Course: Art Major Unit #3: Performance	Year of Implementation: 2019-2020

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Stage One - Desired Results

Link(s) to New Jersey Student Learning Standards for this course:

2009 NJCCC Standard(s), Strand(s)/CPI#

http://www.nj.gov/education/cccs/2009/final.htm

Unit Standards:

1.3 Performance: All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of visual art.

1.3.12.D.1 Visual Art- How individuals manipulate the elements of art and principles of design results in original portfolios that reflect choice and personal stylistic nuance.

1.3.12.D.3 Visual Art- The artist's understanding of the relationships among art, methodology, and visual statement allows the artist to use expressionism, abstractionism (non-objective art), realism/naturalism, impressionism, and other genre styles to convey ideas to an audience.

Unit Standards: Career ready practices

http://www.nj.gov/education/cccs/2014/career/

CRP1. Act as a responsible and contributing citizen and employee.

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP6. Demonstrate creativity and innovation.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

CRP9. Model integrity, ethical leadership and effective management.

CRP12. Work productively in teams while using cultural global competence.

CRP11. Use technology to enhance productivity.

CRP10. Plan education and career paths aligned to personal goals.

Transfer Goal(s): Students will be able to independently use their learning to create and display works of art while representing society's effect on art and vice versa.	

Enduring Understandings
Students will understand that. . .
EU 1
   ● A portfolio is a selection of a students best work.
 	
EU 2
   ● Art is created by various mediums and techniques.
 	
EU 3
   ● There is a correlation between historical art movements and influence the development of a portfolio.
	Essential Questions
	EU 1
	   ● What criteria does a student use to select their best work?
	
	EU 2
	   ● How do artists choose mediums and techniques to achieve their desired portfolio?
	
	EU 3
	   ● What is the correlation between art movements and a student's personal style?

Knowledge
Students will know. . .
EU 1
   ● How to utilize the elements of art and the principles of design in creating and selecting art for their portfolio.
 	
EU 2
   ● Techniques and styles of a variety of art media.
 	
EU 3
   ● Concepts based on historical art movements and technical processes.
	Skills
	Students will be able to. . .
	EU 1
	   ● Use the elements of art and principles of design when creating an original portfolio that reflects personal style.
	
	EU 2
	   ● Select and use different dimensional media.
	
	EU 3
	   ● Create works of art influenced by historical art movements and technical processes.

Stage Two - Assessment	

Other Evidence:

· Class discussions
· Self reflection
· Individual student/teacher discussions

Stage Three - Instruction

Learning Plan*:* **Suggested Learning Activities to Include Differentiated Instruction and Interdisciplinary Connections: Each learning activity listed must be accompanied by a learning goal of A= Acquiring basic knowledge and skills, M= Making meaning and/or a T= Transfer.**

· Identify the styles and artistic processes used in the creation of historical two and three-dimensional artworks. (EU 3)
· Students will be inspired by those styles to aid in the creation of a portfolio. (M,T) (EU 3)
· Participate and prepare work for display in state and local art competitions (M,T) (EU 1)
· Create original art using a variety of media and methodologies to produce a portfolio for college and support the AP breadth. (T) (EU 2)

· Students continue experimenting with media. Teacher provides ongoing feedback while students work and make refinements to the final composition. (EU 2, 3)
· Students share works in progress, discuss processes and techniques, and consult with peers to determine what areas still need work, modification, or changes. (EU 1)