

**CURRICULUM**

**FOR**

**ART I**

**GRADES 9-12**

This curriculum is part of the Educational Program of Studies of the Rahway Public Schools.

### **ACKNOWLEDGMENTS**

**Joseph Elefante, Program Supervisor of Fine & Performing Arts, Family & Consumer Science, and  
Technology Education**

The Board acknowledges the following who contributed to the preparation of this curriculum.

**Joseph Elefante**

**Tiffany A. Beer, Director of Curriculum and Instruction**

Subject/Course Title:  
**Art I**  
**Grades 9-12**

Date of Board Adoption:  
**September 16, 2020**

# RAHWAY PUBLIC SCHOOLS CURRICULUM

Art I: Grades 9-12

## *PACING GUIDE*

<b>Unit</b>	<b>Title</b>	<b>Pacing</b>
1	Connecting	6 weeks
2	Creating	8 weeks
3	Responding	2 weeks
4	Presenting	4 weeks

## *ACCOMMODATIONS*

<p><b>504 Accommodations:</b></p> <ul style="list-style-type: none"> <li>● Provide scaffolded vocabulary and vocabulary lists.</li> <li>● Provide extra visual and verbal cues and prompts.</li> <li>● Provide adapted/alternate/excerpted versions of the text and/or modified supplementary materials.</li> <li>● Provide links to audio files and utilize video clips.</li> <li>● Provide graphic organizers and/or checklists.</li> <li>● Provide modified rubrics.</li> <li>● Provide a copy of teaching notes, especially any key terms, in advance.</li> <li>● Allow additional time to complete assignments and/or assessments.</li> <li>● Provide shorter writing assignments.</li> <li>● Provide sentence starters.</li> <li>● Utilize small group instruction.</li> <li>● Utilize Think-Pair-Share structure.</li> <li>● Check for understanding frequently.</li> <li>● Have student restate information.</li> <li>● Support auditory presentations with visuals.</li> <li>● Weekly home-school communication tools (notebook, daily log, phone calls or email messages).</li> <li>● Provide study sheets and teacher outlines prior to assessments.</li> <li>● Quiet corner or room to calm down and relax when anxious.</li> <li>● Reduction of distractions.</li> <li>● Permit answers to be dictated.</li> <li>● Hands-on activities.</li> <li>● Use of manipulatives.</li> <li>● Assign preferential seating.</li> <li>● No penalty for spelling errors or sloppy handwriting.</li> <li>● Follow a routine/schedule.</li> <li>● Provide student with rest breaks.</li> <li>● Use verbal and visual cues regarding directions and staying on task.</li> <li>● Assist in maintaining agenda book.</li> </ul>	<p><b>IEP Accommodations:</b></p> <ul style="list-style-type: none"> <li>● Provide scaffolded vocabulary and vocabulary lists.</li> <li>● Differentiate reading levels of texts (e.g., Newsela).</li> <li>● Provide adapted/alternate/excerpted versions of the text and/or modified supplementary materials.</li> <li>● Provide extra visual and verbal cues and prompts.</li> <li>● Provide links to audio files and utilize video clips.</li> <li>● Provide graphic organizers and/or checklists.</li> <li>● Provide modified rubrics.</li> <li>● Provide a copy of teaching notes, especially any key terms, in advance.</li> <li>● Provide students with additional information to supplement notes.</li> <li>● Modify questioning techniques and provide a reduced number of questions or items on tests.</li> <li>● Allow additional time to complete assignments and/or assessments.</li> <li>● Provide shorter writing assignments.</li> <li>● Provide sentence starters.</li> <li>● Utilize small group instruction.</li> <li>● Utilize Think-Pair-Share structure.</li> <li>● Check for understanding frequently.</li> <li>● Have student restate information.</li> <li>● Support auditory presentations with visuals.</li> <li>● Provide study sheets and teacher outlines prior to assessments.</li> <li>● Use of manipulatives.</li> <li>● Have students work with partners or in groups for reading, presentations, assignments, and analyses.</li> <li>● Assign appropriate roles in collaborative work.</li> <li>● Assign preferential seating.</li> <li>● Follow a routine/schedule.</li> </ul>
<p><b>Gifted and Talented Accommodations:</b></p> <ul style="list-style-type: none"> <li>● Differentiate reading levels of texts (e.g., Newsela).</li> <li>● Offer students additional texts with higher lexile levels.</li> <li>● Provide more challenging and/or more supplemental readings and/or activities to deepen understanding.</li> <li>● Allow for independent reading, research, and projects.</li> <li>● Accelerate or compact the curriculum.</li> <li>● Offer higher-level thinking questions for deeper analysis.</li> <li>● Offer more rigorous materials/tasks/prompts.</li> <li>● Increase number and complexity of sources.</li> <li>● Assign group research and presentations to teach the class.</li> </ul>	<p><b>ELL Accommodations:</b></p> <ul style="list-style-type: none"> <li>● Provide extended time.</li> <li>● Assign preferential seating.</li> <li>● Assign peer buddy who the student can work with.</li> <li>● Check for understanding frequently.</li> <li>● Provide language feedback often (such as grammar errors, tenses, subject-verb agreements, etc...).</li> <li>● Have student repeat directions.</li> <li>● Make vocabulary words available during classwork and exams.</li> <li>● Use study guides/checklists to organize information.</li> <li>● Repeat directions.</li> <li>● Increase one-on-one conferencing.</li> <li>● Allow student to listen to an audio version of the text.</li> <li>● Give directions in small, distinct steps.</li> </ul>

<ul style="list-style-type: none"> <li>● Assign/allow for leadership roles during collaborative work and in other learning activities.</li> </ul>	<ul style="list-style-type: none"> <li>● Allow copying from paper/book.</li> <li>● Give student a copy of the class notes.</li> <li>● Provide written and oral instructions.</li> <li>● Differentiate reading levels of texts (e.g., Newsela).</li> <li>● Shorten assignments.</li> <li>● Read directions aloud to student.</li> <li>● Give oral clues or prompts.</li> <li>● Record or type assignments.</li> <li>● Adapt worksheets/packets.</li> <li>● Create alternate assignments.</li> <li>● Have student enter written assignments in criterion, where they can use the planning maps to help get them started and receive feedback after it is submitted.</li> <li>● Allow student to resubmit assignments.</li> <li>● Use small group instruction.</li> <li>● Simplify language.</li> <li>● Provide scaffolded vocabulary and vocabulary lists.</li> <li>● Demonstrate concepts possibly through the use of visuals.</li> <li>● Use manipulatives.</li> <li>● Emphasize critical information by highlighting it for the student.</li> <li>● Use graphic organizers.</li> <li>● Pre-teach or pre-view vocabulary.</li> <li>● Provide student with a list of prompts or sentence starters that they can use when completing a written assignment.</li> <li>● Provide audio versions of the textbooks.</li> <li>● Highlight textbooks/study guides.</li> <li>● Use supplementary materials.</li> <li>● Give assistance in note taking</li> <li>● Use adapted/modified textbooks.</li> <li>● Allow use of computer/word processor.</li> <li>● Allow student to answer orally, give extended time (time-and-a-half).</li> <li>● Allow tests to be given in a separate location (with the ESL teacher).</li> <li>● Allow additional time to complete assignments and/or assessments.</li> <li>● Read question to student to clarify.</li> <li>● Provide a definition or synonym for words on a test that do not impact the validity of the exam.</li> <li>● Modify the format of assessments.</li> <li>● Shorten test length or require only selected test items.</li> <li>● Create alternative assessments.</li> <li>● On an exam other than a spelling test, don't take points off for spelling errors.</li> </ul>
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## *UNIT OVERVIEW*

**Content Area:** Visual Art

**Unit Title:** Connecting

**Target Course/Grade Level:** 9-12

**Unit Summary:** Connecting to art is the first step in a student's artistic journey. In this unit, students will learn and develop specific criteria with which to analyze and, ultimately, evaluate an artwork's personal and cultural relevance. Using discipline-specific terminology, students will move beyond mere value judgments to develop a vocabulary and set of tools to gauge an artist's intent, technical proficiency, and impact.

**Approximate Length of Unit:** 6 weeks

## *LEARNING TARGETS*

### **NJ Student Learning Standards:**

- 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.

### **Career Readiness, Life Literacies, and Key Skills:**

- 9.4.12.CI.1.** Demonstrate the ability to reflect, analyze, and use creative skills and ideas.
- 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.
- 9.4.12.TL.1.** Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task.

### **Interdisciplinary Connections and Standards:**

- RI.11-12.3.** Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
- RI.11-12.4.** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.
- RI.11-12.7.** Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

**RI.11-12.10.** By the end of grade 12, read and comprehend literary nonfiction at grade level text-complexity or above with scaffolding as needed.

**NJSLSA.L6.** Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

**NJ SLS Companion Standards: Reading and Writing Standards for History, Social Studies, Science, and Technical Subjects:**

**RST.11-12.1.** Accurately cite strong and thorough evidence from the text to support analysis of science and technical texts, attending to precise details for explanations or descriptions.

**RST.11-12.2.** Determine the central ideas, themes, or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.

**RST.11-12.3.** Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.

**RST.11-12.4.** Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11-12 texts and topics.

**RST.11-12.5.** Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.

**RST.11-12.6.** Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved.

**RST.11-12.7.** Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.

**RST.11-12.8.** Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.

**RST.11-12.9.** Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.

**RST.11-12.10.** By the end of grade 12, read and comprehend science/technical texts in the grades 11-CCR text complexity band independently and proficiently.

**WHST.11-12.1.** Write arguments focused on discipline-specific content.

**WHST.11-12.2.** Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

**WHST.11-12.4.** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**WHST.11-12.5.** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

**WHST.11-12.6.** Use technology, including the Internet, to produce, share, and update writing products in response to ongoing feedback, including new arguments or information.

**WHST.11-12.7.** Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

**WHST.11-12.8.** Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

**WHST.11-12.9.** Draw evidence from informational texts to support analysis, reflection, and research.

**WHST.11-12.10.** Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

### **Unit Understandings:**

*Students will understand that...*

- Through artmaking, people make meaning by investigating and developing awareness of perceptions, knowledge and experiences.
- People develop ideas and understandings of society, culture and history through their interactions with and analysis of art.

### **Unit Essential Questions:**

- How does engaging in creating art enrich people's lives?
- How does making art attune people to their surroundings?
- How do people contribute to awareness and understanding of their lives and the lives of their communities through artmaking?
- How does art help us understand the lives of people of different times, places and cultures?
- How is art used to impact the views of a society?
- How does art preserve aspects of life?

### **Knowledge and Skills:**

*Students will know...*

- the elements of visual art: line, shape, texture, form, space, color and value, mark making, and materiality.
- the principles of design: unity, balance, hierarchy, proportion, emphasis, and contrast.
- contemporary artistic practices.
- discipline-specific terminology such as: content, context, criteria, critique, media, and subject matter.
- conceptual vocabularies.
- diverse criteria for evaluating art, including relevant and contemporary criteria.
- the distinction between critique and constructive critique.
- **major contributions, aesthetics, and cultural relevance of African-American visual artists (Romare Bearden, Sam Gilliam, Nick Cave, Kara Walker, Mickalene Thomas, and Kehinde Wiley).**
- major contributions and cultural relevance of environmental and climate change art (*Revival Field* by Mel Chin, *Underwater HOA* by Xavier Cortada, *Swale* by Mary Mattingly, *HighWaterLine* and *Liquid City* by Eve Mosher, and *The peo-ple cried mer-cy in the storm* by Allison Janae Hamilton).
- major contributions and relevance of new visual art media (digital art, computer graphics, computer animation, virtual art, Internet art, interactive art, sound art, video games, computer robotics, 3D printing, cyborg art, and art as biotechnology).



*Students will be able to...*

- analyze and evaluate the use of the elements of visual art in a given artwork using established criteria.
- analyze and evaluate the use of the principles of design in a given artwork using established criteria.
- identify the fundamental components of contemporary artistic practices.
- **identify the major contributions, aesthetic principles, and cultural relevance of select influential African-American visual artists.**
- identify the major contributions and cultural relevance of select influential environmental art.
- identify the major contributions and cultural relevance of select influential new media art.

## ***EVIDENCE OF LEARNING***

### **Assessment:**

*What evidence will be collected and deemed acceptable to show that students truly “understand”?*

- **End of Unit Assessment:** Students examine and respond to a body of contemporary artworks and compare the themes of the artwork to social, cultural, or political issues in their own lives and in their local and global communities.
- **Observations.**
- **Exit Tickets.**
- **Interviews.**
- **Critiques.**

### **Learning Activities:**

*What differentiated learning experiences and instruction will enable all students to achieve the desired results?*

- Using contemporary criteria, students examine and respond to a body of contemporary artworks and compare the various artmaking approaches.
- Students compare the themes of the artwork to social, cultural, or political issues in their own lives and in their local and global communities.

## ***RESOURCES***

### **Teacher Resources:**

- Google Arts & Culture ([artsandculture.google.com](https://artsandculture.google.com))
- Smithsonian Learning Lab ([www.learninglab.si.edu](http://www.learninglab.si.edu))
- National Gallery of Art ([www.nga.gov](http://www.nga.gov))

- Getty Museum ([www.getty.edu/museum](http://www.getty.edu/museum))
- Metropolitan Museum of Art ([www.metmuseum.org](http://www.metmuseum.org))
- Museum of Modern Art ([www.moma.org](http://www.moma.org))
- Teacher-Created Materials
- Select Primary Documents

**Equipment Needed:**

- Computers
- Internet Connectivity
- LCD Projector
- White Board

## *UNIT OVERVIEW*

**Content Area:** Visual Art

**Unit Title:** Creating

**Target Course/Grade Level:** 9-12

**Unit Summary:** Creating is the cornerstone of the artistic process. In this unit, students begin to build a portfolio of creative works in various media. These works will incorporate several contemporary artistic practices and reflect themes or ideas that are relevant to the student. Just as importantly, the students will practice collaborating with their peers on the design, creation, and reflection of artistic work.

**Approximate Length of Unit:** 8 weeks

## *LEARNING TARGETS*

### **NJ Student Learning Standards:**

- 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 non-traditional 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.

### **Career Readiness, Life Literacies, and Key Skills:**

- 9.4.12.CI.1.** Demonstrate the ability to reflect, analyze, and use creative skills and ideas.
- 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.
- 9.4.12.TL.1.** Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task.

### **Interdisciplinary Connections and Standards:**

- RI.11-12.3.** Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

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- RST.11-12.5.** Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.
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- RST.11-12.10.** By the end of grade 12, read and comprehend science/technical texts in the grades 11-CCR text complexity band independently and proficiently.
- WHST.11-12.1.** Write arguments focused on discipline-specific content.
- WHST.11-12.2.** Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
- WHST.11-12.4.** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- WHST.11-12.5.** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

- WHST.11-12.6.** Use technology, including the Internet, to produce, share, and update writing products in response to ongoing feedback, including new arguments or information.
- WHST.11-12.7.** Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- WHST.11-12.8.** Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
- WHST.11-12.9.** Draw evidence from informational texts to support analysis, reflection, and research.
- WHST.11-12.10.** Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

### **Unit Understandings:**

*Students will understand that...*

- Creativity and innovative thinking are essential life skills that can be developed. Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art-making goals.
- Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches. Artists and designers balance experimentation and safety, freedom and responsibility, while developing and creating artworks. People create and interact with objects, places and design that define, shape, enhance, and empower their lives.
- Artists and designers develop excellence through practice and constructive critique, reflecting on, revising and refining work over time.

### **Unit Essential Questions:**

- What conditions, attitudes and behaviors support creativity and innovative thinking?
- What factors prevent or encourage people to take creative risks?
- How does collaboration expand the creative process?
- How does knowing the contexts, histories and traditions of art forms help us create works of art and design?
- Why do artists follow or break from established traditions?
- How do artists determine what resources and criteria are needed to formulate artistic investigations?
- How do artists work?
- How do artists and designers determine whether a particular direction in their work is effective?
- How do artists and designers learn from trial and error?
- How do artists and designers care for and maintain materials, tools and equipment?
- Why is it important, for safety and health, to understand and follow correct procedures in handling materials, tools and equipment?
- What responsibilities come with the freedom to create?
- How do objects, places and design shape lives and communities?
- How do artists and designers determine goals for designing or redesigning objects, places or systems?
- How do artists and designers create works of art or design that effectively communicate?

- What role does persistence play in revising, refining and developing work?
- How do artists grow and become accomplished in art forms?
- How does collaboratively reflecting on a work help us experience it more completely?

**Knowledge and Skills:**

*Students will know...*

- how to safely use art tools and materials.
- how to properly care for tools and materials.
- **the contexts, histories and traditions of African-American art, environmental art, and new media art.**
- when and why to break from established traditions and techniques.

*Students will be able to...*

- collaborate with peers on creating and reflecting on artwork.
- establish personal artistic goals and design plans.
- determine the appropriate tools and materials to implement a plan or design.

***EVIDENCE OF LEARNING***

**Assessment:**

*What evidence will be collected and deemed acceptable to show that students truly “understand”?*

- **End of Unit Assessment:** Students choose a contemporary art making approach, plan an artwork that investigates meaning relevant to a current theme or idea, and document the art making process.
- **Observations.**
- **Exit Tickets.**
- **Interviews.**
- **Critiques.**

**Learning Activities:**

*What differentiated learning experiences and instruction will enable all students to achieve the desired results?*

- Students plan their artistic investigations based on contemporary artmaking approaches that explore meaning relevant to a theme or idea from contemporary life.
- Students document the process of research and development of their artwork, including the safe and effective use of materials, tools, and equipment.
- Based on their initial planning and their chosen approach, students use multiple approaches to begin and make their own artworks that express meaning relevant to a theme or idea from contemporary life or artistic practice.

## *RESOURCES*

### **Teacher Resources:**

- Google Arts & Culture ([artsandculture.google.com](https://artsandculture.google.com))
- Smithsonian Learning Lab ([www.learninglab.si.edu](http://www.learninglab.si.edu))
- National Gallery of Art ([www.nga.gov](http://www.nga.gov))
- Getty Museum ([www.getty.edu/museum](http://www.getty.edu/museum))
- Metropolitan Museum of Art ([www.metmuseum.org](http://www.metmuseum.org))
- Museum of Modern Art ([www.moma.org](http://www.moma.org))
- Teacher-Created Materials
- Select Primary Documents

### **Equipment Needed:**

- Computers
- Internet Connectivity
- LCD Projector
- White Board
- Pencils
- Markers
- Oil Pastels
- Crayons
- Odorless Mineral Spirits
- Erasers
- Rulers
- Compasses
- Protractors
- T-Squares
- Sanding Blocks
- Drawing Boards
- Masking Tape
- Acrylics
- Watercolors
- Brushes
- Palettes
- Mixing Trays
- Palette Knives
- Aprons
- Easels
- Spray Bottles
- Sponges
- Stretched Canvases
- Canvas Panels
- Canvas Rolls
- Paper (White and Colored Drawing Paper, Cardboard, Sketchbooks)

## *UNIT OVERVIEW*

**Content Area:** Visual Art

**Unit Title:** Responding

**Target Course/Grade Level:** 9-12

**Unit Summary:** In this unit, students will develop their common vocabulary for critiquing art work. Just as important, students will learn how to respond to peer critique of their artwork and, ultimately, use that critique in revising their work.

**Approximate Length of Unit:** 2 weeks

## *LEARNING TARGETS*

### **NJ Student Learning Standards:**

- 1.5.12prof.Re7a.** Hypothesize ways in which art influences perception and understanding of human experiences.
- 1.5.12prof.Re7b.** Analyze how one's understanding of the world is affected by experiencing visual arts.
- 1.5.12prof.Re8a.** Interpret an artwork or collection of works, supported by relevant and sufficient evidence found in the work and its various contexts.
- 1.5.12prof.Re9a.** Establish relevant criteria in order to evaluate a work of art or collection of works.

### **Career Readiness, Life Literacies, and Key Skills:**

- 9.4.12.CI.1.** Demonstrate the ability to reflect, analyze, and use creative skills and ideas.
- 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.
- 9.4.12.TL.1.** Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task.

### **Interdisciplinary Connections and Standards:**

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- RI.11-12.7.** Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.



**RI.11-12.10.** By the end of grade 12, read and comprehend literary nonfiction at grade level text-complexity or above with scaffolding as needed.

**NJSLSA.L6.** Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

**NJ SLS Companion Standards: Reading and Writing Standards for History, Social Studies, Science, and Technical Subjects:**

**RST.11-12.1.** Accurately cite strong and thorough evidence from the text to support analysis of science and technical texts, attending to precise details for explanations or descriptions.

**RST.11-12.2.** Determine the central ideas, themes, or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.

**RST.11-12.3.** Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.

**RST.11-12.4.** Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11-12 texts and topics.

**RST.11-12.5.** Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.

**RST.11-12.6.** Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved.

**RST.11-12.7.** Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.

**RST.11-12.8.** Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.

**RST.11-12.9.** Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.

**RST.11-12.10.** By the end of grade 12, read and comprehend science/technical texts in the grades 11-CCR text complexity band independently and proficiently.

**WHST.11-12.1.** Write arguments focused on discipline-specific content.

**WHST.11-12.2.** Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

**WHST.11-12.4.** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**WHST.11-12.5.** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

**WHST.11-12.6.** Use technology, including the Internet, to produce, share, and update writing products in response to ongoing feedback, including new arguments or information.

**WHST.11-12.7.** Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

**WHST.11-12.8.** Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

**WHST.11-12.9.** Draw evidence from informational texts to support analysis, reflection, and research.

**WHST.11-12.10.** Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

### **Unit Understandings:**

*Students will understand that...*

- Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments. Visual arts influences understanding of and responses to the world.
- People gain insights into meanings of artworks by engaging in the process of art criticism.
- People evaluate art based on various criteria.

### **Unit Essential Questions:**

- How do life experiences influence the way you relate to art?
- How does learning about art impact how we perceive the world?
- What can we learn from our responses to art?
- What is visual art?
- Where and how do we encounter visual arts in our world?
- How do visual arts influence our views of the world?
- What is the value of engaging in the process of art criticism?
- How can the viewer "read" a work of art as text?
- How does knowing and using visual art vocabulary help us understand and interpret works of art?
- How does one determine criteria to evaluate a work of art?
- How and why might criteria vary?
- How is a personal preference different from an evaluation?

### **Knowledge and Skills:**

*Students will know...*

- appropriate and constructive criteria for critiquing peer work.
- how biases and personal preferences influence ones critique of artistic work.
- how and why artistic criteria vary from work to work.

*Students will be able to...*

- critique a work of art using collectively established criteria.
- reflect on artistic work based on peer feedback.
- determine how to best revise artistic work for presentation.

## ***EVIDENCE OF LEARNING***

### **Assessment:**

*What evidence will be collected and deemed acceptable to show that students truly “understand”?*

- **End of Unit Assessment:** After in-progress critique based on relevant criteria, students revise and complete their art work and provide an artist statement.
- **Observations.**
- **Exit Tickets.**
- **Interviews.**
- **Critiques.**

### **Learning Activities:**

*What differentiated learning experiences and instruction will enable all students to achieve the desired results?*

- Students share in-progress artwork and identify and apply relevant criteria.
- Based on feedback, students reflect on and revise their work.

## ***RESOURCES***

### **Teacher Resources:**

- Google Arts & Culture ([artsandculture.google.com](https://artsandculture.google.com))
- Smithsonian Learning Lab ([www.learninglab.si.edu](http://www.learninglab.si.edu))
- National Gallery of Art ([www.nga.gov](http://www.nga.gov))
- Getty Museum ([www.getty.edu/museum](http://www.getty.edu/museum))
- Metropolitan Museum of Art ([www.metmuseum.org](http://www.metmuseum.org))
- Museum of Modern Art ([www.moma.org](http://www.moma.org))
- Teacher-Created Materials
- Select Primary Documents

### **Equipment Needed:**

- Computers
- Internet Connectivity
- LCD Projector
- White Board

## *UNIT OVERVIEW*

**Content Area:** Visual Art

**Unit Title:** Presenting

**Target Course/Grade Level:** 9-12

**Unit Summary:** In this unit, students will learn what the function and importance of art museums, exhibits, portfolios, and collections. Students will conceive, design, and develop a public presentation of original artwork.

**Approximate Length of Unit:** 4 weeks

## *LEARNING TARGETS*

### **NJ Student Learning Standards:**

**1.5.12prof.Pr4a.** Analyze, select and curate artifacts and/or artworks for presentation and preservation.

**1.5.12prof.Pr5a.** Analyze and evaluate the reasons and ways an exhibition is presented.

**1.5.12prof.Pr6a.** Analyze and describe the impact that an exhibition or collection has on personal awareness of social, cultural or political beliefs and understandings.

### **Career Readiness, Life Literacies, and Key Skills:**

**9.4.12.CI.1.** Demonstrate the ability to reflect, analyze, and use creative skills and ideas.

**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.

**9.4.12.TL.1.** Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task.

### **Interdisciplinary Connections and Standards:**

**RI.11-12.3.** Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

**RI.11-12.4.** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.

**RI.11-12.7.** Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

**RI.11-12.10.** By the end of grade 12, read and comprehend literary nonfiction at grade level text-complexity or above with scaffolding as needed.

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flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

**WHST.11-12.9.** Draw evidence from informational texts to support analysis, reflection, and research.

**WHST.11-12.10.** Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

### **Unit Understandings:**

*Students will understand that...*

- Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting and curating objects, artifacts and artworks for preservation and presentation.
- Artists, curators and others consider a variety of factors and methods including evolving technologies when preparing and refining artwork for display and or when deciding if and how to preserve and protect it.
- Objects, artifacts and artworks collected, preserved, or presented either by artists, museums, or other venues communicate meaning and a record of social, cultural and political experiences resulting in the cultivating of appreciation and understanding.

### **Unit Essential Questions:**

- How are artworks cared for and by whom?
- What criteria, methods and processes are used to select work for preservation or presentation?
- Why do people value objects, artifacts and artworks, and select them for presentation?
- What methods and processes are considered when preparing artwork for presentation or preservation?
- How does refining artwork affect its meaning to the viewer?
- What criteria are considered when selecting work for presentation, a portfolio, or a collection?
- What is an art museum?
- How does the presenting and sharing of objects, artifacts and artworks influence and shape ideas, beliefs and experiences?
- How do objects, artifacts and artworks collected, preserved, or presented, cultivate appreciation and understanding?

### **Knowledge and Skills:**

*Students will know...*

- the many aspects that go into producing an art exhibit.
- the various roles involved in the curation, care, and presentation of artwork.
- the importance of public presentation of art.
- the importance of art preservation.
- when artwork is ready for presentation.

*Students will be able to...*

- curate an exhibit, portfolio, or collection of original artwork.
- prepare artworks for presentation.
- properly preserve artworks.

## *EVIDENCE OF LEARNING*

### **Assessment:**

*What evidence will be collected and deemed acceptable to show that students truly “understand”?*

- **End of Unit Assessment:** Students curate and present an exhibition to the public.
- **Observations.**
- **Exit Tickets.**
- **Interviews.**
- **Critiques.**

### **Learning Activities:**

*What differentiated learning experiences and instruction will enable all students to achieve the desired results?*

- Upon completion of their work, student groups curate an exhibition of their completed work, which includes making an exhibition plan, developing artist statements and exhibition narratives, and selecting and presenting their work to the public.
- Student groups curate an exhibition including making a plan to display their artwork, writing artist statements, creating an exhibition narrative, and planning the experience of the viewers.
- Students document and analyze the impact of the exhibition on social, cultural, and political understandings and beliefs.

## *RESOURCES*

### **Teacher Resources:**

- Google Arts & Culture ([artsandculture.google.com](https://artsandculture.google.com))
- Smithsonian Learning Lab ([www.learninglab.si.edu](http://www.learninglab.si.edu))
- National Gallery of Art ([www.nga.gov](http://www.nga.gov))
- Getty Museum ([www.getty.edu/museum](http://www.getty.edu/museum))
- Metropolitan Museum of Art ([www.metmuseum.org](http://www.metmuseum.org))
- Museum of Modern Art ([www.moma.org](http://www.moma.org))
- Teacher-Created Materials
- Select Primary Documents

### **Equipment Needed:**

- Computers
- Internet Connectivity
- LCD Projector
- White Board
- Pencils
- Markers

- Oil Pastels
- Crayons
- Odorless Mineral Spirits
- Erasers
- Rulers
- Compasses
- Protractors
- T-Squares
- Sanding Blocks
- Drawing Boards
- Masking Tape
- Acrylics
- Watercolors

- Brushes
- Palettes
- Mixing Trays
- Palette Knives
- Aprons
- Easels
- Spray Bottles
- Sponges
- Stretched Canvases
- Canvas Panels
- Canvas Rolls
- Paper (White and Colored Drawing Paper, Cardboard, Sketchbooks)