
Unit Essential Questions	
<ul style="list-style-type: none"> • In what ways can an artist distinguish their artwork from other artist's work? • How can the student incorporate what he/she has learned to create drawings that demonstrate the student's growth as an artist? • Is skill necessary to make successful artwork? Can it be taught? 	
Objectives	
<p>When CREATING, students will know and be able to:</p> <ul style="list-style-type: none"> • Decipher the positive and negative elements of existing drawings • Experiment with upside down drawing in pencil and observing subjects in new ways • Be able to recognize failures and change direction • Perform formative assessments (ex. individual/peer/group critiques) while drawing is in process which affect the working process <p>When RESPONDING, students will know and be able to:</p> <ul style="list-style-type: none"> • Analyze ways in which individuals perceive drawings differentiated based on their personal experiences • Design a rubric to evaluate objectives in a specific project • Self-assess and reflect on drawings according to a rubric • Define and utilize relevant and common vocabulary for describing, analyzing, interpreting, and judging a work or set of artworks <p>When CONNECTING, students will know and be able to:</p> <ul style="list-style-type: none"> • Describe how the process expresses personal knowledge, experiences, and meaning. 	

- Analyze how awareness is created through the artistic process (for self and/or the viewers)

Evidence of Learning

Assessment

Teacher created assessments

Competencies for 21st Century Learners

X	Collaborative Team Member	X	Effective Communicator
X	Globally Aware, Active, & Responsible Student/Citizen	X	Information Literate Researcher
X	Innovative & Practical Problem Solver	X	Self-Directed Learner

Resources

- Betty Edwards, Drawing on the Right Side of the Brain
- Kimon Nicolaides, The Natural Way to Draw
- Appropriate Art Materials
- Teacher Exemplars

Unit 2: Line, Perspective and Composition

Content Area: Visual Art

Course & Grade Level: Art Foundation, Grades 9-12

Summary & Rationale

This art course is designed for students who wish to investigate techniques and processes of the visual arts. Students will develop an appreciation of visual art through in-depth experiences both in and out of class. Students will acquire critique skills and language, technological skills through the lens of traditional media, and explore the sketchbook as a habitual developmental tool.

Students will recognize cultural and historical influences that have an effect on the visual arts. Students will utilize cooperative learning and peer consultation, as well as become sensitive to individuality and self-expression. Students taking this course will receive a firm grounding in the elements of art, principles of design, and composition as well as experience in drawing, painting, color theory, printmaking and three-dimensional form. This course is designed to fulfill the fine arts graduation requirement.

In this unit, students will be introduced to communicate visually using line through multiple exercises, techniques, and projects in expressive and utilitarian ways. Students will begin to use the rules of vanishing point perspective to represent objects and spaces three-dimensionally. Students will learn basic rules of classical composition, the elements of art, and principles of design.

Recommended Pacing

20 Days

NJSLS for Visual & Performing Arts

Creating

1.5.12prof.Cr1a	Use multiple approaches to begin creative endeavors
1.5.12prof.Cr1b	Shape an artistic investigation of an aspect of present-day life using a contemporary practice of art and design
1.5.12prof.Cr2a	Engage in making a work of art or design without having a preconceived plan
1.5.12prof.Cr2b	Explain how traditional and nontraditional materials may impact human health and the environment and demonstrate safe handling of materials, tools, and equipment
1.5.12prof.Cr2c	Collaboratively develop a proposal for an installation, artwork, or space design that transforms the perception and experience of a particular place
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.

Presenting

1.5.12prof.Pr4a	Analyze, select, and curate artifacts and/or artworks for presentation and preservation
1.5.12prof.P5a	Analyze and evaluate the reasons and ways an exhibition is presented
1.5.12prof.P6a	Analyze and describe the impact that an exhibition or collection has on personal awareness of social, cultural, or political beliefs and understandings

Responding

1.5.12prof.Re7a	Hypothesize ways in which art influences perception and understanding of human experiences
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1.5.12prof.Re8a	Analyze how one’s understanding of the world is affected by experiencing visual arts.
1.5.12prof.Re9a	Interpret an artwork or collection of works, supported by relevant and sufficient evidence found in the work and its various contexts
Connecting	
1.5.12prof.Cn10a	Document the process of developing ideas from early stages to fully elaborated ideas
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
Interdisciplinary Standards	
NJSLSA.R7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
21st Century Life & Career Standards	
9.4.12.CI.2	Identify career pathways that highlight personal talents, skills, and abilities
9.4.12.CI.3	Investigate new challenges and opportunities for personal growth, advancement, and transition clearly and effectively and with reason
Technology Standards	
9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving
Instructional Focus	
Unit Enduring Understandings	
<ul style="list-style-type: none"> ● Line is the basic vehicle for representation and artistic content. ● The process of creating can be as or more meaningful to the artist as the final product. ● Creating art develops an appreciation of the world and inspires creative and innovative thought. ● During the creative process, students continually reflect and evaluate their artistic decisions. 	
Unit Essential Questions	
<ul style="list-style-type: none"> ● Can a line convey a feeling? ● How does drawing stand on its own as an art form when it is often considered the basis of all other art forms? ● Are the concepts of line and space only found in the visual arts? Where else are they? How do artists express their ideas? ● How do the elements and principles guide the creation of art and the communication of ideas, and impact our visual experience? 	
Objectives	
<p>When CREATING, students will know and be able to:</p> <ul style="list-style-type: none"> ● Utilize thumbnail sketches, lists, charts, and graphic organizers to generate multiple solutions to compositional problems ● Generate ideas for drawings through discussion with peers and teacher ● Develop multiple solutions to a single concept/problems ● Decipher the positive and negative elements of individual designs ● Experiment with various drawing media, compositional problems and solutions using perspective ● Recognize and capitalize on positive solutions that develop as a result of the working process ● Be able to recognize failures and change direction 	

- Give effective feedback on peer and own artwork throughout the artmaking process

When PRESENTING, students will know and be able to:

- Discuss and demonstrate the correct use of drawing materials
- When displaying artwork, make critical differentiations between levels of quality, clarity of purpose/intention, and capability of display

When RESPONDING, students will know and be able to:

- Discuss how the context awareness of a particular piece/set of artworks will influence an individual's future understandings and experiences
- Participate in a verbal/written critique that breaks down an artwork's common themes, effects, and concepts
- Design a rubric to evaluate objectives in a specific project
- Self-assess and reflect on a work of art according to a rubric
- Define and utilize relevant and common vocabulary for describing, analyzing, interpreting, and judging a work or set of artworks.

When CONNECTING, students will know and be able to:

- Document the creative process from brainstorm through the finished product
- Analyze how awareness (for self and/or the viewers) is created through the artistic process

Evidence of Learning

Assessment

Teacher created assessments

Competencies for 21st Century Learners

X	Collaborative Team Member	X	Effective Communicator
X	Globally Aware, Active, & Responsible Student/Citizen	X	Information Literate Researcher
X	Innovative & Practical Problem Solver	X	Self-Directed Learner

Resources

- Appropriate Art Materials
- Teacher Exemplars

Unit 3: Value & Modeling

Content Area: Visual Art

Course & Grade Level: Art Foundation, Grades 9-12

Summary & Rationale

This art course is designed for students who wish to investigate techniques and processes of the visual arts. Students will develop an appreciation of visual art through in-depth experiences both in and out of class. Students will acquire critique skills and language, technological skills through the lens of traditional media, and explore the sketchbook as a habitual developmental tool.

Students will recognize cultural and historical influences that have an effect on the visual arts. Students will utilize cooperative learning and peer consultation, as well as become sensitive to individuality and self-expression. Students taking this course will receive a firm grounding in the elements of art, principles of design, and composition as well as experience in drawing, painting, color theory, printmaking and three-dimensional form. This course is designed to fulfill the fine arts graduation requirement.

In this unit, students will be introduced to value and modeling. Students will utilize drawing media to explore various techniques including types of mark-making, value scales, and the anatomy of light. Students will utilize these techniques to create a sense of form and dimension in their drawings.

Recommended Pacing

20 Days

NJSLS for Visual & Performing Arts

Creating

1.5.12prof.Cr 1a	Use multiple approaches to begin creative endeavors
1.5.12prof.Cr 1b	Shape an artistic investigation of an aspect of present-day life using a contemporary practice of art and design
1.5.12prof.Cr 2a	Engage in making a work of art or design without having a preconceived plan
1.5.12prof.Cr 2b	Explain how traditional and nontraditional materials may impact human health and the environment and demonstrate safe handling of materials, tools, and equipment
1.5.12prof.Cr 2c	Collaboratively develop a proposal for an installation, artwork, or space design that transforms the perception and experience of a particular place
1.5.12prof.Cr 3a	Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on, and plan revisions for works of art and design in progress.

Presenting

1.5.12prof.Pr 4a	Analyze, select, and curate artifacts and/or artworks for presentation and preservation
1.5.12prof.P 5a	Analyze and evaluate the reasons and ways an exhibition is presented
1.5.12prof.P 6a	Analyze and describe the impact that an exhibition or collection has on personal awareness of social, cultural, or political beliefs and understandings

Responding

1.5.12prof.R e7a	Hypothesize ways in which art influences perception and understanding of human experiences
1.5.12prof.R e8a	Analyze how one's understanding of the world is affected by experiencing visual arts.

1.5.12prof.Re9a	Interpret an artwork or collection of works, supported by relevant and sufficient evidence found in the work and its various contexts
Connecting	
1.5.12prof.Cn10a	
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
Interdisciplinary Standards	
NJSLSA.R7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
21st Century Life & Career Standards	
9.4.12.CI.2	Identify career pathways that highlight personal talents, skills, and abilities
9.4.12.CI.3	Investigate new challenges and opportunities for personal growth, advancement, and transition clearly and effectively and with reason
Technology Standards	
9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving
Instructional Focus	
Unit Enduring Understandings	
<ul style="list-style-type: none"> • While art is a creative pursuit, there is a definitive technical process involving media specific skills and vocabulary. • Art has its own accepted vocabulary that provides a means to discuss, analyze, and evaluate art. An artist's work can be analyzed and discussed to enhance appreciation and deepen understanding. • Elements are the building blocks for the creation of art and the principles of art are the inspired arrangement of the elements. 	
Unit Essential Questions	
<ul style="list-style-type: none"> • What are the various materials, tools & techniques of drawing, and how do they influence the artist's expressive ability? • How do the elements and principles guide the creation of art and the communication of ideas, and impact our visual experience? • What are some of the similarities that exist in all art? • How does knowing the elements and principles of design impact our visual experience? 	
Objectives	
<p>When CREATING, students will know and be able to:</p> <ul style="list-style-type: none"> • Utilize thumbnail sketches, lists, charts, and graphic organizers to generate multiple solutions for representing value • Generate ideas through discussion with peers and teacher • Develop multiple solutions for value representation of a single concept/problem • Decipher the positive and negative elements of individual and peer drawings • Experiment with new media and ideas • Experiment with creating accurate value and tonal changes in pencil and charcoal • Experiment translation of tonal changes from observation to drawing 	

- Recognize and capitalize on possible solutions that develop as a matter of the working process
- Discuss and utilize the correct use of drawing materials
- Give effective feedback on peer and own artwork throughout the artmaking process

When PRESENTING, students will know and be able to:

- When displaying artwork, make critical differentiations between levels of quality, clarity of purpose/intention, and capability of display
- Utilize specific materials to preserve specific types of artwork
- Utilize tools such a fixative to preserve graphite or charcoal artworks

When RESPONDING, Students will know and be able to:

- Discuss how the context awareness of a particular piece/set of art will influence an individual's future understandings and experiences
- Participate in a verbal/written critique that breaks down an artwork's common themes, effects, and concepts
- Design a rubric to evaluate objectives in a specific project
- Self-assess and reflect on a work of art according to a rubric
- Define and utilize relevant and common vocabulary for describing, analyzing, interpreting, and judging a work or set of artworks
- Document the creative process from brainstorm through the finished product

When CONNECTING, Students will know and be able to:

- Analyze how awareness (for self and/or the viewers) is created through the artistic process

Evidence of Learning

Assessment

Teacher created assessments

Competencies for 21st Century Learners

X	Collaborative Team Member	X	Effective Communicator
X	Globally Aware, Active, & Responsible Student/Citizen	X	Information Literate Researcher
X	Innovative & Practical Problem Solver	X	Self-Directed Learner

Resources

- Appropriate Art Materials
- Teacher Exemplars

Unit 4: Color Theory

Content Area: Visual Art

Course & Grade Level: Art Foundation, Grades 9-12

Summary & Rationale

This art course is designed for students who wish to investigate techniques and processes of the visual arts. Students will develop an appreciation of visual art through in-depth experiences both in and out of class. Students will acquire critique skills and language, technological skills through the lens of traditional media, and explore the sketchbook as a habitual developmental tool.

Students will recognize cultural and historical influences that have an effect on the visual arts. Students will utilize cooperative learning and peer consultation, as well as become sensitive to individuality and self-expression. Students taking this course will receive a firm grounding in the elements of art, principles of design, and composition as well as experience in drawing, painting, color theory, printmaking and three-dimensional form. This course is designed to fulfill the Visual and Performing Arts graduation requirement.

In this unit, students will be introduced to a range of observational drawing and sighting techniques, including the skill of observation; increasing visual trust and breaking cognitive habits in order to access the visual zone. Students will be introduced to the sketchbook and artist exemplars as influences and resources. Students will start dissecting works of art using appropriate discipline-specific vocabulary.

Recommended Pacing

10 Days

NJSLS for Visual & Performing Arts

Creating

1.5.12prof.Cr 1a	Use multiple approaches to begin creative endeavors
1.5.12prof.Cr 1b	Shape an artistic investigation of an aspect of present-day life using a contemporary practice of art and design
1.5.12prof.Cr 2a	Engage in making a work of art or design without having a preconceived plan
1.5.12prof.Cr 2b	Explain how traditional and nontraditional materials may impact human health and the environment and demonstrate safe handling of materials, tools, and equipment
1.5.12prof.Cr 2c	Collaboratively develop a proposal for an installation, artwork, or space design that transforms the perception and experience of a particular place
1.5.12prof.Cr 3a	Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on, and plan revisions for works of art and design in progress.

Presenting

1.5.12prof.Pr 4a	Analyze, select, and curate artifacts and/or artworks for presentation and preservation
1.5.12prof.P 5a	Analyze and evaluate the reasons and ways an exhibition is presented
1.5.12prof.P 6a	Analyze and describe the impact that an exhibition or collection has on personal awareness of social, cultural, or political beliefs and understandings

Responding

1.5.12prof.R e7a	Hypothesize ways in which art influences perception and understanding of human experiences
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1.5.12prof.R e8a	Analyze how one's understanding of the world is affected by experiencing visual arts.
1.5.12prof.R e9a	Interpret an artwork or collection of works, supported by relevant and sufficient evidence found in the work and its various contexts
Connecting	
1.5.12prof.C n10a	Document the process of developing ideas from early stages to fully elaborated ideas
1.5.12prof.C n11a	Describe how knowledge of culture, traditions, and history may influence personal responses to art.
1.5.12prof.C n11b	Describe how knowledge of global issues, including climate change may influence personal responses to art
Interdisciplinary Standards	
NJSLSA.R7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
21st Century Life & Career Standards	
9.4.12.CI.2	Identify career pathways that highlight personal talents, skills, and abilities
9.4.12.CI.3	Investigate new challenges and opportunities for personal growth, advancement, and transition clearly and effectively and with reason
Technology Standards	
9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving
Instructional Focus	
Unit Enduring Understandings	
<ul style="list-style-type: none"> ● While art is a creative pursuit, there is a definitive technical process involving media specific skills. ● Art has its own accepted vocabulary that provides a means to discuss, analyze, and evaluate art. 	
Unit Essential Questions	
<ul style="list-style-type: none"> ● Why is understanding the element of color so important to the painter? ● How can the student incorporate what he/she has learned to create paintings that demonstrate the student's growth as an artist? 	
Objectives	
<p>When CREATING, Students will know and be able to:</p> <ul style="list-style-type: none"> ● Decipher the positive and negative uses of color in existing designs ● Experiment with color mixing techniques ● Be able to recognize failures and change direction ● Discuss and utilize the correct use of materials ● Discuss environmental impact of artistic materials and practices ● Utilize materials for their correct use ● Give effective feedback on peer and own artwork throughout the artmaking process <p>When RESPONDING, Students will know and be able to:</p> <ul style="list-style-type: none"> ● Design a rubric to evaluate objectives in a specific project ● Self-assess and reflect on a work of art according to a rubric ● Define and utilize relevant and common vocabulary for describing, analyzing, interpreting, and judging a work or set of artworks <p>When CONNECTING, Students will know and be able to:</p>	

- Analyze how awareness (for self and/or the viewers) is created through the artistic process

Evidence of Learning

Assessment

Teacher created assessments

Competencies for 21st Century Learners

X	Collaborative Team Member	X	Effective Communicator
X	Globally Aware, Active, & Responsible Student/Citizen	X	Information Literate Researcher
X	Innovative & Practical Problem Solver	X	Self-Directed Learner

Resources

- “Interaction of Color” Josef Albers
- Appropriate Art Materials
- Teacher Exemplars

Unit 5: Painting

Content Area: Visual Art

Course & Grade Level: Art Foundation, Grades 9-12

Summary & Rationale

This art course is designed for students who wish to investigate techniques and processes of the visual arts. Students will develop an appreciation of visual art through in-depth experiences both in and out of class. Students will acquire critique skills and language, technological skills through the lens of traditional media, and explore the sketchbook as a habitual developmental tool.

Students will recognize cultural and historical influences that have an effect on the visual arts. Students will utilize cooperative learning and peer consultation, as well as become sensitive to individuality and self-expression. Students taking this course will receive a firm grounding in the elements of art, principles of design, and composition as well as experience in drawing, painting, color theory, printmaking and three-dimensional form. This course is designed to fulfill the fine arts graduation requirement.

In this unit, students will explore expressive mark-making and modeling techniques using acrylic or tempera paint.

Recommended Pacing

35 Days

NJSLS for Visual & Performing Arts

Creating

1.5.12prof.Cr 1a	Use multiple approaches to begin creative endeavors
1.5.12prof.Cr 1b	Shape an artistic investigation of an aspect of present-day life using a contemporary practice of art and design
1.5.12prof.Cr 2a	Engage in making a work of art or design without having a preconceived plan
1.5.12prof.Cr 2b	Explain how traditional and nontraditional materials may impact human health and the environment and demonstrate safe handling of materials, tools, and equipment
1.5.12prof.Cr 2c	Collaboratively develop a proposal for an installation, artwork, or space design that transforms the perception and experience of a particular place
1.5.12prof.Cr 3a	Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on, and plan revisions for works of art and design in progress.

Presenting

1.5.12prof.Pr 4a	Analyze, select, and curate artifacts and/or artworks for presentation and preservation
1.5.12prof.P 5a	Analyze and evaluate the reasons and ways an exhibition is presented
1.5.12prof.P 6a	Analyze and describe the impact that an exhibition or collection has on personal awareness of social, cultural, or political beliefs and understandings

Responding

1.5.12prof.R e7a	Hypothesize ways in which art influences perception and understanding of human experiences
1.5.12prof.R e8a	Analyze how one's understanding of the world is affected by experiencing visual arts.
1.5.12prof.R e9a	Interpret an artwork or collection of works, supported by relevant and sufficient evidence found in the work and its various contexts

Connecting	
1.5.12prof.C n10a	Document the process of developing ideas from early stages to fully elaborated ideas
1.5.12prof.C n11a	Describe how knowledge of culture, traditions, and history may influence personal responses to art.
1.5.12prof.C n11b	Describe how knowledge of global issues, including climate change may influence personal responses to art
Interdisciplinary Standards	
NJSLSA.R7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
21st Century Life & Career Standards	
9.4.12.CI.2	Identify career pathways that highlight personal talents, skills, and abilities
9.4.12.CI.3	Investigate new challenges and opportunities for personal growth, advancement, and transition clearly and effectively and with reason
Technology Standards	
9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving
Instructional Focus	
Unit Enduring Understandings	
<ul style="list-style-type: none"> ● Artists create paintings in many ways (technique, medium), and for varying reasons (motivation, message, purpose). ● Painting develops an appreciation of the world and inspires creative and innovative thought. ● Images are often a more effective communicator than words and can elicit personal meaning and emotional responses. ● The process of creating can be as or more meaningful to the artist as the final product. 	
Unit Essential Questions	
<ul style="list-style-type: none"> ● What are the various materials, tools & techniques of painting, and how do they influence the artist's expressive ability? ● How can the student transfer/incorporate skills learned using other media (i.e., drawing, photography, printmaking, etc.) into the painting process? ● How is the creative process applicable to other aspects of one's life and what does an artist gain from going through the creative process? 	
Objectives	
<p>When CREATING, Students will know and be able to:</p> <ul style="list-style-type: none"> ● Utilize thumbnail sketches, lists, charts, and graphic organizers to generate multiple solutions multiple solutions to problems in painting ● Generate ideas through discussion with peers and teacher ● Develop multiple solutions to a single concept/problem ● Decipher the positive and negative elements of existing designs ● Experiment with painting media to determine best practice for representation of different imagery ● Experiment with learned painting techniques and representation of different ideas through painting ● Utilize the artmaking process as a main driving force of production ● Recognize and capitalize on possible solutions that develop as a matter of the working process 	

- Being able to recognize failures and change direction
- Discuss and utilize the correct use of materials such as use and cleaning of brushes, and appropriate use of paint
- Discuss how to safely use traditional and non-traditional materials
- Discuss environmental impact of artistic materials and practices
- Give effective feedback on peer and own artwork throughout the artmaking process

When PRESENTING, Students will know and be able to:

- Select presentation methods and materials that match the specific needs of the artwork
- When displaying artwork, make critical differentiations between levels of quality, clarity of purpose/intention, and capability of display

When RESPONDING, Students will know and be able to:

- Analyze ways in which individuals perceive art is affected by their personal experiences
- Discuss how the context awareness of a particular piece/set of art will influence an individual's future understandings and experiences
- Participate in a verbal/written critique that breaks down an artwork's common themes, effects, and concepts
- Design a rubric to evaluate objectives specific to the project
- Self-assess and reflect on a work of art according to a rubric
- Define and utilize a relevant and common vocabulary for describing, analyzing, interpreting, and judging a work or set of artworks

When CONNECTING, Students will know and be able to:

- Document the creative process from brainstorm through the finished product
- Describe how the artmaking process expresses personal knowledge, experiences, and meaning.
- Analyze how awareness (for self and/or the viewers) is created through the artistic process (for self and/or the viewers)

Evidence of Learning

Assessment

Teacher created assessments

Competencies for 21st Century Learners

X	Collaborative Team Member	X	Effective Communicator
X	Globally Aware, Active, & Responsible Student/Citizen	X	Information Literate Researcher
X	Innovative & Practical Problem Solver	X	Self-Directed Learner

Resources

- Appropriate Art Materials
- Teacher Exemplars

Unit 6: Printmaking

Content Area: Visual Art

Course & Grade Level: Art Foundation, Grades 9-12

Summary & Rationale

This art course is designed for students who wish to investigate techniques and processes of the visual arts. Students will develop an appreciation of visual art through in-depth experiences both in and out of class. Students will acquire critique skills and language, technological skills through the lens of traditional media, and explore the sketchbook as a habitual developmental tool.

Students will recognize cultural and historical influences that have an effect on the visual arts. Students will utilize cooperative learning and peer consultation, as well as become sensitive to individuality and self-expression. Students taking this course will receive a firm grounding in the elements of art, principles of design, and composition as well as experience in drawing, painting, color theory, printmaking and three-dimensional form. This course is designed to fulfill the fine arts graduation requirement.

In this unit, students will be introduced to various print processes including design, printing and editioning. Students will also be introduced to the explorative nature of reduction block printing and additive printing processes.

Recommended Pacing

35 Days

NJSLS for Visual & Performing Arts

Creating

1.5.12prof.Cr 1a	Use multiple approaches to begin creative endeavors
1.5.12prof.Cr 1b	Shape an artistic investigation of an aspect of present-day life using a contemporary practice of art and design
1.5.12prof.Cr 2a	Engage in making a work of art or design without having a preconceived plan
1.5.12prof.Cr 2b	Explain how traditional and nontraditional materials may impact human health and the environment and demonstrate safe handling of materials, tools, and equipment
1.5.12prof.Cr 2c	Collaboratively develop a proposal for an installation, artwork, or space design that transforms the perception and experience of a particular place
1.5.12prof.Cr 3a	Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on, and plan revisions for works of art and design in progress.

Presenting

1.5.12prof.Pr 4a	Analyze, select, and curate artifacts and/or artworks for presentation and preservation
1.5.12prof.P 5a	Analyze and evaluate the reasons and ways an exhibition is presented
1.5.12prof.P 6a	Analyze and describe the impact that an exhibition or collection has on personal awareness of social, cultural, or political beliefs and understandings

Responding

1.5.12prof.R e7a	Hypothesize ways in which art influences perception and understanding of human experiences
1.5.12prof.R e8a	Analyze how one's understanding of the world is affected by experiencing visual arts.

1.5.12prof.R e9a	Interpret an artwork or collection of works, supported by relevant and sufficient evidence found in the work and its various contexts
Connecting	
1.5.12prof.C n10a	
1.5.12prof.C n11a	Describe how knowledge of culture, traditions, and history may influence personal responses to art.
1.5.12prof.C n11b	Describe how knowledge of global issues, including climate change may influence personal responses to art
Interdisciplinary Standards	
NJSLSA.R7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
21st Century Life & Career Standards	
9.4.12.CI.2	Identify career pathways that highlight personal talents, skills, and abilities
9.4.12.CI.3	Investigate new challenges and opportunities for personal growth, advancement, and transition clearly and effectively and with reason
Technology Standards	
9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving
Instructional Focus	
Unit Enduring Understandings	
<ul style="list-style-type: none"> ● Graphic arts/printmaking has unique and defining characteristics that set them apart from other forms of expression. ● Artists create prints in many ways (technique, medium) and for varying reasons (motivation, message, purpose). ● The process of creating can be as or more meaningful to the artist as the final product 	
Unit Essential Questions	
<ul style="list-style-type: none"> ● What are the advantages and disadvantages of a medium that allows for the creation of multiple identical images? ● What role does technology play in graphic arts/printmaking as an art form? ● How can the artistic process lead to unforeseen or unpredictable results, and how is the creative process applicable to other aspects of one's life? 	
Objectives	
<p>When CREATING, Students will know and be able to:</p> <ul style="list-style-type: none"> ● Utilize thumbnail sketches, lists, charts, and graphic organizers to generate multiple solutions ● Generate ideas through discussion with peers and teacher ● Develop multiple solutions to a single concept/problem ● Recognize and capitalize on positive possible solutions that develop as a matter of the working process ● Decipher the positive and negative elements of existing printmaking designs ● Experiment with different printmaking techniques ● Capitalize on the repetitive process of printmaking ● Utilize the artmaking process as a main driving force of production ● Be able to recognize failures in the printmaking process and change direction ● Demonstrate correct and safe use of printmaking tools and materials 	

- Give effective feedback on peer and own artwork throughout the artmaking process

When PRESENTING, Students will know and be able to:

- Select presentation methods and materials that match the specific needs of the artwork
- Make critical differentiations between levels of quality, clarity of purpose/intention, and capability of display

When RESPONDING, Students will know and be able to:

- Discuss how the context awareness of a particular piece/set of art will influence an individual's future understandings and experiences
- Participate in a verbal/written critique that breaks down an artwork's common themes, effects, and concepts
- Design a rubric to evaluate objectives in a specific project
- Self-assess and reflect on a work of art according to a rubric
- Define and utilize a relevant and common vocabulary for describing, analyzing, interpreting, and judging a work or set of artworks

When CONNECTING, Students will know and be able to:

- Document the creative process from brainstorming to finished product
- Describe how the artmaking process expresses personal knowledge, experiences, and meaning.
- Analyze how awareness (for self and/or the viewers) is created through the artistic process

Evidence of Learning

Assessment

Teacher created assessments

Competencies for 21st Century Learners

X	Collaborative Team Member	X	Effective Communicator
X	Globally Aware, Active, & Responsible Student/Citizen	X	Information Literate Researcher
X	Innovative & Practical Problem Solver	X	Self-Directed Learner

Resources

- Appropriate Art Materials
- Teacher Exemplars

Unit 7: Sculpture & Ceramics

Content Area: Visual Art

Course & Grade Level: Art Foundation, Grades 9-12

Summary & Rationale

This art course is designed for students who wish to investigate techniques and processes of the visual arts. Students will develop an appreciation of visual art through in-depth experiences both in and out of class. Students will acquire critique skills and language, technological skills through the lens of traditional media, and explore the sketchbook as a habitual developmental tool.

Students will recognize cultural and historical influences that have an effect on the visual arts. Students will utilize cooperative learning and peer consultation, as well as become sensitive to individuality and self-expression. Students taking this course will receive a firm grounding in the elements of art, principles of design, and composition as well as experience in drawing, painting, color theory, printmaking and three-dimensional form. This course is designed to fulfill the fine arts graduation requirement.

In this unit, students will explore three-dimensional form through additive and reductive sculpture, including an introduction to clay-building processes and vocabulary. Students will learn the basic types of sculpture including high relief, low relief, and sculpture in the round.

Recommended Pacing

30 Days

NJSLS for Visual & Performing Arts

Creating

1.5.12prof.Cr 1a	Use multiple approaches to begin creative endeavors
1.5.12prof.Cr 1b	Shape an artistic investigation of an aspect of present-day life using a contemporary practice of art and design
1.5.12prof.Cr 2a	Engage in making a work of art or design without having a preconceived plan
1.5.12prof.Cr 2b	Explain how traditional and nontraditional materials may impact human health and the environment and demonstrate safe handling of materials, tools, and equipment
1.5.12prof.Cr 2c	Collaboratively develop a proposal for an installation, artwork, or space design that transforms the perception and experience of a particular place
1.5.12prof.Cr 3a	Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on, and plan revisions for works of art and design in progress.

Presenting

1.5.12prof.Pr 4a	Analyze, select, and curate artifacts and/or artworks for presentation and preservation
1.5.12prof.P 5a	Analyze and evaluate the reasons and ways an exhibition is presented
1.5.12prof.P 6a	Analyze and describe the impact that an exhibition or collection has on personal awareness of social, cultural, or political beliefs and understandings

Responding

1.5.12prof.R e7a	Hypothesize ways in which art influences perception and understanding of human experiences
1.5.12prof.R e8a	Analyze how one's understanding of the world is affected by experiencing visual arts.

1.5.12prof.Re9a	Interpret an artwork or collection of works, supported by relevant and sufficient evidence found in the work and its various contexts
Connecting	
1.5.12prof.Cn10a	
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
Interdisciplinary Standards	
NJSLSA.R7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
21st Century Life & Career Standards	
9.4.12.CI.2	Identify career pathways that highlight personal talents, skills, and abilities
9.4.12.CI.3	Investigate new challenges and opportunities for personal growth, advancement, and transition clearly and effectively and with reason
Technology Standards	
9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving
Instructional Focus	
Unit Enduring Understandings	
<ul style="list-style-type: none"> ● Physical representations are often a more effective communicator than words. ● An artist's inspiration is a blend of experiences and influences. ● While art is a creative pursuit, there is a definitive technical process involving media specific skills and vocabulary. ● There can be a relationship between form and function. 	
Unit Essential Questions	
<ul style="list-style-type: none"> ● How can the artistic process lead to unforeseen or unpredictable results? ● How does form affect function? How does function affect form? Does art have to have a function? How are form and function determined? ● What are the differences between the creation and viewing of two and three-dimensional art? ● What are the crossovers between utilitarian and decorative objects and how can they be evaluated? 	
Objectives	
<p>When CREATING, Students will know and be able to:</p> <ul style="list-style-type: none"> ● Utilize thumbnail sketches, lists, charts, and graphic organizers to generate multiple solutions to three dimensional problems ● Generate ideas through discussion with peers and teacher ● Develop multiple solutions to a single concept/problem ● Recognize and capitalize on positive possible solutions that develop as a matter of the working process ● Decipher the positive and negative elements of existing sculptural designs ● Experiment with subject representation in three dimensional media ● Utilize the artmaking process as a main driving force of production ● Be able to recognize failures in structural design and change direction 	

- Discuss and utilize the correct use of materials in three dimensional production
- Give effective feedback on peer and own artwork throughout the artmaking process

When PRESENTING, students will know and be able to:

- Select presentation methods and materials that match the specific needs of the artwork
- When displaying artwork, make critical differentiations between levels of quality, clarity of purpose/intention, and capability of display
- Utilize specific materials to preserve specific types of artwork

When RESPONDING, students will know and be able to:

- Analyze ways in which individuals perceive art is affected by their personal experiences
- Discuss how the context awareness of a particular piece/set of art will influence an individual's future understandings and experiences
- Participate in a verbal/written critique that breaks down an artwork's common themes, effects, and concepts
- Design a rubric to evaluate objectives in a specific project
- Self-assess and reflect on a work of art according to a rubric
- Define and analyze relevant and common vocabulary for describing, analyzing, interpreting, and judging a work or set of artworks

When CONNECTING, students will know and be able to:

- Document the creative process from brainstorming to finished product
- Describe how the artmaking process expresses personal knowledge, experiences, and meaning.
- Analyze how awareness (for self and/or the viewers) is created through the artistic process

Evidence of Learning

Assessment

Teacher created assessments

Competencies for 21st Century Learners

X	Collaborative Team Member	X	Effective Communicator
X	Globally Aware, Active, & Responsible Student/Citizen	X	Information Literate Researcher
X	Innovative & Practical Problem Solver	X	Self-Directed Learner

Resources

- Appropriate Art Materials
- Teacher Exemplars

Unit X: Infused Knowledge & Skills

Content Area: Visual Art

Course & Grade Level: Art Foundation, Grades 9-12

Summary & Rationale

This art course is designed for students who wish to investigate techniques and processes of the visual arts. Students will develop an appreciation of visual art through in-depth experiences both in and out of class. Students will acquire critique skills and language, technological skills through the lens of traditional media, and explore the sketchbook as a habitual developmental tool.

Students will recognize cultural and historical influences that have an effect on the visual arts. Students will utilize cooperative learning and peer consultation, as well as become sensitive to individuality and self-expression. Students taking this course will receive a firm grounding in the elements of art, principles of design, and composition as well as experience in drawing, painting, color theory, printmaking and three-dimensional form. This course is designed to fulfill the fine arts graduation requirement.

The skills in this unit could be taught within any of the previous units, or even addressed in stand-alone projects. In this unit, students will understand larger applications of art as transformative and expressive tools, or how art often carries content above and beyond the observational. Students will understand how art can affect perceptions and experiences of the viewer through decisions of the artist. Students will understand how display concerns can have a practical, cultural and/or conceptual basis.

Recommended Pacing

180 Days

NJSLS for Visual & Performing Arts

Creating

1.5.12prof.Cr 1a	Use multiple approaches to begin creative endeavors
1.5.12prof.Cr 1b	Shape an artistic investigation of an aspect of present-day life using a contemporary practice of art and design
1.5.12prof.Cr 2a	Engage in making a work of art or design without having a preconceived plan
1.5.12prof.Cr 2b	Explain how traditional and nontraditional materials may impact human health and the environment and demonstrate safe handling of materials, tools, and equipment
1.5.12prof.Cr 2c	Collaboratively develop a proposal for an installation, artwork, or space design that transforms the perception and experience of a particular place
1.5.12prof.Cr 3a	Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on, and plan revisions for works of art and design in progress.

Presenting

1.5.12prof.Pr 4a	Analyze, select, and curate artifacts and/or artworks for presentation and preservation
1.5.12prof.P 5a	Analyze and evaluate the reasons and ways an exhibition is presented
1.5.12prof.P 6a	Analyze and describe the impact that an exhibition or collection has on personal awareness of social, cultural, or political beliefs and understandings

Responding

1.5.12prof.R e7a	Hypothesize ways in which art influences perception and understanding of human experiences
1.5.12prof.R e8a	Analyze how one's understanding of the world is affected by experiencing visual arts.

1.5.12prof.Re9a	Interpret an artwork or collection of works, supported by relevant and sufficient evidence found in the work and its various contexts
Connecting	
1.5.12prof.Cn10a	Document the process of developing ideas from early stages to fully elaborated ideas
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
Interdisciplinary Standards	
NJSLSA.R7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
21st Century Life & Career Standards	
9.4.12.CI.2	Identify career pathways that highlight personal talents, skills, and abilities
9.4.12.CI.3	Investigate new challenges and opportunities for personal growth, advancement, and transition clearly and effectively and with reason
Technology Standards	
9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving
Instructional Focus	
Unit Enduring Understandings	
<ul style="list-style-type: none"> ● Art is a contemporary practice that contains personal, social, political, and cultural beliefs. ● Space/location can be manipulated to alter one’s perception and experience. ● The display and grouping of art often has underlying context, content and concerns. ● Visual Imagery affects the individual and society as a whole. ● Various cultural and historical contextual knowledges can influence personal responses to art. 	
Unit Essential Questions	
<ul style="list-style-type: none"> ● How do artists solve problems of contemporary life practices? ● How does one’s personal perspective and knowledge affect one’s experience and understanding of art? ● How can curatorial practice create critical contexts for understanding? ● How does understanding art help one’s understanding of contemporary and other historical, social, political and cultural topics? 	
Objectives	
<p>When CREATING, Students will know and be able to:</p> <ul style="list-style-type: none"> ● Choose a present-day life practice to investigate ● Generate new solutions to existing contemporary issues, traditions, practice ● Generate ideas as a group on how an artwork can change the perception of a specific location ● Explain how the design of a space affects one’s experience of being there ● Design a project with the intention to alter the perception of a specific location in order to demonstrate the transformative power of art <p>When PRESENTING, Students will know and be able to:</p> <ul style="list-style-type: none"> ● Select a group of artworks that work together to communicate a specific message and have a continuous theme ● Discuss the importance of displaying art and its effects on society 	

- Discuss the decision making process behind creating an exhibition
- Critique the presentation of an exhibit
- Discuss how the presentation and selections of an exhibition changes the viewer’s experience
- Describe and analyze how a group of artworks can reflect, develop or change personal, social, political, and/or cultural beliefs
- Analyze and discuss the decision-making process for how and why an artist displays their work for viewing
- Reference, define, and utilize traditional and/or contemporary cultural works of art to examine, reflect, and adjust works in progress.

When RESPONDING, Students will know and be able to:

- Describe how perspectives are developed and changed from exposure to visual imagery within society
- Explain how exposure to a variety of visual imagery affects an individual
- Analyze the variety of visual imagery encountered in daily life
- Discuss a personal response to an artwork that takes into account descriptive and analytic factors of its context, design elements, composition, and presentation
- Recycle materials and be aware of effects on the environment

When CONNECTING, Students will know and be able to:

- Discuss and explain how various cultural and historical contextual knowledge can influence personal responses to art.
- Describe how understanding one cultural and/or historical context can influence personal responses to other cultural and historical contexts.

Evidence of Learning

Assessment

Teacher created assessments

Competencies for 21st Century Learners

X	Collaborative Team Member	X	Effective Communicator
X	Globally Aware, Active, & Responsible Student/Citizen	X	Information Literate Researcher
X	Innovative & Practical Problem Solver	X	Self-Directed Learner

Resources

- Appropriate Art Materials
- Teacher exemplars

Unit 0: Art History, Sketchbook, and Technology

Content Area: Visual Art

Course & Grade Level: Art Foundation, Grades 9-12

Summary & Rationale

This art course is designed for students who wish to investigate techniques and processes of the visual arts. Students will develop an appreciation of visual art through in-depth experiences both in and out of class. Students will acquire critique skills and language, technological skills through the lens of traditional media, and explore the sketchbook as a habitual developmental tool.

Students will recognize cultural and historical influences that have an effect on the visual arts. Students will utilize cooperative learning and peer consultation, as well as become sensitive to individuality and self-expression. Students taking this course will receive a firm grounding in the elements of art, principles of design, and composition as well as experience in drawing, painting, color theory, printmaking and three-dimensional form. This course is designed to fulfill the fine arts graduation requirement.

In this all-year unit, students will continually gain skills in areas like sketchbook use, technology, art historical knowledge, and critique methodology. They will use the sketchbook extensively and gain an understanding of the sketchbook that is not limited to use for sketching and brainstorming, but also includes its use for thumbnail composition, journaling, and a receptacle for larger habits of mind and documentation. They will become more familiar with technology as an artistic resource, both as an artistic medium or springboarded from traditional media, and a documentary tool. They will research, discuss, and be exposed to art historical knowledge both generally and specific to certain projects. They will discuss exemplars, recognize cultural influences, and make connections both within the visual arts and cross-curricularly. Students will begin to develop a habit of looking at art, as well as dissecting artwork for its positive and negative aspects objectively, individually, and within larger constructs.

Recommended Pacing

180 Days

NJSLS for Visual & Performing Arts

Creating

1.5.12prof.Cr 1a	Use multiple approaches to begin creative endeavors
1.5.12prof.Cr 1b	Shape an artistic investigation of an aspect of present-day life using a contemporary practice of art and design
1.5.12prof.Cr 2a	Engage in making a work of art or design without having a preconceived plan
1.5.12prof.Cr 2b	Explain how traditional and nontraditional materials may impact human health and the environment and demonstrate safe handling of materials, tools, and equipment
1.5.12prof.Cr 2c	Collaboratively develop a proposal for an installation, artwork, or space design that transforms the perception and experience of a particular place
1.5.12prof.Cr 3a	Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on, and plan revisions for works of art and design in progress.

Presenting

1.5.12prof.Pr 4a	Analyze, select, and curate artifacts and/or artworks for presentation and preservation
1.5.12prof.P 5a	Analyze and evaluate the reasons and ways an exhibition is presented
1.5.12prof.P 6a	Analyze and describe the impact that an exhibition or collection has on personal awareness of social, cultural, or political beliefs and understandings

Responding

1.5.12prof.R e7a	Hypothesize ways in which art influences perception and understanding of human experiences
1.5.12prof.R e8a	Analyze how one's understanding of the world is affected by experiencing visual arts.
1.5.12prof.R e9a	Interpret an artwork or collection of works, supported by relevant and sufficient evidence found in the work and its various contexts
Connecting	
1.5.12prof.C n10a	
1.5.12prof.C n11a	Describe how knowledge of culture, traditions, and history may influence personal responses to art.
1.5.12prof.C n11b	Describe how knowledge of global issues, including climate change may influence personal responses to art
Interdisciplinary Standards	
NJSLSA.R7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
21st Century Life & Career Standards	
9.4.12.CI.2	Identify career pathways that highlight personal talents, skills, and abilities
9.4.12.CI.3	Investigate new challenges and opportunities for personal growth, advancement, and transition clearly and effectively and with reason
Technology Standards	
9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving
Instructional Focus	
Unit Enduring Understandings	
<ul style="list-style-type: none"> ● Visual artists make a rich contribution to our culture. ● Visual art is intertwined with other disciplines. ● Art making develops an appreciation of the world and inspires creative and innovative thought. ● Art can be viewed, analyzed and discussed to enhance appreciation and deepen understanding. ● Art is a reflection of time, place, culture and environment. ● Artists use line, space, shape, color, value, form, and texture to visually create 2D and 3D works of art. ● An artist must be willing to self-evaluate in order to improve. 	
Unit Essential Questions	
<ul style="list-style-type: none"> ● Should artists always know what their work will look like in the end? ● What can we learn by looking at the work of established artists? ● In what ways do people respond to artwork? ● What role does technology play in design as an art form? ● How do the elements and principles guide the creation of art and the communication of ideas, and impact our visual experience? 	
Objectives	
When CREATING, Students will know and be able to:	
<ul style="list-style-type: none"> ● Reference various aspects of art history from which to pull inspiration and ideas ● Research previous art, design, and practice ● Discuss effects on the environment of artistic materials and practices 	

- Experiment with technological applications to previous artworks.

When PRESENTING, Students will know and be able to:

- Discuss and explain work by other contemporary and historical artists
- Arrange and organize a group of artworks to create a display
- Create a digital portfolio of work to be preserved throughout high school career

When RESPONDING, students will know and be able to:

- Discuss how the context awareness of a particular artwork will influence an individual's future understandings and experiences

When CONNECTING, students will know and be able to:

- Choose a historical period/movement/exhibition/collection and explain how it is a reflection of a particular time, place, and set of social, political, and/or cultural beliefs
- Discuss and explain how various cultural and historical contextual knowledges can influence personal responses to art.
- Describe how understanding one cultural and/or historical context can influence personal responses to other cultural and historical contexts.

Evidence of Learning

Assessment

Teacher created assessments

Competencies for 21st Century Learners

X	Collaborative Team Member	X	Effective Communicator
X	Globally Aware, Active, & Responsible Student/Citizen	X	Information Literate Researcher
X	Innovative & Practical Problem Solver	X	Self-Directed Learner

Resources

- Art History Textbooks
- Teacher Exemplars