

# **Pascack Valley Regional High School District**

**Pascack Hills High School, Montvale, New Jersey**

**Pascack Valley High School, Hillsdale, New Jersey**

**Course Name: Related Arts**

Born On: August, 2017  
Previous Revision: August 3, 2023  
Current Revision: August, 2023  
Board Approval: 8/28/23

## **COURSE DESCRIPTION : Related Arts**

### ***Description of course:***

Related Arts is an entry-level course in visual communication where students can explore various media and techniques for self-expression. Students will engage in a variety of visual problem-solving experiences and skills such as: drawing, painting, printmaking, photography, sculpture, ceramics, and mixed media. Projects will have a strong focus on the elements and principles of art and design. In addition to art production, students will be introduced to art history, art criticism and aesthetics.

### **NJ Statutes & Administrative Mandates**

[N.J.A.C. 6A:8-1.1](#): The New Jersey Student Learning Standards specify expectations in nine content areas. The standards are further delineated by performance expectations that outline what students should know and be able to do at individual grades or benchmark grades two, five, eight, and twelve.

[N.J.A.C. 6A:8-3.1](#): Requires districts to "ensure that curriculum and instruction are delivered in such a way that all students are able to demonstrate the knowledge and skills specified by the NJSLS specified by the NJSLS and shall ensure that appropriate instructional adaptations are designed and delivered for students with disabilities, for ELLs, for students enrolled in alternative education programs, and for students who are gifted and talented".

[N.J.A.C. 6A:8-3.1\(a\)3](#): Holds school districts accountable for "assessing and publicly reporting on the progress of all students in developing the knowledge and skills specified by the NJSLS".

Curriculum Development: Integration of 21st Century Skills and Themes and Interdisciplinary Connections District boards of education shall be responsible for the review and continuous improvement of curriculum and instruction based upon changes in knowledge, technology, assessment results, and modifications to the NJSLS, according to N.J.A.C. 6A:8-2. 1. District boards of education shall include interdisciplinary connections throughout the K-12 curriculum. 2. District boards of education shall integrate into the curriculum 21st century themes and skills ([N.J.A.C. 6A:8-3.1\(c\)](#)).

"In accordance with P.L.2021, c.416, Local Educational Agencies (LEAs) are required to select and adopt inclusive instructional materials that portray the cultural diversity of Asian Americans and Pacific Islanders for implementation in the 2022-2023 school year."

Amistad Law: [N.J.S.A. 18A 35-4.43](#) Every board of education shall Include, in the curriculum of all elementary and secondary school students, instruction that infuses into all courses of the United

States, the centuries of accomplishments by African Americans in the building and development of America including, but not limited to, the areas of industry, military, government, and the professions; local communities; math, science, medicine, and space; architecture and the arts; social institutions and culture; and other aspects of life in America.

Holocaust Law: N.J.S.A. 18A:35-28 Every board of education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35 A board of education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district's implementation of the New Jersey Student Learning Standards (N.J.S.A.18A:35-4.36) A board of education shall have policies and procedures in place pertaining to the selection of instructional materials to implement the requirements of N.J.S.A. 18A:35-4.35.

Diversity and Inclusion Law: (N.J.S.A.18A:35-4.36a) Each school district shall incorporate instruction on diversity and inclusion in an appropriate place in the curriculum of students K-12 as part of the district's implementation of the New Jersey Student Learning Standards.

## Elements of Art

Students learn to use the Elements of Art (line, shape, form, color, value and texture) to create artistic compositions.

Content/Topic:	Key learning items/concepts:	Observable Proficiencies / Skills:	NJSLS	Benchmark Performance and Assessments	Suggested Materials/ Artists
<p><b>Time: 10 weeks /All Year</b></p> <p><b>Content Statement:</b></p> <ul style="list-style-type: none"> <li>line/contour</li> <li>shading techniques</li> <li>texture/ actual &amp; visual</li> </ul> <p><b>Essential Question:</b> How do you use the Elements of Art to create an artistic composition?</p> <p><b>Possible Projects:</b></p> <ul style="list-style-type: none"> <li>contour drawing</li> <li>zentangles</li> <li>scratchboard</li> <li>motif color wheels</li> <li>printmaking</li> <li>bookmaking</li> <li>shading worksheets</li> <li>collage</li> <li>origami</li> </ul>	<ul style="list-style-type: none"> <li>Use contour line to describe 3 dimensional forms</li> <li>Use line to develop patterns</li> <li>Use shading to define values and show 3 dimensional forms in space</li> <li>use shading techniques (hatching, cross hatching, stippling, scumbling to create texture and define shadows &amp; forms</li> </ul>	<p>Students will be able to demonstrate basic shading techniques.</p> <p>Students will be able to use a variety of tools to create value and describe 3-dimensional forms on a 2-dimensional surface.</p> <p>Students will be able to demonstrate the ability to create texture on a 2-dimensional surface.</p> <p>Students will be able to use the Elements of Art to create an artistic composition.</p>	<p>1.5.12prof.Cr1a: Use multiple approaches to begin creative endeavors</p> <p>1.5.12prof.Cr2a: Engage in making a work of art or design without having a preconceived plan.</p> <p>1.5.12prof.Cn10a: Document the process of developing ideas from early stages to fully elaborated ideas.</p> <p>1.5.12prof.Cn11a: Describe how knowledge of culture, traditions and history may influence personal responses to art.</p>	<p>Students utilize worksheets to demonstrate shading and blending techniques (F).</p> <p>Students will be assessed on their ability to use line and shading to develop and control value (S).</p> <p>Students will be assessed on their ability to utilize line and value to depict 3-dimensional forms on a 2-dimensional surface (S).</p>	<ul style="list-style-type: none"> <li>pencils</li> <li>markers</li> <li>colored pencils</li> <li>charcoal</li> <li>blenders</li> <li>viewfinder</li> <li>light table</li> <li>transfer paper</li> <li>scratch-board</li> </ul> <p>Featured Artists</p> <ul style="list-style-type: none"> <li>Jim Dine</li> <li>Julie Nord</li> <li>Keith Haring</li> <li>Jasper Johns</li> <li>Hokusai</li> </ul>

<p><b>Interdisciplinary Connections</b></p>	<p><b>WHST.9-10.10.</b> Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p><b>NJSLSA.R.7.</b> Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p>
<p><b>Computer Science</b></p>	<p><b>8.2.12.NT.1:</b> Explain how different groups can contribute to the overall design of a product.</p> <p><b>8.2.12.NT.2:</b> Redesign an existing product to improve form or function.</p> <p><b>8.1.12.IC.1:</b> Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices.</p>
<p><b>Career Readiness, Life Literacies, and Key Skills</b></p>	<p><b>9.4.12.CI.1:</b> Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12.prof.CR3a).</p> <p><b>9.4.12.CI.3:</b> Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).</p>

<p><b>Modifications</b></p>	<p><b>Students with Disabilities</b></p>	<p><b>Struggling/At-Risk Students</b></p>	<p><b>Gifted and Talented</b></p>	<p><b>Multilingual Learners</b> Using images and other visual aids to support understanding of concepts</p>
	<ul style="list-style-type: none"> <li>● Teacher modeling of skills/ techniques to be mastered</li> <li>● Extended time to complete assignments</li> <li>● Preferential seating to be determined by the student and teacher</li> <li>● Provide oral reminders and monitor student work during independent work time</li> <li>● Assist students with long and short term planning of assignments</li> <li>● Posts and reviews clear criteria for proficient work</li> <li>● Restate, reread, and clarify directions/ questions</li> <li>● Provide</li> </ul>	<ul style="list-style-type: none"> <li>● Provide opportunities for repetition and practice</li> <li>● Teacher modeling of skills/techniques to be mastered</li> <li>● Extended time to complete assignments</li> <li>● Provide copy of class notes</li> <li>● Preferential seating to be determined by the student and teacher</li> <li>● Provide oral reminders and monitor student work during independent work</li> <li>● Small group instruction</li> <li>● Maintain a consistent routine/schedule</li> <li>● Flexible grouping</li> <li>● Provide student exemplars to communicate expectations</li> <li>● Sentence frames/starters</li> <li>● Provide immediate</li> </ul>	<ul style="list-style-type: none"> <li>● Provide opportunities for project based learning</li> <li>● Provide opportunities for independent studies</li> <li>● Flexible Grouping</li> <li>● Jigsaw activities</li> </ul>	<ul style="list-style-type: none"> <li>● Kinesthetic learning experiences (manipulatives, movement, etc.)</li> <li>● Teacher made adaptations, outlines, study guides</li> <li>● Use of varied leveled texts to present content</li> <li>● Sentence frames and starters</li> <li>● Extended time to complete assignments</li> <li>● Use of concrete examples</li> <li>● Provide immediate feedback</li> <li>● Preferential seating</li> <li>● Build background information through brainstorming, semantic webbing, or use of visual aids</li> <li>● Simplifying language for presentation by using speech that is appropriate to students' language proficiency level</li> <li>● Directions stated</li> </ul>

	<p>opportunities for students to discuss topics with peers (Think-Pair-Share, Turn-and-Talk, etc.)</p> <ul style="list-style-type: none"> <li>• Small group instruction</li> <li>• Space for movement and breaks</li> <li>• Flexible seating arrangement</li> <li>• Maintain a consistent routine/ schedule</li> <li>• Provide immediate feedback when applicable</li> </ul>	<p>feedback when applicable</p>		<p>clearly and distinctly and delivered in both written and oral forms</p>
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**Principles of Art**

Students learn how to use the Elements of Art to show the Principles of Art: rhythm, harmony, balance, contrast, movement, pattern, proportion, variety

<b>Content/Topic:</b>	<b>Key learning items/ concepts:</b>	<b>Observable Proficiencies / Skills:</b>	<b>NJSLS</b>	<b>Benchmark Performance and Assessments</b>	<b>Suggested Materials/ Artists</b>
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<p><b>Time: 10 weeks /All Year</b></p> <p><b>Content Statement:</b> Principles of Art</p> <ul style="list-style-type: none"> <li>• Balance</li> <li>• Rhythm</li> <li>• Pattern</li> <li>• Emphasis</li> <li>• Contrast</li> <li>• Unity/ Variety</li> <li>• Movement</li> </ul> <p><b>Essential Question:</b> How do you use the Elements of Art to represent the Principles of Art in showing artistic intent?</p> <p><b>Possible Projects:</b></p> <ul style="list-style-type: none"> <li>• Mosaics</li> <li>• Notan Designs</li> <li>• Printmaking</li> <li>• Yarn Painting</li> <li>• Weaving</li> <li>• Collage</li> </ul>	<ul style="list-style-type: none"> <li>• Positive/negative space in a Composition/ Balance/ <b>Notan Designs</b></li> <li>• Repetition / <b>Printmaking</b></li> <li>• Color/ Balance/ Emphasis/ <b>Weaving</b></li> <li>• Pattern, Unity, Emphasis/ <b>Mosaics</b></li> <li>• Unity/ Variety/ Rhythm/ <b>Collage</b></li> <li>• Movement/ Emphasis/ <b>Yarn Painting</b></li> </ul>	<p>Students will use Elements of Art to show Principles of Art in an artistic composition.</p>	<p>1.5.12prof.Cr1b: Shape an artistic investigation of an aspect of present-day life using a contemporary practice of art and design.</p> <p>1.5.12prof.Cr2b: Explain how traditional and non-traditional materials may impact human health and the environment, and demonstrate safe handling of materials, tools and equipment.</p> <p>1.5.12prof.Cn11a: Describe how knowledge of culture, traditions and history may influence personal responses to art.</p>	<p>Students will demonstrate the ability to achieve rhythm and balance in an artistic composition (S).</p> <p>Students will demonstrate the ability to use pattern, unity, and variety in an artistic composition (S).</p> <p>Students will demonstrate the ability to achieve contrast and emphasis in an artistic composition (S).</p> <p>Students will demonstrate the ability to achieve movement in an artistic composition (S)</p>	<ul style="list-style-type: none"> <li>• tracing paper/ Transfer Paper</li> <li>• glass and ceramic mosaic tiles</li> <li>• linoleum blocks</li> <li>• paint</li> <li>• yarn</li> <li>• loom</li> <li>• multicolored paper</li> </ul> <p><b>Featured Artists</b></p> <ul style="list-style-type: none"> <li>• Chuck Close</li> <li>• Kara Walker</li> <li>• Bridget Riley</li> <li>• </li> </ul>
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<p><b>Interdisciplinary Connections</b></p>	<p><b>WHST.9-10.10.</b> Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p><b>RH.9-10.2.</b> Determine the theme, central ideas, key information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</p> <p><b>NJSLSA.R7.</b> Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p>
<p><b>Computer Science</b></p>	<p><b>8.2.12.NT.2:</b> Redesign an existing product to improve form or function.</p> <p><b>8.2.12.ITH.1:</b> Analyze a product to determine the impact that economic, political, social, and/or cultural factors have had on its design, including its design constraints.</p>
<p><b>Career Readiness, Life Literacies, and Key Skills</b></p>	<p><b>9.4.12.CI.1:</b> Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).</p> <p><b>9.4.12.CT.1:</b> Identify problem-solving strategies used in the development of an innovative product or</p>

practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).  
 9.4.12.IML.3: Analyze data using tools and models to make valid and reliable claims, or to determine optimal design solutions (e.g., S-ID.B.6a., 8.1.12.DA.5, 7.1.IH.IPRET.8)  
 9.4.12.IML.4: Assess and critique the appropriateness and impact of existing data visualizations for an intended audience (e.g., S-ID.B.6b, HS-LS2-4).

Modifications	Students with Disabilities	Struggling/At-Risk Students	Gifted and Talented	Multilingual Learners
	<ul style="list-style-type: none"> <li>● Teacher modeling of skills/ techniques to be mastered</li> <li>● Extended time to complete assignments</li> <li>● Preferential seating to be determined by the student and teacher</li> <li>● Provide oral reminders and monitor student work during independent work time</li> <li>● Assist students with long and short term planning of assignments</li> <li>● Posts and reviews clear criteria for proficient work</li> <li>● Restate, reread, and clarify directions/ questions</li> <li>● Provide opportunities for students to discuss topics with peers (Think-Pair-Share, Turn-and-Talk, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>● Provide opportunities for repetition and practice</li> <li>● Teacher modeling of skills/techniques to be mastered</li> <li>● Extended time to complete assignments</li> <li>● Provide copy of class notes</li> <li>● Preferential seating to be determined by the student and teacher</li> <li>● Provide oral reminders and monitor student work during independent work time</li> <li>● Small group instruction</li> <li>● Maintain a consistent routine/schedule</li> <li>● Flexible grouping</li> <li>● Provide student exemplars to communicate expectations</li> <li>● Sentence frames/starters</li> <li>● Provide immediate feedback when applicable</li> </ul>	<ul style="list-style-type: none"> <li>● Provide opportunities for project based learning</li> <li>● Provide opportunities for independent studies</li> <li>● Flexible Grouping</li> <li>● Jigsaw activities</li> </ul>	<p>Using images and other visual aids to support understanding of concepts</p> <ul style="list-style-type: none"> <li>● Kinesthetic learning experiences (manipulatives, movement, etc.)</li> <li>● Teacher made adaptations, outlines, study guides</li> <li>● Use of varied leveled texts to present content</li> <li>● Sentence frames and starters</li> <li>● Extended time to complete assignments</li> <li>● Use of concrete examples</li> <li>● Provide immediate feedback</li> <li>● Preferential seating</li> <li>● Build background information through brainstorming, semantic webbing, or use of visual aids</li> <li>● Simplifying language for presentation by using speech that is appropriate to students' language proficiency level</li> <li>● Directions stated clearly and distinctly and delivered in both written and oral forms</li> </ul>



	<ul style="list-style-type: none"> <li>• Small group instruction</li> <li>• Space for movement and breaks</li> <li>• Flexible seating arrangement</li> <li>• Maintain a consistent routine/ schedule</li> <li>• Provide immediate feedback when applicable</li> </ul>			
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**Sculpture and Ceramics**  
 Students will be introduced to ceramics and sculpture.

Content/Topic:	Key learning items/concepts:	Observable Proficiencies / Skills:	NJSLS	Benchmark Performance and Assessments	Suggested Materials/ Artists
<p><b>Time: 6 - 8 weeks</b></p> <p><b>Content Statement:</b>                      Relief Tile/Basic Score and slip to build areas of relief                      Pinch pot, coil pot/ utilitarian wares                      Mask Making (paper mache, plaster)                      Independent sculpture (ceramic, plaster or paper mache)</p> <p><b>Essential Question:</b>                      How can we create ceramic objects that can be used in everyday life?                       How do you use score/slip in clay to add volume, depth and dimension?                       How can your material choice affect the creation of a sculpture?</p>	<p>Using score and slip as a method of construction for adding clay to the surface.                      Understanding of a variety of mask making materials, plaster, paper mache, etc.                      Understanding of basic clay terminology                      Greenware, Bisque, Slab, plastic, leather, Bone dry, Slip....</p> <ul style="list-style-type: none"> <li>• Explore personal interests in the creation of a sculpture</li> </ul>	<p>Students will be able to create sculptures using a variety of materials (clay, plaster, and paper mache).</p> <p>Students will be able to use scoring and slipping to join two pieces of clay.</p> <p>Students will be able to recognize relief sculpture as a type of sculpture.</p> <p>Students will use sketchbooks and visual journals to design, plan, and experiment along with research and notetaking.</p>	<p>1.5.12prof.Cr1a: Use multiple approaches to begin creative endeavors</p> <p>1.5.12prof.Cr2b: Explain how traditional and non-traditional materials may impact human health and the environment, and demonstrate safe handling of materials, tools and equipment.</p> <p>1.5.12prof.Cn11a: Describe how knowledge of culture, traditions and history may influence personal responses to art.</p>	<p>Students will learn to use basic clay techniques in the creation of sculptures and utilitarian wares (F).</p> <p>3D work will be assessed on the student's ability to create successful sculptures demonstrating proficient understanding of material techniques(S).</p> <p>Sculptures will also be evaluated for use of elements and principles of design and ability to demonstrate understanding a particular technique within the medium (S).</p>	<p>clay and glazes                      model magic                      plaster                      paper mache                      mask forms                      cardboard                      chipboard                      tacky glue</p> <p><b>Featured Artists</b></p> <ul style="list-style-type: none"> <li>• Ron Arneson</li> <li>• Michael Lucero</li> </ul>

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<b>Interdisciplinary Connections</b>	<p><b>WHST.9-10.10.</b> Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p><b>WHST.9-10.9.</b> Draw evidence from informational texts to support analysis, reflection, and research.</p>
<b>Computer Science</b>	<p><b>8.2.12.NT.1:</b> Explain how different groups can contribute to the overall design of a product.</p> <p><b>8.2.12.NT.2:</b> Redesign an existing product to improve form or function.</p> <p><b>8.2.12.ED.3:</b> Evaluate several models of the same type of product and make recommendations for a new design based on a cost benefit analysis.</p> <p><b>8.2.12.ED.2:</b> Create scaled engineering drawings for a new product or system and make modification to increase optimization based on feedback.</p>
<b>Career Readiness, Life Literacies, and Key Skills</b>	<p><b>9.4.12.CI.1:</b> Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).</p> <p><b>9.4.12.CI.3:</b> Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).</p> <p><b>9.4.12.CT.1:</b> Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).</p>

<b>Modifications</b>	<b>Students with Disabilities</b>	<b>Struggling/At-Risk Students</b>	<b>Gifted and Talented</b>	<b>Multilingual Learners</b>
	<ul style="list-style-type: none"> <li>Teacher modeling of skills/techniques to be</li> </ul>	<ul style="list-style-type: none"> <li>Provide opportunities for</li> </ul>	<ul style="list-style-type: none"> <li>Provide opportunities</li> </ul>	<p>Using images and other visual aids to support understanding of concepts</p> <ul style="list-style-type: none"> <li>Kinesthetic learning</li> </ul>

	<p>mastered</p> <ul style="list-style-type: none"> <li>• Extended time to complete assignments</li> <li>• Preferential seating to be determined by the student and teacher</li> <li>• Provide oral reminders and monitor student work during independent work time</li> <li>• Assist students with long and short term planning of assignments</li> <li>• Posts and reviews clear criteria for proficient work</li> <li>• Restate, reread, and clarify directions/ questions</li> <li>• Provide opportunities for students to discuss topics with peers (Think-Pair-Share, Turn-and-Talk, etc.)</li> <li>• Small group instruction</li> <li>• Space for movement and breaks</li> <li>• Flexible seating arrangement</li> <li>• Maintain a consistent routine/schedule</li> <li>• Provide immediate feedback when applicable</li> </ul>	<p>repetition and practice</p> <ul style="list-style-type: none"> <li>• Teacher modeling of skills/techniques to be mastered</li> <li>• Extended time to complete assignments</li> <li>• Provide copy of class notes</li> <li>• Preferential seating to be determined by the student and teacher</li> <li>• Provide oral reminders and monitor student work during independent work</li> <li>• Small group instruction</li> <li>• Maintain a consistent routine/schedule</li> <li>• Flexible grouping</li> <li>• Provide student exemplars to communicate expectations</li> <li>• Sentence frames/starters</li> <li>• Provide immediate feedback when applicable</li> </ul>	<p>for project based learning</p> <ul style="list-style-type: none"> <li>• Provide opportunities for independent studies</li> <li>• Flexible Grouping</li> <li>• Jigsaw activities</li> </ul>	<p>experiences (manipulatives, movement, etc.)</p> <ul style="list-style-type: none"> <li>• Teacher made adaptations, outlines, study guides</li> <li>• Use of varied leveled texts to present content</li> <li>• Sentence frames and starters</li> <li>• Extended time to complete assignments</li> <li>• Use of concrete examples</li> <li>• Provide immediate feedback</li> <li>• Preferential seating</li> <li>• Build background information through brainstorming, semantic webbing, or use of visual aids</li> <li>• Simplifying language for presentation by using speech that is appropriate to students' language proficiency level</li> <li>• Directions stated clearly and distinctly and delivered in both written and oral forms</li> </ul>
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<p><b>PHOTOGRAPHY</b> Students learn basic methods used in digital photography and photo editing.</p>					
<b>Content/Topic:</b>	<b>Key learning items/concepts:</b>	<b>Observable Proficiencies / Skills:</b>	<b>NJSLS</b>	<b>Benchmark Performance and Assessments</b>	<b>Suggested Materials/ Artists</b>

<p><b>Time: 4 weeks</b></p> <p><b>Content Statement:</b></p> <ul style="list-style-type: none"> <li>● Aperture (f/stop)</li> <li>● Shutter Speed</li> <li>● Adjustment layers in Photoshop</li> </ul> <p><b>Essential Question:</b> How do artists develop a photograph from idea to print?</p>	<ul style="list-style-type: none"> <li>● Bring in highlight and shadow detail</li> <li>● Adjust images with Photoshop</li> <li>● When retouching in Photoshop, use a separate layer</li> </ul>	<p>Students will be able to create meaningful photos that display an understanding of light, setting, wardrobe &amp; props.</p> <p>Students will be able to use Adobe Photoshop to remove unwanted blemishes, wrinkles etc.</p>	<p>1.5.12prof.Cr1b: Shape an artistic investigation of an aspect of present-day life using a contemporary practice of art and design.</p> <p>1.5.12prof.Cr1a: Use multiple approaches to begin creative endeavors</p> <p>1.5.12prof.Cn10a: Document the process of developing ideas from early stages to fully elaborated ideas</p> <p>1.5.12prof.Cn11a: Describe how knowledge of culture, traditions and history may influence personal responses to art.</p> <p>1.5.12prof.Re7b: Analyze how one's understanding of the world is affected by experiencing visual arts.</p>	<p>Students will capture images by specified shooting deadline and complete post processing requirements by final deadline (F).</p> <p>Images will also be evaluated for use of elements and principles of design and ability to use editing software (S).</p>	<ul style="list-style-type: none"> <li>● DSLR cameras</li> <li>● tripods</li> <li>● Adobe Photoshop</li> <li>● hot lights</li> <li>● studio background</li> </ul>
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<p><b>Interdisciplinary Connections</b></p>	<p><b>WHST.9-10.4.</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p><b>NJSLSA.W5.</b> Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p><b>NJSLSA.W2.</b> Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p><b>WHST.9-10.10.</b> Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>
<p><b>Computer Science</b></p>	<p><b>8.2.12.ITH.3:</b> Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society's economy, politics, and culture.</p> <p><b>8.2.12.ED.6:</b> Analyze the effects of changing resources when designing a specific product or system (e.g., materials, energy, tools, capital, labor).</p> <p><b>8.1.12.AP.9:</b> Collaboratively document and present design decisions in the development of complex programs.</p>

<b>Career Readiness, Life Literacies, and Key Skills</b>	<p><b>9.4.12.CI.1:</b> Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).</p> <p><b>9.4.12.IML.9:</b> Analyze the decisions creators make to reveal explicit and implicit messages within information and media (e.g., 1.5.12acc.C2a, 7.1.IL.IPRET.4).</p>
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<b>Modifications</b>	<b>Students with Disabilities</b>	<b>Struggling/At-Risk Students</b>	<b>Gifted and Talented</b>	<b>Multilingual Learners</b>
	<ul style="list-style-type: none"> <li>● Teacher modeling of skills/techniques to be mastered</li> <li>● Extended time to complete assignments</li> <li>● Preferential seating to be determined by the student and teacher</li> <li>● Provide oral reminders and monitor student work during independent work time</li> <li>● Assist students with long and short term planning of assignments</li> <li>● Posts and reviews clear criteria for proficient work</li> <li>● Restate, reread, and clarify directions/ questions</li> <li>● Provide opportunities for students to discuss topics with peers</li> <li>● Small group</li> </ul>	<ul style="list-style-type: none"> <li>● Provide opportunities for repetition and practice</li> <li>● Teacher modeling of skills/techniques to be mastered</li> <li>● Extended time to complete assignments</li> <li>● Provide copy of class notes</li> <li>● Preferential seating to be determined by the student and teacher</li> <li>● Provide oral reminders and monitor student work during independent work</li> <li>● Small group instruction</li> <li>● Maintain a consistent routine/schedule</li> <li>● Flexible grouping</li> <li>● Provide student exemplars to communicate expectations</li> <li>● Sentence frames/starters</li> <li>● Provide immediate feedback when applicable</li> </ul>	<ul style="list-style-type: none"> <li>● Provide opportunities for project based learning</li> <li>● Provide opportunities for independent studies</li> <li>● Flexible Grouping</li> <li>● Jigsaw activities</li> </ul>	<p>Using images and other visual aids to support understanding of concepts</p> <ul style="list-style-type: none"> <li>● Kinesthetic learning experiences (manipulatives, movement, etc.)</li> <li>● Teacher made adaptations, outlines, study guides</li> <li>● Use of varied leveled texts to present content</li> <li>● Sentence frames and starters</li> <li>● Extended time to complete assignments</li> <li>● Use of concrete examples</li> <li>● Provide immediate feedback</li> <li>● Preferential seating</li> <li>● Build background information through brainstorming, semantic webbing, or use of visual aids</li> <li>● Simplifying language for presentation by using speech that is appropriate to students' language proficiency level</li> <li>● Directions stated clearly and distinctly and delivered in both written and oral forms</li> </ul>

	instruction <ul style="list-style-type: none"> <li>● Space for movement and breaks</li> <li>● Flexible seating arrangement</li> <li>● Maintain a consistent routine/schedule</li> <li>● Provide immediate feedback</li> </ul>			
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<p><b>Independent projects</b>                  Students choose skills/techniques learned over the course of the school year, and develop those skills in an original work of art.</p>					
<b>Content/Topic:</b>	<b>Key learning items/concepts:</b>	<b>Observable Proficiencies / Skills:</b>	<b>NJSLS</b>	<b>Benchmark Performance and Assessments</b>	<b>Suggested Materials/ Artists</b>

<p><b>Time: 4-8 weeks</b></p> <p><b>Content Statement:</b></p> <ul style="list-style-type: none"> <li>Proposals/ Thumbnails</li> <li>Choosing a medium/concept</li> <li>Using elements &amp; principles in an original work of art</li> </ul> <p><b>Essential Question:</b> How do artists use the elements and principles of art and design to create an original artistic composition?</p>	<ul style="list-style-type: none"> <li>Use proposals and thumbnail sketches to develop concept</li> <li>Choose a medium to support a concept</li> <li>Use elements &amp; principles appropriate to concept</li> </ul>	<p>Students will be able to develop a work of art based on an original concept.</p>	<p>1.5.12prof.Re7a: Hypothesize ways in which art influences perception and understanding of human experiences.</p> <p>1.5.12prof.Re7b: Analyze how one's understanding of the world is affected by experiencing visual arts.</p> <p>1.5.12prof.Cn11b: Describe how knowledge of global issues, including climate change, may influence personal responses to art.</p>	<p>Students will submit a proposal and thumbnail sketches for their original ideas (S).</p> <p>Students will be assessed on their work in progress (F).</p> <p>Final work will be assessed on students' ability to use elements &amp; principles of art to convey an original idea. (S).</p>	<ul style="list-style-type: none"> <li>pencil</li> <li>pastel</li> <li>watercolor</li> <li>acrylic</li> <li>linoleum</li> <li>paper &amp; canvas</li> <li>mosaics</li> <li>yarn</li> <li>clay</li> <li>plaster</li> <li>paper mache</li> </ul> <p><b>Featured Artists:</b></p> <ul style="list-style-type: none"> <li>Gilbert Lewis (Portraits)</li> <li>Marcos Chin (Illustrator)</li> <li>Janet Dyer</li> <li>April Gornik</li> </ul>
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<p><b>Interdisciplinary Connections</b></p>	<p><b>NJSLSA.W2:</b> Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p><b>HS-ESS3-4:</b> Evaluate or refine a technological solution that reduces impacts of human activities on climate change and other natural systems</p>
<p><b>Computer Science</b></p>	<p><b>8.2.12.ITH.3:</b> Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society's economy, politics, and culture.</p> <p><b>8.2.12.ED.4:</b> Design a product or system that addresses a global problem and document decisions made based on research, constraints, trade-offs, and aesthetic and ethical considerations and share this information with an appropriate audience.</p> <p><b>8.2.12.ED.6:</b> Analyze the effects of changing resources when designing a specific product or system (e.g., materials, energy, tools, capital, labor).</p> <p><b>8.2.12.EC.3:</b> Synthesize data, analyze trends, and draw conclusions regarding the effect of a technology on the individual, culture, society, and environment and share this information with the appropriate audience.</p>
<p><b>Career Readiness, Life Literacies, and Key Skills</b></p>	<p><b>9.4.12.CT.2:</b> Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).</p> <p><b>9.4.12.DC.7:</b> Evaluate the influence of digital communities on the nature, content and responsibilities of careers, and other aspects of society (e.g., 6.1.12.CivicsPD.16.a).</p> <p><b>9.4.12.DC.1:</b> Explain the beneficial and harmful effects that intellectual property laws can have on the creation and sharing of content (e.g., 6.1.12.CivicsPR.16.a).</p> <p><b>9.4.12.CI.2:</b> Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).</p>

<b>Modifications</b>	<b>Students with Disabilities</b>	<b>Struggling/At-Risk Students</b>	<b>Gifted and Talented</b>	<b>Multilingual Learners</b>
	<ul style="list-style-type: none"> <li>● Teacher modeling of skills/ techniques to be mastered</li> <li>● Extended time to complete assignments</li> <li>● Preferential seating to be determined by the student and teacher</li> <li>● Provide oral reminders and monitor student work during independent work time</li> <li>● Assist students with long and short term planning of assignments</li> <li>● Posts and reviews clear criteria for proficient work</li> <li>● Restate, reread, and clarify directions/ questions</li> <li>● Provide opportunities for students to discuss topics with peers (Think-Pair-ShareTurn-and-Talk, etc.)</li> <li>● Small group instruction</li> <li>● Space for movement and</li> </ul>	<ul style="list-style-type: none"> <li>● Provide opportunities for repetition and practice</li> <li>● Teacher modeling of skills/techniques to be mastered</li> <li>● Extended time to complete assignments</li> <li>● Provide copy of class notes</li> <li>● Preferential seating to be determined by the student and teacher</li> <li>● Provide oral reminders and monitor student work during independent work</li> <li>● Small group instruction</li> <li>● Maintain a consistent routine/schedule</li> <li>● Flexible grouping</li> <li>● Provide student exemplars to communicate expectations</li> <li>● Sentence frames/starters</li> <li>● Provide immediate feedback when applicable</li> </ul>	<ul style="list-style-type: none"> <li>● Provide opportunities for project based learning</li> <li>● Provide opportunities for independent studies</li> <li>● Flexible Grouping</li> <li>● Jigsaw activities</li> </ul>	<p>Using images and other visual aids to support understanding of concepts</p> <ul style="list-style-type: none"> <li>● Kinesthetic learning experiences (manipulatives, movement, etc.)</li> <li>● Teacher made adaptations, outlines, study guides</li> <li>● Use of varied leveled texts to present content</li> <li>● Sentence frames and starters</li> <li>● Extended time to complete assignments</li> <li>● Use of concrete examples</li> <li>● Provide immediate feedback</li> <li>● Preferential seating</li> <li>● Build background information through brainstorming, semantic webbing, or use of visual aids</li> <li>● Simplifying language for presentation by using speech that is appropriate to students' language proficiency level</li> <li>● Directions stated clearly and distinctly and delivered in both written and oral forms</li> </ul>



	<ul style="list-style-type: none"> <li>breaks</li> <li>Flexible seating arrangement</li> <li>Maintain a consistent routine/schedule</li> <li>Provide immediate feedback when applicable</li> </ul>			
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### Art Show and Displays

Students work to select, analyze, and present individual works of art for public display.

Content/Topic:	Key learning items/concepts:	Observable Proficiencies / Skills:	NJSLS	Benchmark Performance and Assessments	Suggested Materials/ Artists
<p><b>Time: 2-4 weeks</b></p> <p><b>Content Statement:</b></p> <ul style="list-style-type: none"> <li>Art portfolio creation</li> <li>Analysis</li> <li>Critique</li> <li>Preservation</li> <li>Presentation</li> <li>Exhibition Planning</li> </ul> <p><b>Essential Question:</b> How do artists select work for preservation and presentation?</p>	<ul style="list-style-type: none"> <li>Use class critiques, small groups and individual reflections to analyze and select work for display</li> <li>Use knowledge of museum display to organize art show</li> <li>Use methods of artistic preservation and presentation to archive and display work.</li> </ul>	<p>Students will be able to develop a portfolio for public presentation and display.</p>	<p>1.5.12prof.Cr2c: Collaboratively develop a proposal for an installation, artwork, or space design that transforms the perception and experience of a particular place.</p> <p>1.5.12prof.Pr4a: Analyze, select and curate artifacts and/or artworks for presentation and preservation.</p> <p>1.5.12prof.Pr5a: Analyze and evaluate the reasons and ways an exhibition is presented.</p> <p>1.5.12prof.Pr6a: Analyze and describe the impact that an exhibition or collection has on personal awareness of social, cultural or political beliefs and understandings.</p> <p>1.5.12prof.Re8a: Interpret an artwork or collection of works, supported by relevant and sufficient evidence found in the</p>	<p>Students will submit a selection of works for display (S).</p> <p>Students will be assessed on their planning of personal artwork for display (F).</p> <p>Final work will be assessed on students' participation in the Art Show with professionally displayed work. (S).</p>	<ul style="list-style-type: none"> <li>matt board</li> <li>archival tape</li> <li>archival Glue</li> <li>t-pins</li> <li>display boards</li> <li>pedestals</li> <li>display cases</li> </ul> <p><b>Featured Museums:</b></p> <ul style="list-style-type: none"> <li>MoMA</li> <li>Whitney</li> <li>The MET</li> <li>Brooklyn Museum</li> <li>MoMA PS1</li> <li>Storm King</li> <li>Grounds For Sculpture</li> <li>Montclair Art Museum</li> </ul>

			<p>work and its various contexts.</p> <p>1.5.12prof.Re9a: Establish relevant criteria in order to evaluate a work of art or collection of works.</p>		
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<b>Interdisciplinary Connections</b>	<p><b>WHST.9-10.4.</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p><b>NJSLSA.W5.</b> Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p><b>NJSLSA.W2.</b> Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p>
<b>Computer Science</b>	<p><b>8.1.12.AP.7:</b> Collaboratively design and develop programs and artifacts for broad audiences by incorporating feedback from users.</p> <p><b>8.1.12.AP.9:</b> Collaboratively document and present design decisions in the development of complex programs.</p>
<b>Career Readiness, Life Literacies, and Key Skills</b>	<p><b>9.4.12.CT.1:</b> Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).</p> <p><b>9.2.12.CAP.5:</b> Assess and modify a personal plan to support current interests and postsecondary plans.</p> <p><b>9.4.12.CT.3:</b> Enlist input from a variety of stakeholders (e.g., community members, experts in the field) to design a service learning activity that addresses a local or global issue (e.g., environmental justice).</p> <p><b>9.4.12.DC.6:</b> Select information to post online that positively impacts personal image and future college and career opportunities.</p> <p><b>9.4.12.CI.2:</b> Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).</p>

<b>Modifications</b>	<b>Students with</b>	<b>Struggling/At-Risk</b>	<b>Gifted and</b>	<b>Multilingual Learners</b>
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	<b>Disabilities</b>	<b>Students</b>	<b>Talented</b>	Using images and other visual aids to support understanding of concepts
	<ul style="list-style-type: none"> <li>● Teacher modeling of skills/ techniques to be mastered</li> <li>● Extended time to complete assignments</li> <li>● Preferential seating to be determined by the student and teacher</li> <li>● Provide oral reminders and monitor student work during independent work time</li> <li>● Assist students with long and short term planning of assignments</li> <li>● Posts and reviews clear criteria for proficient work</li> <li>● Restate, reread, and clarify directions/ questions</li> <li>● Provide opportunities for students to discuss topics with peers (Think-Pair-Share Turn-and-Talk, etc.)</li> <li>● Small group instruction</li> <li>● Space for movement and breaks</li> <li>● Flexible seating arrangement</li> <li>● Maintain a consistent routine/schedule</li> <li>● Provide immediate feedback when applicable</li> </ul>	<ul style="list-style-type: none"> <li>● Provide opportunities for repetition and practice</li> <li>● Teacher modeling of skills/techniques to be mastered</li> <li>● Extended time to complete assignments</li> <li>● Provide copy of class notes</li> <li>● Preferential seating to be determined by the student and teacher</li> <li>● Provide oral reminders and monitor student work during independent work</li> <li>● Small group instruction</li> <li>● Maintain a consistent routine/schedule</li> <li>● Flexible grouping</li> <li>● Provide student exemplars to communicate expectations</li> <li>● Sentence frames/starters</li> <li>● Provide immediate feedback when applicable</li> </ul>	<ul style="list-style-type: none"> <li>● Provide opportunities for project based learning</li> <li>● Provide opportunities for independent studies</li> <li>● Flexible Grouping</li> <li>● Jigsaw activities</li> </ul>	<ul style="list-style-type: none"> <li>● Kinesthetic learning experiences (manipulatives, movement, etc.)</li> <li>● Teacher made adaptations, outlines, study guides</li> <li>● Use of varied leveled texts to present content</li> <li>● Sentence frames and starters</li> <li>● Extended time to complete assignments</li> <li>● Use of concrete examples</li> <li>● Provide immediate feedback</li> <li>● Preferential seating</li> <li>● Build background information through brainstorming, semantic webbing, or use of visual aids</li> <li>● Simplifying language for presentation by using speech that is appropriate to students' language proficiency level</li> <li>● Directions stated clearly and distinctly and delivered in both written and oral forms</li> </ul>

