



ESL
SCIENCE
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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 II

Grade Level: 9-12

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.

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

Subject/Course Title:
Fine Art II
Grades 10-12

Date of Board Adoption:
August 26, 2025

RAHWAY PUBLIC SCHOOLS CURRICULUM

Fine Art 2: Grades 9-12

PACING GUIDE

Unit	Title	Pacing
1	Cubism	4-weeks
2	Collage	6-weeks
3	Illustration	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 student 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 student with rest breaks.
- Use verbal and visual cues regarding directions and staying on task.
- Assist in maintaining 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 student 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 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 student 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 student 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 student 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">● Emphasize critical information by highlighting it for the student.● Use graphic organizers.● Pre-teach or pre-view vocabulary.● Provide students with a list of prompts or sentence starters that they can use when completing a written assignment.● Provide audio versions of the textbooks.● Highlight textbooks/study guides.● Use supplementary materials.● Give assistance in note taking● Use adapted/modified textbooks.● Allow use of computer/word processor.● Allow student to answer orally, give extended time (time-and-a-half).● Allow tests to be given in a separate location (with the ESL teacher).● Allow additional time to complete assignments and/or assessments.● Read question to student to clarify.● Provide a definition or synonym for words on a test that do not impact the validity of the exam.● Modify the format of assessments.● Shorten test length or require only selected test items.● Create alternative assessments.● On an exam other than a spelling test, don't take points off for spelling errors. |
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UNIT OVERVIEW

Content Area: Fine & Visual Arts

Unit Title: Cubism

Target Course/Grade Level: Art II: Grades: 9 -12

Unit Summary: In this unit on Cubism, students will explore the groundbreaking art movement that emerged in the early 1900s, primarily through the works of artists such as Pablo Picasso and Georges Braque. Students will learn how Cubism challenged traditional ways of seeing and representing the world by breaking objects into geometric shapes and presenting them from multiple viewpoints simultaneously. This unit will cover the two main phases of Cubism, beginning with Analytic Cubism, which focused on deconstructing subjects into basic forms and muted colors. Students will then look at Synthetic Cubism, which introduced collage elements, vibrant colors, and more simplified shapes. Through hands-on projects and analysis, students will learn how Cubism transformed the art world and continues to influence modern art, architecture, and design today.

Approximate Length of Unit: 4 weeks

LEARNING TARGETS

NJ Student Learning Standards:

- **1.5.12acc.Cr1a.** Individually or collaboratively, formulate new creative problems based on students' existing artwork.
- **1.5.12acc.Cr1b.** Select from a range of materials and methods, including traditional and contemporary artistic practices, to plan works of art and design.
- **1.5.12acc.Cr2a.** Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.
- **1.5.12acc.Pr6a.** Make, explain, and justify connections between artists or artwork and social, cultural, and political history.
- **1.5.12acc.Re8a.** Identify types of contextual information useful in the process of constructing interpretations of an artwork or collection of works.
- **1.5.12acc.Re9a.** Determine the relevance of the criteria used by others to evaluate a work of art or a collection of works.

- **1.5.12acc.Cn11a.** Compare the uses of art in various societal, cultural, and historical contexts and make connections to its contemporary and local applications.

Career Readiness, Life Literacies, and Key Skills:

- **9.4.2.CI.1:** Demonstrate openness to new ideas and perspectives.
- **9.4.2.CI.2:** Demonstrate originality and inventiveness in work.
- **9.4.2.CT.2:** Identify possible approaches and resources to execute a plan.
- **9.4.2.IML.4:** Compare and contrast the way information is shared in a variety of contexts (e.g., social, academic, athletic).
- **9.4.12.CI.1.** Demonstrate the ability to reflect, analyze, and use creative skills and ideas.

Interdisciplinary Connections and Standards:

- **L.SS.11–12.1.** Demonstrate command of the system and structure of the English language when writing or speaking.
- **RI.MF.11–12.6.** Synthesize complex information across multiple sources and formats to develop ideas, resolve conflicting information, or develop an interpretation that goes beyond explicit text information (e.g., express a personal point of view, new interpretation of the concept).
- **6.2.12.HistoryUP.2.a:** Analyze the impact of new intellectual, philosophical, and scientific ideas on how humans viewed themselves and how they viewed their physical and spiritual worlds.
- **6.2.12.EconET.3.a:** Determine how, and the extent to which, scientific and technological changes, transportation, and new forms of energy brought about social, economic, and cultural changes in the world.

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

- **NJSLSA.R7.** Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- **RST.9-10.3.** Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to exceptional cases or exceptions defined in the text.
- **NJSLSA.W2.** Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
- **RST.9-10.7.** Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.

Unit Understandings:

Students will understand that...

- Creativity and innovative thinking are essential life skills that can be developed.
- Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art-making goals.
- Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches.
- Objects, artifacts, and artworks collected, preserved, or displayed by artists, museums, or other venues communicate meaning and serve as a record of social, cultural, and political experiences, fostering appreciation and understanding.
- Individual aesthetic and empathetic awareness, developed through engagement with art, can lead to greater understanding and appreciation of oneself, others, the natural world, and built environments.
- Visual arts influence how we understand and respond to the world. People evaluate art based on various criteria.
- Through creating art, individuals find meaning by exploring and developing awareness of their perceptions, knowledge, and experiences.

Unit Essential Questions:

- What conditions, attitudes, and behaviors support creativity and innovative thinking?
- What factors encourage or discourage people from taking creative risks?
- How does collaboration expand the creative process?
- How does understanding the contexts, histories, and traditions of art forms assist us in creating works of art and design?
- Why do artists follow or break away from established traditions?
- How do artists and designers set goals when designing or redesigning objects, places, or systems?
- How do artists and designers create works of art or design that communicate effectively?
- What role does persistence play in revising, refining, and developing work?
- How do artists grow and become accomplished in art forms?
- How do life experiences influence your connection with art?
- How does learning about art affect the way we see the world?

Knowledge and Skills:

Students will know...

- The historical background and major figures of the Cubist movement, especially Pablo Picasso and Georges Braque.
- Recognize the key characteristics and features differences between Analytic Cubism (e.g., muted colors, fragmented forms) and Synthetic Cubism (e.g., collage, bold colors, simplified shapes).
- Students will know how Cubism challenged traditional techniques of representation by introducing multiple viewpoints and geometric abstraction.

Students will be able to...

- Students will be able to identify and analyze the visual elements and techniques used in Analytic and Synthetic Cubism.
- Students will be able to create original artwork that incorporates Cubist principles, such as fragmented forms, geometric abstraction, and multiple perspectives.
- Students will be able to discuss and evaluate the lasting impact of Cubism on modern art and design through written or verbal reflection.

EVIDENCE OF LEARNING

Assessment:

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

- **End of Unit Final Assessment**
 - Students will complete an assessment focused on Cubism: Cubism Assessment
- Observations
- Interviews
- Self-Critiques:
 - Students will answer the self-critique template, Cubism Self-Critique

Learning Activities:

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

- Students will be able to use elements of art and principles of design to create a Cubist-inspired composition that reflects an individualized interpretation.
- Students will be able to explore and apply different drawing media to emphasize value, texture, and spatial depth within a Cubist framework.
- Students will be able to describe and practice Cubist techniques, including multiple perspectives and abstraction, to develop a deeper understanding of the style and its historical context.

RESOURCES

Teacher Resources:

- Teacher-Created Materials
- Select Primary Documents
- Pablo Picasso (www.pablocicasso.org)
- Britannica (www.britannica.com)
- Smithsonian Learning Lab (www.learninglab.si.edu)

- Metropolitan Museum of Art (www.metmuseum.org)

Equipment Needed:

- Computers/Chromebooks
- Smart TV Display
- Document Camera Projector
- Color Printer
- Lightboxes
- Pencils (H-4H, HB, 2B-6B)
- Color Pencils
- Micron Pens
- Sharpies
- Markers
- Pastels
- Kneadable Erasers
- Rulers
- Compasses
- Sketchbooks
- Tagboard
- Transparent & Tracing Paper
- Pastel Paper
- Newsprint Paper

UNIT OVERVIEW

Content Area: Fine & Visual Arts

Unit Title: Collage

Target Course/Grade Level: Art II: Grades 9-12

Unit Summary: In this collage unit, students will explore the artistic process of creating layered compositions using various materials and textures. Students will examine the work of contemporary artist Bisa Butler, known for her vibrant, fabric-based portraits. They will analyze Butler's techniques and the cultural significance of her artwork, then create their own collage inspired by her style. Students will also participate in a self-portrait collage project, using magazines, cut paper, and other mixed media to craft a personal representation that expresses identity. This unit will enhance students' understanding of collage as an expressive and versatile medium while encouraging creativity and self-reflection.

Approximate Length of Unit: 6 weeks

LEARNING TARGETS

NJ Student Learning Standards:

- **1.5.12acc.Cr1a.** Individually or collaboratively, formulate new creative problems based on students' existing artwork.
- **1.5.12adv.Cr1a.** Visualize and generate art and design that can affect social change.
- **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.
- **1.5.12acc.Cr2a.** Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.
- **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.Pr6a.** Make, explain, and justify connections between artists or artwork and social, cultural, and political history.
- **1.5.12acc.Re7b.** Evaluate the effectiveness of visual artworks to influence ideas, feelings, and behaviors of specific audiences.

Career Readiness, Life Literacies, and Key Skills:

- **9.4.2.CI.1:** Demonstrate openness to new ideas and perspectives.
- **9.4.2.CI.2:** Demonstrate originality and inventiveness in work.
- **9.4.2.CT.3:** Use a variety of types of thinking to solve problems.
- **9.4.2.CT.2:** Identify possible approaches and resources to execute a plan.
- **9.4.2.IML.4:** Compare and contrast the way information is shared in a variety of contexts (e.g., social, academic, athletic).
- **9.4.8.CI.4:** Explore the role of creativity and innovation in career pathways and industries.
- **9.4.12.CI.1:** Demonstrate the ability to reflect, analyze, and use creative skills and ideas.

Interdisciplinary Connections and Standards:

- **SL.PE.9–10.1.** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
- **L.SS.11–12.1.** Demonstrate command of the system and structure of the English language when writing or speaking.
- **RI.MF.11–12.6.** Synthesize complex information across multiple sources and formats to develop ideas, resolve conflicting information, or develop an interpretation that goes beyond explicit text information (e.g., express a personal point of view, new understanding of the concept).
- **6.2.12.HistoryUP.2.a:** Analyze the impact of new intellectual, philosophical, and scientific ideas on how humans viewed themselves and how they viewed their physical and spiritual worlds.

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

- **NJSLSA.R7.** Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- **NJSLSA.W2.** Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
- **RST.9-10.3.** Follow a complex, multistep procedure precisely when carrying out experiments, taking measurements, or performing technical tasks, attending to exceptional cases or exceptions defined in the text.
- **WHST.9-10.7.** 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.

Unit Understandings:

Students will understand that...

- Creativity and innovative thinking are essential life skills that can be developed.

- Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art-making goals.
- Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches.
- Artists and designers balance experimentation and safety, freedom and responsibility while developing and creating artworks.
- People create and interact with objects, places, and designs that define, shape, enhance, and empower their lives.
- Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting, and curating objects, artifacts, and artworks for preservation and presentation.
- Objects, artifacts, and artworks collected, preserved, or presented either by artists, museums, or other venues communicate meaning and a record of social, cultural, and political experiences resulting in the cultivation of appreciation and understanding.
- People evaluate art based on various criteria.
- Through art-making, people create meaning by exploring and developing their perceptions, knowledge, and experiences.

Unit Essential Questions:

- What conditions, attitudes, and behaviors support creativity and innovative thinking?
- What factors either help or hinder people from taking creative risks?
- How does understanding the contexts, histories, and traditions of art forms assist us in creating works of art and design?
- Why do artists follow or break away from established traditions?
- How do artists work?
- How do artists and designers decide if a particular direction in their work is effective?
- How do artists and designers care for and maintain materials, tools, and equipment?
- What responsibilities come with the freedom to create?
- How do artists and designers create works that communicate effectively?
- How do artists grow and become skilled in their art forms?
- Why do people value objects, artifacts, and artworks, and choose them for display?
- How does presenting and sharing objects, artifacts, and artworks influence and shape ideas, beliefs, and experiences?
- How do life experiences affect the way you relate to art?
- How does engaging in creating art enrich people's lives?
- How does art help us understand the lives of people from different times, places, and cultures?

Knowledge and Skills:

Students will know...

- The key characteristics and cultural significance of Bisa Butler's fabric-based collage portraits.

- Techniques and materials commonly used in collage art, including layering, texture, and composition.
- How collage can be used as a tool for self-expression and to explore personal identity.

Students will be able to...

- Analyze and discuss the visual and cultural elements in Bisa Butler’s artwork.
- Create an original collage using mixed media that reflects personal identity and artistic intent.
- Apply collage techniques such as layering, texture incorporation, and material selection to construct expressive visual compositions.

EVIDENCE OF LEARNING

Assessment:

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

- **End of Unit Final Assessment**
 - Students will complete a final statement: Bisa Butler Closing Statement
- Observations
- Interviews
- Self-Critiques:
 - Students will answer a self-critique on Cubism to Collage: Collage Self-Critique

Learning Activities:

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

- Students will be able to use elements of art and principles of design to create a cohesive and expressive collage composition.
- Students will be able to utilize various materials and media to create contrast, layering, and depth in their collage work.
- Students will be able to describe and practice various collage techniques, including cutting, tearing, overlapping, and assembling, to explore personal themes and express their creativity.

RESOURCES

Teacher Resources:

Teacher-Created Materials

- Select Primary Documents
- Assorted Magazines and Periodicals
- Pablo Picasso (www.pablocicasso.org)
- Britannica (www.britannica.com)
- Smithsonian Learning Lab (www.learninglab.si.edu)
- Bisa Butler Art (www.bisabutler.com)
- Metropolitan Museum of Art (www.metmuseum.org)

Equipment Needed:

- Computers/Chromebooks
- Smart TV Display
- Document Camera Projector
- Color Printer
- Lightboxes
- Pencils (H-4H, HB, F, 2B-6B)
- Color Pencils
- Micron Pens
- Sharpies
- Markers
- Kneadable Erasers
- Rulers
- Compasses
- Scissors
- Glue & Glue Sticks
- Sketchbooks
- Tagboard
- Transparent & Tracing Paper
- Poster Paper
- Newsprint Paper
- Decorative & Origami Paper

UNIT OVERVIEW

Content Area: Fine & Visual Arts

Unit Title: Illustration

Target Course/Grade Level: Art II: Grades: 9 -12

Unit Summary: Using a variety of wet and dry media, students will explore illustration as a powerful tool for communicating ideas. They will participate in a mural illustration project, designing a mural for Rahway High School. Whether working individually or in groups, students will transform their ideas into a cohesive large-scale design using illustration techniques. This process includes brainstorming visual symbols, sketching concepts, and creating scaled mock-ups of their murals with their chosen medium. Afterward, students will further explore watercolor and ink techniques, enhancing initial paintings by adding fine pen details over dry paint. The unit will introduce different watercolor techniques, such as wet-on-wet, wet-on-dry, and gradient washes, and incorporate materials like watercolor pencils for added texture and precision. Students will experiment with various brushwork styles to create depth and emotion in their illustrations, then refine their compositions by using fine-line or calligraphy pens to add intricate details and outlines. Emphasizing the balance between fluidity and precision, this unit will encourage students to develop their own unique artistic voice.

Approximate Length of Unit: 8 weeks

LEARNING TARGETS

NJ Student Learning Standards:

- **1.5.12acc.Cr1a.** Individually or collaboratively, formulate new creative problems based on students' existing artwork.
- **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.
- **1.5.12acc.Cr2a.** Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.
- **1.5.12acc.Cr2c.** Redesign an object, system, place, or design in response to contemporary issues.
- **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.

- **1.5.12prof.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.
- **1.5.12acc.Re7a.** Recognize and describe personal aesthetic and empathetic responses to the natural world and constructed environments.
- **1.5.12acc.Cn11a.** Compare the uses of art in various societal, cultural, and historical contexts and make connections to its contemporary and local applications.

Career Readiness, Life Literacies, and Key Skills:

- **9.4.2.CI.1:** Demonstrate openness to new ideas and perspectives.
- **9.4.2.CI.2:** Demonstrate originality and inventiveness in work.
- **9.4.2.CT.2:** Identify possible approaches and resources to execute a plan.
- **9.4.2.CT.3:** Use a variety of types of thinking to solve problems.
- **9.4.2.IML.4:** Compare and contrast the way information is shared in a variety of contexts (e.g., social, academic, athletic).
- **9.4.12.CI.1.** Demonstrate the ability to reflect, analyze, and use creative skills and ideas.

Interdisciplinary Connections and Standards:

- **6.2.12.EconET.3.a:** Determine how, and the extent to which, scientific and technological changes, transportation, and new forms of energy brought about social, economic, and cultural changes in the world.
- **RI.MF.11–12.6.** Synthesize complex information across multiple sources and formats to develop ideas, resolve conflicting information, or develop an interpretation that goes beyond explicit text information (e.g., express a personal point of view, new interpretation of the concept).
- **SL.PE.9–10.1.** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- **6.2.12.HistoryUP.2.a:** Analyze the impact of new intellectual, philosophical, and scientific ideas on how humans view themselves and how they view their physical and spiritual worlds.

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

- **NJLSA.R7.** Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- **RST.9-10.3.** Follow a complex, multistep procedure precisely when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.
- **NJLSA.W2.** Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

- **WHST.9-10.7.** 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.

Unit Understandings:

Students will understand that...

- Creativity and innovative thinking are essential life skills that can be developed and nurtured.
- Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art-making goals.
- Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches.
- People create and interact with objects, places, and designs that define, shape, enhance, and empower their lives.
- Artists and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time.
- Individual aesthetic and empathetic awareness developed through engagement with art can lead to an understanding and appreciation of oneself, others, the natural world, and constructed environments. The visual arts influence understanding of and responses to the world.
- The visual arts influence our understanding of and responses to the world.
- Through art-making, people create meaning by exploring and developing their perceptions, knowledge, and experiences.
- People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art.

Unit Essential Questions:

- How do artists and designers determine whether a particular direction in their work is effective?
- What responsibilities come with the freedom to create?
- What conditions, attitudes, and behaviors support creativity and innovative thinking?
- How do artists and designers determine whether a particular direction in their work is effective?
- How do objects, places, and design shape lives and communities?
- How do artists and designers determine goals for designing or redesigning objects or places?
- How do artists and designers create works of art or design that effectively communicate?
- How does learning about art impact how we perceive the world?
- What can we learn from our responses to art?
- Where and how do we encounter visual arts in our world?
- How do visual arts influence our views of the world?
- How does creating art help people connect with their surroundings?

- What role does persistence play in revising, refining, and developing work?
- How do artists grow and become accomplished in art forms?

Knowledge and Skills:

Students will know...

- The purpose and power of illustration as a tool for visual communication.
- Key watercolor and ink techniques, including wet-on-wet, wet-on-dry, gradient washes, and fine pen detailing.
- How visual symbols, composition, and media choice contribute to a cohesive and expressive design.

Students will be able to...

- Brainstorm, sketch, and develop a scaled mural mock-up that communicates a clear idea or message.
- Apply watercolor and ink techniques to create illustrations with depth, texture, and emotional impact.
- Refine illustrations using detailed linework and calligraphy pens to enhance precision and visual clarity.

EVIDENCE OF LEARNING

Assessment:

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

- **End of Unit Final Assessment**
 - Students will complete a final assessment and critique: Fine Art-2 Final
- Observations
- Interviews
- Self-Critiques:
 - Students will complete a self-critique: Watercolor Self-Critique

Learning Activities:

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

- Students will be able to use elements of art and principles of design to create an expressive illustration that can be adapted for a mural composition.
- Students will be able to utilize various media, including watercolor washes and ink linework, to effectively emphasize contrast, texture, and depth in their illustrations.

- Students will be able to describe and practice various illustration techniques to communicate a visual narrative or concept effectively.

RESOURCES

Teacher Resources:

- Teacher-Created Materials
- Select Primary Documents
- Britannica (www.britannica.com)
- Smithsonian Learning Lab (www.learninglab.si.edu)
- National Gallery of Art (www.nga.gov)
- Metropolitan Museum of Art (www.metmuseum.org)
- Museum of Modern Art (www.moma.org)
- Victoria and Albert Museum (van.ac.uk)

Equipment Needed:

- Computers/Chromebooks
- Smart TV Display
- Document Camera Projector
- Flatbed Scanner
- Color Printer
- Lightboxes
- Pencils (H-4H, F, HB, 2B-6B)
- Color Pencils
- Micron Pens
- Sharpies
- Markers
- Watercolor & Watercolor Pencils
- Sketchbooks
- Tagboard
- Transparent & Tracing Paper
- Poster Paper
- Watercolour Paper
- Brushes
- Sponges
- Kneadable Erasers
- Rulers
- Compasses
- Scissors