



ESL  
SCIENCE  
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WORLD LANGUAGES  
GIFTED & TALENTED  
TECHNOLOGY EDUCATION  
ENGLISH LANGUAGE ARTS  
FINE & PERFORMING ARTS  
FAMILY & CONSUMER SCIENCE  
HEALTH & PHYSICAL EDUCATION

RAHWAY PUBLIC SCHOOLS

# CURRICULUM & INSTRUCTION

**Content Area: Fine & Performing Arts**

**Course: Fine Art III**

**Grade Level: 11-12**

This curriculum is part of the Educational Program of Studies of the Rahway Public Schools.

### **ACKNOWLEDGMENTS**

**Patricia Volino-Reinoso, Program Supervisor: VPS, FAC, Physical Education**

The Board acknowledges the following who contributed to the preparation of this curriculum.

**Robert Flanagan**

**Dr. Tiffany A. Beer, Director of Curriculum and Instruction**

Subject/Course Title:  
**Fine Art III**  
**Grades 11-12**

Date of Board Adoption:  
**August 26, 2025**

**RAHWAY PUBLIC SCHOOLS CURRICULUM**

**Fine Art III: Grades 11-12**

*PACING GUIDE*

<b>Unit</b>	<b>Title</b>	<b>Pacing</b>
1	Realism & Life Drawing	8-weeks
2	Original Character & Sequential Art	10-weeks
3	Presentation & Exhibition	14-weeks
4	Traditional Printmaking	8-weeks

## *ACCOMMODATIONS*

### **504 Accommodations:**

- Provide scaffolded vocabulary and vocabulary lists.
- Provide extra visual and verbal cues and prompts.
- Provide adapted/alternate/excerpted versions of the text and/or modified supplementary materials.
- Provide links to audio files and utilize video clips.
- Provide graphic organizers and/or checklists.
- Provide modified rubrics.
- Provide a copy of teaching notes, especially any key terms, in advance.
- Allow additional time to complete assignments and/or assessments.
- Provide shorter writing assignments.
- Provide sentence starters.
- Utilize small group instruction.
- Utilize Think-Pair-Share structure.
- Check for understanding frequently.
- Have students restate information.
- Support auditory presentations with visuals.
- Weekly home-school communication tools (notebook, daily log, phone calls or email messages).
- Provide study sheets and teacher outlines prior to assessments.
- Quiet corner or room to calm down and relax when anxious.
- Reduction of distractions.
- Permit answers to be dictated.
- Hands-on activities.
- Use of manipulatives.
- Assign preferential seating.
- No penalty for spelling errors or sloppy handwriting.
- Follow a routine/schedule.
- Provide students with rest breaks.
- Use verbal and visual cues regarding directions and staying on task.
- Assist in maintaining an agenda book.

### **IEP Accommodations:**

- Provide scaffolded vocabulary and vocabulary lists.
- Differentiate reading levels of texts (e.g., Newsela).
- Provide adapted/alternate/excerpted versions of the text and/or modified supplementary materials.
- Provide extra visual and verbal cues and prompts.
- Provide links to audio files and utilize video clips.
- Provide graphic organizers and/or checklists.
- Provide modified rubrics.
- Provide a copy of teaching notes, especially any key terms, in advance.
- Provide students with additional information to supplement notes.
- Modify questioning techniques and provide a reduced number of questions or items on tests.
- Allow additional time to complete assignments and/or assessments.
- Provide shorter writing assignments.
- Provide sentence starters.
- Utilize small group instruction.
- Utilize Think-Pair-Share structure.
- Check for understanding frequently.
- Have students restate information.
- Support auditory presentations with visuals.
- Provide study sheets and teacher outlines prior to assessments.
- Use of manipulatives.
- Have students work with partners or in groups for reading, presentations, assignments, and analyses.
- Assign appropriate roles in collaborative work.
- Assign preferential seating.
- Follow a routine/schedule.

**Gifted and Talented Accommodations:**

- Differentiate reading levels of texts (e.g., Newsela).
- Offer students additional texts with higher lexile levels.
- Provide more challenging and/or more supplemental readings and/or activities to deepen understanding.
- Allow for independent reading, research, and projects.
- Accelerate or compact the curriculum.
- Offer higher-level thinking questions for deeper analysis.
- Offer more rigorous materials/tasks/prompts.
- Increase number and complexity of sources.
- Assign group research and presentations to teach the class.
- Assign/allow for leadership roles during collaborative work and in other learning activities.

**ELL Accommodations:**

- Provide extended time.
- Assign preferential seating.
- Assign a peer buddy who the student can work with.
- Check for understanding frequently.
- Provide language feedback often (such as grammar errors, tenses, subject-verb agreements, etc...).
- Have students repeat directions.
- Make vocabulary words available during classwork and exams.
- Use study guides/checklists to organize information.
- Repeat directions.
- Increase one-on-one conferencing.
- Allow student to listen to an audio version of the text.
- Give directions in small, distinct steps.
- Allow copying from paper/book.
- Give students a copy of the class notes.
- Provide written and oral instructions.
- Differentiate reading levels of texts (e.g., Newsela).
- Shorten assignments.
- Read directions aloud to student.
- Give oral clues or prompts.
- Record or type assignments.
- Adapt worksheets/packets.
- Create alternate assignments.
- Have student enter written assignments in criterion, where they can use the planning maps to help get them started and receive feedback after it is submitted.
- Allow students to resubmit assignments.
- Use small group instruction.
- Simplify language.
- Provide scaffolded vocabulary and vocabulary lists.
- Demonstrate concepts possibly through the use of visuals.
- Use manipulatives.

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|  | <ul style="list-style-type: none"><li>● Emphasize critical information by highlighting it for the student.</li><li>● Use graphic organizers.</li><li>● Pre-teach or pre-view vocabulary.</li><li>● Provide student with a list of prompts or sentence starters that they can use when completing a written assignment.</li><li>● Provide audio versions of the textbooks.</li><li>● Highlight textbooks/study guides.</li><li>● Use supplementary materials.</li><li>● Give assistance in note taking</li><li>● Use adapted/modified textbooks.</li><li>● Allow use of computer/word processor.</li><li>● Allow student to answer orally, give extended time (time-and-a-half).</li><li>● Allow tests to be given in a separate location (with the ESL teacher).</li><li>● Allow additional time to complete assignments and/or assessments.</li><li>● Read questions to student to clarify.</li><li>● Provide a definition or synonym for words on a test that do not impact the validity of the exam.</li><li>● Modify the format of assessments.</li><li>● Shorten test length or require only selected test items.</li><li>● Create alternative assessments.</li><li>● On an exam other than a spelling test, don't take points off for spelling errors.</li></ul> |
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## *UNIT OVERVIEW*

**Content Area:** Fine & Visual Art

**Unit Title:** Realism & Life Drawing

**Target Course/Grade Level:** Art III: Grades 11-12

**Unit Summary:** Students will learn and develop specific drawing skills that focus on achieving the technical and aesthetic goals of realism. By utilizing traditional techniques such as shading to create value, vanishing points to create perspective, and grids to recreate reference imagery, students will accurately render realistic artistic representations of both the environment and the human form.

**Approximate Length of Unit:** 8 weeks

## *LEARNING TARGETS*

### **NJ Student Learning Standards:**

- **1.5.12prof.Cr1b:** Shape an artistic investigation of an aspect of present-day life using a contemporary practice of art and design.
- **1.5.12acc.Cr1b:** Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design.
- **1.5.12adv.Cn10a.** Synthesize knowledge of social, cultural, historical, and personal life with artmaking approaches to create meaningful works of art or design.
- **1.5.12adv.Cn11a.** Assess the impact of an artist or a group of artists on the beliefs, values, and behaviors of a society.

### **Career Readiness, Life Literacies, and Key Skills:**

- **9.4.12.CI.1.** Demonstrate the ability to reflect, analyze, and use creative skills and ideas.
- **9.4.12.CI.3.** Investigate new challenges and opportunities for personal growth, advancement, and transition.
- **9.4.12.TL.1.** Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task.

### **Interdisciplinary Connections and Standards:**

- **RI.11-12.3.** Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop throughout the text.
- **RI.11-12.4.** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the definition of a key term or terms throughout a text.
- **RI.11-12.7.** Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words to address a question or solve a problem.
- **RI.11-12.10.** By the end of grade 12, read and comprehend literary nonfiction at grade-level text complexity or above with scaffolding as needed.
- **NJSLSA.L6.** Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

**NJ SLS Companion Standards: Reading and Writing Standards for History, Social Studies, Science, and Technical Subjects:**

- **RST.11-12.10.** By the end of grade 12, read and comprehend science/technical texts in the grades 11- CCR text complexity band independently and proficiently.
- **WHST.11-12.1.** Write arguments focused on discipline-specific content.
- **WHST.11-12.2.** Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
- **WHST.11-12.4.** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- **WHST.11-12.5.** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
- **WHST.11-12.6.** Use technology, including the Internet, to produce, share, and update writing products in response to ongoing feedback, including new arguments or information.

**Unit Understandings:**

*Students will understand that...*

- Through artmaking, people create meaning by investigating and developing an awareness of perceptions, knowledge, and experiences.
- People often develop an understanding of societies, cultures, and histories through interactions and analysis of their art.
- Honing their technique and understanding the proper use of art-making materials will strengthen the creative process, enabling the creation of exhibition-quality work.

**Unit Essential Questions:**

- How does an engagement in artmaking enrich people's lives?
- How does artmaking attune people to their surroundings?
- How does artmaking contribute to an awareness of one's own life?
- How does artmaking help us better understand the lives of people from different times, places, and cultures?
- How does art preserve and document aspects of life?
- How does a fundamental understanding of artmaking materials and media assist an artist in their creative process?

### **Knowledge and Skills:**

*Students will know...*

- How visual art can both respond to and influence its own societal, cultural, and historical context, as well as that of other cultures and societies.
- How the evaluation of fine and visual art benefits the consideration of other disciplines and subject areas.
- How to overcome artistic challenges by identifying which steps they should take to solve technical or conceptual problems during their creative process.

*Students will be able to...*

- Compare a varied collection of artworks within a given societal, cultural, and historical context using established criteria.
- Compare a diverse collection of artworks across various societal, cultural, and historical contexts using established criteria.
- Articulate their artistic vision, describe their creative process, and explain their intent behind specific artworks within artistic statements and self-critiques.
- Complete a fully drafted, realistic self-portrait, utilizing value and perspective.

## ***EVIDENCE OF LEARNING***

### **Assessment:**

*What evidence will be collected and deemed acceptable to show that students truly “understand”?*

- **Final Assessment: End of Unit Assessment- Q1 Assessment**
  - Students will answer self-critique questions about their project.
  - Students will identify and understand the traditional artmaking tools and techniques to better craft an exhibition-ready drawing.

- Students will explain how an exhibition experience and viewer evaluation can contribute to the process of meaningful artmaking.
- **Observations**
- **Interviews**
- **Self-Critiques: GRID Perspective Portrait**

**Learning Activities:**

*What differentiated learning experiences and instruction will enable all students to achieve the desired results?*

- Students will examine and compare how various historical societies and cultures employed different art-making approaches to depict the human form.
- Students will compare the themes of artworks to the social, cultural, or political issues in their own lives and in their local communities.

<b><i>RESOURCES</i></b>
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**Teacher Resources:**

- Teacher-Created Materials
- Select Primary Documents
- Smithsonian Learning Lab ([www.learninglab.si.edu](http://www.learninglab.si.edu))
- National Gallery of Art ([www.nga.gov](http://www.nga.gov))
- The Artists Network ([www.artistsnetwork.com](http://www.artistsnetwork.com))

**Equipment Needed:**

- Computers/Chromebooks
- Smart TV Display
- Document Camera Projector
- Pencils (B-6B, H-4H, F)
- Charcoals
- Kneadable Eraser
- Tortillions & Blending Stumps
- Rulers
- T-Squares
- Compasses
- Protractors
- Drawing Paper
- Tagboard
- Sketchbook

## *UNIT OVERVIEW*

**Content Area:** Fine & Visual Art

**Unit Title:** Original Character & Sequential Art

**Target Course/Grade Level:** Art III: Grade 11-12

**Unit Summary:** Students will utilize previously learned techniques to develop original characters and content, rather than rely on recreating reference imagery. Students will focus on the idea of narrative; the telling of a compelling story through a blend of artistic design and text to create a sequential artwork. The interconnection between personal themes and current, culturally and socially topical issues will encourage students to engage in constructive critique and reflection throughout their creative process.

**Approximate Length of Unit:** 10 weeks

## *LEARNING TARGETS*

### **NJ Student Learning Standards:**

- **1.5.12adv.Cr2a:** Experiment, plan, and make multiple works of art and design that explore a personally meaningful theme, idea, or concept.
- **1.5.12acc.Cr3a:** Engage in constructive critique with peers, then reflect on, re-engage, revise, and refine works of art and design in response to personal artistic vision.
- **1.5.12adv.Cr2c:** Demonstrate in works of art or design how visual and material culture defines, shapes, enhances, inhibits, and/or empowers people's lives.
- **1.5.12adv.Cr2b:** Demonstrate understanding of the importance of balancing freedom and responsibility in the use of images, materials, tools, and equipment in the creation and circulation of creative work.

### **Career Readiness, Life Literacies, and Key Skills:**

- **9.4.12.CI.1.** Demonstrate the ability to reflect, analyze, and use creative skills and ideas.
- **9.4.12.CI.2.** Identify career pathways that highlight personal talents, skills, and abilities.
- **9.4.12.CI.3.** Investigate new challenges and opportunities for personal growth, advancement, and transition.
- **9.4.12.TL.1.** Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task.

### **Interdisciplinary Connections and Standards:**

- **RI.11-12.3.** Analyze a complex set of ideas or a sequence of events and explain how specific individuals, ideas, or events interact and develop throughout the text.
- **RI.11-12.4.** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the definition of a key term or terms throughout a text.
- **RI.11-12.7.** Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words to address a question or solve a problem.
- **RI.11-12.10.** By the end of grade 12, read and comprehend literary nonfiction at grade-level text complexity or above with scaffolding as needed.
- **NJSLSA.L6.** Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

### **NJ SLS Companion Standards: Reading and Writing Standards for History, Social Studies, Science, and Technical Subjects:**

- **RST.11-12.2.** Determine the central ideas, themes, or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.
- **RST.11-12.3.** Follow a complex, multistep procedure precisely when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on the explanations provided in the text.
- **RST.11-12.4.** Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11-12 texts and topics.
- **RST.11-12.5.** Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.
- **WHST.11-12.2.** Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
- **WHST.11-12.4.** Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.
- **WHST.11-12.5.** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

### **Unit Understandings:**

*Students will understand that...*

- Creative and innovative thinking are essential life skills that can and should be developed. Artists and designers shape artistic investigations by both following and breaking with traditions in pursuit of creative art-making goals.
- Artists and designers experiment with form, structure, material, concept, media, technique, and artmaking approaches.
- Artists and designers can develop an excellence particular to a specific technique or method through practice and constructive critique, reflecting on, revising, and refining their work over time.
- The development of narrative within the creative arts is a foundational aspect of the human condition, linking ancient oral traditions to contemporary graphic novels, manga, and storyboards for cinema and television.

### **Unit Essential Questions:**

- What conditions, attitudes, and behaviors support creativity and innovative thinking?
- What factors prevent or encourage people to take creative risks?
- Why do artists follow or break from established traditions?
- How do artists determine what resources are needed to formulate artistic investigations?
- How do artists determine whether a particular direction in their work is effective?
- How do artists and designers learn from trial and error?
- How do narrative and sequential art depend on consistency and
- How do artists and designers effectively communicate with an audience through art?
- What role does persistence play in revising, refining, and developing work?
- How do artists grow and become accomplished in art forms?
- How does collaboratively reflecting on a work help us experience it more completely?

### **Knowledge and Skills:**

*Students will know...*

- The contexts, histories, and traditions of storytelling within art.
- The contexts, histories, and traditions of new media art.
- When and why to break from established traditions and techniques.
- How to remain artistically truthful in the expression of personal ideas and concepts, while still creating art able to connect to an audience.

*Students will be able to...*

- Collaborate with peers to create and reflect on artwork.
- Establish personal artistic goals and design plans.
- Develop an original character, from a conceptual idea, to completed sequential artwork.

## ***EVIDENCE OF LEARNING***

### **Assessment:**

*What evidence will be collected and deemed acceptable to show that students truly “understand”?*

- **Final Assessment: End of Unit Assessment**
  - Students will develop an original character by answering a series of questions to build the idea of the character CHARACTER BIO QUESTIONS.
  - Students will design an original character through a series of design drafts.
  - Students will complete sequential artwork featuring this original character in a medium of their choosing.
  - Students will complete a self-critique of their Sequential Artwork
- **Observations**
- **Exit Tickets**
- **Interviews**
- **Critiques**
  - Sequential Art Self-Critique

### **Learning Activities:**

*What differentiated learning experiences and instruction will enable all students to achieve the desired results?*

- Students plan their artistic investigations based on contemporary art-making approaches that explore meaning within a narrative theme.
- Students will document their entire creative process, from researching attributes to developing sequential artwork featuring a fully developed original character.
- Based on their initial planning and chosen medium, students will employ multiple approaches to convey meaning relevant to a theme or idea from contemporary life within a cohesive and engaging story.

## ***RESOURCES***

### **Teacher Resources:**

- Teacher-Created Materials (comic books & graphic novels)
- Select Primary Documents ([How to Draw Comics the Marvel Way](#))
- Google Arts & Culture ([artsandculture.google.com](https://artsandculture.google.com))
- Getty ([www.getty.edu/museum](http://www.getty.edu/museum))

- Essential Sequential ([essentiasequential.com](http://essentiasequential.com))

**Equipment Needed:**

- Computers/Chromebooks
- Smart TV Display
- Document Camera Projector
- Flatbed Scanner
- Color Printer
- Lightboxes
- Pencils (H-4H, 2B-6B, F)
- Non-Photo Blue Pencil
- Color Pencils
- Micron Pens
- Sharpies
- Markers & Alcohol Markers
- Pastels & Oil Pastels
- Charcoals
- Blending Stumps & Tortillions
- Sketchbooks
- Tagboard
- Cardstock
- Transparent & Tracing Paper
- Rulers
- T-Squares
- Compasses
- Protractors

## *UNIT OVERVIEW*

**Content Area:** Visual Arts

**Unit Title:** Presentation & Exhibition

**Target Course/Grade Level:** Art III: Grades 11-12

**Unit Summary:** Students will focus on creating and preparing a series of artworks intended for public presentation and exhibition, both within the school and in the broader Rahway community. Students will develop artist statements and exhibition narratives for each artwork, focusing on themes related to the various monthly celebrations within the school and the broader community.

**Approximate Length of Unit:** 14 weeks

## *LEARNING TARGETS*

### **NJ Student Learning Standards:**

- **1.5.12adv.Pr4a.** Critique, justify, and present choices in the process of analyzing, selecting, curating, and presenting artwork for a specific exhibit or event.
- **1.5.12adv.Pr5a.** Investigate, compare, and contrast methods for preserving and protecting art.
- **1.5.12adv.Pr6a.** Curate a collection of objects, artifacts, or artwork to impact the viewer's understanding of social, cultural, and/or political experiences.

### **Career Readiness, Life Literacies, and Key Skills:**

- **9.4.12.CI.1.** Demonstrate the ability to reflect, analyze, and use creative skills and ideas.
- **9.4.12.CI.3.** Investigate new challenges and opportunities for personal growth, advancement, and transition.
- **9.4.12.TL.1.** Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task.

### **Interdisciplinary Connections and Standards:**

- **RI.11-12.4.** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the definition of a key term or terms throughout a text.
- **RI.11-12.7.** Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words to address a question or solve a problem.

- **RI.11-12.10.** By the end of grade 12, read and comprehend literary nonfiction at grade-level text complexity or above with scaffolding as needed.
- **NJSLSA.L6.** Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

**NJ SLS Companion Standards: Reading and Writing Standards for History, Social Studies, Science, and Technical Subjects:**

- **RST.11-12.3.** Follow a complex, multistep procedure precisely when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on the explanations provided in the text.
- **RST.11-12.4.** Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11-12 texts and topics.
- **RST.11-12.5.** Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.
- **RST.11-12.7.** Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) to address a question or solve a problem.
- **RST.11-12.8.** Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.
- **WHST.11-12.4.** Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.
- **WHST.11-12.5.** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
- **WHST.11-12.6.** Use technology, including the Internet, to produce, share, and update writing products in response to ongoing feedback, including new arguments or information

**Unit Understandings:**

*Students will understand that...*

- Artists and creators must consider various techniques, methods, venues, and criteria when selecting and curating objects, artifacts, and artworks for preservation and presentation.
- Artists and creators must consider a variety of factors and methods, including the evolution of technology and public sentiment, when preparing artwork for display.
- Objects, artifacts, and artworks collected, preserved, or presented either by artists, museums, or other venues communicate meaning and exist as a visual/physical record of the social, cultural, and political experiences contemporaneous to its' creation.

## Unit Essential Questions:

- What criteria, methods, and processes are used to select work for presentation?
- Why do people value objects, artifacts, and artworks, and select them for presentation?
- What methods are considered when preparing artwork for presentation or preservation?
- How does refining an artwork affect its meaning to the viewer?
- What criteria are considered when selecting an artwork meant for presentation, portfolio, or a collection?
- How does the presentation of objects, artifacts, and artworks influence and shape the ideas, beliefs, and experiences within a culture?
- How do objects, artifacts, and artworks collected, preserved, or presented cultivate appreciation and understanding?

## Knowledge and Skills:

*Students will know...*

- The many aspects that go into producing an art exhibition.
- The various roles involved in the curation, care, and presentation of artwork.
- The importance of public presentation of art.
- The importance of art preservation.
- When artwork is ready for presentation.

*Students will be able to...*

- Curate a cohesive exhibit, portfolio, or collection of original artwork built around a single theme or collection of related themes.
- Prepare artworks for presentation.
- Properly preserve artworks.

## ***EVIDENCE OF LEARNING***

## Assessment:

*What evidence will be collected and deemed acceptable to show that students truly “understand”?*

- **Final Assessment: End of Unit Assessment-**
  - Students will identify and apply criteria to explain their reasons for selecting art and artifacts for an exhibition, both verbally and in writing.
  - Students will prepare and curate multiple artworks for multiple exhibitions.

- Students will investigate and identify a physical space for exhibition installation.
- Students will plan and construct an exhibition of selected works for a specific audience in digital form (Google Slides).
- Students will present an exhibition narrative.
- Students will complete a research paper for an artistic challenge:
  - HYBRID ANIMAL RESEARCH

- **Observations.**
- **Exit Tickets.**
- **Interviews.**
  - Students will create artist statements intended for display and presentation during assemblies and exhibitions.
- **Critiques.**
  - <https://forms.gle/E47qQg2BausKBT727>
  - Art-3 Hybrid Animal Critique

### **Learning Activities:**

*What differentiated learning experiences and instruction will enable all students to achieve the desired results?*

- Upon completing their work, student groups curate an exhibition of their finished projects, which includes creating an exhibition plan, developing artist statements and exhibition narratives, and selecting and presenting their work to the public.
- Student groups curate an exhibition, including making a plan to display their artwork and written artist statements, to create an exhibition narrative.
- Students document and analyze the impact of the exhibition on social, cultural, and political understandings and beliefs.

## ***RESOURCES***

### **Teacher Resources:**

- Teacher-Created Materials
- Select Primary Documents
- Smithsonian Learning Lab ([www.learninglab.si.edu](http://www.learninglab.si.edu))
- National Gallery of Art ([www.nga.gov](http://www.nga.gov))
- Metropolitan Museum of Art ([www.metmuseum.org](http://www.metmuseum.org))
- Museum of Modern Art ([www.moma.org](http://www.moma.org))

## **Equipment Needed:**

- Computers/Chromebooks
- Smart TV Display
- Document Camera Projector
- Flatbed Scanner
- Color Printer
- Lightboxes
- Pencils (H-4H, F)
- Color Pencils
- Micron Pens
- Sharpies
- Markers & Alcohol Markers
- Sketchbooks
- Tagboard
- Transparent & Tracing Paper
- Watercolour Paper
- Pastel Paper
- Canvas
- Watercolour
- Watercolour Pencils
- Acrylic Paint
- Brushes
- Sponges
- Kneadable Erasers
- Palettes
- Palette Knives
- Charcoals
- Pastels
- Oil Pastels
- Sanding Blocks
- Rulers
- T-Squares
- Compasses

## *UNIT OVERVIEW*

**Content Area:** Fine & Visual Arts

**Unit Title:** Traditional Printmaking

**Target Course/Grade Level:** Art III: Grades 11-12

**Unit Summary:** This unit will focus on subtractive art, introducing students to the concept of creating artwork by removing material, a method that goes beyond the more familiar additive processes. Students will explore the historical context of artists who utilized subtractive techniques. They will gain practical experience with cutting and carving tools, learning the proper and safe methods for handling, maintaining, utilizing, and storing these instruments. Finally, students will apply these skills to create a series of artworks using traditional printmaking methods, culminating in a final exhibition of their work.

**Approximate Length of Unit:** 8 weeks

## *LEARNING TARGETS*

### **NJ Student Learning Standards:**

- **1.2.12adv.Pr5c:** Independently utilize and adapt tools, styles, and systems in standard, innovative, and experimental ways in the production of complex media artworks.
- **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.Re7b.** Determine the commonalities within a group of artists or visual arts attributed to a particular type of art, timeframe, or culture.
- **1.5.12adv.Re8a.** Analyze differing interpretations of an artwork or collection of works to select and defend a plausible critical analysis.

### **Career Readiness, Life Literacies, and Key Skills:**

- **9.4.12.CI.1.** Demonstrate the ability to reflect, analyze, and use creative skills and ideas.
- **9.4.12.CI.3.** Investigate new challenges and opportunities for personal growth, advancement, and transition.
- **9.4.12.TL.1.** Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task.

## **Interdisciplinary Connections and Standards:**

- **RI.11-12.3.** Analyze a complex set of ideas or a sequence of events and explain how specific individuals, ideas, or events interact and develop throughout the text.
- **RI.11-12.7.** Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words to address a question or solve a problem.
- **RI.11-12.10.** By the end of grade 12, read and comprehend literary nonfiction at grade-level text complexity or above with scaffolding as needed.
- **NJSLSA.L6.** Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

## **NJ SLS Companion Standards: Reading and Writing Standards for History, Social Studies, Science, and Technical Subjects:**

- **RST.11-12.3.** Follow a complex, multistep procedure precisely when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on the explanations provided in the text.
- **RST.11-12.4.** Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11-12 texts and topics.
- **RST.11-12.5.** Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.
- **RST.11-12.7.** Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) to address a question or solve a problem.
- **RST.11-12.10.** By the end of grade 12, read and comprehend science/technical texts in the grades 11- CCR text complexity band independently and proficiently.
- **WHST.11-12.1.** Write arguments focused on discipline-specific content.
- **WHST.11-12.2.** Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
- **WHST.11-12.4.** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- **WHST.11-12.6.** Use technology, including the Internet, to produce, share, and update writing products in response to ongoing feedback, including new arguments or information.
- **WHST.11-12.8.** Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

- **WHST.11-12.10.** Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

### **Unit Understandings:**

*Students will understand that...*

- Individual aesthetic and empathetic awareness developed through engagement with art can lead to a deeper understanding and appreciation of oneself, others, the natural world, and constructed environments.
- Advancements in technique and technologies associated with the visual arts have influenced human understanding and our responses to the world, culture, and society.
- People gain insights into the meanings of artworks by engaging in criticism.
- The evaluation of art is based on various criteria: the trends and forces contemporary to the time the art was created, as well as the trends and forces contemporary to the time the viewer encountered the art.

### **Unit Essential Questions:**

- How do anecdotal life experiences influence the way you relate to art?
- How does learning about art impact how we perceive the world?
- What can we learn from our responses to art?
- How do visual arts influence our views of the contemporary world?
- How do visual arts influence our views of the historical world?
- What is the value of engaging in the process of art criticism?
- How can the viewer "read" a work of art as text?
- How does knowing and utilizing fine and visual art vocabulary help us to understand and interpret works of art?
- How does one determine the criteria to evaluate a work of art?
- How is personal preference differentiated from critical evaluation?

### **Knowledge and Skills:**

*Students will know...*

- The differences between additive and subtractive artmaking.
- The historical significance of traditional printmaking allowed artists to engage larger audiences through repetition.
- How artworks influence the ideas, feelings, and behaviors of specific audiences.
- The appropriate criteria for critiquing art within a societal, cultural, and historical context.

*Students will be able to...*

- Properly handle, maintain, utilize, and store cutting and carving tools.

- Critique and exhibit a series of artworks using content-specific criteria.
- Reflect on your personal artistic growth based on feedback from peers and instructors.
- Determine how best to revise artwork for presentation and exhibition.

## *EVIDENCE OF LEARNING*

### **Assessment:**

*What evidence will be collected and deemed acceptable to show that students truly “understand”?*

- **Final Assessment:** End of Unit Assessment-
  - Students will evaluate the effectiveness of the traditional exhibition.
  - Students will compare viewer responses to social, cultural, and/or political concepts, themes, or ideas from historical and contemporary sources.
  - Students will create a series of artworks using traditional printmaking techniques.
  - Students will evaluate and reflect on exhibition responses and feedback.  
Art 3 Final Form
  - Students will identify how a viewer's preferences and misconceptions may impact the individual experience of an exhibition.
- Observations.
- Exit Tickets.
- Interviews.
- Critiques.
  - Traditional Printmaking Self-Critique & Quiz

### **Learning Activities:**

*What differentiated learning experiences and instruction will enable all students to achieve the desired results?*

- Students will share, explain, and discuss in-progress artwork.
- Students will reflect on criticism and feedback during their creative process and discuss how it affected their decision-making when refining their artwork.
- Students will determine which artworks to exhibit through a criteria-based evaluation.

## *RESOURCES*

### **Teacher Resources:**

- Teacher-Created Materials

- Select Primary Documents
- Smithsonian Learning Lab ([www.learninglab.si.edu](http://www.learninglab.si.edu))
- National Gallery of Art ([www.nga.gov](http://www.nga.gov))
- The Getty Museum ([www.getty.edu/museum](http://www.getty.edu/museum))
- Metropolitan Museum of Art ([www.metmuseum.org](http://www.metmuseum.org))
- Museum of Modern Art ([www.moma.org](http://www.moma.org))
- Britannica [www.britannica.com/art/printmaking](http://www.britannica.com/art/printmaking)
- Ramblin' Toad Press ([ramblintoadpress.com](http://ramblintoadpress.com))

### **Equipment Needed:**

- Computers/Chromebooks
- Smart TV Display
- Document Camera Projector
- Lightboxes
- Pencils (H-4H, F, 2B-4B)
- Sharpies
- Sketchbooks
- Printmaking Paper
- Newsprint Paper
- Transparent & Tracing Paper
- Exacto Blades
- Rulers
- T-Squares
- Compass
- Speedball Lino-Cut Carving Tools
- Wood Carving Knives
- Wood Chisels
- Wood Gouges
- Sanding Blocks
- Brayers
- Baren
- Printing Press
- Battleship-Grey Lino-Block
- White & Brown Lino-Block
- Baltic Birch Plywood
- Block Printing Ink
- Speedball Water-based Printing Ink
- Inking Plate
- Wooden & Metal Bench Hooks