

CURRICULUM

FOR

ART II

GRADES 10-12

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 II
Grades 10-12

Date of Board Adoption:
September 16, 2020

RAHWAY PUBLIC SCHOOLS CURRICULUM

Art II: Grades 10-12

PACING GUIDE

Unit	Title	Pacing
1	Connecting	4 weeks
2	Creating	8 weeks
3	Responding	4 weeks
4	Presenting	4 weeks

ACCOMMODATIONS

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

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

Content Area: Visual Art

Unit Title: Connecting

Target Course/Grade Level: 10-12

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 compare a varied collection of art works within a given societal, cultural, and historical context, and across several diverse contexts. These criteria will include technical and aesthetic means by which works both respond to and influence their environments.

Approximate Length of Unit: 4 weeks

LEARNING TARGETS

NJ Student Learning Standards:

- 1.5.12acc.Cn10a.** Utilize inquiry methods of observation, research and experimentation to explore other subjects through artmaking.
- 1.5.12acc.Cn11a.** Compare uses of art in a variety of societal, cultural and historical contexts and make connections to uses of art in contemporary and local contexts.
- 1.5.12acc.Cn11b.** Compare uses of art in a variety of societal, cultural and historical contexts and make connections to global issues, including climate change.

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...

- how visual art connects to other disciplines and subject areas.
- how visual art both responds to and influences its societal, cultural, and historical environments.
- how visual art responds to contemporary global issues.
- **major contributions, aesthetics, and cultural relevance of LGBTQI+ visual artists (Harmony Hammond, Robert Mapplethorpe, Catherine Opie, and Mickalene Thomas).**
- 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...

- compare a varied collection of art works within a given societal, cultural, and historical context using established criteria.
- compare a varied collection of art works across several diverse societal, cultural, and historical contexts using established criteria.
- **identify the major contributions, aesthetic principles, and cultural relevance of select influential LGBTQI+ visual artists.**
- 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 artworks across several diverse societal, cultural, and historical contexts, and compare the themes of the artwork to 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 across several diverse societal, cultural, and historical contexts, 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)
- Smithsonian Learning Lab (www.learninglab.si.edu)
- National Gallery of Art (www.nga.gov)
- Getty Museum (www.getty.edu/museum)
- Metropolitan Museum of Art (www.metmuseum.org)
- Museum of Modern Art (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: 10-12

Unit Summary: In this unit, students develop plans for new works based on problems explored in the Connecting unit. Students will build a diverse portfolio of works, showcasing skills in various media. This portfolio will demonstrate a connection to current and/or personal themes and issues. These works will be created both individually and collaboratively, as students engage in constructive critique and reflection throughout the process.

Approximate Length of Unit: 8 weeks

LEARNING TARGETS

NJ Student Learning Standards:

- 1.5.12acc.Cr1a.** Individually and collaboratively formulate new creative problems based on student's existing artwork.
- 1.5.12acc.Cr1b.** Choose from a range of materials and methods of traditional and contemporary artistic.
- 1.5.12acc.Cr2a.** Through experimentation, practice and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.
- 1.5.12acc.Cr2b.** Demonstrate awareness of ethical implications of making and distributing creative work.
- 1.5.12acc.Cr2c.** Redesign an object, system, place, or design in response to contemporary issues.
- 1.5.12acc.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.

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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- 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.

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- 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...

- 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 LGBTQI+ and new media artists.*
- 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, analyze, and reflect on a personal work of art or design and formulate a new creative problem based on the existing artwork. Students choose from a range of traditional and contemporary materials and methods to create a new work of art in response to their new creative problem.
- **Observations.**
- **Exit Tickets.**
- **Interviews.**
- **Critiques.**

Learning Activities:

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

- Students will choose, analyze, and reflect on a personal work of art or design to identify a new creative problem.
- Students will plan a new artistic investigation based on the new creative problem.
- Students will select from a range of materials and methods to create a work of art or design.

RESOURCES

Teacher Resources:

- Google Arts & Culture (artsandculture.google.com)
- Smithsonian Learning Lab (www.learninglab.si.edu)
- National Gallery of Art (www.nga.gov)
- Getty Museum (www.getty.edu/museum)
- Metropolitan Museum of Art (www.metmuseum.org)
- Museum of Modern Art (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: 10-12

Unit Summary: In this unit, students continue to reflect on their own artwork. Additionally, students engage in constructive critique of each other's work using collectively-established, context-specific criteria and vocabulary. Through the process of reflection and critique, students will ultimately work on revising their work in preparation for public presentation.

Approximate Length of Unit: 4 weeks

LEARNING TARGETS

NJ Student Learning Standards:

- 1.5.12acc.Re7a.** Recognize and describe personal aesthetic and empathetic responses to the natural world and constructed environments.
- 1.5.12acc.Re7b.** Evaluate the effectiveness of visual artworks to influence ideas, feelings, and behaviors of specific audiences.
- 1.5.12acc.Re8a.** Identify types of contextual information useful in the process of constructing interpretations of an artwork or collection of works.
- 1.5.12acc.Re9a.** Determine the relevance of criteria used by others 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.
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- 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...

- context-specific criteria for critiquing peer work.
- how works influence ideas, feelings, and behaviors of specific audiences.
- the appropriate criteria for critiquing art in a given societal, cultural, and historical context.

Students will be able to...

- critique a work of art using context-specific criteria.
- reflect on personal artistic growth 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:** Considering relevant criteria, shared feedback, and personal artistic vision, students reflect on, revise, and refine their work.
- **Observations.**
- **Exit Tickets.**
- **Interviews.**
- **Critiques.**

Learning Activities:

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

- Students will share, explain, and discuss in-progress artwork.
- Students will critique and reflect upon feedback to make decisions about refining art work.

RESOURCES

Teacher Resources:

- Google Arts & Culture (artsandculture.google.com)
- Smithsonian Learning Lab (www.learninglab.si.edu)
- National Gallery of Art (www.nga.gov)
- Getty Museum (www.getty.edu/museum)
- Metropolitan Museum of Art (www.metmuseum.org)
- Museum of Modern Art (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: 10-12

Unit Summary: In this culminating unit, students will prepare artwork for public presentation and preservation. Students will develop artist statements and collaborate on the creation and curation of at least one medium of public presentation of class 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.

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...

- 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 a cohesive exhibit, portfolio, or collection of original artwork built around a single theme or collection of related themes.
- 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 multiple exhibitions to the public built around a single theme or collection of related themes.
- **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)
- Smithsonian Learning Lab (www.learninglab.si.edu)
- National Gallery of Art (www.nga.gov)
- Getty Museum (www.getty.edu/museum)
- Metropolitan Museum of Art (www.metmuseum.org)
- Museum of Modern Art (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)