



SPRINGFIELD PUBLIC SCHOOLS

Aligned to the 2009 New Jersey Core Curriculum Content Standards

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

Springfield Public Schools
Springfield, New Jersey 07081

Open Studio-Expanded Media Grades 10-12

Curriculum Guide

2021

This curriculum may be modified through varying materials, techniques, and strategies as per an individual student's IEP.

*Springfield Board of Education
Approved September 21, 2021*

EXTRACT OF THE MINUTES OF A MEETING OF
THE BOARD OF EDUCATION OF
THE TOWNSHIP OF SPRINGFIELD
COUNTY OF UNION, NEW JERSEY
AS RECORDED IN THE OFFICIAL MINUTE BOOK

The Board of Education of the Township of Springfield, in the County of Union, New Jersey, convened in Regular Session on September 20, 2021 at 7:41 PM.

The following members of the Board of Education were present:

Present: Mr. Marc Miller, Mr. Hector Munoz, Mrs. Meredith Murphy, Mrs. Kristy Rubin, Mrs. Paula Saha, Mr. Scott Silverstein, Mrs. Hilary Turnbull, Mrs. Laura Gamarekian

Absent: Mr. Anthony Delia

The following resolution was offered by Mrs. Saha, seconded by Mr. Miller and adopted by the Board of Education by the Roll Call vote as indicated.

TITLE: REVISED CURRICULUM

RESOLVED :

At the recommendation of the Superintendent, I move to approve the following revised curriculum –

- | | | |
|------------------------------------|---|--------------|
| • Music Production Lab I | - | High School |
| • Music Production Lab II | - | High School |
| • Open Studio-Expanded Media | - | High School |
| • Photography I | - | High School |
| • Portfolio Studio Art | - | High School |
| • Radio Programming and Production | - | High School |
| • Stagecraft & Set Design | - | High School |
| • TV Production Practicum | - | High School. |

ROLL CALL:

Yeas: Unanimous by all Members present.

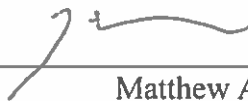
MOTION CARRIED

STATE OF NEW JERSEY)

COUNTY OF UNION)

I, Matthew A. Clarke, Business Administrator/Board Secretary of the Township of Springfield in the County of Union, State of New Jersey, hereby, certify that the foregoing extract from the minutes of the meeting of the Board of Education of said District duly called and held on September 20, 2021 has been compared by me with the original minutes as officially recorded in my Office in the Minute Book of said Township of Springfield Board of Education and is a true, complete copy thereof and of the whole of said original minutes so far as the same relates to the subject matter referred to on said extract. In witness, I have hereunto set my hand and affixed the corporate seal of said Board of Education this 21st day of September 2021.

SEAL



Matthew A. Clarke
Business Administrator/Board Secretary



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Springfield Public Schools Springfield, New Jersey

**Rachel Goldberg
Superintendent of Schools**

**Erica Scudero
Assistant Superintendent**

Curriculum Developed By:

Norman Francis, Jr., Ed.D., ~ Principal

Ashley Bauers ~ Coordinator Visual, Performing & Practical Art

Leonard Gabriel ~ Teacher



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Unit Overview Template

Content Area: VA – Open Studio **Grade Level:** 10-12 **Unit Title:** 1 Art Elements

Unit Summary: The goal of this unit is to explore innovative applications of the Art Elements.

Primary Interdisciplinary Connections:

[21st Century Themes](#) ☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving
☐ ICT Literacy

☒ Information Literacy X Life and Career Skills X Communication and Collaboration X
Media Literacy

Unit Rationale: Using student sketchbooks and other related projects, this unit is designed to develop an advanced understanding of the Art Elements which govern the creation of works of art in every culture, throughout art history, both 2D and 3D.

Career Readiness: 9.2, 9.4

Learning Targets

Standards: 1.5, SEL.PK-12.1, SEL.PK-12.2, SEL.PK-12.3, SEL.PK-12.4, SEL.PK-12.5

Content Statements:

Anchor Standard 1: Generating and conceptualizing ideas.

Anchor Standard 2: Organizing and developing ideas.

Core Idea: There are strategies to improve one's professional value and marketability.

Core Idea: With a growth mindset, failure is an important part of success.

SEL.PK-12.1: Self-Awareness

SEL.PK-12.2: Self-Management

SEL.PK-12.3: Social Awareness

SEL.PK-12.4: Responsible Decision-Making

CAEP.9.2.12.C – Career Preparation.

CAEP.9.2.12.C.3 – Identify transferable career skills and design alternate career plans

CPI#:

Cumulative Progress Indicator (CPI):

1.5.12 prof.Cr1a	Use multiple approaches to begin creative endeavors.
1.5.12 acc.Cr1a	Individually and collaboratively formulate new creative problems based on the student's existing artwork.
1.5.12 prof.Cr2a	Engage in making a work of art or design without having a preconceived plan.
1.5.12 acc.Cr2a	Through experimentation, practice and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.
9.2.12.CAP.2	Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs.
9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12 prof.CR3a).
SEL.PK-12.1.1	Recognize one's feelings and thoughts
SEL.PK-12.1.2	Recognize the impact of one's feelings and thoughts on one's own behavior



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SEL.PK-12.1.3	Recognize one's personal traits, strengths and limitations
SEL.PK-12.1.4	Recognize the importance of self-confidence in handling daily tasks and challenges
SEL.PK-12.2.1	Understand and practice strategies for managing one's own emotions, thoughts and behaviors
SEL.PK-12.2.2	Recognize the skills needed to establish and achieve personal and educational goals
SEL.PK-12.2.3	Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals
SEL.PK-12.3.1	Recognize and identify the thoughts, feelings and perspectives of others
SEL.PK-12.3.2	Demonstrate awareness of the differences among individuals, groups and others' cultural backgrounds
SEL.PK-12.3.3	Demonstrate an understanding of the need for mutual respect when viewpoints differ
SEL.PK-12.3.4	Demonstrate an awareness of the expectations for social interactions in a variety of settings
SEL.PK-12.4.1	Develop, implement and model effective problem solving and critical thinking skills
SEL.PK-12.4.2	Identify the consequences associated with one's actions in order to make constructive choices
SEL.PK-12.4.3	Evaluate personal, ethical, safety and civic impact of decisions
SEL.PK-12.5.1	Establish and maintain healthy relationships
SEL.PK-12.5.2	Utilize positive communication and social skills to interact effectively with others
SEL.PK-12.5.3	Identify ways to resist inappropriate social pressure
SEL.PK-12.5.4	Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways
SEL.PK-12.5.5	Identify who, when, where, or how to seek help for oneself or others when needed

Essential Questions:

- What conditions, attitudes and behaviors support creativity and innovative thinking?



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- 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?

Enduring Understandings:

- 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.

Unit Learning Targets:

Students will...

- be able to successfully use the Art Elements in sketchbook and project assignments.
- will understand how artists have successfully used the Art Elements to organize visual communication and express ideas.

Evidence of Learning

Summative Assessment: Quizzes, tests, and studio projects.

Equipment Needed: Dedicated Classroom, Art Supplies, Student Laptops, Plasma TV, Kiln

Teacher Resources: Computer, Plasma TV, Art Supplies, Kiln, Research Materials

Formative Assessments:

- Class performance, oral questioning, checklists, sketches, peer evaluation, sketchbook assignments, ongoing safety evaluation throughout the course, conferences between instructor and student at various points in the project, project phases submitted at various completion points.

Lesson Plans

Lesson	Time Frame
Lesson 1: Copyright and Artistic Integrity and Their Importance in Creating a Breadth Section for a Student Portfolio	2 hours/2 days
Lesson 2: How Successful Artists Integrate the Art Elements into Their Work	3 hours/3 days
Lesson 3: Sketchbook Unit	3 hours/3 days
Lesson 4: Application Projects	12 hours/12 days
Teacher Notes: Time lines will be adjusted as needed. Participation in district-wide activities and other competitions will be incorporated wherever necessary to meet specific deadlines. Other curriculum projects will be dropped during this time period.	



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Curriculum Development Resources/Technology Resources:

Click the links below to access additional resources used to design this unit:

<http://www.artsconnected.org/toolkit/index.html>

<http://www.artsconnected.org/toolkit/explore.cfm>

<https://www.youtube.com/watch?v=BDePyEFT1gQ> Line

<https://www.youtube.com/watch?v=bJzGkZwkHt4> Shape

<https://www.youtube.com/watch?v=YoOb3JSDAUo> Texture

<https://www.youtube.com/watch?v=AAwYHNo31ZQ> Value

https://www.youtube.com/watch?v=wWW_UbrkBEw Color

<https://www.youtube.com/watch?v=9DIPs3T2dQk> Form

https://www.youtube.com/watch?v=U11B_oFCn6o Space

https://graphicartistsguild.org/tools_resources/an-introduction-to-copyright-law

<http://www.finearttips.com/2011/02/tips-to-best-copyright-protect-your-artwork/>

<http://www.artslaw.com.au/info-sheets/info-sheet/copyright/>

<http://studioartportfolios.collegeboard.org/>



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Lesson Plan 1 Template

Content Area: Visual Arts Lesson Title: Copyright and Artistic Integrity Time Frame: 2 hours/2 days

Lesson Components

21st Century Themes

☒ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☐ Health Literacy

21st Century Skills

☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☒
 Information Literacy
☒ Life and Career Skills ☒ Communication and Collaboration ☒ Media Literacy ☐ ICT
 Literacy

Interdisciplinary Connections: ELA

Integration of Technology:

Students will use the Internet to research assignments. Students will select and use specialized databases for advanced research to solve real world problems.

Equipment Needed:

Laptop Computers, Internet access.

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Understand basic copyright laws as they affect artists and works of art. - Understand under which conditions can an artist appropriate another artist's work. - Complete related application projects.	Lesson Sequence: - Discuss copyright laws and their impact on art production. - Discuss conditions of artistic appropriation. - Related research assignments.	- Class performance - Individual and collaborative work efforts - Questioning Q and A - Sketchbook pages - Conferencing with instructor and/or peers at various project stages.
Differentiation: Each student will address all lessons from an individual viewpoint. Students can work in pairs if necessary.		
Resources Provided: Checklist Internet Resources on Copyright Laws		



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Lesson Plan 2 Template

Content Area: Visual Art Lesson Title: How do Successful Artists Integrate the Art Elements into their Works of Art Time Frame: 3 hours/3 days

Lesson Components

21st Century Themes

☒ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☐ Health Literacy

21st Century Skills

☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☒
Information Literacy
☒ Life and Career Skills ☒ Communication and Collaboration ☒ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: ELA

Integration of Technology:

Students will use the Internet to research how successful artists integrate the Art Elements into their 2D and 3D works of art. Students will select and use specialized databases for advanced research to solve real world problems.

Equipment Needed:

Computer, Internet access.

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: Understand how artists integrate the Art Elements effectively into their work.	Lesson Sequence - Review the Art Elements. - Students will view a number of works of art and decide in each case whether or not the artist used specific Art Elements effectively. - Both 2D and 3D application projects will be explored.	- Class performance - Student Practice - Questioning Q and A
Differentiation: Each student will address all lessons from an individual perspective. Students can work in pairs if necessary.		
Resources Provided: PowerPoint on Art Elements; PowerPoint on Artwork for Discussion Purposes. Internet Resources		

Lesson Plan 3 Template



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Content Area: Visual Arts	Lesson Title: Sketchbook	Time Frame: 3 hours/3 days
Lesson Components		
<u>21st Century Themes</u>		
☒ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy ☒ Civic Literacy ☒ Health Literacy		
<u>21st Century Skills</u>		
☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☒ Information Literacy ☒ Life and Career Skills ☒ Communication and Collaboration ☒ Media Literacy ☐ ICT Literacy		
Interdisciplinary Connections: ELA		
Integration of Technology: Students will use the Internet to research assignments. Students will use the Internet to research how the Art Elements impact works of art. Students will use a camera to photograph their work for use in their semester PowerPoints. Students will select and use specialized databases for advanced research to solve real world problems.		
Equipment Needed: Computer, Internet Access, Art Supplies, Student Sketchbook		

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Demonstrate that they are proficient in using the Art Elements in related sketchbook assignments. - Research and apply Art Element related topics in their sketchbooks.	Lesson Sequence - Demonstrate and model the importance of the Art Elements in Advanced Sketchbook assignments. - Guided practice with design pages. - Application sketchbook projects.	- Practical evaluations - Individual and collaborative work efforts - Periodic conferencing with instructor and peers at key project stages
Differentiation: Each student will address all lessons from an individual perspective. Students can work in collaborative pairs if necessary.		
Resources Provided: Related art supplies		



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Lesson Reflection

Reflect on the lesson you have developed and rate the degree to which the lesson *Strongly, Moderately* or *Weakly* meets the criteria below.

Lesson Activities	Strongly	Moderately	Weakly
Are challenging Strongly and require higher order thinking and problem solving skills	☒	☐	☐
Allow for student choice	☒	☐	☐
Provide scaffolding for acquiring targeted knowledge/skills	☒	☐	☐
Integrate global perspectives	☒	☐	☐
Integrate 21st century skills	☒	☐	☐
Provide opportunities for interdisciplinary connection and transfer of knowledge and skills	☒	☐	☐
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills	☒	☐	☐
Are varied to address different student learning styles and preferences	☒	☐	☐
Are differentiated based on student needs	☒	☐	☐
Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process	☒	☐	☐
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives	☒	☐	☐
Provide opportunities for student reflection and self- assessment	☒	☐	☐
Provide data to inform and adjust instruction to better meet the varying needs of learners	☒	☐	☐

Curriculum Design Template

Content Area: Visual Art **Grade Level:** 10-12 **Course Title:** Open Studio

Created: Leonard Gabriel

Board Approved on:



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Unit Overview Template

Content Area: Visual Art **Grade Level:** 10-12 **Unit Title:** 2 Design Principles

Unit Summary: The goal of this unit is to explore innovative applications of the Design Principles.

Primary Interdisciplinary Connections:

[21st Century Themes](#) ☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving
☐ ICT Literacy

☒ Information Literacy X Life and Career Skills X Communication and Collaboration X
Media Literacy

Unit Rationale: Using student sketchbooks and other related projects, this unit is designed to develop an advanced understanding of the Design Principles which govern the creation of works of art in every culture, throughout art history.

Career Readiness: 9.2, 9.4

Learning Targets

Standards: 1.5, SEL.PK-12.1, SEL.PK-12.2, SEL.PK-12.3, SEL.PK-12.4, SEL.PK-12.5

Content Statements:

Anchor Standard 1: Generating and conceptualizing ideas.

Anchor Standard 2: Organizing and developing ideas.

Core Idea: There are strategies to improve one's professional value and marketability.

Core Idea: With a growth mindset, failure is an important part of success.

SEL.PK-12.1: Self-Awareness

SEL.PK-12.2: Self-Management

SEL.PK-12.3: Social Awareness

SEL.PK-12.4: Responsible Decision-Making

CAEP.9.2.12.C – Career Preparation.

CAEP.9.2.12.C.3 – Identify transferable career skills and design alternate career plans

CPI#:	Cumulative Progress Indicator (CPI):
1.5.12 prof.Cr1a	Use multiple approaches to begin creative endeavors.
1.5.12 acc.Cr1a	Individually and collaboratively formulate new creative problems based on the student's existing artwork.
1.5.12 prof.Cr2a	Engage in making a work of art or design without having a preconceived plan.
1.5.12 acc.Cr2a	Through experimentation, practice and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.
9.2.12.CAP.2	Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs.
9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12 prof.CR3a).
SEL.PK-12.1.1	Recognize one's feelings and thoughts
SEL.PK-12.1.2	Recognize the impact of one's feelings and thoughts on one's own behavior



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SEL.PK-12.1.3	Recognize one's personal traits, strengths and limitations
SEL.PK-12.1.4	Recognize the importance of self-confidence in handling daily tasks and challenges
SEL.PK-12.2.1	Understand and practice strategies for managing one's own emotions, thoughts and behaviors
SEL.PK-12.2.2	Recognize the skills needed to establish and achieve personal and educational goals
SEL.PK-12.2.3	Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals
SEL.PK-12.3.1	Recognize and identify the thoughts, feelings and perspectives of others
SEL.PK-12.3.2	Demonstrate awareness of the differences among individuals, groups and others' cultural backgrounds
SEL.PK-12.3.3	Demonstrate an understanding of the need for mutual respect when viewpoints differ
SEL.PK-12.3.4	Demonstrate an awareness of the expectations for social interactions in a variety of settings
SEL.PK-12.4.1	Develop, implement and model effective problem solving and critical thinking skills
SEL.PK-12.4.2	Identify the consequences associated with one's actions in order to make constructive choices
SEL.PK-12.4.3	Evaluate personal, ethical, safety and civic impact of decisions
SEL.PK-12.5.1	Establish and maintain healthy relationships
SEL.PK-12.5.2	Utilize positive communication and social skills to interact effectively with others
SEL.PK-12.5.3	Identify ways to resist inappropriate social pressure
SEL.PK-12.5.4	Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways
SEL.PK-12.5.5	Identify who, when, where, or how to seek help for oneself or others when needed



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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?

Enduring Understandings:

- 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.

Unit Learning Targets:

Students will...

- be able to successfully use the Design Principles in sketchbook and project assignments.
- will understand how artists have successfully used the Design Principles to organize visual communication and express ideas.
- will learn that both 2D and 3D approaches can be acceptable in answering challenging design problems.

Evidence of Learning

Summative Assessment: Quizzes, tests, and studio projects.

Equipment Needed: Dedicated Classroom, Art Supplies, Student Laptops, Plasma TV, Kiln

Teacher Resources: Computer, Plasma TV, Art Supplies, Kiln, Research Materials

Formative Assessments:

- Class performance, oral questioning, checklists, sketches, peer evaluation, sketchbook assignments, ongoing safety evaluation throughout the course, conferences between instructor and student at various points in the project, project phases submitted at various completion points.



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Lesson Plans

Lesson	Time Frame
Lesson 1: How Successful Artists Integrate the Design Principles into Their Work	2 hours/2 days
Lesson 2: Sketchbook Unit	5 hours/5 days
Lesson 3: Application Projects	15 hours/15 days
Teacher Notes: Participation in district-wide activities and other competitions will be incorporated wherever necessary to meet specific deadlines. Other curriculum projects will be dropped during this time period.	

Curriculum Development Resources/Technology Resources:

Click the links below to access additional resources used to design this unit:

https://www.getty.edu/education/teachers/building_lessons/principles_design.pdf

<http://www.artsconnected.org/toolkit/index.html>

<https://www.youtube.com/watch?v=GigfWyFAe7Y>

<https://www.youtube.com/watch?v=DWEhwp5JgZk>

<https://www.youtube.com/watch?v=losbYfihiN4>

<https://www.youtube.com/watch?v=losbYfihiN4>

<https://www.youtube.com/watch?v=pBZ7dlr4aE8>

<http://studioartportfolios.collegeboard.org/>



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Lesson Plan 1 Template

Content Area: Visual Art Lesson Title: How do Successful Artists Integrate the Design Principles into their Works of Art Time Frame: 2 hours/2 days

Lesson Components

21st Century Themes

☒ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☐ Health Literacy

21st Century Skills

☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☒
 Information Literacy
☒ Life and Career Skills ☒ Communication and Collaboration ☒ Media Literacy ☐ ICT
 Literacy

Interdisciplinary Connections: ELA

Integration of Technology:

Students will use the Internet to research how successful artists integrate the Design Principles into their works of art. They will participate in learning communities/social networks as resources for lifelong learning. Students will select and use specialized databases for advanced research to solve real world problems.

Equipment Needed:

Computer, Internet access.

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Understand how artists integrate the Design Principles effectively into their work. - Understand that artists can select a number of 2D or 3D approaches to answer design challenges.	Lesson Sequence - Review the Design Principles. - Students will view a number of works of art and decide in each case whether or not the artist used specific Design Principles effectively. - Application assignments.	- Class performance - Student Practice - Questioning Q and A
Differentiation: Each student will address all lessons from an individual perspective. Students can work in pairs if necessary.		
Resources Provided: PowerPoint on Art Elements; PowerPoint on Artwork for Discussion Purposes. Internet Resources		



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Lesson Plan 2 Template

Content Area: Visual Arts Lesson Title: Sketchbook Unit Time Frame: 3 hours/3 days

Lesson Components

21st Century Themes

☒ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☒ Civic Literacy ☒ Health Literacy

21st Century Skills

☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☒
 Information Literacy
☒ Life and Career Skills ☒ Communication and Collaboration ☒ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections:

Integration of Technology:

Students will use the Internet to research assignments. They will participate in online courses, learning communities, social networks or a virtual world as resources for lifelong learning. Students will select and use specialized databases for advanced research to solve real world problems.

Equipment Needed:

Computer, Internet access, Art Supplies, Student Sketchbook

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Demonstrate that they are proficient in using the Design Principles in related sketchbook assignments. • Research and apply Design Principle related topics in their sketchbooks.	Lesson Sequence 1. Demonstrate and model the importance of the Design Principles in Advanced Sketchbook assignments. 2. Guided practice with design pages. 3. Application sketchbook projects.	• Practical evaluations • Individual and collaborative work efforts • Periodic conferencing with instructor and peers at key project stages
Differentiation: Each student will address all lessons from an individual perspective. Students can work in collaborative pairs if necessary.		
Resources Provided: Related art supplies		



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Lesson Plan 3 Template

Content Area: Visual Arts
hours/15 days

Lesson Title: Application Projects

Time Frame: 15

Lesson Components

21st Century Themes

☒ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy

☒ Civic Literacy ☒ Health Literacy

21st Century Skills

☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☒ Information Literacy

☒ Life and Career Skills ☒ Communication and Collaboration ☒ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections:ELA

Integration of Technology:

Students will use the Internet for research assignments. They will participate in online courses, learning communities, social networks or a virtual world as resources for lifelong learning. Students will select and use specialized databases for advanced research to solve real world problems. Students will use class cameras and their laptops to develop Digital Presentations (iMovies and PowerPoints).

Equipment Needed:

Laptops, Internet Access, Student Sketchbooks, Related Art Supplies

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: Demonstrate that they are proficient in using the Design Principles in Advanced Application Projects.	Lesson Sequence - Demonstrate and model the importance of the Design Principles in Advanced Application Projects. - Students may choose either a 2D or 3D approach.	- Practical evaluations - Individual and collaborative work efforts - Periodic conferencing with instructor and peers at key project stages
Differentiation: Each student will address all lessons from an individual perspective. Students can work in collaborative pairs if necessary.		
Resources Provided: Related art supplies		



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Lesson Reflection

Reflect on the lesson you have developed and rate the degree to which the lesson *Strongly, Moderately* or *Weakly* meets the criteria below.

Lesson Activities	Strongly	Moderately	Weakly
Are challenging Strongly and require higher order thinking and problem solving skills	☒	☐	☐
Allow for student choice	☒	☐	☐
Provide scaffolding for acquiring targeted knowledge/skills	☒	☐	☐
Integrate global perspectives	☒	☐	☐
Integrate 21st century skills	☒	☐	☐
Provide opportunities for interdisciplinary connection and transfer of knowledge and skills	☒	☐	☐
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills	☒	☐	☐
Are varied to address different student learning styles and preferences	☒	☐	☐
Are differentiated based on student needs	☒	☐	☐
Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process	☒	☐	☐
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives	☒	☐	☐
Provide opportunities for student reflection and self- assessment	☒	☐	☐
Provide data to inform and adjust instruction to better meet the varying needs of learners	☒	☐	☐

Curriculum Design Template

Content Area: Visual Art **Grade Level:** 10-12 **Course Title:** Open Studio

Created: Leonard Gabriel

Board Approved on:



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Unit Overview Template

Content Area: Visual Arts	Grade Level: 10-12	Unit Title: Portraits
Unit Summary: The goal of this unit is to create a portrait. Primary Interdisciplinary Connections: <u>21st Century Themes</u> ☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ ICT Literacy ☒ Information Literacy X Life and Career Skills X Communication and Collaboration X Media Literacy		
Unit Rationale: Using student sketchbooks and other related projects, this unit is designed to develop an understanding of how artists use formal elements which govern the creation of portraits in every culture, throughout art history. Students will understand the enduring legacy of portraits and self-portraits in their own work.		
Career Readiness: 9.2, 9.4		

Learning Targets

Standards: 1.5, SEL.PK-12.1, SEL.PK-12.2, SEL.PK-12.3, SEL.PK-12.4, SEL.PK-12.5	
Content Statements: Anchor Standard 1: Generating and conceptualizing ideas. Anchor Standard 2: Organizing and developing ideas. Core Idea: There are strategies to improve one's professional value and marketability. Core Idea: With a growth mindset, failure is an important part of success. SEL.PK-12.1: Self-Awareness SEL.PK-12.2: Self-Management SEL.PK-12.3: Social Awareness SEL.PK-12.4: Responsible Decision-Making CAEP.9.2.12.C – Career Preparation. CAEP.9.2.12.C.3 – Identify transferable career skills and design alternate career plans	
CPI#:	Cumulative Progress Indicator (CPI):
1.5.12 prof.Cr1a	Use multiple approaches to begin creative endeavors.
1.5.12 acc.Cr1a	Individually and collaboratively formulate new creative problems based on the student's existing artwork.
1.5.12 prof.Cr2a	Engage in making a work of art or design without having a preconceived plan.
1.5.12 acc.Cr2a	Through experimentation, practice and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.
9.2.12.CAP.2	Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs.
9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12 prof.CR3a).
SEL.PK-12.1.1	Recognize one's feelings and thoughts
SEL.PK-12.1.2	Recognize the impact of one's feelings and thoughts on one's own behavior



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SEL.PK-12.1.3	Recognize one's personal traits, strengths and limitations
SEL.PK-12.1.4	Recognize the importance of self-confidence in handling daily tasks and challenges
SEL.PK-12.2.1	Understand and practice strategies for managing one's own emotions, thoughts and behaviors
SEL.PK-12.2.2	Recognize the skills needed to establish and achieve personal and educational goals
SEL.PK-12.2.3	Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals
SEL.PK-12.3.1	Recognize and identify the thoughts, feelings and perspectives of others
SEL.PK-12.3.2	Demonstrate awareness of the differences among individuals, groups and others' cultural backgrounds
SEL.PK-12.3.3	Demonstrate an understanding of the need for mutual respect when viewpoints differ
SEL.PK-12.3.4	Demonstrate an awareness of the expectations for social interactions in a variety of settings
SEL.PK-12.4.1	Develop, implement and model effective problem solving and critical thinking skills
SEL.PK-12.4.2	Identify the consequences associated with one's actions in order to make constructive choices
SEL.PK-12.4.3	Evaluate personal, ethical, safety and civic impact of decisions
SEL.PK-12.5.1	Establish and maintain healthy relationships
SEL.PK-12.5.2	Utilize positive communication and social skills to interact effectively with others
SEL.PK-12.5.3	Identify ways to resist inappropriate social pressure
SEL.PK-12.5.4	Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways
SEL.PK-12.5.5	Identify who, when, where, or how to seek help for oneself or others when needed



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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?

Enduring Understandings:

- 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.

Unit Learning Targets:

Students will be able....

- to successfully use the Art Elements in sketchbook and project assignments.
- to successfully use the Design Principles in sketchbook and project assignments.
- to understand how artists have successfully used the Art Elements and Design Principles to organize visual communication and express ideas.
- to understand the enduring legacy of portraits and self-portraits.

Evidence of Learning

Summative Assessment: Quizzes, tests, and studio projects.

Equipment Needed: Dedicated Classroom, Art Supplies, Student Laptops, Plasma TV, Kiln

Teacher Resources: Computer, Plasma TV, Art Supplies, Kiln, Research Materials

Formative Assessments:

- Class performance, oral questioning, checklists, sketches, peer evaluation, sketchbook assignments, ongoing safety evaluation throughout the course, conferences between instructor and student at various points in the project, project phases submitted at various completion points.

Lesson Plans

Lesson	Time Frame
Lesson 1: Artist Research	5 hours/5 days
Lesson 2: Sketchbook Assignments	5 hours/5 days
Lesson 3: Studio: Portraits	20 hours/20 days
Teacher Notes: Time lines will be adjusted as needed. Participation in district-wide activities and other competitions will be incorporated wherever necessary to meet specific deadlines. Other curriculum projects will be dropped during this time period.	



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Curriculum Development Resources/Technology Resources:

Click the links below to access additional resources used to design this unit:

<http://blogs.getty.edu/iris/whats-the-difference-between-a-selfie-and-a-self-portrait/>

<https://www.youtube.com/watch?v=2T7cDY7YDsg>

<https://www.youtube.com/watch?v=yT1biSZpvNY>

<https://www.pinterest.com/explore/drawing-faces/>



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Lesson Plan 1 Template

Content Area: Visual Arts Lesson Title: Artist Research Time Frame: 5 hours/5 days

Lesson Components

21st Century Themes

☒ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☐ Health Literacy

21st Century Skills

☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☒
Information Literacy
X Life and Career Skills **X** Communication and Collaboration **X** Media Literacy ☐ ICT
Literacy

Interdisciplinary Connections: ELA

Integration of Technology:

Students will use the Internet to research self-portraits for assignments. Students will use the class camera to photograph their work for use in their semester PowerPoints. They will participate in learning communities/social networks as resources for lifelong learning. Students will select and use specialized databases for advanced research to solve real world problems.

Equipment Needed:

Laptop Computers, Student Sketchbooks (9 x 12" with spiral), Internet access, Project Specific/Various Art Supplies, Digital Camera, Kiln.

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Understand the difference between a portrait and a self-portrait. - Look at how artists have approached portraits at different times and from different cultures. - Complete related application projects.	Lesson Sequence: - Portrait and self-portrait definitions. - Identify the styles and artistic processes used in the creation of culturally and historically diverse portraits. - Explore 'selfies' as a form of self-portraiture. - Related research assignments.	- Class performance - Individual and collaborative work efforts - Questioning Q and A - Sketchbook pages - Conferencing with instructors and/or peers at various project stages.
Differentiation: Each student will address all lessons from an individual viewpoint. Students can work in pairs if necessary.		
Resources Provided: Artist Research Template, Checklist and Rubric. DVDs on Portraits and Self-Portraits		



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Lesson Plan 2 Template

Content Area: Visual Arts Lesson Title: Sketchbook Assignment Time Frame: 5 hours/5 days

Lesson Components

21st Century Themes

☒ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☐ Health Literacy

21st Century Skills

☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☒
 Information Literacy
☒ Life and Career Skills ☒ Communication and Collaboration ☒ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections:ELA

Integration of Technology:

Students will use the Internet to research self-portraits for assignments. Students will use the class camera to photograph their work for use in their semester PowerPoints. They will participate in learning communities/social networks as resources for lifelong learning. Students will select and use specialized databases for advanced research to solve real world problems.

Equipment Needed:

Computer, Internet access, Art Supplies, Student Sketchbooks (9x12 spiral), Digital Camera

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Practice drawing parts of the face. - Practice drawing themselves in a mirror.	Lesson Sequence - Students will practice drawing parts of the face using related worksheets in their sketchbooks. - Students will complete sketchbook assignments related to drawing their own self-portrait and portraits of other people.	- Class performance - Student Practice - Questioning Q and A - Sketchbook page
Differentiation: Each student will address all lessons from an individual perspective. Students can work in pairs if necessary.		
Resources Provided: Handouts on parts of the face. Checklist. DVDs/PowerPoints		



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Lesson Plan 3 Template

Content Area: Visual Arts Lesson Title: Application Project Time Frame: 20 hours/20 days

Lesson Components

21st Century Themes

☒ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☒ Civic Literacy ☒ Health Literacy

21st Century Skills

☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☒
 Information Literacy
☒ Life and Career Skills ☒ Communication and Collaboration ☒ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections:

Integration of Technology:

Students will use the Internet to research assignments. Students will use the class camera to photograph their work for use in their semester PowerPoints. They will participate in online courses, learning communities, social networks or a virtual world as resources for lifelong learning. Students will select and use specialized databases for advanced research to solve real world problems.

Equipment Needed:

Computer, Internet access, Art Supplies, Digital Camera, Kiln

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Create a portrait/self-portrait in a chosen media. Portraits can be either 2D or 3D. • Create other portrait application projects.	Lesson Sequence 1. Discussion and explanation of the studio project. 2. Demonstrate and model the importance of the Art Elements and/or Design Principles in the studio project. 3. Students will create a portrait or self portrait. 4. Other application projects.	• Practical evaluations • Individual and collaborative work efforts • Periodic conferencing with instructor and peers at key project stages
Differentiation: Each student will address all lessons from an individual perspective. Students can work in collaborative pairs if necessary.		
Resources Provided: DVDs on Drawing the Human Face and Portrait/Self-Portrait Masterpieces		



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Lesson Reflection

Reflect on the lesson you have developed and rate the degree to which the lesson *Strongly*, *Moderately* or *Weakly* meets the criteria below.

Lesson Activities	Strongly	Moderately	Weakly
Are challenging Strongly and require higher order thinking and problem solving skills	☒	☐	☐
Allow for student choice	☒	☐	☐
Provide scaffolding for acquiring targeted knowledge/skills	☒	☐	☐
Integrate global perspectives	☒	☐	☐
Integrate 21st century skills	☒	☐	☐
Provide opportunities for interdisciplinary connection and transfer of knowledge and skills	☒	☐	☐
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills	☒	☐	☐
Are varied to address different student learning styles and preferences	☒	☐	☐
Are differentiated based on student needs	☒	☐	☐
Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process	☒	☐	☐
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives	☒	☐	☐
Provide opportunities for student reflection and self- assessment	☒	☐	☐
Provide data to inform and adjust instruction to better meet the varying needs of learners	☒	☐	☐

Curriculum Design Template

Content Area: Visual Art	Grade Level: 10-12	Course Title:	Open Studio
Created: Leonard Gabriel		Board Approved on:	



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Unit Overview Template

Content Area: Visual Arts	Grade Level: 10-12	Unit Title: Personal Voice
Unit Summary: The goal of this unit is to explore and apply Personal Voice in Portfolio Development		
Primary Interdisciplinary Connections: <u>21st Century Themes</u> ☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ ICT Literacy ☒ Information Literacy X Life and Career Skills X Communication and Collaboration X Media Literacy		
Unit Rationale: Using student sketchbooks and other related projects, this unit is designed to develop an advanced understanding and application of Personal Voice as it applies to portfolio development.		
Career Readiness: 9.2, 9.4		

Learning Targets

Standards: 1.5, SEL.PK-12.1, SEL.PK-12.2, SEL.PK-12.3, SEL.PK-12.4, SEL.PK-12.5	
Content Statements: Anchor Standard 1: Generating and conceptualizing ideas. Anchor Standard 2: Organizing and developing ideas. Core Idea: There are strategies to improve one's professional value and marketability. Core Idea: With a growth mindset, failure is an important part of success. SEL.PK-12.1: Self-Awareness SEL.PK-12.2: Self-Management SEL.PK-12.3: Social Awareness SEL.PK-12.4: Responsible Decision-Making CAEP.9.2.12.C – Career Preparation. CAEP.9.2.12.C.3 – Identify transferable career skills and design alternate career plans	
CPI#:	Cumulative Progress Indicator (CPI):
1.5.12 prof.Cr1a	Use multiple approaches to begin creative endeavors.
1.5.12 acc.Cr1a	Individually and collaboratively formulate new creative problems based on the student's existing artwork.
1.5.12 prof.Cr2a	Engage in making a work of art or design without having a preconceived plan.
1.5.12 acc.Cr2a	Through experimentation, practice and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.
9.2.12.CAP.2	Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs.
9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12 prof.CR3a).
SEL.PK-12.1.1	Recognize one's feelings and thoughts
SEL.PK-12.1.2	Recognize the impact of one's feelings and thoughts on one's own behavior



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SEL.PK-12.1.3	Recognize one's personal traits, strengths and limitations
SEL.PK-12.1.4	Recognize the importance of self-confidence in handling daily tasks and challenges
SEL.PK-12.2.1	Understand and practice strategies for managing one's own emotions, thoughts and behaviors
SEL.PK-12.2.2	Recognize the skills needed to establish and achieve personal and educational goals
SEL.PK-12.2.3	Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals
SEL.PK-12.3.1	Recognize and identify the thoughts, feelings and perspectives of others
SEL.PK-12.3.2	Demonstrate awareness of the differences among individuals, groups and others' cultural backgrounds
SEL.PK-12.3.3	Demonstrate an understanding of the need for mutual respect when viewpoints differ
SEL.PK-12.3.4	Demonstrate an awareness of the expectations for social interactions in a variety of settings
SEL.PK-12.4.1	Develop, implement and model effective problem solving and critical thinking skills
SEL.PK-12.4.2	Identify the consequences associated with one's actions in order to make constructive choices
SEL.PK-12.4.3	Evaluate personal, ethical, safety and civic impact of decisions
SEL.PK-12.5.1	Establish and maintain healthy relationships
SEL.PK-12.5.2	Utilize positive communication and social skills to interact effectively with others
SEL.PK-12.5.3	Identify ways to resist inappropriate social pressure
SEL.PK-12.5.4	Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways
SEL.PK-12.5.5	Identify who, when, where, or how to seek help for oneself or others when needed



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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?

Enduring Understandings:

- 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.

Unit Learning Targets:

Students will...

- be able to successfully use Personal Voice in sketchbook and project assignments.
- understand how artists have successfully used Personal Voice to organize visual communication and express ideas.

Evidence of Learning

Summative Assessment: Quizzes, tests, and studio projects.

Equipment Needed: Dedicated Classroom, Art Supplies, Student Laptops, Plasma TV, Kiln

Teacher Resources: Computer, Plasma TV, Art Supplies, Kiln, Research Materials

Formative Assessments:

- Class performance, oral questioning, checklists, sketches, peer evaluation, sketchbook assignments, ongoing safety evaluation throughout the course, conferences between instructor and student at various points in the project, project phases submitted at various completion points.



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Lesson Plans

Lesson	Time Frame
Lesson 1: How Artists Use Personal Voice Successfully in Their Own Work	2 hours/2 days
Lesson 2: Sketchbook Unit	3 hours/3 days
Lesson 3: Application Projects	15 hours/15 days
Teacher Notes: Participation in district-wide activities and other competitions will be incorporated wherever necessary to meet specific deadlines. Other curriculum projects will be dropped during this time period.	

Curriculum Development Resources/Technology Resources:

Click the links below to access additional resources used to design this unit:

<http://studioartportfolios.collegeboard.org/>

<http://blog.entrepreneurhearts.com/2009/08/26/ten-steps-to-finding-your-artistic-voice/>

<http://artbistro.monster.com/benefits/articles/12710-finding-your-own-artistic-voice>

<http://www.finearttips.com/2011/06/10-tips-to-find-your-own-artistic-voice/>

<http://www.skiprohde.com/finding-your-voice.html>



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Lesson Plan 1 Template

Content Area: Visual Art Lesson Title: How do Successful Artists Integrate Personal Voice into their Works of Art
Time Frame: 2 hours/2 days

Lesson Components

21st Century Themes

☒ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☐ Health Literacy

21st Century Skills

☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☒ Information Literacy
☒ Life and Career Skills ☒ Communication and Collaboration ☒ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections:ELA

Integration of Technology:

Students will use class cameras and their laptops to develop Digital Presentations (iMovies and PowerPoints). Students will use the Internet for research assignments. They will participate in learning communities/social networks as resources for lifelong learning. Students will select and use specialized databases for advanced research to solve real world problems.

Equipment Needed:

Computer, Internet access.

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: Understand how artists integrate Personal Voice effectively into their work.	Lesson Sequence - Review concepts: Artistic Style and Personal Voice. - Students will view a number of works of art and decide in each case whether or not the artist's personal voice can be seen effectively in their work. - Application assignments.	- Class performance - Student Practice - Questioning Q and A
Differentiation: Each student will address all lessons from an individual perspective. Students can work in pairs if necessary.		
Resources Provided: PowerPoint on Artistic Style; PowerPoint on Artwork for Discussion Purposes. Internet Resources		



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Lesson Plan 2 Template

Content Area: Visual Arts Lesson Title: Sketchbook Unit Time Frame: 3 hours/3 days

Lesson Components

21st Century Themes

☒ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy

☒ Civic Literacy ☒ Health Literacy

21st Century Skills

☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☒ Information Literacy

☒ Life and Career Skills ☒ Communication and Collaboration ☒ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections:

Integration of Technology:

Students will use class cameras and their laptops to develop Digital Presentations (iMovies and PowerPoints). Students will use the Internet for research assignments. Students will select and use specialized databases for advanced research to solve real world problems.

Equipment Needed:

Computer, Internet access, Art Supplies, Student Sketchbook

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Demonstrate that they are proficient in using Personal Voice in related sketchbook assignments. • Research and apply Artistic Style related topics in their sketchbooks.	Lesson Sequence 1. Demonstrate and model the importance of the development of Personal Voice in Advanced Sketchbook assignments. 2. Guided practice with design pages. 3. Application sketchbook projects.	• Practical evaluations • Individual and collaborative work efforts • Periodic conferencing with instructor and peers at key project stages
Differentiation: Each student will address all lessons from an individual perspective. Students can work in collaborative pairs if necessary.		
Resources Provided: Related art supplies		



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Lesson Plan 3 Template

Content Area: VA – Open Studio

Lesson Title: Application Projects

Time Frame: 15 hours/15 days

Lesson Components

21st Century Themes

☒ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy

☒ Civic Literacy ☒ Health Literacy

21st Century Skills

☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☒ Information Literacy

☒ Life and Career Skills ☒ Communication and Collaboration ☒ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections:

Integration of Technology:

Students will use class cameras and their laptops to develop Digital Presentations (iMovies and PowerPoints). Students will use the Internet for research assignments. Students will select and use specialized databases for advanced research to solve real world problems.

Equipment Needed:

Laptops, Internet Access, Student Sketchbooks, Related Art Supplies

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: Demonstrate that they are proficient in using Personal Voice in Advanced Application Projects.	Lesson Sequence Demonstrate and model the importance of Personal Voice in Advanced Application Projects.	- Practical evaluations - Individual and collaborative work efforts - Periodic conferencing with instructor and peers at key project stages
Differentiation: Each student will address all lessons from an individual perspective. Students can work in collaborative pairs if necessary.		
Resources Provided: Related art supplies		



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Lesson Reflection

Reflect on the lesson you have developed and rate the degree to which the lesson *Strongly, Moderately* or *Weakly* meets the criteria below.

Lesson Activities	Strongly	Moderately	Weakly
Are challenging Strongly and require higher order thinking and problem solving skills	☒	☐	☐
Allow for student choice	☒	☐	☐
Provide scaffolding for acquiring targeted knowledge/skills	☒	☐	☐
Integrate global perspectives	☒	☐	☐
Integrate 21st century skills	☒	☐	☐
Provide opportunities for interdisciplinary connection and transfer of knowledge and skills	☒	☐	☐
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills	☒	☐	☐
Are varied to address different student learning styles and preferences	☒	☐	☐
Are differentiated based on student needs	☒	☐	☐
Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process	☒	☐	☐
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives	☒	☐	☐
Provide opportunities for student reflection and self- assessment	☒	☐	☐
Provide data to inform and adjust instruction to better meet the varying needs of learners	☒	☐	☐

Curriculum Design Template

Content Area: Visual Art	Grade Level: 10-12	Course Title:	Open Studio
Created: Leonard Gabriel		Board Approved on:	



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ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

Unit Overview Template

Content Area: Visual Art

Grade Level: 10-12

Unit Title: Course Review

Unit Summary: The goals of this unit are for students to complete and critique semester projects.

Primary Interdisciplinary Connections:

[21st Century Themes](#) ☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving
☐ ICT Literacy

☒ Information Literacy X Life and Career Skills X Communication and Collaboration X
Media Literacy

Unit Rationale: Using semester projects, this unit is focused on teaching students how to critique and reflect on their semester artwork. Career paths in both 2D and 3D art will also be explored.

Career Readiness: 9.2, 9.4

Learning Targets

Standards: 1.5, SEL.PK-12.1, SEL.PK-12.2, SEL.PK-12.3, SEL.PK-12.4, SEL.PK-12.5

Content Statements:

Anchor Standard 1: Generating and conceptualizing ideas.

Anchor Standard 2: Organizing and developing ideas.

Core Idea: There are strategies to improve one's professional value and marketability.

Core Idea: With a growth mindset, failure is an important part of success.

SEL.PK-12.1: Self-Awareness

SEL.PK-12.2: Self-Management

SEL.PK-12.3: Social Awareness

SEL.PK-12.4: Responsible Decision-Making

CAEP.9.2.12.C – Career Preparation.

CAEP.9.2.12.C.3 – Identify transferable career skills and design alternate career plans

CPI#:

Cumulative Progress Indicator (CPI):

1.5.12 prof.Cr1a

Use multiple approaches to begin creative endeavors.

1.5.12 acc.Cr1a

Individually and collaboratively formulate new creative problems based on the student's existing artwork.

1.5.12 prof.Cr2a

Engage in making a work of art or design without having a preconceived plan.

1.5.12 acc.Cr2a

Through experimentation, practice and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.

9.2.12.CAP.2

Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs.

9.4.12.CI.1

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

SEL.PK-12.1.1

Recognize one's feelings and thoughts

SEL.PK-12.1.2

Recognize the impact of one's feelings and thoughts on one's own behavior



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SEL.PK-12.1.3	Recognize one's personal traits, strengths and limitations
SEL.PK-12.1.4	Recognize the importance of self-confidence in handling daily tasks and challenges
SEL.PK-12.2.1	Understand and practice strategies for managing one's own emotions, thoughts and behaviors
SEL.PK-12.2.2	Recognize the skills needed to establish and achieve personal and educational goals
SEL.PK-12.2.3	Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals
SEL.PK-12.3.1	Recognize and identify the thoughts, feelings and perspectives of others
SEL.PK-12.3.2	Demonstrate awareness of the differences among individuals, groups and others' cultural backgrounds
SEL.PK-12.3.3	Demonstrate an understanding of the need for mutual respect when viewpoints differ
SEL.PK-12.3.4	Demonstrate an awareness of the expectations for social interactions in a variety of settings
SEL.PK-12.4.1	Develop, implement and model effective problem solving and critical thinking skills
SEL.PK-12.4.2	Identify the consequences associated with one's actions in order to make constructive choices
SEL.PK-12.4.3	Evaluate personal, ethical, safety and civic impact of decisions
SEL.PK-12.5.1	Establish and maintain healthy relationships
SEL.PK-12.5.2	Utilize positive communication and social skills to interact effectively with others
SEL.PK-12.5.3	Identify ways to resist inappropriate social pressure
SEL.PK-12.5.4	Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways
SEL.PK-12.5.5	Identify who, when, where, or how to seek help for oneself or others when needed



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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?

Enduring Understandings:

- 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.

Unit Learning Targets:

Students will be able to...

- critique their semester works.
- research paths leading to careers in both 2D or 3D art.
- review key vocabulary and techniques for the semester exam.

Evidence of Learning

Summative Assessment: Quizzes, tests, and studio projects.

Equipment Needed: Dedicated Classroom, Art Supplies, Student Laptops, Plasma TV

Teacher Resources: Computer, Plasma TV, Art Supplies

Formative Assessments:

- Class performance, oral questioning, peer evaluation, self-evaluation using a checklist, quizzes, research assignments, graded projects, on-going safety evaluation throughout the course.



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Lesson Plans

Lesson	Time Frame
Lesson 1: Final Studio Project	13 hours/13 days
Lesson 2: Critique Semester Work	5 hours/5 days
Lesson 3: Research Career Paths 3D Art.	2 hours/2 days
Teacher Notes: Timelines will be adjusted as needed. Participation in district-wide activities and other competitions will be incorporated wherever necessary to meet specific deadlines. Other curriculum projects will be dropped during this time period.	

Curriculum Development Resources/Technology Resources:

Click the links below to access additional resources used to design this unit

<http://apcentral.collegeboard.com/apc/members/homepage/35112.html>

<https://www.goshen.edu/art/ed/critique1.html>

<http://www.theartcareerproject.com/art-as-a-career/>

<http://www.studentartguide.com/articles/art-careers-list>

<http://www.payscale.com/college-salary-report/common-jobs-for-majors/art>

<http://artbistro.monster.com/careers/articles/8551-8-creative-jobs-that-pay-over-60k>



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Lesson Plan 1 Template

Content Area: Visual Art Lesson Title: Final Project Time Frame: 13 hours/13 days

Lesson Components

21st Century Themes

☒ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy X Health Literacy

21st Century Skills

X Creativity and Innovation ☒ Critical Thinking and Problem Solving ☒
 Information Literacy
☐ Life and Career Skills X Communication and Collaboration X Media Literacy ☐ ICT
 Literacy

Interdisciplinary Connections:ELA

Integration of Technology:

Students will research artists who use 3D forms as a focus in their artwork. Additional: Web
 Quests, wireless laptop computers, virtual museum tours, multimedia presentations, video
 streaming, podcasting.

Equipment Needed:

Laptop Computers, Internet access, Project Specific/Various Art Supplies.

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: Complete final project.	Lesson Sequence - Introduction and demonstration of the final project. - Students may choose either a 2D or 3D approach. - Application of assignment. - Observation or individual conferencing.	- Class performance - Student practice and application - Questioning Q and A
Differentiation: Each student will address all lessons from an individual viewpoint. Students can work in pairs if necessary.		
Resources Provided: Checklist.		



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Lesson Plan 2 Template

Content Area: Visual Art Lesson Title: Semester Reflection and Critique Time Frame: 5 hours/5 days

Lesson Components

21st Century Themes

☒ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☐ Health Literacy

21st Century Skills

☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☒ Information Literacy
☒ Life and Career Skills ☒ Communication and Collaboration ☒ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections:

Integration of Technology:

Internet research, laptop computers, virtual museum tours, multimedia presentations.

Equipment Needed:

Laptop

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Complete a critique of semester work. - Critique the work of another student. - Create a PowerPoint or iMovie of student artwork.	Lesson Sequence: - Demonstration of proper critique format. - Individualized student and group practice. - Critiques will be both oral and written. - Application assignments. - Observation or individual conferences	- Practical evaluations - Individual and collaborative work efforts - Graded critiques

Differentiation:

Each student will address all lessons from an individual perspective.
Students can work in collaborative pairs if necessary.

Resources Provided:

Student laptops.



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Lesson Plan 3 Template

Content Area: Visual Art Lesson Title: Careers in 3D Art Time Frame: 2 hours/2 days

Lesson Components

21st Century Themes

☒ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☐ Health Literacy

21st Century Skills

☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☒
 Information Literacy
 X Life and Career Skills X Communication and Collaboration X Media Literacy ☐ ICT
 Literacy

Interdisciplinary Connections:

Integration of Technology:

Students will use their laptops to research careers in 3D art.

Equipment Needed:

Computer, Internet access, Art Supplies, Digital Camera

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Discuss the wide range of careers in both 2D and 3D art. - Create a PowerPoint on a selected career path.	Lesson Sequence - Students will use class time to discuss art careers. - Students will select one career area they are interested in and research it. - Providing time availability, students will share a PowerPoint with other students.	- Class performance - Questioning Q and A

Differentiation:

Each student will address all lessons from an individual perspective.

Resources Provided:

Videos on careers in art.

<http://ispyart.com/Articles/6-Reasons-why-every-artist-should-have-an-online-art-portfolio.aspx>

<http://oedb.org/fast-track-careers-art-and-design>

http://www.huffingtonpost.com/2011/07/09/ten-art-jobs-with-the-brightest-futures_n_893326.html#s305882 title=1_Museum_Technician



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Lesson Reflection

Reflect on the lesson you have developed and rate the degree to which the lesson *Strongly, Moderately* or *Weakly* meets the criteria below.

Lesson Activities	Strongly	Moderately	Weakly
Are challenging Strongly and require higher order thinking and problem solving skills	☒	☐	☐
Allow for student choice	☒	☐	☐
Provide scaffolding for acquiring targeted knowledge/skills	☒	☐	☐
Integrate global perspectives	☒	☐	☐
Integrate 21st century skills	☒	☐	☐
Provide opportunities for interdisciplinary connection and transfer of knowledge and skills	☒	☐	☐
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills	☒	☐	☐
Are varied to address different student learning styles and preferences	☒	☐	☐
Are differentiated based on student needs	☒	☐	☐
Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process	☒	☐	☐
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives	☒	☐	☐
Provide opportunities for student reflection and self- assessment	☒	☐	☐
Provide data to inform and adjust instruction to better meet the varying needs of learners	☒	☐	☐

Curriculum Design Template

Content Area: Visual Art **Grade Level:** 10-12 **Course Title:** Open Studio

Created: Leonard Gabriel

Board Approved on:



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GLOBAL SKILLS

IEP AND 504 ACCOMMODATIONS AND MODIFICATIONS FOR EARLY CHILDHOOD AND ELEMENTARY SCHOOL STUDENTS:

Large print textbooks
Textbooks for at-home use
Additional time for assignments
Review of directions
Use of mnemonics
Have student restate information
Concrete examples
Adaptive writing utensils
Support auditory presentations with visuals
Use of a study carrel
Assistance in maintaining uncluttered space
Weekly home-school communication tools (notebook, daily log, phone calls or email messages)
Space for movement or breaks
Study sheets and teacher outlines
Extra visual and verbal cues and prompts
Math sheets with highlighted instructions
Graph paper to assist in organizing or lining up math problems
Use of computers and calculators
Books on tape
Graphic organizers
Quiet corner or room to calm down and relax when anxious
Preferential seating
Alteration of the classroom arrangement
Reduction of distractions
Answers to be dictated
Hands-on activities
Use of manipulatives
No penalty for spelling errors or sloppy handwriting
Follow a routine/schedule
Alternate quiet and active time
Teach time management skills
Rest breaks
Verbal and visual cues regarding directions and staying on task
Agenda book and checklists
Adjusted assignment timelines
Visual daily schedule



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GLOBAL SKILLS**

Varied reinforcement procedures
Immediate feedback
Work-in-progress check
Personalized examples

TESTING AND ASSESSMENT ACCOMMODATIONS AND MODIFICATIONS:

Answers to be dictated
Frequent rest breaks
Additional time
Oral testing
Untimed tests
Choice of test format (multiple-choice, essay, true-false)
Alternate ways to evaluate (projects or oral presentations instead of written tests)
Accept short answers
Open-book tests
Read test and directions to student
Provide study outline prior to tests
Highlight key directions
Test in alternative site
Use of calculator
Extra credit option
Preview test procedures
Simplified test wording; rephrased test questions and/or directions

GENERAL ACCOMMODATIONS AND MODIFICATIONS:

Use of alternative books or materials on the topic being studied
Computerized spell-check support
Word bank of choices for answers to test questions
Provision of calculator and/or number line for math tests
Reworded questions in simpler language
Projects instead of written reports
Highlighting important words or phrases in reading assignments
Modified workload or length of assignments/tests
Modified time demands
Modified grades based on IEP

BEHAVIOR ACCOMMODATIONS MODIFICATIONS:



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GLOBAL SKILLS**

Breaks between tasks
Cue expected behavior
Daily feedback to student
Have contingency plans
Use de-escalating strategies
Use positive reinforcement
Use proximity/touch control
Use peer supports and mentoring
Model expected behavior by adults
Have parent sign homework
Have parent sign behavior chart
Set and post class rules
Chart progress and maintain data



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GLOBAL SKILLS**

IEP AND 504 ACCOMODATIONS AND MODIFICATIONS FOR MIDDLE AND HIGH SCHOOL STUDENTS:

Large print textbooks
Textbooks for at-home use
Additional time for assignments
A locker with adapted lock
Review of directions
Review sessions
Use of mnemonics
Have student restate information
Provision of notes or outlines
Concrete examples
Adaptive writing utensils
Support auditory presentations with visuals
Weekly or bi-weekly home-school communication
Space for movement or breaks
Study sheets and teacher outlines
Extra visual and verbal cues and prompts
Lab and math sheets with highlighted instructions
Graph paper to assist in organizing or lining up math problems
Use of tape recorder for lectures
Use of Interactive notebook
Use of a scribe
Use of computers and calculators
Books on tape
Graphic organizers
Quiet corner or room to calm down and relax when anxious
Preferential seating
Alteration of the classroom arrangement
Reduction of distractions
Answers to be dictated
Hands-on activities
Ability to type all assignments
Follow a routine/schedule
Teach time management and organizational skills
Rest breaks
Verbal and visual cues regarding directions and staying on task
Agenda book and checklists
Daily check-in with case manager or special education teacher
Adjusted assignment timelines
Visual daily schedule



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**ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY
GLOBAL SKILLS**

Varied reinforcement procedures
Immediate feedback
Work-in-progress check
Personalized examples

TESTING AND ASSESSMENT ACCOMMODATIONS AND MODIFICATIONS:

Answers to be dictated
Frequent rest breaks
Additional time
Oral testing
Choice of test format (multiple-choice, essay, true-false)
Alternate ways to evaluate (projects or oral presentations instead of written tests)
Accept short answers
Open-book or open-note tests
Read test and directions to student
Provide study guides prior to tests
Highlight key directions
Test in alternative site
Use of calculator
Extra credit option
Pace long-term projects
Preview test procedures
Simplified test wording; rephrased test questions and/or directions

GENERAL ACCOMMODATIONS AND MODIFICATIONS:

Allow outlining, instead of writing for an essay or major project
Use of alternative books or materials on the topic being studied
Computerized spell-check support
Word bank of choices for answers to test questions
Provision of calculator for math tests
Film or video supplements in place of reading text
Reworded questions in simpler language
Projects instead of written reports
Highlighting important words or phrases in reading assignments
Modified workload or length of assignments/tests
Modified time demands



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GLOBAL SKILLS**

Pass/no pass option

Modified grades based on IEP

BEHAVIOR ACCOMMODATIONS FOR STUDENTS:

- Breaks between tasks
- Cue expected behavior
- Daily feedback to student
- Have contingency plans
- Use de-escalating strategies
- Use positive reinforcement
- Use proximity/touch control
- Use peer supports and mentoring
- Model expected behavior by adults
- Have parent sign homework
- Set and post class rules
- Chart progress and maintain data



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GLOBAL SKILLS

Accommodations and Modifications for ESL Students

- Give tests orally
- Give instructions/directions in writing and orally
- Assign a peer tutor, same language or English speaking
- Allow use of bilingual/translation dictionary
- Provide summaries of text or study guides of particular chapters
- Allow errors in speaking
- Allow errors in writing
- Accept writing in first language
- Highlight key vocabulary
- Reduce amount of work required
- Assess comprehension through demonstration or other alternative means (gestures, drawings)
- Rephrase questions, directions, and explanations
- Reduce multiple choices on assessments
- Provide study guides and/ or outlines
- Shorten reading assignments
- Allow extended time for test/project completion
- Use of audio books
- Use of graphic organizers
- Use reduced text, so that print is not dense
- Use visuals/pictures throughout lesson/unit/assignment
- Adapt homework to reflect language proficiency/home support
- Adapt homework to reflect home support
- Provide hands-on activities and explanations
- Allow extended time to answer questions, and permit drawing, as an explanation
- Use of translation dictionaries to locate words in the native language
- Use anecdotal records and portfolio of work as forms of assessment
- Use story retellings to assess comprehension