

CARLSTADT-EAST RUTHERFORD REGIONAL HIGH SCHOOL DISTRICT
 VISUAL AND PERFORMING ARTS DEPARTMENT
 ART II

<p>Pacing Guide: Art II is a full year course that meets on a rotating basis for three (3) 55-minute blocks and one (1) 40-minute block for every five (5) day cycle.</p>	<p>Unit 1- Line, Shape, & Form (Folder Design, Contour Line Drawing, Right Brain/Left Brain)- (3 weeks) Unit 2- Value, Texture, & Form (Practices & Still Life) And (Drawing Collage or Arrangement)-(4 weeks) Unit 3- Color Wheel And Color Theory -(6 weeks) Unit 4- Sculpture- (4 weeks) Unit 5- Perspective (5 weeks) Unit 6- Portraits (7 weeks) Unit 7- Caricature drawing- (4 weeks) Unit 8- Acrylic Painting- (6 weeks) Unit 9- Bergen County Teen Arts Festival - (1 day)</p>
<p>Interdisciplinary Standards:</p>	<p>ELA-LIT.W.11-12.6 Acquire and use accurately 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 considering a word or phrase important to comprehension or expression. NJLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. NJLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p>

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<p>Technology Standards: 8.1 Educational Technology</p> <p>8.2 Technology Education, Engineering, Design, and Computational Thinking- Programming</p> <p>21st Century Skills Standards: 9.2 Career Awareness, Exploration, and Preparation</p>	<p>8.1.12.A.1 Create a personal digital portfolio, which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.</p> <p>8.1.12.D.1 Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.</p> <p>8.1.12.D.5 Analyze the capabilities and limitations of current and emerging technology resources and assess their potential to address personal, social, lifelong learning, and career needs.</p> <p>8.2.12.A.2 Analyze a current technology and the resources used, to identify the trade-offs in terms of availability, cost, desirability and waste.</p> <p>8.2.12.C.1 Explain how open source technologies follow the design process.</p> <p>8.2.12.C.2 Analyze a product and how it has changed or might change over time to meet human needs and wants.</p> <p>9.2.12.C.1 Review career goals and determine steps necessary for attainment.</p> <p>9.2.12.C.3 Identify transferable career skills and design alternate career plans.</p>
<p>Career Ready Practices:</p>	<p>CRP2-Apply appropriate academic and technical skills.</p> <p>CRP4-Communicate clearly and effectively and with reason.</p> <p>CRP5-Consider the environmental, social, and economic impacts of decisions.</p> <p>CRP6-Demonstrate creativity and innovation.</p> <p>CRP7-Employ valid and reliable research strategies.</p> <p>CRP8-Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP10-Plan education and career paths aligned to personal goals.</p> <p>CRP11 -Use technology to enhance productivity.</p>

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Differentiation/Accommodations/Modifications

Gifted and Talented	English Language Learners	Students with Disabilities	Students at Risk of School Failure
<p><i>(Content, process, product and learning environment)</i></p> <p>Extension Activities</p> <ul style="list-style-type: none"> ● Assisting another peer ● Exploration of a more advanced medium ● Research possible careers in art ● Sketchbook assignments not directly related to our unit. ● Utilize advanced materials and resources to meet the needs of students. ● Independent projects requiring research skills for assessing information ● Possible Individual Anchor Activity ● Advanced discussion techniques 	<p>Modifications for Classroom Assignments</p> <ul style="list-style-type: none"> ● Modified in-class assignments, quizzes, and exams. ● Simplifying language for presentation ● Internet or electronic bilingual dictionaries during class and during assignments. ● Word banks for tests and quizzes ● Developing content area vocabulary ● Extended time for all assessments ● Use of graphic organizers ● Internet text translators ● Simplification of requirements ● Access to teacher designed Power Points and notes ● Concept development ● Collaboration between ESL and mainstream classroom teachers. ● Pair novice ELLs with advanced ELL's or another student who speaks the same language <p>Modifications for Homework:</p> <ul style="list-style-type: none"> ● Extended time to complete assignments ● Internet text translators ● Use of graphic organizers 	<p><i>(Appropriate accommodations, instructional adaptations, and/or modifications as determined by the IEP or 504 team)</i></p> <ul style="list-style-type: none"> ● In-Class-Support (Visions Students) ● Modified in-class assignments, quizzes, and exams. ● Grading based on effort ● Graphic Organizers ● Provide study guides ● Extended time on assessments ● Research guides ● Highlighting/underlining ● Establish timelines/pacing of projects ● Clarify assignments, directions, instructions ● PowerPoint presentation/lecture notes ● Assistive technology ● Highlight key vocabulary ● Model skills/techniques ● Parent/teacher communication and or parent signed assignment list ● Assign peer helper in class ● Pair visual prompts with verbal presentations ● Repetition and practice 	<p>Modifications for Classroom</p> <ul style="list-style-type: none"> ● Intervention and Referral Team (I&RS) in-house strategies for teachers. ● Extended time for assignments ● Highlight key vocabulary ● Modified in-class assignments, quizzes, and exams where necessary ● Pair visual prompts with verbal presentations ● Model skills/techniques ● Preferential seating as noted by teacher and student and or 504 plan. ● Parent/teacher communication ● Provide books on tape/CD/digital media as requested by student when appropriate. ● Assign peer helper in class ● Pair visual prompts with verbal presentations ● Repetition and practice ● Provide copy of class notes/presentation ● Use of computers to complete assignments as requested by a student ● Provide verbal reminder of assignments

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	<ul style="list-style-type: none"> ● Modified homework assignments ● Internet/electronic bilingual dictionaries. ● Provide student with clearly stated and written expectations and grading criteria for homework 	<ul style="list-style-type: none"> ● Provide verbal reminder of assignments ● Preferential seating as noted by teacher and student or IEP ● Check student progress ● Assist student with planning of assignments <p>Modifications for Homework and Assignments:</p> <ul style="list-style-type: none"> ● Extended time to complete assignments ● Grade effort ● Simplify complicated assignments into smaller units in phases as needed by student ● Provide student with clearly stated and written expectations and grading criteria for assignments. <p>Modifications for Assessments:</p> <ul style="list-style-type: none"> ● Extended time for exams, quizzes, and or projects ● Restate and clarify directions and questions ● Provide study guides for classroom tests ● Establish procedures for accommodations/modifications for assessments 	<ul style="list-style-type: none"> ● Check student progress ● Assist student with planning of assignments ● Assist with technology <p>Modifications for Homework and Assignments:</p> <ul style="list-style-type: none"> ● Extended time to complete assignments ● Grade effort ● Simplify complicated assignments into smaller units in phases as needed by student ● Provide student with clearly stated and written expectations and grading criteria for assignments <p>Modifications for Assessments</p> <ul style="list-style-type: none"> ● Extended time for exams, quizzes, and or projects ● Restate and clarify directions and questions ● Provide study guides for classroom tests ● Establish procedures for accommodations/modifications for assessment
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CONTENT: ART II UNIT 1			
Theme: LINE, SHAPE, &FORM (FOLDER DESIGN, CONTOUR LINE DRAWING, RIGHT BRAIN/LEFT BRAIN)			
Essential Questions: How well do you understand use of contour lines in your drawings? What drawing technique are you using to help you portray the object? Are you also making use of texture and form in your drawing by using various types of lines? Do you think you are a right brain or left-brain learner and how can you apply this to how you draw or perceive objects? How well can you overlap and work with space?			
<p>Content <i>(As a result of this learning segment, students will know...)</i></p> <ul style="list-style-type: none"> ● Types of contour drawing: Continuous, Blind, cross, etc. ● Whether or not they will see the whole picture or individual lines/shapes to help them draw (Right and left brain) ● How to better use positive and negative space by overlapping shapes and using contour lines. 	<p>Skills <i>(As a result of this learning segment, students will be able to...)</i></p> <ul style="list-style-type: none"> ● Learn helpful hints to drawing. ● Do right brain/Left brain activities to learn their approach to drawing. ● Learn about contour drawing and blind contour drawing. ● See and understand use of line in works by Paul Cezanne (still-life) and Van Gogh/Albrecht Durer (use of lines). 	<p>Assessments (The above Essential Questions will be assessed with the following formative and summative measures:)</p> <ul style="list-style-type: none"> ● Sketchbook Practices ● Drawing from Observation ● Student and or Teacher scored rubrics ● Individual assistance ● PowerPoint's ● Do now or Ticket to leave/ Closure questions ● Sketchbook HW ● Homework ● Time Management ● Class participation/progress 	<p>Standards (NJSLs) 1.1.12.D.1 1.3.12.D.2, D.3, D.5</p> <p>Technology Standards: 8.1.12.A.1 8.2.12.A.2 8.2.12.C.1</p> <p>21ST Century Life & Career Skills: 9.2.12.C.3</p> <p>Career Ready Practice: CRP1-CRP12</p>
			<p>Time Frame: 3 Weeks</p>
			<p>Materials: Internet Resources & Websites, Drawing Pencils, Sketchbooks, Drawing paper, Objects for still life, sneakers, sharpies, PowerPoint presentation, and student examples</p>

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CONTENT: ART II UNIT 2			
Theme: VALUE, TEXTURE, & FORM (PRACTICES & STILL LIFE) AND (DRAWING COLLAGE OR ARRANGEMENT)			
Essential Questions: How well do you understand "gradation" in your shaded drawings? Are you able to make comparisons with real-life objects to shaded drawings in relationship to the 5 parts of a shadow? Are you able to understand better use of Form, Value, Contrast, and Space in drawings of other artists that we have looked at?			
<p>Content <i>(As a result of this learning segment, students will know...)</i></p> <ul style="list-style-type: none"> ● How to render objects and make them 3D by properly shading for application to future projects. ● How to create a composition or drawing collage using a variety of tones and textures ● How to arrange a visually stimulating still life for observation. ● How to use value terminology to create a balanced and cohesive work of art. ● How to demonstrate realism with shading. ● Possibly about careers of interest as inspiration for a final still-life composition. 	<p>Skills <i>(As a result of this learning segment, students will be able to...)</i></p> <ul style="list-style-type: none"> ● Make contour drawings/objects more 3D and realistic showing a range of values. ● Make use of new tools/pencils for shading. ● See examples of proper value rendering through works of artists such as Escher or Picasso or Photo-realists. ● Apply the parts of a shadow to future projects. ● Shade using gradation, cross-hatching, and or hatching. 	<p>Assessments (The above Essential Questions will be assessed with the following formative and summative measures:)</p> <ul style="list-style-type: none"> ● Sketchbook Practices/ Worksheets ● Drawing from Observation ● Student and or Teacher scored rubrics ● Individual assistance ● PowerPoint's ● Do now or Ticket to leave/ Closure questions ● Sketchbook HW ● Homework ● Time Management ● Class participation/progress 	<p>Standards (NJSLs) 1.1.12.D.1 1.2.12.A.1 1.3.12.D.3, D.5</p> <p>Technology Standards: 8.1.12.D.4, D.5 8.2.12.A.2</p> <p>21ST Century Life & Career Skills: 9.2.12.C.3 9.2.12.C.1</p> <p>Career Ready Practice: CRP1-CRP12</p>
			<p>Time Frame: 4 Weeks</p>
			<p>Materials: Internet Resources & Websites, Sketching and ebony pencils, blending stumps, drawing paper, PowerPoint presentation, examples, objects for observation, photo references, Internet</p>

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CONTENT: ART II UNIT 3			
Theme: COLOR WHEEL AND COLOR THEORY			
Essential Questions: How well do you understand the mixing of colors, the color wheel, and groups? What does complementary, analogous, primary, secondary, and monochromatic mean? How well do you understand the elements of art in a specific painting during art criticism?		How well can you apply the color wheel and color terminology to creating works in different mediums? How well do you utilize value and form through color? Do you show a variety of techniques by using the following mediums: watercolor, tempera, and pastels? Does your final painting or drawing reflect techniques by a particular movement or master artist studied?	
Content <i>(As a result of this learning segment, students will know...)</i>	Skills <i>(As a result of this learning segment, students will be able to...)</i>	Assessments (The above Essential Questions will be assessed with the following formative and summative measures:)	Standards (NJSLs) 1.1.12.D.1, D.2, 1.2.12.A.1 1.3.12.D.3, D.5 1.4.12.A.1-A.4, 1.4.12.B.1
<ul style="list-style-type: none"> ● How to use color theory to complete future projects using different mediums such as tempera, watercolor, and pastels. ● The proper application and cleanup of tempera paint, watercolor, and pastels. ● How to demonstrate value, variety and gradation in a final composition ● How to create neutral colors using basic primary and secondary colors ● How to use a style of a particular artist to create a final painting (s). ● How to use a style of a particular artist to create a final pastel drawing. 	<ul style="list-style-type: none"> ● Understand the mixing of colors, the color wheel, and groups, color terminology ● Use complementary, analogous, primary, secondary, and or monochromatic color schemes ● Mix complementary colors and black and white to illustrate value change of a subject ● Understand the elements of art in a specific painting during art criticism ● Apply knowledge of color theory to a color wheel to final artworks by master artists. ● Use the grid technique to draw more accurately 	<ul style="list-style-type: none"> ● Sketchbook Practices/ Worksheets ● Student and or Teacher scored rubrics ● Individual assistance ● PowerPoint's ● Do now or Ticket to leave/ Closure questions ● Color Theory Quiz ● Sketchbook HW ● Homework ● Art Criticism: Non-objective artwork (Writing) ● Time Management ● Possible field trip to museum 	Technology Standards: 8.1.12. D.4, D.5 8.2.12.C.1 21st Century Life & Career Skills: 9.2.12.C.3, 9.2.12.C.1 Career Ready Practice: CRP1-CRP12
			Time Frame: 6 Weeks
			Materials: Internet Resources & Websites, Tempera, brushes, palettes, PowerPoint, samples, video of an artist, pastels, watercolor, photos for reference.

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CONTENT: ART II UNIT 4			
Theme: SCULPTURE			
<p>Essential Questions: How well do you understand the mixing of colors, the color wheel, and groups? What does complementary, analogous, primary, secondary, and monochromatic mean? How well do you understand the elements of art in a specific painting during art criticism? How well can you apply the color wheel and color terminology to creating works in different mediums? How well do you utilize value and form through color? Do you show a variety of techniques by using the following mediums: watercolor, tempera, and pastels? Does your final painting or drawing reflect techniques by a particular movement or master artist studied?</p>			
<p>Content <i>(As a result of this learning segment, students will know...)</i></p> <ul style="list-style-type: none"> ● How to four methods of sculpture creation ● The proper application and cleanup of sculpture materials ● How to demonstrate 3-Dimensional form ● How to texture, form, shape ● How to use a style of a particular artist to create sculpture 	<p>Skills <i>(As a result of this learning segment, students will be able to...)</i></p> <ul style="list-style-type: none"> ● Understand the sculpture terminology ● Methods of sculpture creations ● Apply knowledge of sculpture techniques ● Understand the elements of art in a specific sculpture during art criticism ● Identify significant sculptures in history 	<p>Assessments (The above Essential Questions will be assessed with the following formative and summative measures:)</p> <ul style="list-style-type: none"> ● Sketchbook Practices/ Worksheets ● Student and or Teacher scored rubrics ● Individual assistance ● PowerPoint's ● Do now or Ticket to leave/ Closure questions ● Sculpture terminology Quiz ● Sketchbook HW ● Homework ● Art Criticism: Non-objective artwork (Writing) ● Time Management Class participation/progress ● Possible field trip to museum 	<p>Standards (NJSLs) 1.1.12.D.1, D.2 1.2.12.A.1 1.3.12.D.3, D.5 1.4.12.A.1-A.4 1.4.12.B.1</p> <p><u>Technology Standards:</u> 8.1.12. D.4, D.5 8.2.12.C.1</p> <p><u>21st Century Life & Career Skills:</u> 9.2.12.C.3 9.2.12.C.1</p> <p><u>Career Ready Practice:</u> CRP1-CRP12</p> <hr/> <p><u>Time Frame:</u> 4 Weeks</p> <hr/> <p><u>Materials:</u> Internet Resources & Websites Sculpting tools and materials</p>

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CONTENT: ART II UNIT 5			
Theme: PERSPECTIVE & USE OF SPACE (LINEAR PERSPECTIVE, 3-D FORMS)			
Essential Questions: Do you understand use of vanishing point and horizon line? Can you apply perspective terminology and concepts to real life scenarios? Do you use correct proportions in your drawing (foreground/background)? Are you able to see linear perspective in Renaissance artworks?		How well do you understand how to create 3D forms using various materials other than with pencil? How well does your sculpture illustrate a particular time period/style/culture? Did you use the appropriate elements of art? How well did you make use of sculpture materials to make your sculpture as 3D as possible?	
Content <i>(As a result of this learning segment, students will know...)</i>	Skills <i>(As a result of this learning segment, students will be able to...)</i>	Assessments (The above Essential Questions will be assessed with the following formative and summative measures:)	Standards (NJSLs)
<ul style="list-style-type: none"> How to use a ruler and perspective terminology such as horizon line, vanishing point, orthogonal, foreground, and background to make 2D shapes into 3D forms for future artworks. How to understand elements of art such as form, color, value, and space better in relation to linear perspective and sculpture. How to practice safety when using sculpture materials/tools. Proper cleanup of sculpture tools/materials. Important qualities of a sculpture. 	<ul style="list-style-type: none"> Understand use of depth using Linear Perspective and applying this to making forms 3D and an indoor/outdoor scene. Students will look at Renaissance art and how artists used perspective to compare to their own works. Students will learn about a particular sculptor and his/her techniques as inspiration for a final piece. Work creatively with sculpture materials/tools. 	<ul style="list-style-type: none"> Sketchbook Practices/ Worksheet/Brainstorming worksheet Student and or Teacher scored rubrics Individual assistance Powerpoints Do now or Ticket to leave/ Closure questions Sketchbook HW Homework Time Management Class participation/progress Possible field trip to museum 	<ul style="list-style-type: none"> 1.1.12.D.1 1.2.12.A.1, A.2 1.3.12.D.3, D.5 1.4.12.A.2, A.4 1.4.12.B.2 <p><u>Technology Standards:</u> 8.1.12. D.4, D.5 8.2.12.C.1</p> <p><u>21st Century Life & Career Skills:</u> 9.2.12.C.3, 9.2.12.C.1</p> <p><u>Career Ready Practice:</u> CRP1-CRP12</p>
			<u>Time Frame:</u> 5 Weeks
			<u>Materials:</u> Internet Resources & Websites Rulers, colored pencils, paper, sketchbooks, PowerPoint presentation, video clip of an artist, sculpture materials including but not limited to clay, paper-Mache, oak tag, wire, newspaper, or plaster of Paris strips.

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CONTENT: ART II UNIT 6			
Theme: PORTRAITS: HUMAN HEAD AND FIGURE PROPORTIONS			
<p>Essential Questions: Do you understand the difference between cartoon and portraiture? Do you understand placement of facial proportions? Does proper rendering and shading of facial features make your portrait look 3D and realistic? Does your knowledge of the grid method help you to use the grid and keep portrait the correct proportion?</p>		<p>Does your final drawing resemble your subject? Are you making better use of positive and negative space? Do you understand proper proportion of human form? Are you able to transition your drawing from balloon/gesture figures to realistic figures?</p>	
<p>Content <i>(As a result of this learning segment, students will know...)</i></p> <ul style="list-style-type: none"> ● Identify placement of proportions ● Basic facial features ● Further techniques in rendering forms using all the elements of art. ● The differences of proportions in caricatures vs. human portraits. ● The differences of proportions in human figures vs. Marvel or cartoon figures. ● How to apply the grid method to their final portraits for accuracy ● Knowledge and experience in drawing/shading all parts of the face ● How to properly combine foreground and background. 	<p>Skills <i>(As a result of this learning segment, students will be able to...)</i></p> <ul style="list-style-type: none"> ● Complete a final caricature (showing likeness and exaggeration) drawing using proper terminology and other examples as inspiration. ● Study other portrait artists for inspiration. ● Use basic techniques to render parts of the face. ● Use proper placement and proportions of facial features. ● Understand proper human proportions and apply them to a cartoon/superhero figure. ● Transform gesture drawings into final fleshed out figures. 	<p>Assessments (The above Essential Questions will be assessed with the following formative and summative measures:)</p> <ul style="list-style-type: none"> ● Sketchbook Practices/ Worksheets ● Student and or Teacher scored rubrics ● Individual assistance ● Powerpoints ● Do now or Ticket to leave/ Closure questions ● Sketchbook HW ● Homework ● Writing component for Marvel/Cartoon figure ● Time Management ● Class participation/progress ● Quiz on human proportions ● Possible field trip to museum 	<p>Standards: 1.1.12.D.1, 1.2.12.A.1 1.3.12.D.2, D.3, D.4, D.5 1.4.12.A.4, 1.4.12.B.3</p> <p><u>Technology Standards:</u> 8.2.12.C.1 8.1.12. D.4, D.5 8.2.12.C.1</p> <p><u>21st Century Life & Career Skills:</u> 9.2.12.C.3, 9.2.12.C.1</p> <p><u>Career Ready Practice:</u> CRP1-CRP12</p>
		<p><u>Time Frame:</u> 7 Weeks</p>	
		<p><u>Materials:</u> Internet Resources & Websites, Graphite pencils, ebony pencils, paper, sketchbooks, magazines, photo references, iPhoto, rulers, blending stumps</p>	

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CONTENT: ART II UNIT 7			
Theme: CARICATURES			
Essential Questions: How do proportions of facial features differ in a caricature compared to a portrait? How do you emphasize facial features? Where are caricatures used in society? How are caricatures used to tell a story or portray a political cartoon? What are recognizable features and elements of a caricature?			
<p>Content <i>(As a result of this learning segment, students will know...)</i></p> <ul style="list-style-type: none"> ● Difference between a caricature and a portrait ● Difference between a caricature and a cartoon ● How to emphasize features ● Caricature terminology: likeness & exaggeration ● Careers in an art related career ● How various disciplines in the visual and performing arts are related. 	<p>Skills <i>(As a result of this learning segment, students will be able to...)</i></p> <ul style="list-style-type: none"> ● Experiment with and further develop skills learned related to caricature drawing ● Mimic styles of caricature drawings done by professionals ● Ability to exaggerate facial features ● Appreciate the value of critique & critical thinking 	<p>Assessments (The above Essential Questions will be assessed with the following formative and summative measures:)</p> <ul style="list-style-type: none"> ● Mimic drawings of professional caricature drawings ● Practice exaggeration of facial features ● Create original caricature drawings using skills learned 	<p>Standards (NJSLs) 1.4.12.A.1-A.5; 1.3.12.D.1-D.5;</p> <p>Technology Standards: 8.2.12.C.1 8.1.12. D.4, D.5 8.2.12.C.1</p> <p>21st Century Life & Career Skills: 9.2.12.C.3 9.2.12.C.1</p> <p>Career Ready Practice: CRP1-CRP12</p>
			<p>Time Frame: 4 weeks</p>
			<p>Materials: Internet Resources & Websites, Necessary tools, materials, and or handouts included in each workshop.</p>

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CONTENT: ART II UNIT 8			
Theme: ACRYLIC PAINTING			
Essential Questions: What is acrylic paint and how is it used? What effect does working with acrylic paint give your painting? How does acrylic paint differ from other mediums? What are different techniques you can apply to acrylic painting?		How do you blend with acrylic paint? What mediums do artists create paintings with? How can we analyze a painting? How do we create an original work of art?	
Content <i>(As a result of this learning segment, students will know...)</i>	Skills <i>(As a result of this learning segment, students will be able to...)</i>	Assessments (The above Essential Questions will be assessed with the following formative and summative measures:)	Standards (NJSLs) 1.4.12.A.1-A.5; 1.3.12.D.1-D.5;
<ul style="list-style-type: none"> ● The effects of acrylic paint ● Techniques used in acrylic painting ● History of paintings and mediums in which they were created 	<ul style="list-style-type: none"> ● Experiment with acrylic paint ● Work with a new medium ● Techniques used by professional artists ● Appreciate the value of critique & critical thinking 	<ul style="list-style-type: none"> ● Final painting ● Questions answered or discussion famous artists and painting terminology. ● Possible critiques visual artwork. 	<u>Technology Standards:</u> 8.2.12.C.1 8.1.12. D.4, D.5 8.2.12.C.1 <u>21st Century Life & Career Skills:</u> 9.2.12.C.3 9.2.12.C.1 <u>Career Ready Practice:</u> CRP1-CRP12
		<u>Time Frame:</u> 6 weeks	
		<u>Materials:</u> Internet Resources & Websites, Necessary tools, materials, and or handouts included in each workshop.	

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CONTENT: ART II UNIT 9			
Theme: BERGEN COUNTY TEEN ARTS FESTIVAL			
Essential Questions: Are you using appropriate art terminology and critique/aesthetic methodologies when viewing various student artworks? Are you inspired by any particular music/theater performance, artwork, workshop, video, and or writing? If you were critiqued regarding an artwork, writing submission, performance, etc., what have you learned in relation to your current career goals? Did you participate in at least one visual art, theater, music, or writing workshop? Do you see similarities in the various disciplines of the visual and performing arts? If your work was exhibited or you performed, did you feel a sense of accomplishment and were you interested in techniques demonstrated by other student artists?			
<p>Content <i>(As a result of this learning segment, students will know...)</i></p> <ul style="list-style-type: none"> • How to be respectful during performances, readings, and when viewing artwork. • That taking part in the visual and performing arts requires critical thinking and problem solving. • If he or she may be interested in a career in the arts. • How various disciplines in the visual and performing arts are related. 	<p>Skills <i>(As a result of this learning segment, students will be able to...)</i></p> <ul style="list-style-type: none"> • Experiment with and further develop skills learned at a particular workshop in any arts discipline. • Appreciate the value of critique, critical thinking, and participating in arts related activities at the Teen Arts Festival. 	<p>Assessments (The above Essential Questions will be assessed with the following formative and summative measures:)</p> <ul style="list-style-type: none"> • Workshop attendance stub signed by instructor. • Questions answered or discussion about any workshop at the festival. • Possible critiques on performance, writings, and visual artwork exhibited. 	<p>Standards (NJSLs) 1.4.12.A.1-A.5; 1.3.12.D.1-D.5;</p> <p>Technology Standards: 8.2.12.C.1 8.1.12. D.4, D.5 8.2.12.C.1</p> <p>21st Century Life & Career Skills: 9.2.12.C.3 9.2.12.C.1 9.3.12.AR-VIS.1, .2, &. 3.</p> <p>Career Ready Practice: CRP1-CRP12</p>
			<p>Time Frame: 1 Day</p>
			<p>Materials: Internet Resources & Websites, Necessary tools, materials, and or handouts included in each workshop.</p>