



Springfield Public Schools
Springfield, New Jersey 07081

Portfolio Studio Art

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.

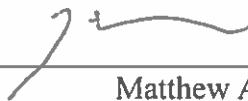
MOTION CARRIED

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 of Jonathan Dayton High School

Ashley Bauers ~ Coordinator of Visual, Performing & Practical Arts

Leonard Gabriel ~ Teacher



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Introduction

This template is the product of an initiative led by the New Jersey Department of Education, Office of Academic Standards, in partnership with the New Jersey Association for Supervision and Curriculum Development (NJASCD) and the New Jersey Principals and Supervisors Association (NJPSA). The project was undertaken with the assistance of New Jersey content area supervisors, curriculum coordinators, and teachers during spring-summer 2009. The goal of the project was to design exemplar unit plans and accompanying lesson plans aligned with the New Jersey Student Learning Standards that may be used by districts as models for the development of local curricula.

The Unit Overview Template, which follows, is a tool that can help districts define one unit plan of several that comprise a specific course in the curriculum for any content area. It is designed, once completed, to summarize the content and objectives for the unit, outline lessons and assessments that support the unit, and provide links to documents that facilitate delivery of the unit, such as student materials, background information, resources, and performance rubrics. To see how the units fit together in the design of a course, see the Curriculum Design Template included at the end of this document.

Seven content area Unit Overviews were created as part of the project to serve as exemplar unit plans that are aligned with the New Jersey Student Learning Standards and that assist in achieving the goal of engaging students, fostering achievement, and cultivating 21st century global skills. The units stress the integration of 21st century themes and skills, global perspectives, technology, and cross-curricular connections.

We encourage districts to use the exemplars in conjunction with the curriculum development tools and templates that emanated from this project as models for teaching and learning based on the New Jersey Student Learning Standards.



Unit Overview Template

Content Area: VA - <i>Portfolio Honors</i>	Grade Level:	Unit Title: 1_Art Elements
Unit Summary: <i>The goal of this unit is to explore innovative applications of the Art Elements.</i> 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 of the Art Elements 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



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	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
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 and 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?
- 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.
- Students 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	5 hours/5 days
Lesson 4 Application Projects	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.	

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/>



Lesson Plan 1 Template

Content Area: VA – <i>Portfolio Honors</i>	Lesson Title:
Copyright and Artistic Integrity Time Frame: 2 hours/2 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:	
Integration of Technology: Students will use the Internet to research how the Art Elements impact works of art. 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, 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 the 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		



Lesson Plan 2 Template	
Content Area: VA – Portfolio Honors	Lesson Title: How do Successful Artists Integrate the Art Elements into their Works of Art
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 how successful artists integrate the Art Elements 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 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. - 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		



Lesson Plan 3 Template		
Content Area: VA – Portfolio Honors Time Frame: 5 hours/5 days		Lesson Title: Sketchbook Unit
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. 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 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		



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

Curriculum Design Template

Content Area: Honors	Grade Level:	Course Title:	Portfolio
Created: Leonard Gabriel		Board Approved on:	



Unit Overview Template

Content Area: VA - <i>Portfolio Honors</i>	Grade Level:	Unit Title: 2_Design Principles
Unit Summary: <i>The goal of this unit is to explore innovative applications of the Design Principles.</i> 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 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.



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9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.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
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 and 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.

Students will understand how artists have successfully used the Design Principles 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 Successful Artists Integrate the Design Principles into Their Work	5 hours/5 days
Lesson 2 Sketchbook Unit	5 hours/5 days
Lesson 3 Application Projects	20 hours/20 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=losbYfihN4>

<https://www.youtube.com/watch?v=losbYfihN4>

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



Lesson Plan 1 Template	
Content Area: VA – Portfolio Honors	Lesson Title: How do Successful Artists Integrate the Design Principles into their Works of Art
Time Frame: 5 hours/5 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 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.	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		



Lesson Plan 2 Template	
Content Area: VA – Portfolio Honors Time Frame: 5 hours/5 days	Lesson Title: Sketchbook Unit
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:	
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 • Demonstrate and model the importance of the Design Principles 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		



Lesson Plan 3 Template	
Content Area: VA – Portfolio Honors Time Frame: 20 hours/20 days	Lesson Title: Application Projects
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:	
Integration of Technology: 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: 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.	• 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		



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

Curriculum Design Template

Content Area:	Grade Level:	Course Title:	Portfolio Honors
Created: Leonard Gabriel		Board Approved on:	



Unit Overview Template

Content Area: VA – <i>Portfolio Honors</i>	Grade Level:	Unit Title:
3_Self-Portraits		
Unit Summary: <i>The goal of this unit is to create a self-portrait revealing personality through symbolism, allegory, and/or irony.</i> Primary Interdisciplinary Connections: <u>21st Century Themes</u> ☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ ICT Literacy ☒ Information Literacy ☐ Life and Career Skills ☐ Communication and Collaboration ☐ 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 self-portraits in every culture, throughout art history. Students will understand the enduring legacy of 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



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	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
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 and 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?
- 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.
 Students will be able to successfully use the Design Principles in sketchbook and project assignments.

Students will understand how artists have successfully used the Art Elements and Design Principles to organize visual communication and express ideas.
 Students will understand the enduring legacy of 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: Self-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.	

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/>

<https://www.youtube.com/watch?v=wZEwY8wqB1I>

<https://www.youtube.com/watch?v=FF5aAbCbLLk>

<https://www.youtube.com/watch?v=hakaoQ9L1RM>

<https://www.youtube.com/watch?v=j2KdAXmJDUo>

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

<https://www.youtube.com/watch?v=sr1MZhmmguI>



Lesson Plan 1 Template

Content Area: **VA Portfolio Honors** 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
☒ 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:

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 what is 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 the 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: Artist Research Template, Checklist and Rubric. DVDs on Portraits and Self-Portraits		



Lesson Plan 2 Template		
Content Area: VA – Portfolio Honors Lesson Title: Sketchbook Assignments		
Time Frame: 5 hours/5 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 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.	- 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 and Rubric. DVDs on Self-Portraits		



Lesson Plan 3 Template		
Content Area: VA Portfolio Honors Lesson Title: Application Projects Time Frame: 20 hours/20 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 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 self-portrait in a chosen media. Self-portraits can be either 2D or 3D. • Create other portrait application projects.	Lesson Sequence • Discussion and explanation of the studio project. • Demonstrate and model the importance of the Art Elements and/or Design Principles in the studio project. • Students will create a self portrait. • 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		



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

Curriculum Design Template

Content Area: <i>Visual Art</i>	Grade Level:	Course Title:	Portfolio
Created: Leonard Gabriel		Board Approved on:	



Unit Overview Template

Content Area: VA – <i>Portfolio Honors</i>	Grade Level:	Unit Title: 4_Human Figure
Unit Summary: <i>The goal of this unit is to create a human figure through drawing or painting.</i>		
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 the human figure in every culture, throughout art history. Students will understand the enduring legacy of drawing or painting the human figure 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).
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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
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 and 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?
- 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.
Students will be able to successfully use the Design Principles in sketchbook and project assignments.

Students will understand how artists have successfully used the Art Elements and Design Principles to organize visual communication and express ideas.

Students will understand the enduring legacy of drawing or painting the human figure.

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: Application Projects involving Drawing or Painting the Human Figure	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.	

Curriculum Development Resources/Technology Resources:

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

https://www.youtube.com/watch?v=O-KV_G3_F8o

<https://www.youtube.com/watch?v=w2fKxNDsXuW>

<https://www.youtube.com/watch?v=13uwXo7DS5I>

<https://www.youtube.com/watch?v=TtfYb5zS2Pw>



Lesson Plan 1 Template

Content Area: **VA Portfolio Honors** 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
☒ Life and Career Skills ☒ Communication and Collaboration ☒ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections:ELA

Integration of Technology:

Students will use the Internet to research the human figure 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 how to construct the human figure through measuring techniques. - Look at how artists have approached the human figure at different times and from different cultures. - Complete related application projects.	Lesson Sequence: - Human figure measurement applications. - Identify the styles and artistic processes used in the creation of culturally and historically diverse drawings and paintings of the human figure. - Related research assignments.	- Class performance - Individual and collaborative work efforts - Questioning Q and A - Sketchbook pages - Conferencing with the 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: Artist Research Template, Checklist and Rubric. DVDs on Portraits and Self-Portraits		



Lesson Plan 2 Template	
Content Area: VA – Portfolio Honors Lesson Title: Sketchbook Assignments	
Time Frame: 5 hours/5 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:	
Integration of Technology: Students will use the Internet to research the human figure 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 human figure. - Practice drawing a variety of figures.	Lesson Sequence - Students will practice drawing parts of the human figure using related worksheets in their sketchbooks. - Students will complete sketchbook assignments related to drawing and/or painting the human figure.	- 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 and Rubric. DVDs on Self-Portraits		



Lesson Plan 3 Template	
Content Area: VA Portfolio Honors Lesson Title: Application Projects Time Frame: 20 hours/20 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:	
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 at least one human figure in a chosen media. Human figures can be either 2D or 3D. • Create other application projects containing human figures.	Lesson Sequence • Discussion and explanation of the studio project. • Demonstrate and model the importance of the Art Elements and/or Design Principles in the studio project. • Students will create a drawing or painting of at least one or more human figures. • 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		



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

Curriculum Design Template

Content Area: <i>Visual Art</i>	Grade Level: 10-12	Course Title:	Portfolio
Created: Leonard Gabriel		Board Approved on:	



Unit Overview Template

Content Area: <i>Visual Art</i>	Grade Level: 10-12	Unit Title: 5_Portfolio Review
Unit Summary: The goals of this unit are for students to complete, document and critique portfolio projects. 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 semester projects, this unit is focused on teaching students how to save, organize, critique and reflect on their artwork in a digital portfolio. Students will also understand the significance of portfolio use in the career paths of different artists.		
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-1 2.1.1	Recognize one's feelings and thoughts
SEL.PK-1 2.1.2	Recognize the impact of one's feelings and thoughts on one's own behavior
SEL.PK-1 2.1.3	Recognize one's personal traits, strengths and limitations
SEL.PK-1 2.1.4	Recognize the importance of self-confidence in handling daily tasks and challenges
SEL.PK-1 2.2.1	Understand and practice strategies for managing one's own emotions, thoughts and behaviors
SEL.PK-1 2.2.2	Recognize the skills needed to establish and achieve personal and educational goals
SEL.PK-1 2.2.3	Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals
SEL.PK-1 2.3.1	Recognize and identify the thoughts, feelings and perspectives of others
SEL.PK-1 2.3.2	Demonstrate awareness of the differences among individuals, groups and others' cultural backgrounds
SEL.PK-1 2.3.3	Demonstrate an understanding of the need for mutual respect when viewpoints differ
SEL.PK-1 2.3.4	Demonstrate an awareness of the expectations for social interactions in a variety of settings
SEL.PK-1 2.4.1	Develop, implement and model effective problem solving and critical thinking skills
SEL.PK-1 2.4.2	Identify the consequences associated with one's actions in order to make constructive choices
SEL.PK-1 2.4.3	Evaluate personal, ethical, safety and civic impact of decisions
SEL.PK-1 2.5.1	Establish and maintain healthy relationships



SEL.PK-1 2.5.2	Utilize positive communication and social skills to interact effectively with others
SEL.PK-1 2.5.3	Identify ways to resist inappropriate social pressure
SEL.PK-1 2.5.4	Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways
SEL.PK-1 2.5.5	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?
- 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 research artists who translate literary, musical, theatrical, and dance compositions by using them as stimulus/inspiration for corresponding visual artworks.

Students will save, document and critique their semester work in a digital portfolio.

Students will add photos of their semester work to their personal digital portfolio.

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, sketchbook assignments, self-evaluation using scoring rubric, quizzes, research assignments, graded projects, on-going safety evaluation throughout the course.



Lesson Plans	
Lesson	Time Frame
Lesson 1 Final Studio Project	10 hours/10 days
Lesson 2 Portfolio Documentation and Critique	5 hours/5 days
Lesson 3 Careers in Art or Why Artists Need Portfolios	5 hours/5 days
Teacher Notes: Time lines will be adjusted as needed.	
Curriculum Development Resources/Technology Resources: Click the links below to access additional resources used to design this unit: http://www.getty.edu/education/teachers/index.html http://www.somepaintings.net/2010-11/hollisheichemerm.html http://artsmarts4kids.blogspot.com/2007/12/picassos-musical-collages.html http://www.interlude.hk/front/in-tune/picasso-and-music/ http://www.shafe.co.uk/art/introduction to modern art 9-2-04 - cubism.asp http://www.radford.edu/rbarris/Women%20and%20art/miriam%20schapiro.html http://www.myinkblog.com/elements-of-an-awesome-artist-portfolio/ 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 www.artlex.com www.readwritethink.org/files/resources/lesson images/lesson833/8steps.pdf	



Lesson Plan 1 Template

Content Area: Lesson Title: **Final Project** Time Frame: 10 hours/10 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 research artists who use painting as a focus in their artwork. Additional: Web Quests, wireless laptop computers, virtual museum tours, multimedia presentations, video streaming, podcasting. 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:

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

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Translate literary, musical, theatrical, and dance compositions as stimulus/inspiration for corresponding visual artworks. • Explore artists who have used stimuli from literature and the performing arts as inspiration for their own work. • Complete artist research. • Complete related studio project.	Lesson Sequence • Discussion of artists who use musical and dance references as stimulus/inspiration for their own work. • Using the Internet, students will explore websites of artists who integrate references to other arts disciplines in their own work. • Complete sketchbook assignments. • Complete studio project. • Make additions to their digital portfolio.	• Class performance • Individual and collaborative work efforts • Questioning Q and A • Sketchbook pages • On-going research
Differentiation: Each student will address all lessons from an individual viewpoint.		



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Students can work in pairs if necessary.

Resources Provided:

Selected PowerPoints.

<http://artsmarts4kids.blogspot.com/2007/12/picassos-musical-collages.html>

<http://www.interlude.hk/front/in-tune/picasso-and-music/>

http://www.shafe.co.uk/art/introduction_to_modern_art_9-2-04_-_cubism.asp

<http://www.radford.edu/rbarris/Women%20and%20art/miriam%20schapiro.html>



Lesson Plan 2 Template		
Content Area: Lesson Title: Portfolio Documentation and Critique Time Frame: 5 hours/5 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:		
Integration of Technology: Students will research artists who use color as a focus in their artwork. Additional: Web Quests, wireless laptop computers, virtual museum tours, multimedia presentations, video streaming, podcasting. 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: Laptop		
Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Finish all portfolio pieces. • Take digitals of all work produced, including selected sketchbook pages. • Create a digital portfolio of their semester work. • Critique individual and group portfolios.	Lesson Sequence: • Students will finish up taking digitals of their semester work. • Students will put their projects in a digital portfolio. • Critiques will be both oral and written.	• 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: http://www.myinkblog.com/elements-of-an-awesome-artist-portfolio/		



Lesson Plan 3 Template		
Content Area: Lesson Title: Careers in Art or Why Artists Need Portfolios Time Frame: 5 hours/5 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:		
Integration of Technology: Students will use their laptops and the class camera to take reference photos for their semester work. 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 Sketchbooks (9x12 spiral), Digital Camera		
Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Discuss the wide range of careers in art. • Understand the different kinds of portfolios artists can have. • Understand why artists need portfolios in the workspace.	Lesson Sequence • Show students videos on careers in art. • Students will use class time to discuss art careers. • Students will select one career area they are interested in and research it. • Findings will be placed in their sketchbooks and shared with other class members.	• Class performance • Questioning Q and A • Sketchbook pages
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
[Careers in Art worksheet](#)

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

Curriculum Design Template

Content Area: Honors	Grade Level:	Course Title:	Portfolio
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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**ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY
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