

CURRICULUM

FOR

A.P. STUDIO ART

GRADE 12

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

### **ACKNOWLEDGMENTS**

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Business**

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

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Subject/Course Title:  
**A.P. Studio Art  
Grade 12**

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# RAHWAY PUBLIC SCHOOLS CURRICULUM

A.P. Studio Art: Grade 12

## *PACING GUIDE*

<b>Unit</b>	<b>Title</b>	<b>Pacing</b>
1	Investigate Materials, Processes, and Ideas	10 weeks
2	Make Art and Design	20 weeks
3	Present Art and Design	10 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> </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> </ul>

- Assign group research and presentations to teach the class.
- Assign/allow for leadership roles during collaborative work and in other learning activities.

- Give directions in small, distinct steps.
- 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.

## *UNIT 1 OVERVIEW*

**Content Area:** Visual Art

**Unit Title:** Investigating Materials, Processes, and Ideas

**Target Course/Grade Level:** A.P. Studio Art/Grade 12

**Unit Summary:** Student artists learn about and document how individual experiences, context, communication with and feedback from viewers, awareness of art and design traditions, choice and availability of materials, evaluation of artwork, and work by other artists influence their own work.

**Approximate Length of Unit:** 10 weeks

## *LEARNING TARGETS*

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

- 1.5.12adv.Cr1a.** Visualize and generate art and design that can affect social change.
- 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.
- 1.5.12adv.Re7a.** Analyze how responses to art develop over time based on knowledge of and experience with art and life.
- 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.
- 1.5.12adv.Re8a.** Analyze differing interpretations of an artwork or collection of works in order to select and defend a plausible critical analysis.
- 1.5.12adv.Re9a.** Construct evaluations of a work of art or collection of works based on differing sets of criteria.
- 1.5.12adv.Cn11a.** Assess the impact of an artist or a group of artists on the beliefs, values and behaviors of a society.
- 1.5.12adv.Cn11b.** Assess the impact of an artist or group of artists on global issues, including climate change.

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

- 9.4.12.Cl.1.** Demonstrate the ability to reflect, analyze, and use creative skills and ideas.
- 9.4.12.Cl.2.** Identify career pathways that highlight personal talents, skills, and abilities.
- 9.4.12.Cl.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 designers' experiences inform their thinking and making and often spark questions that guide investigations in diverse disciplines.
- Artists and designers investigate how materials, processes, and ideas within a work relate to each other, how they relate to interpretations of the work, to art and design traditions, and to other disciplines.
- Artists and designers select materials, processes, and ideas to investigate as potential components for making.
- Researching investigations of artists, designers, and people working in other disciplines develops understanding of how inquiry guides the making of art and design.
- Context – when, where, how, why, and by who a work was made and viewed – affects how makers and viewers interpret that work.
- The materials, processes, and ideas used to make a work of art or design influence the artist or designer making the work, and these components influence viewer interpretations.
- Artists and designers make work in the context of art and design traditions established throughout history by diverse cultures around the world.
- Artists and designers are influenced by work that they experience, and their work influences those who experience it.
- Developing awareness of art and design traditions can expand possibilities for thinking and making.
- Works of art and design can be evaluated by:
  - Carefully and methodically observing the work, identifying materials, processes, and ideas (components) individually.
  - Focusing on one component and its visual connections to other components.
  - Observing and reflecting on individual and combined effects of components within the work.
  - Considering how connections among the components could be strengthened to show synthesis: integration or coalescence of materials, processes, and ideas.
  - Identifying the use of specific skills within the work.



- Considering how visual evidence of the skills used within a work could be strengthened.
- Communication between the artist/designer and viewers can inform evaluation of works of art and design.
- Selecting materials, processes, and ideas to investigate may be intentional, based on experiences, interests, and availability of materials and tools.
- Investigating materials, processes, and ideas beyond those traditionally used to make art and design can expand possibilities for thinking and making.
- They can share their documentation related to works of art and design with viewers to affect interpretation and feedback about the work, which can further the artist's/designer's understanding of viewer responses to their work.

### **Unit Essential Questions:**

- What informs why, how, and what artists and designers make?

### **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 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).
- Context-specific criteria for critiquing artwork.
- How works influence ideas, feelings, and behaviors of specific audiences.
- The proper criteria for critiquing art in each societal, cultural, and historical context.

*Students will be able to...*

- Document experiences to generate possibilities for making art and design.
- Document examples of how inquiry guides sustained investigation through art and design.
- Document investigation of viewers' interpretations of art and design.
- Document how works of art and design relate to art and design traditions.
- Document evaluation of art and design.
- Document selection of materials, processes, and ideas to investigate.

## ***EVIDENCE OF LEARNING***

### **Assessment:**

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

- Students will create documentation on how individual experiences, context, communication with and feedback from viewers, awareness of art and design traditions, choice and availability of materials, evaluation of artwork, and work by other artists influence their own work.

### **Learning Activities:**

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

Students will:

- Document experiences to generate possibilities for making art and design.
- Document examples of how inquiry guides sustained investigation through art and design.
- Document investigation of viewers’ interpretations of art and design.
- Document how works of art and design relate to art and design traditions.
- Document evaluation of art and design.
- Document selection of materials, processes, and ideas to investigate.

## ***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 2 OVERVIEW***

**Content Area:** Visual Art

**Unit Title:** Make Art and Design

**Target Course/Grade Level:** A.P. Studio Art/Grade 12

**Unit Summary:** Student artists make works of art and design that show synthesis of materials, processes, ideas, and 2-D, 3-D, and drawing skills and document the practice, experimentation, and revision involved in their art creation.

**Approximate Length of Unit:** 20 weeks

## ***LEARNING TARGETS***

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

- 1.5.12adv.Cr2a.** Experiment, plan and make multiple works of art and design that explore a personally meaningful theme, idea, or concept.
- 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.
- 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.
- 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.
- 1.5.12adv.Cn10a.** Synthesize knowledge of social, cultural, historical, and personal life with artmaking approaches to create meaningful works of art or design.

### **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.11-12.7.** 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.

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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...*

- Identifying an inquiry for sustained investigation can include:
  - Reflecting on documentation of experiences.
  - Thinking about past and current experiences and work, as well as knowledge, skills, intentions, and goals.
  - Inquiry about materials, processes, and ideas.
  - Open-ended queries that begin with what if, how, or why.
  - Focusing on questions that can guide thinking and making.
  - Envisioning possibilities for investigation within and beyond the disciplines of art and design.
  - Organizing questions by grouping similar ones together.
  - Evaluating and ranking questions according to their potential for discovery.
  - Exchanging constructive feedback about clarity and the potential for each other's questions to inspire in-depth investigation over time
- Artists continually formulate, document (visually and with writing), develop, and evaluate questions throughout a sustained investigation.
- Investigation and making often inspire more questions.
- Learning and discovery during the investigation can lead to refinement of questions.
- Practice – repeatedly using a material, process, or idea over a period of time – should support learning and development.
- Experimentation is testing a material, process, or idea.
- Practice and experimentation often include revision.
- Practice, experimentation, and revision using materials, processes, and ideas can:
  - Develop understanding of and skills using components.
  - Lead to refinement, distillation, elaboration, and discovery.
  - Guide and further investigation, leading to discovery, transformation, and in-depth exploration.
- Feedback on practice, experimentation, and revision can supply insight about the effects of those activities.
- Conducting a sustained investigation through art and design that shows practice, experimentation, and revision guided by questions or inquiry can include:
  - Formulating and selecting questions or areas of inquiry to guide practice, experimentation, and revision.
  - Selecting materials, processes, and ideas in relation to questions or areas of inquiry that guide investigation.

- Practicing with materials, processes, and ideas in relation to questions or areas of inquiry that guide investigation.
- Experimenting with materials, processes, and ideas in relation to questions or areas of inquiry that guide investigation.
- Revising materials, processes, and ideas in relation to questions or areas of inquiry that guide investigation.
- Documenting practice, experimentation, and revision with materials, processes, and ideas in relation to guiding questions or inquiry.
- Reflecting on relationships of questions and practice, experimentation, and revision with materials, processes, and ideas.
- Exchanging constructive feedback about visual evidence of sustained investigation and practice, experimentation, and revision guided by questions or inquiry in each other's work.
- Revising questions or areas of inquiry that guide the sustained investigation because of learning from practice, experimentation, and revision.
- Documentation of sustained investigation that shows practice, experimentation, and revision guided by questions or inquiry should include visual evidence of practice, experimentation, and revision and of their effects.
- Materials, processes, and ideas used to make a work of art or design may be visually unrelated or disconnected within a work.
- Making works of art and design that show synthesis can involve:
  - Selecting materials, processes, and ideas by considering individual and joint characteristics.
  - Identifying materials, processes, and ideas used to make a work of art and design, supplying visual evidence from the work to support identification.
  - Considering each component's relationships with other components within a work of art or design.
  - Making deliberate, clear, visual connections among materials, processes, and ideas within a work of art or design.
  - Practicing, experimenting, and revising combinations of materials, processes, and ideas to strengthen relationships within a work of art or design.
  - Describing how materials, processes, and ideas are related within a work of art and design, supplying visual evidence from the work to support description.
  - Exchanging constructive feedback about clarity of relationships among materials, processes, and ideas.
- Making works of art and design that show skills may include:
  - Selecting materials, processes, and ideas by considering how to develop and show skills using those components.
  - Selecting specific skills to develop and show within works of art or design.
  - Developing specific skills through practice, experimentation, and revision.
  - Identifying specific skills showed within a work of art and design, supplying visual evidence from the work to support identification.
  - Describing how specific skills are showed within a work of art and design, supplying visual evidence from the work to support description.
  - Exchanging constructive feedback about clarity of visual evidence of specific skills showed within a work of art or design.

### **Unit Essential Questions:**

- How do artists and designers make works of art and design?

## Knowledge and Skills:

*Students will know...*

- How to safely use art tools and materials.
- How to properly care for tools and materials.
- When and why to break from established traditions and techniques.
- 2-D elements and principles – point, line, shape, plane, layer, form, space, texture, color, value, opacity, transparency, time, unity, variety, rhythm, movement, proportion, scale, balance, emphasis, contrast, repetition, figure/ground relationship, connection, juxtaposition, and hierarchy.
- 3-D elements and principles – point, line, shape, plane, layer, form, volume, mass, occupied/unoccupied space, texture, color, value, opacity, transparency, time, unity, variety, rhythm, movement, proportion, scale, balance, emphasis, contrast, repetition, connection, juxtaposition, and hierarchy.
- Drawing skills: use of mark-making, line, surface, space, light and shade, composition.

*Students will be able to...*

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

## *EVIDENCE OF LEARNING*

### Assessment:

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

- Students will make works of art and design that show synthesis of materials, processes, ideas, and 2-D, 3-D, and drawing skills.
- Students will document the practice, experimentation, and revision involved in their art creation.

### Learning Activities:

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

Students will

- Make works of art and design that show synthesis of materials, processes, and ideas.
- Make works of art and design that show 2-D, 3-D, and drawing skills.



## *RESOURCES*

### **Teacher Resources:**

- Google Arts & Culture ([artsandculture.google.com](http://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 3 OVERVIEW***

**Content Area:** Visual Art

**Unit Title:** Present Art and Design

**Target Course/Grade Level:** A.P. Studio Art/Grade 12

**Unit Summary:** Student artists prepare to present their work by describing the synthesis of materials, processes, and ideas, how the work shows 2-D, 3-D, or drawing skills, questions or inquiry that guided sustained inquiry, and evidence of practice, experimentation, and revision.

**Approximate Length of Unit:** 10 weeks

## ***LEARNING TARGETS***

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

- 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.
- 1.5.12adv.Pr5a.** Investigate, compare and contrast methods for preserving and protecting art.
- 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.

### **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...*

- When identifying materials, processes, and ideas of a work of art or design in writing, it is important to:
  - Begin by carefully and methodically observing the work of art or design.
  - Consider which components are used, as well as why and how.
  - Use clear, concise words to supply essential information about materials, processes, and ideas
- When writing about materials, processes, and ideas used, it is important to make strong connections between visual evidence seen in the work and the words used in writing.
- Researching artists' and designers' written descriptions of components used in their work can further develop writing skills.
- Written identification of materials, processes, and ideas used to make art and design is a form of documentation that becomes a resource for the artist/designer and viewers.
- Describing synthesis of materials, processes, and ideas of works of art and design builds understanding of how these components can coalesce or integrate.
- ideas in a work of art or design, it is important to:
  - Begin by carefully and methodically observing a work, identifying components individually.
  - Compare characteristics of one component with another, identifying similarities and differences.
  - Describe relationships among all three types of components (materials, processes, and ideas), giving examples of visual evidence of their connections.
  - Consider how strengthening visual evidence of connections among the components can show synthesis.
- Description of how works of art and design show synthesis is a form of documentation that becomes a resource for the artist/designer and viewers.
- Skills used in a work of art or design can be pointed out, listed, and discussed, citing visual evidence from the work to support descriptions.
- To describe to show skills in a work of art or design:
  - Carefully and methodically observe the work, identifying a specific skill that is visually clear.
  - Continue describing how to show other skills.
  - Consider how to strengthen visual evidence of skills used within a work.
- Describing how works of art and design show skills is a form of documentation that becomes a resource for the artist/ designer and viewers.
- To identify, in writing, questions or inquiry that guided a sustained investigation:
  - Reference documentation of questions or inquiry that were recorded throughout work on the sustained investigation.
  - Reflect on the questions or inquiry that were initially formulated, and on how they changed as the sustained investigation took place.

- Carefully and methodically observe the work made throughout the sustained investigation.
- Use clear, concise words to identify questions or inquiry that guided the work.
- Consider connections between words within the questions or inquiry and visual evidence within the work of the sustained investigation.
- Communicate the inquiry that guided the work.
- Try different approaches to writing and evaluate their effectiveness in conveying questions or inquiry and aligning with the work within the portfolio.
- Researching artists' and designers' written questions and descriptions of inquiry that guided their work can support development of writing skills.
- Written identification of questions or inquiry that guided a sustained investigation through art and design is a form of documentation that becomes a resource for the artist/designer and viewers.
- To describe in writing how a sustained investigation through art and design shows evidence of practice, experimentation, and revision guided by a question or inquiry:
  - Be sure questions or areas of inquiry guiding the sustained investigation are clearly identified in writing.
  - Carefully and methodically observe the work within the sustained investigation.
  - Reference documentation of practice, experimentation, and revision guided by questions or inquiry.
  - Use clear, concise words to describe activities of practice, experimentation, and revision and how they were guided by questions or inquiry.
  - Consider connections between the words within the description and visual evidence within the work of the sustained investigation.
  - Try different approaches to writing and evaluate their effectiveness in conveying the practice, experimentation, and revision guided by questions or inquiry.
  - Consider writing about what was done, how it was done (practice, experimentation, and revision in relation to questions), and why it was done (to conduct a sustained investigation through art and design).
- Researching artists' and designers' writing about practice, experimentation, and revision can develop writing skills.
- Written description of how a sustained investigation shows evidence of practice, experimentation, and revision guided by questions or inquiry is a form of documentation that becomes a resource for the artist/designer and viewers.
- Presenting works of art and design to viewers for interpretation involves making decisions about what to show and when, how, and to whom to show it.
- Artists can present work informally or formally.
- Presentation of works of art and design can be documented by recording information based on direct observation of what was shown, and why, how, and to whom it was shown.
- Documentation can include viewer interpretations of the work presented and becomes a resource for the artist/designer and viewers.

### **Unit Essential Questions:**

- Why and how do artists and designers present their work to viewers?

### **Knowledge and Skills:**

*Students will know...*

- The 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...*

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

## ***EVIDENCE OF LEARNING***

### **Assessment:**

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

- Students create portfolios of their work which show synthesis of materials, processes, and ideas, how the work shows 2-D, 3-D, or drawing skills, questions or inquiry that guided sustained inquiry, and evidence of practice, experimentation, and revision.

### **Learning Activities:**

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

Students will:

- Write about the materials, processes, and ideas used to create their work.
- Write how their work shows synthesis of materials, processes, and ideas.
- Write how their work shows 2-D, 3-D, or drawing skills.
- Write about the questions or inquiry that guided a sustained investigation throughout their work.
- Write about evidence of practice, experimentation, and revision guided by questions or inquiry of their work.
- Present works of art and design for viewer interpretation.

## *RESOURCES*

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### **Equipment Needed:**

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- 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)