DEPARTMENT Visual and Performing Arts COURSE 2D Art

Curriculum Development Timeline

School: Ocean Township High School

Course: 2D Art

Department: Visual and Performing Arts

Board Approval	Supervisor	Notes
August 2018	Ian Schwartz	New Course Name/Revisions
March 2019	Ian Schwartz	Review
August 2020	Ian Schwartz	Alignment to Standards
August 2022	Derek Tranchina	Incorporate State Mandates
August 2024	Erin Leahy	Updated to Include New State Mandate
August 2025	Erin Leahy	Revision

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DEPARTMENT Visual and Performing Arts COURSE 2D Art

Township of Ocean Pacing Guide			
Week	**Unit**	**Week**	**Unit**
1	**Unit 1: Introduction and Foundation**	11	**Unit 4: Painting/Color Theory**
2	**Unit 1: Introduction and Foundation**	12	**Unit 4: Painting/Color Theory**
3	**Unit 1: Introduction and Foundation**	13	**Unit 4: Painting/Color Theory**
4	**Unit 1: Introduction and Foundation**	14	**Unit 4: Painting/Color Theory**
5	**Unit 2: Drawing/Composition/Still-Life/Perspective**	15	**Unit 5: Printmaking**
6	**Unit 2: Drawing/Composition/Still-Life/Perspective**	16	**Unit 5: Printmaking**
7	**Unit 2: Drawing/Composition/Still-Life/Perspective**	17	**Unit 5: Printmaking**
8	**Unit 2: Drawing/Composition/Still-Life/Perspective**	18	**Unit 5: Printmaking**
9	**Unit 3: Narrative Art/Collage**	19	**Unit 6: Portfolio**

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10	**Unit 3: Narrative Art/Collage**	20	**Unit 6: Portfolio**

Climate Change: Narrative Art/Collage/Global Warming Unit

Core Instructional & Supplemental Materials including various levels of Texts
YouTube Instructional Videos on Art Methods and Techniques Instructional Handouts on Art Methods and Techniques ***Scholastic Art*** Google Arts and Culture Artcyclopedia ***Newsela*** - Articles and Text Sets Differentiated by Reading Level (Struggling Learners; Advanced Learners)

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DEPARTMENT Visual and Performing Arts COURSE 2D Art

Time Frame	**Week 1-2**

Topic

Introduction and Foundations

Alignment to Standards

1.5.12prof.Cr2a: Engage in making a work of art or design without having a preconceived plan.
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.
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.
1.5.12prof.Re8a: Interpret an artwork or collection of works, supported by relevant sufficient evidence found in the work and its various contexts.

Learning Objectives and Activities

SWBAT answer the following questions:

- What conditions, attitudes, and behaviors support creativity and innovative thinking?
- What factors prevent or encourage people to take creative risks?
- How do artists work?
- How does collaboration expand the creative process?
- What are the elements of art and the principles of design?
- How does knowing and using visual art vocabulary help us understand and interpret works of art?

SWBAT demonstrate understanding of the following:

- Creativity and innovative thinking are essential life skills that can be developed through artistic investigations, experimentation, exploration of design and sustained art making practices.
- Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches.
- The elements of art (line, shape/form, color, texture, value, space/perspective) and the principles of design (Pattern, Rhythm/Movement, Proportion/Scale, Balance, Unity, and Emphasis) are the capacity for individual expression and cultural reflection.

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Learning Activities:

- Students will develop clear, imaginative and coherent artistic intention, demonstrate a range and depth of creative-thinking behaviors, demonstrate the exploration of ideas to shape artistic intent through to a point of realization.
- Viewing activities with corresponding guided, open reflection and responding activities.
- Students will use mixed media, techniques, and processes to understand and apply visual elements and principles
- Viewing activities with corresponding guided, open reflection and responding activities.
- Synthesize and relate knowledge and personal experiences to make art.
- Students will utilize a variety of online research tools and resources to inform their process.
- Use technology and digital media strategically and capably.
- Students will respond to works of art through analysis and interpretation.
- Students will continuously examine, assess, and improve work.
- Engage in artist/teacher-directed and self-directed identification and exploration of media skills and techniques to accomplish a variety of 2D design solutions.
- Critically and objectively communicate responses to works of art applying visual art terminology.

Assessments

Formative:

- Participation in group discussion/activities
- Oral and written in-progress critiques

Summative:

- Art making final product assessed with rubric
- Final critique
- Physical and digital portfolio: Culminating assessment of final physical/digital portfolio of unit requirements are conducted at the end of a unit to determine degree of mastery or proficiency according to identified achievement target.

Benchmark:

- Students will create a presentation of their prior art experience and goals as an artist
- Written Critique assessment

Alternative:

- Selected response Activity sheets
- Alternative: In-process research and idea development
- Visual journal experiments and skill-building technique samples

Interdisciplinary Connections

Written critique and reflection:
LA.9-10.W.RW.9-10.7 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Career Readiness, Life Literacies, and Key Skills

9.3.12.AR-VIS.2 Analyze how the application of visual arts elements and principles of design communicate and express ideas.
9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g.,
1.1.12prof.CR3a).
9.3.12.AR-VIS.3 Analyze and create two and three-dimensional visual art forms using various media.

Technology Integration

Students will select and evaluate the media platform which best suits their project needs.
9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources.

Students will use Google Classroom to collaborate, work towards solving authentic problems, or participate in an online classroom discussion utilizing pre-learned etiquette about blended learning platforms.
9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem.

Students will access and assess digital resources to conduct research and investigations which extend their knowledge.
9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources.

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Career Education
CRP2. Apply appropriate academic and technical skills. **CRP4**. Communicate clearly and effectively and with reason. **CRP12**. Work productively in teams while using cultural global competence.

Time Frame	**Week 3-4**

Topic
Drawing Composition/Still-Life/Perspective

Alignment to Standards
1.5.12prof.Cr1a: Use multiple approaches to begin creative endeavors. **1.5.12prof.Cr1b:** Shape an artistic investigation of an aspect of present-day life using a contemporary practice of art and design. **1.5.12prof.Re7b:** Hypothesize ways in which art influences perception and understanding of human experiences. **1.5.12prof.Re7b:** Analyze how one's understanding of the world is affected by experiencing visual arts. **1.5.12prof.Cr1b:** Shape an artistic investigation of an aspect of present-day life using a contemporary practice of art and design. **1.5.12prof.Cn10a:** Document the process of developing ideas from early stages to fully elaborated ideas. **1.5.12prof.Re9a:** Establish relevant criteria in order to evaluate a work of art or collection of works.

Learning Objectives and Activities
SWBAT answer the following questions: • How do artists grow and become accomplished in art forms? • How do visual arts influence our views of the world? • How does knowing the contexts, histories and traditions of art forms help us create works of art and design? • How do objects, places and design shape lives and communities? • What role does persistence play in revising, refining and developing work? • What is the value of engaging in the process of art criticism?

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SWBAT demonstrate understanding of the following:

- Visual arts influences understanding of and responses to the world.
- Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches.
- Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art-making goals.
- The creative process requires learning productive strategies for meeting challenges.
- Artists and designers develop excellence through practice and constructive critique, reflecting on, revising and refining work over time.

Learning Activities:

- Demonstrate compositional techniques.
- Demonstrate a proficient level of knowledge and understanding of the art form studied (ie; pencil, charcoal) including concepts, processes, and the use of subject-specific terminology.
- Observe 2D references and 3D objects/subjects closely to capture relationships of shape, form and space.
- Drawing Skills
- Value development using shading, hatching, cross-hatching, and stippling using a variety of dry media.
- Develop the appearance of 3D structures and settings on 2D surfaces through effective use of spatial devices such as: value and shading, one and two-point linear perspective, atmospheric perspective, size and vertical location, and overlapping.
- Discussion of exemplar artworks in terms of: meaning, subject matter, cultural connections, functions/purpose, perceived meaning and symbolism.
- Viewing activities with corresponding guided, open reflection and responding activities.
- Students will develop clear, imaginative and coherent artistic intention, demonstrate a range and depth of creative-thinking behaviors, demonstrate the exploration of ideas to shape artistic intent through to a point of realization.
- Students will use mixed media, techniques, and processes to understand and apply visual elements and principles.
- Students will utilize a variety of online research tools and resources to inform their process.
- Students will respond to works of art through analysis and interpretation.
- Students will continuously examine, assess, and improve work.

Assessments

DEPARTMENT Visual and Performing Arts COURSE 2D Art

Formative:
- Participation in group discussion/activities
- Oral and written in-progress critiques

Summative:
- Art making final product assessed with rubric
- Final critique
- Physical and digital portfolio: Culminating assessment of final physical/digital portfolio of unit requirements are conducted at the end of a unit to determine degree of mastery or proficiency according to identified achievement target.

Benchmark:
- Students will create a presentation of their prior art experience and goals as an artist
- Written Critique assessment

Alternative:
- Selected response Activity sheets
- Alternative: In-process research and idea development
- Visual journal experiments and skill-building technique samples

Interdisciplinary Connections

Written critique and reflection:
LA.9-10.W.RW.9-10.7 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Career Readiness, Life Literacies, and Key Skills

9.3.12.AR-VIS.2 Analyze how the application of visual arts elements and principles of design communicate and express ideas.
9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
9.3.12.AR-VIS.3 Analyze and create two and three-dimensional visual art forms using various media.

Technology Integration

Students will select and evaluate the media platform which best suits their project needs.

DEPARTMENT Visual and Performing Arts COURSE 2D Art

9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources.

Students will use Google Classroom to collaborate, work towards solving authentic problems, or participate in an online classroom discussion utilizing pre-learned etiquette about blended learning platforms.
9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem.

Students will access and assess digital resources to conduct research and investigations which extend their knowledge.
9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources.

Career Education

CRP2. Apply appropriate academic and technical skills.
CRP4. Communicate clearly and effectively and with reason.
CRP12. Work productively in teams while using cultural global competence.

Time Frame	**Week 5**

Topic

Narrative Art/Collage/Global Warming

Alignment to Standards

1.5.12prof.Cn11b: Describe how knowledge of global issues, including climate change, may influence personal responses to art.
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.
1.5.12prof.Re7a: Hypothesize ways in which art influences perception and understanding of human experiences.
1.5.12prof.Re7b: Analyze how one's understanding of the world is affected by experiencing visual arts.
1.5.12prof.Cr1a: Use multiple approaches to begin creative endeavors.
1.5.12prof.Cr1b: Shape an artistic investigation of an aspect of present-day life using a contemporary practice of art and design.

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1.5.12prof.Re9a: Establish relevant criteria in order to evaluate a work of art or collection of works.
1.5.12prof.Cn10a: Document the process of developing ideas from early stages to fully elaborated ideas.

Learning Objectives and Activities

SWBAT answer the following questions:

- What can be considered “art-making” materials?
- How can extending beyond traditional art-making materials influence and challenge the creative process?
- How does using found/recycled materials impact the effects of climate change?*
- How is art used to impact the views of a society?
- How do artists and designers create works of art or design that effectively communicate?
- How can the viewer "read" a work of art as text?
- How do artists grow and become accomplished in art forms?
- What role does persistence play in revising, refining and developing work?
- What is the value of engaging in the process of art criticism?

SWBAT demonstrate understanding of the following:

- Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments.
- Visual arts influences understanding of and responses to the world.
- The creative process requires learning productive strategies for meeting challenges.
- Artists and designers develop excellence through practice and constructive critique, reflecting on, revising and refining work over time.
- People gain insights into meanings of artworks by engaging in the process of art criticism.

Learning Activities:

- Demonstrate a proficient level of knowledge and understanding of the art form studied, collage, including concepts, processes, and the use of subject-specific terminology.
- Discussion of exemplar artworks in terms of: meaning, subject matter, cultural connections, functions/purpose, perceived meaning and symbolism.
- Viewing activities with corresponding guided, open reflection and responding activities.

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- Students will utilize a variety of online research tools and resources to inform their process.
- Students will develop clear, imaginative and coherent artistic intention, demonstrate a range and depth of creative-thinking behaviors, demonstrate the exploration of ideas to shape artistic intent through to a point of realization.
- Students will use mixed media, techniques, and processes to understand and apply visual elements and principles.
- Choose from a range of materials and methods of traditional, contemporary, and/or non-conventional practices to plan works of art and design based on a historical period, culture, art movement, theme, genre, idea, or concept.*
- Students will respond to works of art through analysis and interpretation.
- Students will continuously examine, assess, and improve work.

* NJ Climate Change Education

Assessments

Summative:
- Art making final product assessed with rubric
- Final critique
- Physical and digital portfolio: Culminating assessment of final physical/digital portfolio of unit requirements are conducted at the end of a unit to determine degree of mastery or proficiency according to identified achievement target.

Benchmark:
- Students will create a presentation of their prior art experience and goals as an artist
- Written Critique assessment

Alternative:
- Selected response Activity sheets
- Alternative: In-process research and idea development
- Visual journal experiments and skill-building technique samples

Formative:
- Participation in group discussion/activities
- Oral and written in-progress critiques

Interdisciplinary Connections

Written critique and reflection:

DEPARTMENT Visual and Performing Arts COURSE 2D Art

LA.9-10.W.RW.9-10.7 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Career Readiness, Life Literacies, and Key Skills

9.3.12.AR-VIS.2 Analyze how the application of visual arts elements and principles of design communicate and express ideas.
9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g.,
1.1.12prof.CR3a).
9.3.12.AR-VIS.3 Analyze and create two and three-dimensional visual art forms using various media.

Technology Integration

Students will select and evaluate the media platform which best suits their project needs.
9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources.

Students will use Google Classroom to collaborate, work towards solving authentic problems, or participate in an online classroom discussion utilizing pre-learned etiquette about blended learning platforms.
9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem.

Students will access and assess digital resources to conduct research and investigations which extend their knowledge.
9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources.

Career Education

CRP2. Apply appropriate academic and technical skills.
CRP4. Communicate clearly and effectively and with reason.
CRP12. Work productively in teams while using cultural global competence.

Time Frame	**Week 6-7**

Topic

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DEPARTMENT Visual and Performing Arts COURSE 2D Art

Painting/Landscape

Alignment to Standards

1.5.12prof.Re7a: Hypothesize ways in which art influences perception and understanding of human experiences.
1.5.12prof.Re7b: Analyze how one's understanding of the world is affected by experiencing visual arts.
1.5.12prof.Cr1a: Use multiple approaches to begin creative endeavors.
1.5.12prof.Cr1b: Shape an artistic investigation of an aspect of present-day life using a contemporary practice of art and design.
1.5.12prof.Re8a: Interpret an artwork or collection of works, supported by relevant and sufficient evidence found in the work and its various contexts.
1.5.12prof.Cn10a: Document the process of developing ideas from early stages to fully elaborated ideas.
1.5.12prof.Cr3a: Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on and plan revisions for works of art and design in progress.

Learning Objectives and Activities

SWBAT answer the following questions:

- What role do artists and artwork play in documenting and teaching the public about the landscape of the world?
- How does exposure to a variety of landscape artworks made in different styles, from different cultures and time periods, with different conceptual intents, affect aesthetic philosophy formation?
- 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?
- What role does persistence play in revising, refining and developing work? How do artists grow and become accomplished in art forms?
- What is the value of engaging in the process of art criticism?

SWBAT demonstrate understanding of the following:

- Visual arts influences understanding of and responses to the world.
- Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches.

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- Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art-making goals.
- The creative process requires learning productive strategies for meeting challenges.
- Artists and designers develop excellence through practice and constructive critique, reflecting on, revising and refining work over time..
- The creative process requires learning productive strategies for meeting challenges.
- People gain insights into meanings of artworks by engaging in the process of art criticism.

Learning Activities:

- Demonstrate a proficient level of knowledge and understanding of the art form studied, landscape, including concepts, processes, and the use of subject-specific terminology.
- Discussion of exemplar artworks in terms of: meaning, subject matter, cultural connections, functions/purpose, perceived meaning and symbolism.
- Develop the appearance of 3D structures and settings on 2D surfaces through effective use of spatial devices such as: value and shading, one and two-point linear perspective, atmospheric perspective, size and vertical location, and overlapping.
- Employ color schemes (e.g. Complementary, Analogous, Monochromatic, Triadic, etc.) to convey symbolic, emotional, thematic, and/or spatial significance in a work of art.
- Viewing activities with corresponding guided, open reflection and responding activities.
- Students will utilize a variety of online research tools and resources to inform their process.
- Students will develop clear, imaginative and coherent artistic intention, demonstrate a range and depth of creative-thinking behaviors, demonstrate the exploration of ideas to shape artistic intent through to a point of realization.
- Students will use mixed media, techniques, and processes to understand and apply visual elements and principles.
- Choose from a range of materials and methods of traditional, contemporary, and/or non-conventional practices to plan works of art and design based on a historical period, culture, art movement, theme, genre, idea, or concept.
- Students will respond to works of art through analysis and interpretation.
- Students will continuously examine, assess, and improve work.

Assessments

DEPARTMENT Visual and Performing Arts COURSE 2D Art

Summative:
- Art making final product assessed with rubric
- Final critique
- Physical and digital portfolio: Culminating assessment of final physical/digital portfolio of unit requirements are conducted at the end of a unit to determine degree of mastery or proficiency according to identified achievement target.

Benchmark:
- Students will create a presentation of their prior art experience and goals as an artist
- Written Critique assessment

Alternative:
- Selected response Activity sheets
- Alternative: In-process research and idea development
- Visual journal experiments and skill-building technique samples

Formative:
- Participation in group discussion/activities
- Oral and written in-progress critiques

Interdisciplinary Connections

LA.9-10.W.RW.9-10.7 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Career Readiness, Life Literacies, and Key Skills

9.3.12.AR-VIS.2 Analyze how the application of visual arts elements and principles of design communicate and express ideas.
9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g.,
1.1.12prof.CR3a).
9.3.12.AR-VIS.3 Analyze and create two and three-dimensional visual art forms using various media.

Technology Integration

Students will select and evaluate the media platform which best suits their project needs.
9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility

of the source, and relevance of information, in media, data, or other resources.

Students will use Google Classroom to collaborate, work towards solving authentic problems, or participate in an online classroom discussion utilizing pre-learned etiquette about blended learning platforms.
9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem.

Students will access and assess digital resources to conduct research and investigations which extend their knowledge.
9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources.

Career Education

CRP2. Apply appropriate academic and technical skills.
CRP4. Communicate clearly and effectively and with reason.
CRP12. Work productively in teams while using cultural global competence.

Time Frame	**Week 8-9**

Topic

Printmaking

Alignment to Standards

1.5.12prof.Re7a: Hypothesize ways in which art influences perception and understanding of human experiences.
1.5.12prof.Re7b: Analyze how one's understanding of the world is affected by experiencing visual arts.
1.5.12prof.Cr1a: Use multiple approaches to begin creative endeavors.
1.5.12prof.Cr1b: Shape an artistic investigation of an aspect of present-day life using a contemporary practice of art and design.
1.5.12prof.Re8a: Interpret an artwork or collection of works, supported by relevant and sufficient evidence found in the work and its various contexts.
1.5.12prof.Cn10a: Document the process of developing ideas from early stages to fully elaborated ideas.
1.5.12prof.Cr3a: Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on and plan revisions for works of art and design in

progress.

Learning Objectives and Activities

SWBAT answer the following questions:

- What is printmaking?
- What are the different forms of printmaking?
- How does knowing the contexts, histories and traditions of art forms help us create works of art and design?
- How do artists determine what resources and criteria are needed to formulate artistic investigations?
- What role does persistence play in revising, refining and developing work? How do artists grow and become accomplished in art forms?
- What is the value of engaging in the process of art criticism?

SWBAT demonstrate understanding of the following:

- Visual arts influences understanding of and responses to the world.
- Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches.
- Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art-making goals.
- The creative process requires learning productive strategies for meeting challenges.
- Artists and designers develop excellence through practice and constructive critique, reflecting on, revising and refining work over time..
- The creative process requires learning productive strategies for meeting challenges.
- People gain insights into meanings of artworks by engaging in the process of art criticism.

Learning Activities:

- Demonstrate a proficient level of knowledge and understanding of the art form studied,
- printmaking, including concepts, processes, and the use of subject-specific terminology.
- Discussion of exemplar artworks in terms of: meaning, subject matter, cultural connections, functions/purpose, perceived meaning and symbolism. .
- Employ color schemes (e.g. Complementary, Analogous, Monochromatic, Triadic, etc.) to convey symbolic, emotional, thematic, and/or spatial significance in a work of art.
- Viewing activities with corresponding guided, open reflection and responding

activities.
- Students will utilize a variety of online research tools and resources to inform their process.
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- Students will use mixed media, techniques, and processes to understand and apply visual elements and principles.
- Choose from a range of materials and methods of traditional, contemporary, and/or non-conventional practices to plan works of art and design based on a historical period, culture, art movement, theme, genre, idea, or concept.
- Students will respond to works of art through analysis and interpretation.

Assessments

Summative:
- Art making final product assessed with rubric
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Alternative:
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Formative:
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Interdisciplinary Connections

Written critique and reflection:
LA.9-10.W.RW.9-10.7 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a

range of tasks, purposes, and audiences.

Career Readiness, Life Literacies, and Key Skills

9.3.12.AR-VIS.2 Analyze how the application of visual arts elements and principles of design communicate and express ideas.
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9.3.12.AR-VIS.3 Analyze and create two and three-dimensional visual art forms using various media.

Technology Integration

Students will select and evaluate the media platform which best suits their project needs.
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Career Education

CRP2. Apply appropriate academic and technical skills.
CRP4. Communicate clearly and effectively and with reason.
CRP12. Work productively in teams while using cultural global competence.

Time Frame	**Week 10**

Topic

DEPARTMENT Visual and Performing Arts COURSE 2D Art

Portfolio Development

Alignment to Standards

1.5.12prof.Pr4a: Analyze, select and curate artifacts and/or artworks for presentation and preservation.
1.5.2.Pr5a: Explain the purpose of a portfolio or collection. Ask and answer questions regarding preparing artwork for presentation or preservation.
1.5.12prof.Pr5a: Analyze and evaluate the reasons and ways an exhibition is presented.

Learning Objectives and Activities

SWBAT answer the following questions:

- What is a portfolio, and why is it important in an artist's practice?
- What does it mean to show breadth in a portfolio?
- What criteria are considered when selecting work for presentation, a portfolio, or a collection?
- Why do people value objects, artifacts and artworks, and select them for presentation?

SWBAT demonstrate understanding of the following:

- Point of view is shaped by an artist's experiences, knowledge, and perception of the world.
- A portfolio can tell a narrative of an artist's skills and point of view.
- A portfolio can function as a tool for both personal reflection and professional promotion.

Learning Activities:

- Demonstrate a proficient level of knowledge and understanding of the art form studied, portfolio, including concepts, processes, and the use of subject-specific terminology.
- Discussions & analysis of example portfolios including a range of subject matter, cultural connections, functions/purpose, perceived meaning and symbolism.
- Students will develop clear, imaginative and coherent artistic intention, demonstrate a range and depth of creative-thinking behaviors, demonstrate the exploration of ideas to shape artistic intent through to a point of realization.
- Students will respond to works of art through analysis and interpretation.
- Students will continuously examine, assess, and improve work.
- Viewing activities with corresponding guided, open reflection and responding

activities.
- Students will utilize a variety of online research tools and resources to inform their process.

Assessments

Summative:
- Art making final product assessed with rubric
- Final critique
- Physical and digital portfolio: Culminating assessment of final physical/digital portfolio of unit requirements are conducted at the end of a unit to determine degree of mastery or proficiency according to identified achievement target.

Benchmark:
- Students will create a presentation of their prior art experience and goals as an artist
- Written Critique assessment

Alternative:
- Selected response Activity sheets
- Alternative: In-process research and idea development
- Visual journal experiments and skill-building technique samples

Formative:
- Participation in group discussion/activities
- Oral and written in-progress critiques

Interdisciplinary Connections

Written critique and reflection:
LA.9-10.W.RW.9-10.7 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Career Readiness, Life Literacies, and Key Skills

9.3.12.AR-VIS.2 Analyze how the application of visual arts elements and principles of design communicate and express ideas.
9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g.,
1.1.12prof.CR3a).
9.3.12.AR-VIS.3 Analyze and create two and three-dimensional visual art forms

using various media.

Technology Integration

Students will use Google Sites to curate a portfolio demonstrating their learning, growth, and reflection throughout the course.
9.4.12.DC.6: Select information to post online that positively impacts personal image and future college and career opportunities.

Students will select and evaluate the media platform which best suits their project needs.
9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources.

Students will use Google Classroom to collaborate, work towards solving authentic problems, or participate in an online classroom discussion utilizing pre-learned etiquette about blended learning platforms.
9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem.

Students will access and assess digital resources to conduct research and investigations which extend their knowledge.
9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources.

Career Education

CRP2. Apply appropriate academic and technical skills.
CRP4. Communicate clearly and effectively and with reason.
CRP12. Work productively in teams while using cultural global competence.

Modifications (ELL, Special Education, At-Risk Students, Gifted & Talented, & 504 Plans)

ELL:

- Work toward longer passages as skills in English increase
- Use visuals
- Introduce key vocabulary before lesson
- Teacher models reading aloud daily

- Provide peer tutoring
- Use of Bilingual Dictionary
- Guided notes and/or scaffold outline for written assignments
- Provide students with English Learner leveled readers.

Supports for Students With IEPs:

- Allow extra time to complete assignments or tests
- Guided notes and/or scaffold outline for written assignments
- Work in a small group
- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD (digital text)
- Follow all IEP modifications

At-Risk Students:

- Guided notes and/or scaffold outline for written assignments
- Introduce key vocabulary before lesson
- Work in a small group
- Lesson taught again using a differentiated approach
- Allow answers to be given orally or dictated
- Use visuals / Anchor Charts
- Leveled texts according to ability

Gifted and Talented:

- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)
- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts
- Organize integrated problem-solving simulations
- Propose interest-based extension activities
- Expose students to beyond level texts.

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Supports for Students With 504 Plans:

- Follow all the 504 plan modifications
- Text to speech/audio recorded selections
- Amplification system as needed
- Leveled texts according to ability
- Fine motor skill stations embedded in rotation as needed
- Modified or constrained spelling word lists
- Provide anchor charts with high frequency words and phonemic patterns