



Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

Meeting the needs of all students with a proud tradition of academic excellence.

DEPARTMENT Visual and Performing Arts

COURSE Portfolio Development: Studio Art

Curriculum Development Timeline

School: Ocean Township High School
Course: Portfolio Development: Studio Art
Department: Visual and Performing Arts

Board Approval	Supervisor	Notes
August 2020	Ian Schwartz	New Course
August 2024	Erin Leahy	Updated to Include New State Mandate
August 2025	Erin Leahy	Revision

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COURSE Portfolio Development: Studio Art

Ocean Township Pacing Guide			
Week	Unit	Week	Unit
1	Introduction & Foundations	21	Narrative with Portraiture
2	Introduction & Foundations	22	Narrative with Portraiture
3	Introduction & Foundations	23	Narrative with Portraiture
4	Introduction & Foundations	24	Narrative with Portraiture
5	Introduction & Foundations	25	Installation Art
6	Introduction & Foundations	26	Installation Art
7	Introduction & Foundations	27	Installation Art
8	Introduction & Foundations	28	Installation Art
9	3D Assemblage	29	Installation Art
10	3D Assemblage	30	Installation Art
11	3D Assemblage	31	Installation Art
12	3D Assemblage	32	Installation Art

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13	3D Assemblage	33	Introduction to AP
14	3D Assemblage	34	Introduction to AP
15	3D Assemblage	35	Introduction to AP
16	3D Assemblage	36	Introduction to AP
17	Narrative with Portraiture	37	Introduction to AP
18	Narrative with Portraiture	38	Introduction to AP
19	Narrative with Portraiture	39	Introduction to AP
20	Narrative with Portraiture	40	Introduction to AP

Core Instructional & Supplemental Materials including various levels of Texts

Google Arts & Culture

Newsela - Articles and Text Sets Differentiated by Reading Level (Struggling Learners; Advanced Learners)

TEDTalks

Vimeo

Youtube

Artsy

NCECA

Ceramic Arts Network

Ceramics Monthly

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COURSE Portfolio Development: Studio Art

Time Frame	Week 1-4
Topic	
Introduction & Foundations	
Alignment to Standards	
1.5.12adv.Cr1b: Choose from a range of materials and methods of traditional and contemporary artistic practices, following or breaking established conventions, to plan the making of multiple works of art and design based on a theme, idea or concept. 1.5.12adv.Cr3a: Reflect on, re-engage, revise and refine works of art or design considering relevant traditional and contemporary criteria as well as personal artistic vision. 1.5.12adv.Re7a: Analyze how responses to art develop over time based on knowledge of and experience with art and life. 1.5.12adv.Re9a: Construct evaluations of a work of art or collection of works based on differing sets of criteria.	
Learning Objectives and Activities	
SWBAT answer the following questions: • What conditions, attitudes, and behaviors support creativity and innovative thinking? • How do artists and designers create works of art or design that effectively communicate? • How does the period in history, one's culture and one's experiences influence artwork? • What role does persistence play in revising, refining and developing work? SWBAT demonstrate understanding of the following: • 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. • Creativity and innovative thinking are essential life skills that can be developed through artistic investigations, experimentation, exploration of design and sustained artmaking practices. • The creative process requires learning productive strategies for meeting challenges. • Students will use mixed media, techniques, and processes to understand and apply visual elements and principles. • Students will respond to works of art through analysis and interpretation. • Students will continuously examine, assess, and improve work.	

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COURSE Portfolio Development: Studio Art

Learning Activities:

- Engage in artist/teacher-directed and self-directed identification and exploration of media skills and techniques to accomplish a variety of 2D design solutions.
- 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.
- 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

Formative:

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

Summative:

- Artmaking 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:

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COURSE Portfolio Development: Studio Art

- 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:

W.WR.9-10.5 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

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.

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.

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Time Frame	Week 5-8
Topic	
3D Assemblage	
Alignment to Standards	
1.5.12adv.Cr1b: Choose from a range of materials and methods of traditional and contemporary artistic practices, following or breaking established conventions, to plan the making of multiple works of art and design based on a theme, idea or concept. 1.5.12adv.Cr3a: Reflect on, re-engage, revise and refine works of art or design considering relevant traditional and contemporary criteria as well as personal artistic vision. 1.5.12adv.Re7a: Analyze how responses to art develop over time based on knowledge of and experience with art and life. 1.5.12adv.Re9a: Construct evaluations of a work of art or collection of works based on differing sets of criteria. 1.5.12adv.Cn11b: Assess the impact of an artist or group of artists on global issues, including climate change.	
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? SWBAT demonstrate understanding of the following: • Students will explore the conceptual potential of using mixed media and alternative materials in creating 3D artworks. • Students will use mixed media, techniques, and processes to understand and apply visual elements and principles. • Students will respond to works of art through analysis and interpretation. • Students will continuously examine, assess, and improve work. Learning Activities: • 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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- Engage in artist/teacher-directed and self-directed identification and exploration of media skills and techniques to accomplish a variety of 3D design solutions.
- Construct 3D works with traditional and contemporary tools, materials and methods of attachment that are: freestanding, kinetic, representational, functional, decorative, and/or nonobjective.
- Students will explore the conceptual potential of using mixed media and alternative materials in creating 3D artworks.
- Students will use mixed media, techniques, and processes to understand and apply visual elements and principles.
- 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 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

Formative:

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

Summative:

- Artmaking final product assessed with rubric
- Final critique & reflection
- 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.

Alternative:

- In-process research and idea development
- Visual journal experiments and skill-building technique samples

Interdisciplinary Connections

Written critique and reflection:

W.WR.9-10.5 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when

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COURSE Portfolio Development: Studio Art

appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

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).

Technology Integration

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 9-13
Topic	
Narrative with Portraiture	
Alignment to Standards	
1.5.12adv.Cr1b: Choose from a range of materials and methods of traditional and contemporary artistic practices, following or breaking established conventions, to plan the making of multiple works of art and design based on a theme, idea or concept. 1.5.12adv.Cr3a: Reflect on, re-engage, revise and refine works of art or design considering	

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COURSE Portfolio Development: Studio Art

relevant traditional and contemporary criteria as well as personal artistic vision.

1.5.12adv.Re7a: Analyze how responses to art develop over time based on knowledge of and experience with art and life.

1.5.12adv.Re9a: Construct evaluations of a work of art or collection of works based on differing sets of criteria.

1.5.12adv.Cn11b: Assess the impact of an artist or group of artists on global issues, including climate change.

Learning Objectives and Activities

SWBAT answer the following questions:

- What is narrative art?
- What are the different styles of narrative art?
- How can a portrait tell a story?

SWBAT demonstrate understanding of the following:

- Portraiture has historical, cultural, and symbolic value, and artefacts reflect important attitudes and realities of the society.
- Narrative art can be expressed through social/political commentary, personal narrative, or imagined/fantasy.
- Students will use mixed media, techniques, and processes to understand and apply visual elements and principles.
- Students will respond to works of art through analysis, evaluation and interpretation.
- Students will continuously examine, assess, and improve work.

Learning Activities:

- Discussion of exemplar artworks in terms of: meaning, subject matter, cultural connections, functions/purpose, perceived meaning and symbolism.
- Students will respond to works of art through analysis, interpretation, and reflection.
- Viewing activities with corresponding guided, open reflection, and responding activities.
- Students will explore the conceptual and visual potential of using mixed media and alternative materials in creating a narrative portrait.
- 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 conceptual and logistical processes.

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COURSE Portfolio Development: Studio Art

Assessments

Formative:

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

Summative:

- Artmaking 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.

Alternative:

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

Interdisciplinary Connections

Written critique and reflection:

W.WR.9-10.5 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

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., 1.1.12.prof.CR3a).

Technology Integration

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.

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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 14-17
Topic	
Installation Art	
Alignment to Standards	
1.5.12adv.Cr1b: Choose from a range of materials and methods of traditional and contemporary artistic practices, following or breaking established conventions, to plan the making of multiple works of art and design based on a theme, idea or concept. 1.5.12adv.Cr3a: Reflect on, re-engage, revise and refine works of art or design considering relevant traditional and contemporary criteria as well as personal artistic vision. 1.5.12adv.Re9a: Construct evaluations of a work of art or collection of works based on differing sets of criteria. 1.5.12acc.Pr5a: Evaluate, select and apply methods or processes appropriate to display artwork in a specific place.	
Learning Objectives and Activities	
SWBAT answer the following questions: • How does context influence the creation, perception, and interpretation of an artwork? • In what ways can artwork be displayed? • How does collaboration affect the art making process? • What logistical factors must be considered when creating installation art? SWBAT demonstrate understanding of the following: • Installation art can create an interactive or immersive experience for the viewer. • The context and manner in which an artwork is displayed can affect its meaning. • Collaboration in the art making process can foster development of new ideas and	

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COURSE Portfolio Development: Studio Art

respect for differing perspectives.

- Students will understand the role of community as an essential aspect of studio culture.

Learning Activities:

- 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 explore the conceptual and visual potential of using mixed media and alternative materials in creating installation artworks.
- Students will work collaboratively in groups to create a work of installation art in an approved location of their choice.
- 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 conceptual and logistical processes.
- Students will respond to works of art through analysis and interpretation.
- Students will continuously examine, assess, and improve work.

Assessments

Formative:

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

Summative:

- Artmaking final product assessed with rubric
- Final critique & reflection
- 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.

Alternative:

- In-process research and idea development
- Visual journal experiments and skill-building technique samples

Interdisciplinary Connections

Written critique and reflection:

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W.WR.9-10.5 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

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).

Technology Integration

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 18-20
Topic	
Intro to AP	
Alignment to Standards	
1.5.12adv.Cn10a: Synthesize knowledge of social, cultural, historical, and personal life with artmaking approaches to create meaningful works of art or design.	

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1.5.12adv.Cr1b: Choose from a range of materials and methods of traditional and contemporary artistic practices, following or breaking established conventions, to plan the making of multiple works of art and design based on a theme, idea or concept.

1.5.12adv.Cr3a: Reflect on, re-engage, revise and refine works of art or design considering relevant traditional and contemporary criteria as well as personal artistic vision.

1.5.12adv.Re7a: Analyze how responses to art develop over time based on knowledge of and experience with art and life.

1.5.12adv.Re9a: Construct evaluations of a work of art or collection of works based on differing sets of criteria.

Learning Objectives and Activities

SWBAT answer the following questions:

- What is a portfolio, and why is it important in an artist's practice?
- What cultural, historical, and environmental factors influence and shape an artist's point of view?
- What is my point of view as an artist?
- What Elements and Principles of Art are most important to me to express my artistic vision to the viewer?
- What is a concentration?
- What does it mean to show breadth in a portfolio?

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.
- A concentration is a cohesive body of work based on a central theme or idea.
- Breadth in a portfolio showcases a range of skills and approaches.

Learning Activities:

- Discussions & analysis of example AP Portfolios including a range of subject matter, cultural connections, functions/purpose, perceived meaning and symbolism.
- Students will select and develop an area of concentration to be used as a means of self expression and investigation.
- Students will design and present a proposal for their concentrations, including: an analysis of specific artist exemplars related to their idea and any questions for their peers (inviting feedback to help them begin investigating their concentration).
- Students will select and apply media, techniques, technology and processes appropriate to their concentration

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- 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.

Assessments

Formative:

- Participation in group discussion/activities
- Concentration proposal presentations
- Oral and written in-progress critiques
- Self-assessment rubrics

Summative:

- Artmaking final product assessed with rubric
- Final critique & reflection
- 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.

Alternative:

- In-process research and idea development
- Visual journal experiments and skill-building technique samples

Interdisciplinary Connections

Artist research for proposal presentation, written critique and reflection:

W.WR.9-10.5 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

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).

Technology Integration

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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

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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.

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

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