THREE DIMENSIONAL DESIGN
GRADES 10-12

THE EWING PUBLIC SCHOOLS
2099 Pennington Road
Ewing, NJ 08618

Board Approval Date: __September 19, 2022____ Michael Nitti
Revised by: __EHS Art Department_____ Superintendent

In accordance with The Ewing Public Schools' Policy 2230, Course Guides, this curriculum has been reviewed and found to be in compliance with all policies and all affirmative action criteria.

Table of Contents

COURSE DESCRIPTION AND RATIONALE

This course is designed to develop an understanding of three-dimensional form and its relationship to space. Students will execute projects in a variety of sculpting media, including paper, cardboard, clay, plaster of Paris, wire, metal, and wood. Some drawing will be required. Students will be required to maintain a sketchbook. Visits to galleries and museums and guest artists may be a part of this course. Students will also participate in exhibits, including the Ewing High School art show in the spring.

Students in this course will have 87 minutes per day for the semester.

21st Century Life and Careers

In today's global economy, students need to be lifelong learners who have the knowledge and skills to adapt to an evolving workplace and world. To address these demands, Standard 9, 21st Century Life and Careers, which includes the 12 Career Ready Practices, establishes clear guidelines for what students need to know and be able to do in order to be successful in their future careers and to achieve financial independence.

The 12 Career Ready Practices

These practices outline the skills that all individuals need to have to truly be adaptable, reflective, and proactive in life and careers. These are researched practices that are essential to career readiness.

9.1 Personal Financial Literacy

This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an
integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.

9.2 Career Awareness, Exploration, and Preparation

This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.

9.3 Career and Technical Education

Technology Integration

8.1 Educational Technology

All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and create and communicate knowledge.

8.2 Technology Education, Engineering, Design and Computational Thinking - Programming

All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

ELA Integration

Task requires students to analyze an informational topic through several articles or multimedia stimuli. Students read and respond to a series of questions and synthesize information from multiple sources in order to write an analytic essay.

Companion Standards - History, Social Studies, Science and Technical Subjects (9- 12)

Unit 1: Course Introduction and Repetition
12 Days

Why Is This Unit Important?

Students will become familiarized with the elements of art and principles of design focusing on Repetition and Pattern and how to apply them to create an interesting 2D designs.

Enduring Understandings:

- Dimensionality is an important part of understanding our physical world.
- Artists are able to utilize dimensionality to be creative and expressive.

Essential Questions:

- What is dimensionality in art?
- How are artworks categorized according to dimension?
- How do you know if an artwork is three-dimensional?

Acquired Knowledge:

- Be introduced to the course.
- Learn classroom rules, procedures, expectations and safety guidelines.
- Recognize art elements as they appear in sculptural artwork.
- Create a 2D and 3D Design using the art principle of Repetition and Pattern.

Acquired Skills:

- Examine the principles, properties and elements of design
- Examine how to critique works of art
- Applying creative thinking and problem solving
- Develop their creative process

ASSESSMENTS

Formative:

- Students were focused and attentive during instruction and presentation
- Application and implementation of google classroom and meet procedures
- Students were creative in development of repeating pattern design sketches
- Students were able to recognize elements and principles of design in 3D works
- Sketchbook was properly assembled
- Toothpick modulars displayed repetition and pattern
- Toothpick modular used stable construction

- Student sculpture illustrates Pattern/Repetition and creates interesting negative and positive shapes
- Student wrote a well thought out critique with evidence to support their opinion

Summative

- Final evaluation of toothpick modular trial

Benchmark:

- Written and oral responses to essential questions

Alternative:

- Create a video blog where students observe dimensionality in art and architecture in Ewing Township.

INSTRUCTIONAL RESOURCES

Core:

- DeCavalcante, Presentation: Intro to 3D Design

Supplemental:

- Eden Gallery, What is 3D Art?
- Assorted videos and teacher-created instructional videos

2020 NJSLS:

- 1.5.12prof.Cr1b
- 1.5.12acc.Cr1a
- 1.5.12acc.Cr2a
- 1.5.12acc.Cr3a
- 1.5.12adv.Cr3a
- 1.5.12prof.Pr6a
- 1.5.12acc.Re7a
- 1.5.12prof.Cn10a
- 1.5.12acc.Cn10a
- 1.5.12acc.Cn11b

Interdisciplinary Connections:

- Math – spatial arrangement, units of measurement and proportion
- Literacy – verbal discussions, written project critiques and comment on peers critique
- Engineering - constructing a stable and balance structure

Technology Integration

- Students are encouraged to research reference material to draw from for projects
- Canvas Discussions for students to critique projects and comment on peer critiques as well as review powerpoints.
- Canvas for materials and assignments

Modifications:

- Continually repeating directions followed by visual aides
- More individual help as the teacher walks around to offer suggestions to individual projects
- Visual aides
- Offering simplified examples
- Leading students to answer questions correctly
- Tiering projects to challenge students with more advanced skills and simplify for students with lesser abilities
- Print out presentations and vocabulary sheets as study guides for students with no internet access

Unit 2: Toothpick Modular
12 Days

Why Is This Unit Important?

Students will make the transition from creating 2D art to creating 3D art by applying the same principles of design repetition, rhythm and pattern.

Enduring Understandings:

- Pattern is a combination of elements which are repeated.
- In visual art, rhythm utilizes interval and space to give viewers the illusion of movement.

Essential Questions:

- What is dimensionality in art?
- How do repetition, rhythm and pattern affect the perception of the viewer?
- How do you know if an artwork is three-dimensional?

Acquired Knowledge:

- Recognize art elements as they appear in sculptural artwork.
- Create a 2D and 3D Design using the art principle of Repetition and Pattern.
- Examine the principles, properties and elements of design

Acquired Skills:

- Examine how to critique works of art
- Applying creative thinking and problem solving
- Develop their creative process

ASSESSMENTS

Formative:

- Students were focused and attentive during instruction and presentation
- Application and implementation of classroom procedures
- Individual units are sturdy
- Toothpick modulars displayed repetition and pattern
- Toothpick modular exhibits stable construction
- Student sculpture illustrates Pattern/Repetition and creates interesting negative and positive shapes
- Student wrote a well thought out critique with evidence to support their opinion

Summative

- Final evaluation of toothpick modular project

Benchmark:

- Written and oral responses to essential questions

Alternative:

- Create a video blog where students observe dimensionality in art and architecture in Ewing Township.

INSTRUCTIONAL RESOURCES

Core:

- DeCavalcante, Presentation: Composition

Supplemental:

- How to Draw Patterns For Beginners
- Tiffany Lovering, Black and White, Freeform Grid Tangle
- Assorted videos and teacher-created instructional videos

2020 NJSLS:

- 1.5.12adv.Cr1a
- 1.5.12adv.Cr1b
- 1.5.12acc.Cr2b
- 1.5.12acc.Cr2c
- 1.5.12adv.Cr2b
- 1.5.12adv.Cr2c
- 1.5.12adv.Pr4a
- 1.5.12adv.Pr5a
- 1.5.12adv.Pr6a
- 1.5.12adv.Re7a
- 1.5.12adv.Re7b
- 1.5.12adv.Re8a
- 1.5.12acc.Re9a
- 1.5.12adv.Re9a
- 1.5.12acc.Cn10a
- 1.5.12adv.Cn10a
- 1.5.12acc.Cn11a
- 1.5.12adv.Cn11b

Interdisciplinary Connections:

- Math – spatial arrangement, units of measurement and proportion
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Technology Integration

- Students are encouraged to research reference material to draw from for projects
- Canvas Discussions for students to critique projects and comment on peer critiques as well as review powerpoints.
- Canvas for materials and assignments

Modifications:

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Unit 3: Sculpture
12 Days

Why Is This Unit Important?

Students will create sculptures based on David Smith's large geometric forms focusing on construction utilizing support and/or counter balance.

Enduring Understandings:

- Sculptures send a distinct message about social and emotional themes.
- Sculptures use a variety of materials in composition.
- Mass and space are the two most important elements of sculpture.

Essential Questions:

- Besides the human form, what subjects take the form of sculpture?
- How do the elements of art manifest in sculpture?
- How are the structures within a sculpture achieved?

Acquired Knowledge:

- Recognize art elements as they appear in sculptural artwork.
- Examine the principles, properties and elements of design
- Examine construction methods of support and counter balance
- Use proper units of measurements to accurately create forms out of card stock paper
- Proper use of scissors for cutting and drawing instruments for scoring

Acquired Skills:

- Applying creative thinking and problem solving
- Develop their creative process
- Develop critical thinking, writing skill and communication skills

ASSESSMENTS

Formative:

- Students were creative in development Forms Sculpture design
- Students properly assembled their forms
- Measurements of the guided templates were precise
- Construction of Forms were nice and neat

Summative

- **Form Sculpture Projects:** Inspired by David Smith steel sculptures, students will create forms out of chipboard. Forms are limited to pyramids, cubes and rectangular forms. Students will create varying size forms and construct a sculpture with the forms. Students must have at least 4 Forms with 2 different sizes. All forms may be the same (all cubes) but there must be at least 2 different sizes. The forms will be painted.
  - Examine the Form templates and discuss proper procedure for creating forms
  - Students were able to recognize elements and principles of design in 3D works
  - Student wrote a well thought out critique with evidence to support their opinion

Benchmark:

- Written and oral responses to essential questions

Alternative:

- Create a video blog where students observe dimensionality in art and architecture in Ewing Township.

INSTRUCTIONAL RESOURCES

Core:

- DeCavalcante, PowerPoint: David Smith
- Nearpod on David Smith

Supplemental:

- Triangular Dipyramid
- Hexagonal Pyramid
- Assorted videos and teacher-created instructional videos

2020 NJSLS:

- 1.5.12prof.Cr2b
- 1.5.12acc.Cr2b
- 1.5.12prof.Cr3a
- 1.5.12acc.Cr3a
- 1.5.12prof.Pr4a
- 1.5.12prof.Pr5a
- 1.5.12acc.Pr6a
- 1.5.12adv.Pr6a
- 1.5.12prof.Re7a
- 1.5.12prof.Re7b
- 1.5.12acc.Re7a
- 1.5.12acc.Re7b
- 1.5.12acc.Cn10a
- 1.5.12prof.Cn11a
- 1.5.12prof.Cn11b
- 1.5.12acc.Cn11a

Interdisciplinary Connections:

- Math – spatial arrangement, units of measurement and proportion
- Literacy – verbal discussions, written project critiques and comment on peers critique
- Engineering - constructing a stable and balance structure

Technology Integration

- Students are encouraged to research reference material to draw from for projects
- Canvas Discussions for students to critique projects and comment on peer critiques as well as review powerpoints.
- Canvas for materials and assignments

Modifications:

- Continually repeating directions followed by visual aides
- More individual help as the teacher walks around to offer suggestions to individual projects
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- Offering simplified examples
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Unit 4: Negative Space
12 Days

Why Is This Unit Important?

Students will create an interesting sculpture utilizing both positive and negative space while focusing on the different characteristics of shapes.

Enduring Understandings:

- Negative space is the area around and between the subject.
- Negative space can provide important attributes to an artwork.
- Negative space can exist in images and sculptures of any color.

Essential Questions:

- What methods are used to create and utilize negative space?
- How do positive space and negative space manifest in three-dimensional art?

Acquired Knowledge:

- Examine both positive and negative space
- Observe how negative space can create interesting design elements to a sculpture
- Analyze characteristics of shape (geometric, organic, static and dynamic)
- Examine weight distribution when creating in 3D
- Proper use of an exacto knife for cutting and scoring

Acquired Skills:

- Examine the principles, properties and elements of design
- Applying creative thinking and problem solving
- Develop their creative process
- Develop critical thinking, writing skill and communication skills

ASSESSMENTS

Formative:

- Students were creative in development Negative Space Shapes design
- Students properly assembled their forms
- Measurements of the guided templates were precise
- Construction of Forms were nice and neat
- Students are accurately measuring their dimensions to create their shapes
- Interesting negative space within project
- Proper cutting of edges

Summative

- **<u>Negative Space Shapes Project:</u>** students will create a free standing sculpture out of shapes and forms cut from chipboard. Shapes should be organized to create an interesting sculpture. Students can cut negative shapes out of their shapes or create interesting negative space in between their shapes. Students can cut slits into shapes to insert onto another shape. Students may use cardboard rolls as a base to support their structure. Students may combine shapes with forms learned from previous project.
    - Students were able to recognize elements and principles of design in 3D works
    - Student wrote a well thought out critique with evidence to support their opinion
    - Application and implementation of classroom procedures
    - Students were able to recognize elements and principles of design in 3D works

Benchmark:

- Written and oral responses to essential questions

Alternative:

- Create a video blog where students observe dimensionality in art and architecture in Ewing Township.

INSTRUCTIONAL RESOURCES

Core:

- DeCavalcante, Demonstration: Negative Space

Supplemental:

- Assorted videos and teacher-created instructional videos

2020 NJSLS:

- 1.5.12adv.Cr1a
- 1.5.12adv.Cr1b
- 1.5.12adv.Cr2a
- 1.5.12adv.Cr2b
- 1.5.12adv.Cr2c
- 1.5.12adv.Cr3a
- 1.5.12adv.Pr6a
- 1.5.12adv.Re7a
- 1.5.12adv.Cn10a
- 1.5.12adv.Cn11a

Interdisciplinary Connections:

- Math – spatial arrangement, units of measurement and proportion
- Literacy – verbal discussions, written project critiques and comment on peers critique
- Engineering - constructing a stable and balance structure

Technology Integration

- Students are encouraged to research reference material to draw from for projects
- Canvas Discussions for students to critique projects and comment on peer critiques as well as review powerpoints.
- Canvas for materials and assignments

Modifications:

- Continually repeating directions followed by visual aides
- More individual help as the teacher walks around to offer suggestions to individual projects
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Unit 5: Using Wire
12 Days

Why Is This Unit Important?

Students will compare continuous line drawings with wire sculptures, examine how the wire can represent a line and be used like a continuous line drawing to create a 3D sculpture.

Enduring Understandings:

- Wire has a hard composition, but is very versatile in artwork.
- Three dimensional artworks can consist solely of wire, or use wire in combination with other sculpture materials.

Essential Questions:

- What methods are used to manipulate wire?
- How does wire convey meaning in artworks?

Acquired Knowledge:

- Examine wire basics and different wire sculptures
- Examine Continuous line drawing
- Create continuous line drawing and examine how wire could be used to create a 3D version
- Examine proper techniques to connect separate pieces of wire to each other

Acquired Skills:

- Learn to use wire cutters and needle nose pliers to manipulate the wire.
- Learn differences in wire gauge and material
- Develop critical thinking, writing skill and communication skills

ASSESSMENTS

Formative:

- The drawings were continuous line without lifting the pencil off the paper
- Students made connections between similarities of wire sculpture and continuous line drawing
- Wire connection points were tight and did not move
- Wire sculpture was an identifiable subject and readable sculpture

Summative

- **<u>Wire Project:</u>** Students will use their continuous line drawing as a template for a wire 3D version of their drawing. Students may create a human portrait, surreal portrait, abstract portrait, human figure or animal portrait, animal figure that is freestanding with a base or meant to lay flat. Students are encouraged to be creative leaving the top of the head open with ideas/interests spilling out, or showing some of the brain, etc.
  - Did students utilize their principles of design to create an interesting composition
  - Students were focused and attentive during instruction and presentation and completed the work on classroom.
  - Application and implementation of Canvas procedures
  - Students used proper proportion

Benchmark:

- Written and oral responses to essential questions

Alternative:

- Create a video blog where students observe dimensionality in art and architecture in Ewing Township.

INSTRUCTIONAL RESOURCES

Core:

- DeCavalcante, Demonstration: Wire
- Nearpod, Intro to Continuous Line Drawing
- Nearpod, Continuous Line Figure
- Nearpod, Wire Joining Techniques

Supplemental:

- Assorted videos and teacher-created instructional videos

2020 NJSLS:

- 1.5.12prof.Cr2a
- 1.5.12prof.Cr2b
- 1.5.12prof.Cr2c
- 1.5.12acc.Cr2a
- 1.5.12acc.Cr2b
- 1.5.12acc.Cr2c

Interdisciplinary Connections:

- Math – spatial arrangement, units of measurement and proportion
- Literacy – verbal discussions, written project critiques and comment on peers critique
- Engineering - constructing a stable and balance structure

Technology Integration

- Students are encouraged to research reference material to draw from for projects
- Canvas Discussions for students to critique projects and comment on peer critiques as well as review powerpoints.
- Canvas for materials and assignments

Modifications:

- Continually repeating directions followed by visual aides
- More individual help as the teacher walks around to offer suggestions to individual projects
- Visual aides
- Offering simplified examples
- Leading students to answer questions correctly
- Tiering projects to challenge students with more advanced skills and simplify for students with lesser abilities
- Print out presentations and vocabulary sheets as study guides for students with no internet access

Unit 6: Mini Walking Man
12 Days

Why Is This Unit Important?

Students will compare the human figure proportions to that of Giacometti's distorted figure proportions of his most famous sculpture the "Walking Man" and draw conclusions of the artist's intent of the distorted figure proportions.

Enduring Understandings:

- Giacometti's "Walking Man" is an icon of twentieth century art.
- "Walking Man" has inspired many other sculptures as well as images in popular culture.
- The simplicity of "Walking Man", and its many social interpretations, show aspiring artists the potential impact of their own thought-provoking works.

Essential Questions:

- How did Giacometti create "Walking Man"?
- What materials and structure are used to create "Walking Man"?

Acquired Knowledge:

- Examine the human figure
- Investigate artist Alberto Giacometti
- Compare the proportions of the traditional human figure and Giacometti's distorted figures

Acquired Skills:

- Students will stylize and abstract the human form as inspired by artist Alberto Giacometti
- Investigate wire and plaster as a medium to create sculpture and techniques
- Apply knowledge of human figure and distort/abstract the form to create a wire armature covered with plaster gauze to create a Giacometti inspired mini walking man

ASSESSMENTS

Formative:

- Students are distorting the human form to create the walking man proportions
- Students properly assembled their armatures
- Students are fleshing out their armatures
- Creative solutions for the pose
- Artist conceptualized an idea which the figure represents.
- Students recognized the proportions of the human figure and applied to their drawings

Summative

- **Mini Walking Man Project**: Students will take one of their distorted figure drawings and create a 3D sculpture based on their drawing and inspired by Giacometti's Walking Man sculptures. Students will use armature wire to create an armature of the figure. Next they will flesh out the wire skeleton with newspaper and masking tape. Students will use plaster gauze to wrap their figures and attach to a wooden base. Finally students may paint their figure one solid color.
    - Students were able to recognize elements and principles of design in 3D works
    - Students are beginning to think more about the solution to the project
    - Student wrote a well thought out critique with evidence to support their opinion

Benchmark:

- Written and oral responses to essential questions

Alternative:

- Create a video blog where students observe dimensionality in art and architecture in Ewing Township.

INSTRUCTIONAL RESOURCES

Core:

- DeCavalcante, Presentation: Figure
- DeCavalcante, Presentation: Giacometti
- Nearpod, Figure Drawing
- Nearpod, Giacometti

Supplemental:

- Video, Plaster Gauze
- Assorted videos and teacher-created instructional videos

2020 NJSLS:

- 1.5.12prof.Cr2b
- 1.5.12acc.Cr2b
- 1.5.12prof.Cr3a
- 1.5.12acc.Cr3a
- 1.5.12prof.Pr4a
- 1.5.12prof.Pr5a
- 1.5.12acc.Pr6a
- 1.5.12adv.Pr6a
- 1.5.12prof.Re7a
- 1.5.12prof.Re7b
- 1.5.12acc.Re7a
- 1.5.12acc.Re7b
- 1.5.12acc.Cn10a
- 1.5.12prof.Cn11a
- 1.5.12prof.Cn11b
- 1.5.12acc.Cn11a

Interdisciplinary Connections:

- Math – spatial arrangement, units of measurement and proportion
- Literacy – verbal discussions, written project critiques and comment on peers critique
- Engineering - constructing a stable and balance structure

Technology Integration

- Students are encouraged to research reference material to draw from for projects
- Canvas Discussions for students to critique projects and comment on peer critiques as well as review powerpoints.
- Canvas for materials and assignments

Modifications:

- Continually repeating directions followed by visual aides
- More individual help as the teacher walks around to offer suggestions to individual projects
- Visual aides
- Offering simplified examples
- Leading students to answer questions correctly
- Tiering projects to challenge students with more advanced skills and simplify for students with lesser abilities
- Print out presentations and vocabulary sheets as study guides for students with no internet access

Unit 7: Paper Sculpture
12 Days

Why Is This Unit Important?

Students will investigate and observe the multiple techniques and different style types used to create 3 dimensional sculpture with paper.

Enduring Understandings:

- Paper can be manipulated through folding, fringing, curling, pleating and interlocking.
- Sculptures made of paper can be as robust as those made with other materials.
- Paper allows for sculpture to have unique three-dimensional qualities which bring living forms to life.

Essential Questions:

- What kind of paper is used to create sculpture?
- What kind of geometry and structures are used to make robust paper sculptures?

Acquired Knowledge:

- Learn to use paper as a 3D medium
- Examine multiple 3D paper sculptures and artists
- Discuss different techniques to create 3D effects with 2D paper

Acquired Skills:

- Students will choose their own method to create their project
- Employ drawing, cutting, coloring and gluing skills to best complete their project
- Develop critical thinking, writing skill and communication skills

ASSESSMENTS

Formative:

- Students have created a 3 Dimensional sculpture using paper
- Students have created a field of depth by layering, spacing and cast shadows

Summative

- **3D Paper Sculpture:** Students will create an image of their choosing and use different colored paper, folded paper and cut paper to create a 3D image made out of 2D materials. Students may use color paper behind their white paper and cut away pieces of paper so the color shows through.This project is open ended to students in subject matter and construction. Projects may be free standing or sit flat.
  - Student utilized creative designs and composition
  - Student construction was neat and organized
  - Student created a well throughout solution to the problem
  - Student wrote a well thought out critique with evidence to support their opinion
  - Students communicated effectively when commenting on peer critiques

Benchmark:

- Written and oral responses to essential questions

Alternative:

- Create a video blog where students observe dimensionality in art and architecture in Ewing Township.

INSTRUCTIONAL RESOURCES

Core:

- DeCavalcante, Presentation: Paper Sculpture
- Nearpod, Paper

Supplemental:

- Assorted videos and teacher-created instructional videos

2020 NJSLS:

- 1.5.12prof.Cr2b
- 1.5.12acc.Cr2b
- 1.5.12prof.Cr3a
- 1.5.12acc.Cr3a
- 1.5.12prof.Pr4a
- 1.5.12prof.Pr5a
- 1.5.12acc.Pr6a
- 1.5.12adv.Pr6a
- 1.5.12prof.Re7a

- 1.5.12prof.Re7b
- 1.5.12acc.Re7a
- 1.5.12acc.Re7b
- 1.5.12acc.Cn10a
- 1.5.12prof.Cn11a
- 1.5.12prof.Cn11b
- 1.5.12acc.Cn11a

Interdisciplinary Connections:

- Math – spatial arrangement, units of measurement and proportion
- Literacy – verbal discussions, written project critiques and comment on peers critique
- Engineering - constructing a stable and balance structure

Technology Integration

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Modifications:

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21st Century Skills & Career Readiness Practices

CRP6. Demonstrate creativity and innovation.

For example, in Unit 6, students will create an original piece of three-dimensional artwork that synthesizes technical skill, knowledge, and cultural significance acquired throughout the semester. Students will create a design that may be abstract, representational or a combination of both. Students will focus on creating their design with awareness of the elements and principles of art.

CRP7. Employ valid and reliable research strategies.

For example, in Unit 6 students will complete a research task investigating Giacometti and his influence on the world of art. Students with examine and analyze various texts and visual resources to understand and explore Walking Man and its influence on more contemporary art styles and genres. Students will also use graphic organizers to compare and contrast. Students will employ Canvas for peer collaboration.

9.2.12.C.6 Investigate entrepreneurship opportunities as options for career planning and identify the knowledge, skills, abilities, and resources required for owning and managing a business.

For example, in Unit 1, students will study the functions and purposes of three-dimensional design as a monetary resource and its contribution to the economy. Teacher and students will discuss possible careers in the art industry and investigate the freelance industry as compared to salaried positions.

9.3.12.AR.5 Describe the career opportunities and means to achieve those opportunities in each of the Arts, A/V Technology & Communications Career Pathways.

For example, in Unit 1, students will be given current information on possible art careers, salaries, cost of living, required education and expenses. These art careers could come via a three-dimensional artistic field in sculpture.

Describe the history and evolution of the visual arts and its role in and impact on society.

For example, in Unit 3, students will learn about David Smith's large geometric forms focusing on construction utilizing support and/or counter balance. His works are significant because of his many representations of humanism and personification.

Technology Integration

Standard + Example

8.1.12.A.2 Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review

For example: Throughout the course students will document their work and produce a digital portfolio of self-critique and analysis. These portfolios will be curated to produce a final written piece, which may be reviewed by peer artists for review.

Interdisciplinary Connection

Research Simulation Task

NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

NJSLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

In Unit 6 students will complete a research task investigating Giacometti and his influence on the world of art. Students with examine and analyze various texts and visual resources to understand and explore Walking Man and its influence on more contemporary art styles and genres. Students will also use graphic organizers to compare and contrast. Students will employ Canvas for peer collaboration.

For example students may be asked to compare different artist and art periods, compare the same subject matter that has been illustrated by different artists or to give their opinion on why art is relative and what art does. Ultimately, students complete an essay with supporting evidence from the research.

Culturally Responsive Art Practices and Resources:
Amistad, Holocaust, LGBTQ/Disabilities and DEI

Three-part pedagogical framework:

- Artworks can make cultural connections and tell stories
- Highlight artists and artwork from various cultures
- Student cultures can become the focal point of the art classroom by asking them questions

Unit 2
Michaelangelo, as depicted in Vasari's Lives of the Most Excellent Painters, Sculptors, and Architects (1568).

Units 3-7
LGBTQ Sculptors