

# Art III & IV, Breadth: Unit 1, Compositional Structure (and sketchbooks)

Content Area: **Fine Arts**  
Course(s): **Generic Course, ALGEBRA II, WOOD I, Art I**  
Time Period: **Marking Period 1**  
Length: **10 weeks**  
Status: **Published**

## Visual and Performing Arts Standards

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### Creating

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VA.9-12.1.5.12adv.Cr1a	Visualize and generate art and design that can affect social change.
VA.9-12.1.5.12adv.Cr1b	Choose from a range of materials and methods of traditional and contemporary artistic practices, following or breaking established conventions, to plan the making of multiple works of art and design based on a theme, idea or concept.
VA.9-12.1.5.12adv.Cr2b	Demonstrate understanding of the importance of balancing freedom and responsibility in the use of images, materials, tools and equipment in the creation and circulation of creative work.
VA.9-12.1.5.12adv.Cr3a	Reflect on, re-engage, revise and refine works of art or design considering relevant traditional and contemporary criteria as well as personal artistic vision.

### Presenting

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VA.9-12.1.5.12adv.Pr5	Developing and refining techniques and models or steps needed to create products.
VA.9-12.1.5.12adv.Pr4a	Critique, justify and present choices in the process of analyzing, selecting, curating, and presenting artwork for a specific exhibit or event.

### Responding

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VA.9-12.1.5.12adv.Re9	Applying criteria to evaluate products.
VA.9-12.1.5.12adv.Re7a	Analyze how responses to art develop over time based on knowledge of and experience with art and life.
VA.9-12.1.5.12adv.Re9a	Construct evaluations of a work of art or collection of works based on differing sets of criteria.

### Connecting

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VA.9-12.1.5.12adv.Cn10	Synthesizing and relating knowledge and personal experiences to create products.
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## Transfer Goals and Career Ready Practices

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### Transfer Goals

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**(Big Idea) Students will be able to independently use their learning to:**

Use the elements of art and principles of design to create a strong composition using different types of compositional structure while exploring different art media and processes.

## Career Readiness, Life Literacy and Key Skills NJSL

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### Creativity and Innovation

*With a growth mindset, failure is an important part of success.*

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).

*Innovative ideas or innovation can lead to career opportunities.*

9.4.12.CI.2: Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).

9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).

### Critical Thinking and Problem-solving

*Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.*

9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).

9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12prof.CR3.a).

9.4.12.CT.3: Enlist input from a variety of stakeholders (e.g., community members, experts in the field) to design a service learning activity that addresses a local or global issue (e.g., environmental justice).

9.4.12.CT.4: Participate in online strategy and planning sessions for course-based, school-based, or other project and determine the strategies that contribute to effective outcomes.

### Digital Citizenship

*Laws govern the use of intellectual property and there are legal consequences to utilizing or sharing another's original works without permission or appropriate credit.*

9.4.12.DC.1: Explain the beneficial and harmful effects that intellectual property laws can have on the creation and sharing of content (e.g., 6.1.12.CivicsPR.16.a).

9.4.12.DC.2: Compare and contrast international differences in copyright laws and ethics.

*Laws govern many aspects of computing, such as privacy, data, property, information, and identity. These laws can have beneficial and harmful effects, such as expediting or delaying advancements in computing and protecting or infringing upon people's rights.*

9.4.12.DC.3: Evaluate the social and economic implications of privacy in the context of safety, law, or ethics (e.g., 6.3.12.HistoryCA.1).

9.4.12.DC.4: Explain the privacy concerns related to the collection of data (e.g., cookies) and generation of data through automated processes that may not be evident to users (e.g., 8.1.12.NI.3).

9.4.12.DC.5: Debate laws and regulations that impact the development and use of software.

*Cultivating online reputations for employers and academia requires separating private and professional digital identities.*

9.4.12.DC.6: Select information to post online that positively impacts personal image and future college and career opportunities.

*Digital communities influence many aspects of society, especially the workforce. The increased connectivity between people in different cultures and different career fields have changed the nature, content, and responsibilities of many careers.*

9.4.12.DC.7: Evaluate the influence of digital communities on the nature, content and responsibilities of careers, and other aspects of society (e.g., 6.1.12.CivicsPD.16.a).

*Network connectivity and computing capability extended to objects, sensors and everyday items not normally considered computers allows these devices to generate, exchange, and consume data with minimal human intervention. Technologies such as Artificial Intelligence (AI) and blockchain can help minimize the effect of climate change.*

9.4.12.DC.8: Explain how increased network connectivity and computing capabilities of everyday objects allow for innovative technological approaches to climate protection.

## **Global and Cultural Awareness**

*Solutions to the problems faced by a global society require the contribution of individuals with different points of view and experiences.*

9.4.12.GCA.1: Collaborate with individuals to analyze a variety of potential solutions to climate change effects and determine why some solutions (e.g., political, economic, cultural) may work better than others.

## **Information and media literacy**

*Advanced search techniques can be used with digital and media resources to locate information and to check the credibility and the expertise of sources to answer questions, solve problems, and inform the decision-making.*

9.4.12.IML.1: Compare search browsers and recognize features that allow for filtering of information.

9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources (e.g., NJSLSA.W8, Social Studies Practice: Gathering and Evaluating Sources).

*Digital tools such as artificial intelligence, image enhancement and analysis, and sophisticated computer modeling and simulation create new types of information that may have profound effects on society. These new types of information must be evaluated carefully.*

9.4.12.IML.3: Analyze data using tools and models to make valid and reliable claims, or to determine optimal design solutions (e.g., S-ID.B.6a., 8.1.12.DA.5, 7.1.IH.IPRET.8)

9.4.12.IML.4: Assess and critique the appropriateness and impact of existing data visualizations for an intended audience (e.g., S-ID.B.6b, HS-LS2-4).

*In order for members of our society to participate productively, information needs to be shared accurately and ethically.*

9.4.12.IML.5: Evaluate, synthesize, and apply information on climate change from various sources appropriately (e.g., 2.1.12.CHSS.6, S.IC.B.4, S.IC.B.6, 8.1.12.DA.1, 6.1.12.GeoHE.14.a, 7.1.AL.PRSNT.2).

9.4.12.IML.6: Use various types of media to produce and store information on climate change for different purposes and audiences with sensitivity to cultural, gender, and age diversity (e.g., NJSLSA.SL5).

*Accurate information may help in making valuable and ethical choices.*

9.4.12.IML.7: Develop an argument to support a claim regarding a current workplace or societal/ethical issue such as climate change (e.g., NJSLSA.W1, 7.1.AL.PRSNT.4).

*Media have embedded values and points of view.*

9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations (e.g., 7.1.AL.IPRET.6).

9.4.12.IML.9: Analyze the decisions creators make to reveal explicit and implicit messages within information and media (e.g., NJSLSA.R6, 1.5.12acc.C2a, 7.1.IL.IPRET.4).

## Concepts

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### Topics to visit:

Depth (distinct foreground, middle ground and background)  
Linear Perspective  
Other Perspective (Worm's Eye, Bird's Eye, ect.)  
Varied compositional techniques  
Shadows, reflections, transparency and pattern

## Essential Questions

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1. Why is composition important to a piece of art?
2. How do artists intentionally use the elements of art and principles of design to create artwork?
3. How can you lead the viewer into and around your art?

## Understandings

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## Critical Knowledge and Skills

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## Knowledge

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Students will know:

1. Composition refers to how the artwork is pulled together
2. Composition is how an artist intentionally uses the elements of art and principles of design
3. An artist uses the elements of art and principles of design to create a compositional focal point

## Skills

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Students will be able to:

1. Define composition
2. Create compositions using different compositional structures
3. Crop the main subject to fill the frame
4. Consider the rule of thirds when placing the focal point
5. Create hierarchy with different sized objects

6. Arrange the elements of art and principles of design to create a focal point, create mood and give direction to the viewer

## **Assessment and Resources**

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### **School Formative Assessment Plan (Other Evidence)**

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1. Google Slides: Working Portfolio

In progress photos (uploaded everyday)

### **School Summative Assessment Plan**

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1. Google Slide: Working Portfolio

- a. Thumbnail Sketches
- b. In progress photos (5 minimum)
- c. Final Image (Cropped and Edited)
- d. Artist Statement (Full Page)

2. AP Visual Art Self-Evaluation Form

<https://artofed-uploads.nyc3.digitaloceanspaces.com/2018/07/APVisualArtSelf-EvaluationForm.pdf>

## **Primary Resources**

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1. MrsTFox

<https://www.teacherspayteachers.com/Product/Distance-Learning-Art-Prompts-4837060>

2. AP Drawing Curriculum

3. AP Visual Art Self-Evaluation Form

<https://artofed-uploads.nyc3.digitaloceanspaces.com/2018/07/APVisualArtSelf-EvaluationForm.pdf>

4. EDSITEment! <https://edsitement.neh.gov>

## Supplementary Resources

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## Technology Integration and Differentiated Instruction

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### Technology Integration

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#### • Google Products

- Google Classroom - Used for daily interactions with the students covering a vast majority of different educational resources (Daily Notes, Exit Tickets, Classroom Polls, Quick Checks, Additional Resources/ Support, Homework, etc.)
- GAFE (Google Apps For Education) - Using various programs connected with Google to collaborate within the district, co-teachers, grade level partner teacher, and with students to stay connected with the content that is covered within the topic. Used to collect data in real time and see results upon completion of the assignments to allow for 21st century learning.

#### • One to One Student's Chromebook

- All students within the West Deptford School District are given a computer, allowing for 21st century learning to occur within every lesson/topic.

#### • Additional Support Videos

The videos below are just examples of videos that can be used to support each of the Lessons within this Topic.

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### Differentiated Instruction

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#### Gifted Students (N.J.A.C.6A:8-3.1)

- ☐ Within each lesson, the Gifted Students are given choice on topic and subject matter allowing them to explore interests appropriate to their abilities, areas of interest and other courses.

#### English Language Learners (N.J.A.C.6A:15)

- ☐ Within each lesson, the English Language Learners are given choice of topic and resources so that their materials are within their ability to grasp the language.
- ☐ All assignments have been created in the student's native language.

- ☐ Work with ELL Teacher to allow for all assignments to be completed with extra time.

#### **At-Risk Students (N.J.A.C.6A:8-4.3c)**

- ☐ Within each lesson, the at-risk students are given choice of topic and resources so that their materials are within their ability level and high-interest.

#### **Special Education Students (N.J.A.C.6A:8-3.1)**

- ☐ Within each lesson, special education students are given choice of topic and resources so that their materials are within their ability level and high-interest.
- ☐ All content will be modeled with examples and all essays are built on a step-by-step basis so modifications for assignments in small chunks are met.

All other IEP modifications will be honored (ie. hard copies of notes, directions restated, etc.)

## **Interdisciplinary Connections**

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### **MATH - Rules of Thirds, Balance (Symmetry)**

SCIENCE -

SOCIAL STUDIES -

WORLD LANGUAGES -

VISUAL/PERFORMING ARTS -

**APPLIED TECHNOLOGY - Photoshop to crop photo reference/strengthen composition**

BUSINESS EDUCATION -

**GLOBAL AWARENESS - Art History**

## **Learning Plan / Pacing Guide**

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### Project Examples

Shoe Frenzy (Compositional Structure)

<https://www.teacherspayteachers.com/Product/AP-Studio-Art-Breadth-Project-Shoe-Frenzy-4189925>

“Transparent Objects”

<https://www.teacherspayteachers.com/Product/Visual-Art-Drawing-Transparent-Objects-White-Colored->





# Art III & IV, Breadth: Unit 2, Exploration of Subject and Genre through Art History (and sketchbooks)

Content Area: **Fine Arts**  
Course(s): **Generic Course, ALGEBRA II, WOOD I, Art I**  
Time Period: **Marking Period 1**  
Length: **10 weeks**  
Status: **Published**

## Visual and Performing Arts Standards

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## Creating

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- |                        |   |
|------------------------|---|
| VA.9-12.1.5.12adv.Cr1b | Choose from a range of materials and methods of traditional and contemporary artistic practices, following or breaking established conventions, to plan the making of multiple works of art and design based on a theme, idea or concept. |
| VA.9-12.1.5.12adv.Cr2c | Demonstrate in works of art or design how visual and material culture defines, shapes, enhances, inhibits, and/or empowers people's lives.  |
| VA.9-12.1.5.12adv.Cr3a | Reflect on, re-engage, revise and refine works of art or design considering relevant traditional and contemporary criteria as well as personal artistic vision.   |

## Presenting

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- |                        |   |
|------------------------|---|
| VA.9-12.1.5.12adv.Pr5  | Developing and refining techniques and models or steps needed to create products.   |
| VA.9-12.1.5.12adv.Pr6  | Conveying meaning through art.  |
| VA.9-12.1.5.12adv.Pr4a | Critique, justify and present choices in the process of analyzing, selecting, curating, and presenting artwork for a specific exhibit or event. |

## Responding

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VA.9-12.1.5.12adv.Re7a	Analyze how responses to art develop over time based on knowledge of and experience with art and life.
VA.9-12.1.5.12adv.Re7b	Determine the commonalities within a group of artists or visual arts attributed to a particular type of art, timeframe, or culture.
VA.9-12.1.5.12adv.Re8a	Analyze differing interpretations of an artwork or collection of works in order to select and defend a plausible critical analysis.
VA.9-12.1.5.12adv.Re9a	Construct evaluations of a work of art or collection of works based on differing sets of criteria.

## Connecting

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VA.9-12.1.5.12adv.Cn11	Relating artistic ideas and works within societal, cultural and historical contexts to deepen understanding.
VA.9-12.1.5.12adv.Cn10a	Synthesize knowledge of social, cultural, historical, and personal life with artmaking approaches to create meaningful works of art or design.

## Transfer Goals and Career Ready Practices

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### Transfer Goals

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**(Big Idea) Students will be able to independently use their learning to:**

Students will create works of art, showcasing different art genres and subject matter, while using art history as a strong influence.

## Career Readiness, Life Literacy and Key Skills NJSLs

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### Creativity and Innovation

*With a growth mindset, failure is an important part of success.*

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).

*Innovative ideas or innovation can lead to career opportunities.*

9.4.12.CI.2: Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).

9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).

### Critical Thinking and Problem-solving

*Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.*

9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).

9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).

9.4.12.CT.3: Enlist input from a variety of stakeholders (e.g., community members, experts in the field) to design a service learning activity that addresses a local or global issue (e.g., environmental justice).

9.4.12.CT.4: Participate in online strategy and planning sessions for course-based, school-based, or other project and determine the strategies that contribute to effective outcomes.

## **Digital Citizenship**

*Laws govern the use of intellectual property and there are legal consequences to utilizing or sharing another's original works without permission or appropriate credit.*

9.4.12.DC.1: Explain the beneficial and harmful effects that intellectual property laws can have on the creation and sharing of content (e.g., 6.1.12.CivicsPR.16.a).

9.4.12.DC.2: Compare and contrast international differences in copyright laws and ethics.

*Laws govern many aspects of computing, such as privacy, data, property, information, and identity. These laws can have beneficial and harmful effects, such as expediting or delaying advancements in computing and protecting or infringing upon people's rights.*

9.4.12.DC.3: Evaluate the social and economic implications of privacy in the context of safety, law, or ethics (e.g., 6.3.12.HistoryCA.1).

9.4.12.DC.4: Explain the privacy concerns related to the collection of data (e.g., cookies) and generation of data through automated processes that may not be evident to users (e.g., 8.1.12.NI.3).

9.4.12.DC.5: Debate laws and regulations that impact the development and use of software.

*Cultivating online reputations for employers and academia requires separating private and professional digital identities.*

9.4.12.DC.6: Select information to post online that positively impacts personal image and future college and career opportunities.

*Digital communities influence many aspects of society, especially the workforce. The increased connectivity between people in different cultures and different career fields have changed the nature, content, and responsibilities of many careers.*

9.4.12.DC.7: Evaluate the influence of digital communities on the nature, content and responsibilities of careers, and other aspects of society (e.g., 6.1.12.CivicsPD.16.a).

*Network connectivity and computing capability extended to objects, sensors and everyday items not normally considered computers allows these devices to generate, exchange, and consume data with minimal human intervention.*

*Technologies such as Artificial Intelligence (AI) and blockchain can help minimize the effect of climate change.*

9.4.12.DC.8: Explain how increased network connectivity and computing capabilities of everyday objects allow for innovative technological approaches to climate protection.

## **Global and Cultural Awareness**

*Solutions to the problems faced by a global society require the contribution of individuals with different points of view and experiences.*

9.4.12.GCA.1: Collaborate with individuals to analyze a variety of potential solutions to climate change effects and determine why some solutions (e.g., political, economic, cultural) may work better than others.

## **Information and media literacy**

*Advanced search techniques can be used with digital and media resources to locate information and to check the credibility and the expertise of sources to answer questions, solve problems, and inform the decision-making.*

9.4.12.IML.1: Compare search browsers and recognize features that allow for filtering of information.

9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources (e.g., NJSLA.W8, Social Studies Practice: Gathering and Evaluating Sources).

*Digital tools such as artificial intelligence, image enhancement and analysis, and sophisticated computer modeling and simulation create new types of information that may*

*have profound effects on society. These new types of information must be evaluated carefully.*

9.4.12.IML.3: Analyze data using tools and models to make valid and reliable claims, or to determine optimal design solutions (e.g., S-ID.B.6a., 8.1.12.DA.5, 7.1.IH.IPRET.8)  
9.4.12.IML.4: Assess and critique the appropriateness and impact of existing data visualizations for an intended audience (e.g., S-ID.B.6b, HS-LS2-4).

*In order for members of our society to participate productively, information needs to be shared accurately and ethically.*

9.4.12.IML.5: Evaluate, synthesize, and apply information on climate change from various sources appropriately (e.g., 2.1.12.CHSS.6, S.IC.B.4, S.IC.B.6, 8.1.12.DA.1, 6.1.12.GeoHE.14.a, 7.1.AL.PRSNT.2).  
9.4.12.IML.6: Use various types of media to produce and store information on climate change for different purposes and audiences with sensitivity to cultural, gender, and age diversity (e.g., NJSLA.SL5).

*Accurate information may help in making valuable and ethical choices.*

9.4.12.IML.7: Develop an argument to support a claim regarding a current workplace or societal/ethical issue such as climate change (e.g., NJSLA.W1, 7.1.AL.PRSNT.4).

*Media have embedded values and points of view.*

9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations (e.g., 7.1.AL.IPRET.6).  
9.4.12.IML.9: Analyze the decisions creators make to reveal explicit and implicit messages within information and media (e.g., NJSLA.R6, 1.5.12acc.C2a, 7.1.IL.IPRET.4).

## Concepts

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### Topics to visit:

Human Figure

Self Portrait

Landscape and/or Natural Elements

Still Life

Architecture

## Essential Questions

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1. What is the subject in a work of art?
2. What are genres in the visual arts?
3. How can art history influence my artwork?

## **Understandings**

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## **Critical Knowledge and Skills**

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## **Knowledge**

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Students will know:

1. Different genres in art history
2. How to identify the subject in a work of art
3. Using different Subject/Genres within a portfolio adds a level of interest and complexity

## **Skills**

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Students will be able to:

1. Define subject in the visual arts.
2. Research and analyze subjects beyond the objects and figures which appear in the image.
3. Explain how a close viewing and a close reading of the image contribute to the successful viewing of the art work
4. Define genre in the visual arts, particularly in Western painting
5. Recognize and explain the differences between subject and genre
6. Identify the genre of a variety of works of art
7. Produce artwork in various genres depicting different subjects influenced by art history

## **Assessment and Resources**

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## **School Formative Assessment Plan (Other Evidence)**

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## 1. Google Slides: Working Portfolio

In progress photos (uploaded everyday)

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## School Summative Assessment Plan

### 1. Google Slide: Working Portfolio

- a. Thumbnail Sketches
- b. In progress photos (5 minimum)
- c. Final Image (Cropped and Edited)
- d. Artist Statement (Full Page)

### 2. AP Visual Art Self-Evaluation Form

<https://artofed-uploads.nyc3.digitaloceanspaces.com/2018/07/APVisualArtSelf-EvaluationForm.pdf>

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## Primary Resources

### 1. Museum Gallery

<https://www.metmuseum.org>

### 2. “Genre in the Visual Arts: Portraits, Pears, and Perfect Landscapes”

<https://edsitement.neh.gov/lesson-plans/genre-visual-arts-portraits-pears-and-perfect-landscapes>

### 3. <https://edsitement.neh.gov/lesson-plans/whats-picture-introduction-subject-visual-arts>

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## Supplementary Resources

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## Technology Integration and Differentiated Instruction

## **Technology Integration**

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### **● Google Products**

- Google Classroom - Used for daily interactions with the students covering a vast majority of different educational resources (Daily Notes, Exit Tickets, Classroom Polls, Quick Checks, Additional Resources/ Support, Homework, etc.)
- GAFE (Google Apps For Education) - Using various programs connected with Google to collaborate within the district, co-teachers, grade level partner teacher, and with students to stay connected with the content that is covered within the topic. Used to collect data in real time and see results upon completion of the assignments to allow for 21st century learning.

### **● One to One Student's Chromebook**

- All students within the West Deptford School District are given a computer, allowing for 21st century learning to occur within every lesson/topic.

### **● Additional Support Videos**

The videos below are just examples of videos that can be used to support each of the Lessons within this Topic.

8.1.12.E.2                      Research and evaluate the impact on society of the unethical use of digital tools and present your research to peers.

8.1.12.F.1                      Evaluate the strengths and limitations of emerging technologies and their impact on educational, career, personal and or social needs.

## **Differentiated Instruction**

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### **Gifted Students (N.J.A.C.6A:8-3.1)**

☐ Within each lesson, the Gifted Students are given choice on topic and subject matter allowing them to explore interests appropriate to their abilities, areas of interest and other courses.

### **English Language Learners (N.J.A.C.6A:15)**

☐ Within each lesson, the English Language Learners are given choice of topic and resources so that their materials are within their ability to grasp the language.

☐ All assignments have been created in the student's native language.

☐ Work with ELL Teacher to allow for all assignments to be completed with extra time.

### **At-Risk Students (N.J.A.C.6A:8-4.3c)**

☐ Within each lesson, the at-risk students are given choice of topic and resources so that their materials are within their ability level and high-interest.

### **Special Education Students (N.J.A.C.6A:8-3.1)**

☐ Within each lesson, special education students are given choice of topic and resources so that their materials are within their ability level and high-interest.

☐ All content will be modeled with examples and all essays are built on a step-by-step basis so modifications for assignments in small chunks are met.

All other IEP modifications will be honored (ie. hard copies of notes, directions restated, etc.)

## **Interdisciplinary Connections**

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MATH -

SCIENCE - Landscapes (atmospheric perspective)

SOCIAL STUDIES - Observance of different genres throughout history

WORLD LANGUAGES -

VISUAL/PERFORMING ARTS -

APPLIED TECHNOLOGY - Photoshop to crop photo reference/strengthen composition

BUSINESS EDUCATION -

GLOBAL AWARENESS - Art History

## **Learning Plan / Pacing Guide**

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Le Petit Orange (Still life object)

<https://www.teacherspayteachers.com/Product/Distance-Learning-Drawing-Le-Petit-Orange-4187256>

“Family Portrait” (Subject/Ground Relationship)



<https://www.teacherspayteachers.com/Product/Distance-Learning-Art-Family-Portrait-4758259>

# Art III & IV, Breadth: Unit 3, Exploration of Various Content (and sketchbooks)

Content Area: **Fine Arts**  
Course(s): **Generic Course, ALGEBRA II, WOOD I, Art I**  
Time Period: **Marking Period 1**  
Length: **10 weeks**  
Status: **Published**

## Visual and Performing Arts Standards

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## Creating

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VA.9-12.1.5.12adv.Cr1a	Visualize and generate art and design that can affect social change.
VA.9-12.1.5.12adv.Cr1b	Choose from a range of materials and methods of traditional and contemporary artistic practices, following or breaking established conventions, to plan the making of multiple works of art and design based on a theme, idea or concept.
VA.9-12.1.5.12adv.Cr2c	Demonstrate in works of art or design how visual and material culture defines, shapes, enhances, inhibits, and/or empowers people's lives.
VA.9-12.1.5.12adv.Cr3a	Reflect on, re-engage, revise and refine works of art or design considering relevant traditional and contemporary criteria as well as personal artistic vision.

## Presenting

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VA.9-12.1.5.12adv.Pr6a	Curate a collection of objects, artifacts or artwork to impact the viewer's understanding of social, cultural and/or political experiences.
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## Responding

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VA.9-12.1.5.12adv.Re7a	Analyze how responses to art develop over time based on knowledge of and experience with art and life.
VA.9-12.1.5.12adv.Re7b	Determine the commonalities within a group of artists or visual arts attributed to a particular type of art, timeframe, or culture.
VA.9-12.1.5.12adv.Re8a	Analyze differing interpretations of an artwork or collection of works in order to select and defend a plausible critical analysis.
VA.9-12.1.5.12adv.Re9a	Construct evaluations of a work of art or collection of works based on differing sets of criteria.

## Connecting

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VA.9-12.1.5.12adv.Cn10	Synthesizing and relating knowledge and personal experiences to create products.
VA.9-12.1.5.12adv.Cn10a	Synthesize knowledge of social, cultural, historical, and personal life with artmaking approaches to create meaningful works of art or design.
VA.9-12.1.5.12adv.Cn11a	Assess the impact of an artist or a group of artists on the beliefs, values and behaviors of a society.
VA.9-12.1.5.12adv.Cn11b	Assess the impact of an artist or group of artists on global issues, including climate change.

## Transfer Goals and Career Ready Practices

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### Transfer Goals

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Students will be able to independently use their learning to:

Create media artwork by investigating and developing awareness of social, global and/or political issues.

## Career Readiness, Life Literacy and Key Skills NJSLs

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### Creativity and Innovation

*With a growth mindset, failure is an important part of success.*

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).

*Innovative ideas or innovation can lead to career opportunities.*

9.4.12.CI.2: Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.IF.8).  
9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).

### **Critical Thinking and Problem-solving**

*Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.*

9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).  
9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12prof.CR3.a).  
9.4.12.CT.3: Enlist input from a variety of stakeholders (e.g., community members, experts in the field) to design a service learning activity that addresses a local or global issue (e.g., environmental justice).  
9.4.12.CT.4: Participate in online strategy and planning sessions for course-based, school-based, or other project and determine the strategies that contribute to effective outcomes.

### **Digital Citizenship**

*Laws govern the use of intellectual property and there are legal consequences to utilizing or sharing another's original works without permission or appropriate credit.*

9.4.12.DC.1: Explain the beneficial and harmful effects that intellectual property laws can have on the creation and sharing of content (e.g., 6.1.12.CivicsPR.16.a).  
9.4.12.DC.2: Compare and contrast international differences in copyright laws and ethics.

*Laws govern many aspects of computing, such as privacy, data, property, information, and identity. These laws can have beneficial and harmful effects, such as expediting or delaying advancements in computing and protecting or infringing upon people's rights.*

9.4.12.DC.3: Evaluate the social and economic implications of privacy in the context of safety, law, or ethics (e.g., 6.3.12.HistoryCA.1).  
9.4.12.DC.4: Explain the privacy concerns related to the collection of data (e.g., cookies) and generation of data through automated processes that may not be evident to users (e.g., 8.1.12.NI.3).  
9.4.12.DC.5: Debate laws and regulations that impact the development and use of software.

*Cultivating online reputations for employers and academia requires separating private and professional digital identities.*

9.4.12.DC.6: Select information to post online that positively impacts personal image and future college and career opportunities.

*Digital communities influence many aspects of society, especially the workforce. The increased connectivity between people in different cultures and different career fields have changed the nature, content, and responsibilities of many careers.*

9.4.12.DC.7: Evaluate the influence of digital communities on the nature, content and responsibilities of careers, and other aspects of society (e.g., 6.1.12.CivicsPD.16.a).

*Network connectivity and computing capability extended to objects, sensors and everyday items not normally considered computers allows these devices to generate, exchange, and consume data with minimal human intervention.  
Technologies such as Artificial Intelligence (AI) and blockchain can help minimize the effect of climate change.*

9.4.12.DC.8: Explain how increased network connectivity and computing capabilities of everyday objects allow for innovative technological approaches to climate protection.

### **Global and Cultural Awareness**

*Solutions to the problems faced by a global society require the contribution of individuals with different points of view and experiences.*

9.4.12.GCA.1: Collaborate with individuals to analyze a variety of potential solutions to climate change effects and determine why some solutions (e.g., political, economic, cultural) may work better than others.

### **Information and media literacy**

*Advanced search techniques can be used with digital and media resources to locate information and to check the credibility and the expertise of sources to answer questions,*

*solve problems, and inform the decision-making.*

9.4.12.IML.1: Compare search browsers and recognize features that allow for filtering of information.

9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources (e.g., NJSLA.W8, Social Studies Practice: Gathering and Evaluating Sources).

*Digital tools such as artificial intelligence, image enhancement and analysis, and sophisticated computer modeling and simulation create new types of information that may have profound effects on society. These new types of information must be evaluated carefully.*

9.4.12.IML.3: Analyze data using tools and models to make valid and reliable claims, or to determine optimal design solutions (e.g., S-ID.B.6a., 8.1.12.DA.5, 7.1.IH.IPRET.8)

9.4.12.IML.4: Assess and critique the appropriateness and impact of existing data visualizations for an intended audience (e.g., S-ID.B.6b, HS-LS2-4).

*In order for members of our society to participate productively, information needs to be shared accurately and ethically.*

9.4.12.IML.5: Evaluate, synthesize, and apply information on climate change from various sources appropriately (e.g., 2.1.12.CHSS.6, S.IC.B.4, S.IC.B.6, 8.1.12.DA.1, 6.1.12.GeoHE.14.a, 7.1.AL.PRSNT.2).

9.4.12.IML.6: Use various types of media to produce and store information on climate change for different purposes and audiences with sensitivity to cultural, gender, and age diversity (e.g., NJSLA.SL5).

*Accurate information may help in making valuable and ethical choices.*

9.4.12.IML.7: Develop an argument to support a claim regarding a current workplace or societal/ethical issue such as climate change (e.g., NJSLA.W1, 7.1.AL.PRSNT.4).

*Media have embedded values and points of view.*

9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations (e.g., 7.1.AL.IPRET.6).

9.4.12.IML.9: Analyze the decisions creators make to reveal explicit and implicit messages within information and media (e.g., NJSLA.R6, 1.5.12acc.C2a, 7.1.IL.IPRET.4).

## Concepts

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## Essential Questions

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Essential Questions:

How does time, place, audience, and context affect presenting or performing choices for media artworks? How can presenting or sharing media artworks in a public format help a media artist learn and grow? Why do various venues exist for presenting, sharing, or distributing media artworks?

## Understandings

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Enduring Understanding:

Media artists present, share and distribute media artworks through various social, cultural, and political contexts.

## **Critical Knowledge and Skills**

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### **Knowledge**

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Students will know:

1. Creating art with context can aid in global awareness.
2. Consideration of form, context and personal experience provide clues to their expressive intent.

### **Skills**

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Students will be able to:

1. Create works of art that send a message about current social, cultural and political context.
2. Evaluate the benefits of art and its impact from the personal, local and social level.
3. Analyze the intent, meanings and influence of a variety of media artworks, bases on personal, societal, historical, and cultural contexts.

## **Assessment and Resources**

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## **School Formative Assessment Plan (Other Evidence)**

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### **School Summative Assessment Plan**

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1. Google Slide: Working Portfolio
  - a. Thumbnail Sketches

- b. In progress photos (5 minimum)
- c. Final Image (Cropped and Edited)
- d. Artist Statement (Full Page)

## 2. AP Visual Art Self-Evaluation Form

<https://artofed-uploads.nyc3.digitaloceanspaces.com/2018/07/APVisualArtSelf-EvaluationForm.pdf>

## **Primary Resources**

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## **Supplementary Resources**

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## **Technology Integration and Differentiated Instruction**

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### **Technology Integration**

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#### **● Google Products**

- Google Classroom - Used for daily interactions with the students covering a vast majority of different educational resources (Daily Notes, Exit Tickets, Classroom Polls, Quick Checks, Additional Resources/ Support, Homework, etc.)
- GAFE (Google Apps For Education) - Using various programs connected with Google to collaborate within the district, co-teachers, grade level partner teacher, and with students to stay connected with the content that is covered within the topic. Used to collect data in real time and see results upon completion of the assignments to allow for 21st century learning.

#### **● One to One Student's Chromebook**

- All students within the West Deptford School District are given a computer, allowing for 21st century learning to occur within every lesson/topic.

#### **● Additional Support Videos**

The videos below are just examples of videos that can be used to support each of the Lessons within this Topic.

## **Differentiated Instruction**

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### **Gifted Students (N.J.A.C.6A:8-3.1)**

- ☐ Within each lesson, the Gifted Students are given choice on topic and subject matter allowing them to explore interests appropriate to their abilities, areas of interest and other courses.

### **English Language Learners (N.J.A.C.6A:15)**

- ☐ Within each lesson, the English Language Learners are given choice of topic and resources so that their materials are within their ability to grasp the language.
- ☐ All assignments have been created in the student's native language.
- ☐ Work with ELL Teacher to allow for all assignments to be completed with extra time.

### **At-Risk Students (N.J.A.C.6A:8-4.3c)**

- ☐ Within each lesson, the at-risk students are given choice of topic and resources so that their materials are within their ability level and high-interest.

### **Special Education Students (N.J.A.C.6A:8-3.1)**

- ☐ Within each lesson, special education students are given choice of topic and resources so that their materials are within their ability level and high-interest.
- ☐ All content will be modeled with examples and all essays are built on a step-by-step basis so modifications for assignments in small chunks are met.

All other IEP modifications will be honored (ie. hard copies of notes, directions restated, etc.)



## **Interdisciplinary Connections**

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**MATH -**

**SCIENCE -**

**SOCIAL STUDIES - Art History; Social, Cultural and Political Contexts**

**WORLD LANGUAGES -**

**VISUAL/PERFORMING ARTS -**

**APPLIED TECHNOLOGY - Digital Portfolio; Photograph editing applications**

**BUSINESS EDUCATION -**

**GLOBAL AWARENESS - Art History; Social, Cultural and Political Contexts**

## **Learning Plan / Pacing Guide**

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# Art III & IV, Concentration: Unit 4

Content Area: **Fine Arts**  
Course(s): **Generic Course, ART III, ART IV, Art I, Art II**  
Time Period: **Marking Period 1**  
Length: **10 weeks**  
Status: **Published**

## Visual and Performing Arts Standards

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**Art III** will follow the standards of *ADVANCED*.

(12 works of art)

**Art IV** will follow the standards of *ACCOMPLISHED*

(12 new works of art, in addition to the 12 from the previous year)

*\*\* this will complete their portfolio in year 2 of this combined class*



## Creating

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VA.9-12.1.5.12acc.Cr1a	Individually and collaboratively formulate new creative problems based on student's existing artwork.
VA.9-12.1.5.12acc.Cr1b	Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design.
VA.9-12.1.5.12acc.Cr2a	Through experimentation, practice and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.
VA.9-12.1.5.12acc.Cr2b	Demonstrate awareness of ethical implications of making and distributing creative work.
VA.9-12.1.5.12acc.Cr2c	Redesign an object, system, place, or design in response to contemporary issues.
VA.9-12.1.5.12acc.Cr3a	Engage in constructive critique with peers, then reflect on, re-engage, revise, and refine

	works of art and design in response to personal artistic vision.
VA.9-12.1.5.12adv.Cr1a	Visualize and generate art and design that can affect social change.
VA.9-12.1.5.12adv.Cr1b	Choose from a range of materials and methods of traditional and contemporary artistic practices, following or breaking established conventions, to plan the making of multiple works of art and design based on a theme, idea or concept.
VA.9-12.1.5.12adv.Cr2a	Experiment, plan and make multiple works of art and design that explore a personally meaningful theme, idea, or concept.
VA.9-12.1.5.12adv.Cr2b	Demonstrate understanding of the importance of balancing freedom and responsibility in the use of images, materials, tools and equipment in the creation and circulation of creative work.
VA.9-12.1.5.12adv.Cr2c	Demonstrate in works of art or design how visual and material culture defines, shapes, enhances, inhibits, and/or empowers people's lives.
VA.9-12.1.5.12adv.Cr3a	Reflect on, re-engage, revise and refine works of art or design considering relevant traditional and contemporary criteria as well as personal artistic vision.

## Presenting

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VA.9-12.1.5.12acc.Pr4a	Analyze, select and critique personal artwork for a collection or portfolio presentation.
VA.9-12.1.5.12acc.Pr5a	Evaluate, select and apply methods or processes appropriate to display artwork in a specific place.
VA.9-12.1.5.12acc.Pr6a	Make, explain and justify connections between artists or artwork and social, cultural and political history.
VA.9-12.1.5.12adv.Pr6	Conveying meaning through art.
VA.9-12.1.5.12adv.Pr4a	Critique, justify and present choices in the process of analyzing, selecting, curating, and presenting artwork for a specific exhibit or event.
VA.9-12.1.5.12adv.Pr5a	Investigate, compare and contrast methods for preserving and protecting art.
VA.9-12.1.5.12adv.Pr6a	Curate a collection of objects, artifacts or artwork to impact the viewer's understanding of social, cultural and/or political experiences.

## Responding

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VA.9-12.1.5.12acc.Re7a	Recognize and describe personal aesthetic and empathetic responses to the natural world and constructed environments.
VA.9-12.1.5.12acc.Re7b	Evaluate the effectiveness of visual artworks to influence ideas, feelings, and behaviors of specific audiences.
VA.9-12.1.5.12acc.Re8a	Identify types of contextual information useful in the process of constructing interpretations of an artwork or collection of works.
VA.9-12.1.5.12acc.Re9a	Determine the relevance of criteria used by others to evaluate a work of art or collection of works.
VA.9-12.1.5.12adv.Re7a	Analyze how responses to art develop over time based on knowledge of and experience with art and life.
VA.9-12.1.5.12adv.Re7b	Determine the commonalities within a group of artists or visual arts attributed to a particular type of art, timeframe, or culture.
VA.9-12.1.5.12adv.Re8a	Analyze differing interpretations of an artwork or collection of works in order to select and defend a plausible critical analysis.

VA.9-12.1.5.12adv.Re9a

Construct evaluations of a work of art or collection of works based on differing sets of criteria.

## Connecting

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VA.9-12.1.5.12acc.Cn10

Synthesizing and relating knowledge and personal experiences to create products.

VA.9-12.1.5.12acc.Cn10a

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

VA.9-12.1.5.12acc.Cn11a

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

VA.9-12.1.5.12acc.Cn11b

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

VA.9-12.1.5.12adv.Cn10a

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

VA.9-12.1.5.12adv.Cn11a

Assess the impact of an artist or a group of artists on the beliefs, values and behaviors of a society.

VA.9-12.1.5.12adv.Cn11b

Assess the impact of an artist or group of artists on global issues, including climate change.

## Transfer Goals and Career Ready Practices

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### Transfer Goals

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Students will be able to independently use their learning to:

1. Investigate materials, processes and ideas
2. Make art and design (Application)
3. Present art and design (Art Show/Final Portfolio)

## Career Readiness, Life Literacy and Key Skills NJSLs

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### Creativity and Innovation

*With a growth mindset, failure is an important part of success.*

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).

*Innovative ideas or innovation can lead to career opportunities.*

9.4.12.CI.2: Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).

9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).

### Critical Thinking and Problem-solving

*Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.*

9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).

9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).

9.4.12.CT.3: Enlist input from a variety of stakeholders (e.g., community members, experts in the field) to design a service learning activity that addresses a local or global issue (e.g., environmental justice).

9.4.12.CT.4: Participate in online strategy and planning sessions for course-based, school-based, or other project and determine the strategies that contribute to effective outcomes.

## **Digital Citizenship**

*Laws govern the use of intellectual property and there are legal consequences to utilizing or sharing another's original works without permission or appropriate credit.*

9.4.12.DC.1: Explain the beneficial and harmful effects that intellectual property laws can have on the creation and sharing of content (e.g., 6.1.12.CivicsPR.16.a).

9.4.12.DC.2: Compare and contrast international differences in copyright laws and ethics.

*Laws govern many aspects of computing, such as privacy, data, property, information, and identity. These laws can have beneficial and harmful effects, such as expediting or delaying advancements in computing and protecting or infringing upon people's rights.*

9.4.12.DC.3: Evaluate the social and economic implications of privacy in the context of safety, law, or ethics (e.g., 6.3.12.HistoryCA.1).

9.4.12.DC.4: Explain the privacy concerns related to the collection of data (e.g., cookies) and generation of data through automated processes that may not be evident to users (e.g., 8.1.12.NI.3).

9.4.12.DC.5: Debate laws and regulations that impact the development and use of software.

*Cultivating online reputations for employers and academia requires separating private and professional digital identities.*

9.4.12.DC.6: Select information to post online that positively impacts personal image and future college and career opportunities.

*Digital communities influence many aspects of society, especially the workforce. The increased connectivity between people in different cultures and different career fields have changed the nature, content, and responsibilities of many careers.*

9.4.12.DC.7: Evaluate the influence of digital communities on the nature, content and responsibilities of careers, and other aspects of society (e.g., 6.1.12.CivicsPD.16.a).

*Network connectivity and computing capability extended to objects, sensors and everyday items not normally considered computers allows these devices to generate, exchange, and consume data with minimal human intervention.*

*Technologies such as Artificial Intelligence (AI) and blockchain can help minimize the effect of climate change.*

9.4.12.DC.8: Explain how increased network connectivity and computing capabilities of everyday objects allow for innovative technological approaches to climate protection.

## **Global and Cultural Awareness**

*Solutions to the problems faced by a global society require the contribution of individuals with different points of view and experiences.*

9.4.12.GCA.1: Collaborate with individuals to analyze a variety of potential solutions to climate change effects and determine why some solutions (e.g., political, economic, cultural) may work better than others.

## **Information and media literacy**

*Advanced search techniques can be used with digital and media resources to locate information and to check the credibility and the expertise of sources to answer questions, solve problems, and inform the decision-making.*

9.4.12.IML.1: Compare search browsers and recognize features that allow for filtering of information.

9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources (e.g., NJSLSA.W8, Social Studies Practice: Gathering and Evaluating Sources).

*Digital tools such as artificial intelligence, image enhancement and analysis, and sophisticated computer modeling and simulation create new types of information that may have profound effects on society. These new types of information must be evaluated carefully.*

9.4.12.IML.3: Analyze data using tools and models to make valid and reliable claims, or to determine optimal design solutions (e.g., S-ID.B.6a., 8.1.12.DA.5, 7.1.IH.IPRET.8)  
9.4.12.IML.4: Assess and critique the appropriateness and impact of existing data visualizations for an intended audience (e.g., S-ID.B.6b, HS-LS2-4).

*In order for members of our society to participate productively, information needs to be shared accurately and ethically.*

9.4.12.IML.5: Evaluate, synthesize, and apply information on climate change from various sources appropriately (e.g., 2.1.12.CHSS.6, S.IC.B.4, S.IC.B.6, 8.1.12.DA.1, 6.1.12.GeoHE.14.a, 7.1.AL.PRSNT.2).  
9.4.12.IML.6: Use various types of media to produce and store information on climate change for different purposes and audiences with sensitivity to cultural, gender, and age diversity (e.g., NJSLA.SL5).

*Accurate information may help in making valuable and ethical choices.*

9.4.12.IML.7: Develop an argument to support a claim regarding a current workplace or societal/ethical issue such as climate change (e.g., NJSLA.W1, 7.1.AL.PRSNT.4).

*Media have embedded values and points of view.*

9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations (e.g., 7.1.AL.IPRET.6).  
9.4.12.IML.9: Analyze the decisions creators make to reveal explicit and implicit messages within information and media (e.g., NJSLA.R6, 1.5.12acc.C2a, 7.1.IL.IPRET.4).

## Concepts

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1. Working Portfolio
2. Thumbnail sketches
3. In progress photographs
4. Final Photograph of the artwork (Edited and cropped)
5. Artist Reflection

## Essential Questions

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1. How can I make a final work of art reflect my own style and personal preferences as an artist?
2. How do artists make a portfolio?
3. Why and how do artists present their work to viewers?
4. How can this artwork add a high level of artistry to my portfolio?
5. What is a concentration?

## Understandings

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## Critical Knowledge and Skills

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## **Knowledge**

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Students will know:

1. What a concentration is.
2. How to assemble a working portfolio
3. The importance of thumbnail sketches
4. How to organize, prep and showcase their artwork. (Art show/Senior showcase)

## **Skills**

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Students will be able to:

### **Inquiry and Investigation**

(Thumbnail sketches and Google Slide)

1. Generate possibilities for investigation (not assessed)
2. Describe how inquiry guides investigation through art and design (not assessed)  
describe how materials, processes, and ideas in art and design relate to context (not assessed)
3. Interpret works of art and design based on materials, processes, and ideas used (not assessed)
4. Investigate materials, processes, and ideas (not assessed)

### **Making Through Practice, Experimentation, and Revision**

(Application)

1. Formulate questions that guide a sustained investigation through art and design
2. Conduct a sustained investigation through art and design that demonstrates practice, experimentation, and revision guided by questions
3. Make works of art and design that demonstrate synthesis of materials, processes, and ideas.
4. Make works of art and design that demonstrate, 2-D, 3-D, or drawing skills.

### **Communication and Reflection**

(Art Show/Final Portfolio)

1. Identify, in writing, questions that guided a sustained investigation through art and design
2. Describe, in writing, how a sustained investigation through art and design shows evidence of practice, experimentation, and revision guided by questions.  
Identify, in writing, materials, processes, and ideas used to make works of art
3. Describe how works of art and design demonstrate synthesis of materials, processes, and ideas
4. Describe how works of art and design demonstrate 2-D, 3-D, or drawing skills
5. Present works of art and design for viewer interpretation

## **Assessment and Resources**

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### **School Formative Assessment Plan (Other Evidence)**

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Daily "In progress" Photograph

### **School Summative Assessment Plan**

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1. Google Slide: Working Portfolio

- a. Thumbnail Sketches
- b. In progress photos (5 minimum)
- c. Final Image (Cropped and Edited)
- d. Artist Statement (Full Page)

2. AP Visual Art Self-Evaluation Form

<https://artofed-uploads.nyc3.digitaloceanspaces.com/2018/07/APVisualArtSelf-EvaluationForm.pdf>

### **Primary Resources**

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Ap Studio Art Curriculum

<https://apcentral.collegeboard.org/courses/ap-drawing/portfolio>

### **Supplementary Resources**

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Phone app for editing: Pics Art (or similar program)

Sample Portfolios and Scoring Breakdown

<https://apcentral.collegeboard.org/pdf/ap-art-and-design-drawing-sustained-investigation-samples-2019-2020.pdf?course=ap->



## **Technology Integration and Differentiated Instruction**

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### **Technology Integration**

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- **Google Products**

- Google Classroom - Used for daily interactions with the students covering a vast majority of different educational resources (Daily Notes, Exit Tickets, Classroom Polls, Quick Checks, Additional Resources/ Support, Homework, etc.)
- GAFE (Google Apps For Education) - Using various programs connected with Google to collaborate within the district, co-teachers, grade level partner teacher, and with students to stay connected with the content that is covered within the topic. Used to collect data in real time and see results upon completion of the assignments to allow for 21st century learning.

- **One to One Student's Chromebook**

- All students within the West Deptford School District are given a computer, allowing for 21st century learning to occur within every lesson/topic.

- **Additional Support Videos**

The videos below are just examples of videos that can be used to support each of the Lessons within this Topic.

### **Differentiated Instruction**

---

#### **Gifted Students (N.J.A.C.6A:8-3.1)**

- ☐ Within each lesson, the Gifted Students are given choice on topic and subject matter allowing them to explore interests appropriate to their abilities, areas of interest and other courses.

#### **English Language Learners (N.J.A.C.6A:15)**

- ☐ Within each lesson, the English Language Learners are given choice of topic and resources so that their materials are within their ability to grasp the language.
- ☐ All assignments have been created in the student's native language.
- ☐ Work with ELL Teacher to allow for all assignments to be completed with extra time.

### **At-Risk Students (N.J.A.C.6A:8-4.3c)**

- ☐ Within each lesson, the at-risk students are given choice of topic and resources so that their materials are within their ability level and high-interest.

### **Special Education Students (N.J.A.C.6A:8-3.1)**

- ☐ Within each lesson, special education students are given choice of topic and resources so that their materials are within their ability level and high-interest.
- ☐ All content will be modeled with examples and all essays are built on a step-by-step basis so modifications for assignments in small chunks are met.

All other IEP modifications will be honored (ie. hard copies of notes, directions restated, etc.)

## **Interdisciplinary Connections**

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MATH -

SCIENCE -

**SOCIAL STUDIES - "What is Theme" (Complete sentence that expresses an idea, not a single word)**

WORLD LANGUAGES -

VISUAL/PERFORMING ARTS -

**APPLIED TECHNOLOGY - Digital Portfolio**

BUSINESS EDUCATION -

**GLOBAL AWARENESS - Art History**

## **Learning Plan / Pacing Guide**

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