| Wall Township Public Schools | Board Approval Date: Summer 2019 |
|---|---|
| **Course Title: AP Drawing** | |
| **Course Description:** AP Drawing is an introductory college-level drawing course. Students refine and apply drawing skills to ideas they develop throughout the course. | |

## New Jersey Student Learning Standards

**New Jersey Student Learning Standards for Visual and Performing Arts**

Throughout time, the arts have served as a distinctive vehicle for self-discovery and a means of understanding the world in which we live. As the state of New Jersey continues to transform public education to meet the needs of a changing world and the 21st century workforce, capitalizing on the unique ability of the arts to develop creativity, critical thinking, and innovation skills is critical to the success of our students. The arts infuse our lives with meaning on nearly all levels—generating significant creative and intellectual capital. They inspire creative and critical thinking and encourage acceptance of diversity. A well-designed sequential arts program promotes responsible decision making, enhances self-awareness, builds self-esteem and self-management skills, and helps students build relationship and collaboration skills; all of which are essential to prepare New Jersey students for postsecondary success.

The New Jersey Student Learning Standards – Visual and Performing Arts are designed to promote lifelong artistic literacy and fluency and are guided by the mission and vision statements that follow.

**Mission**

To empower students to develop creative and critical thinking, social-emotional competencies, and intellectual and expressive abilities that will allow them to become active, contributing members of a global society.

**Vision**

All students will have equitable access to a quality, arts education that leads to artistic literacy and fluency in the artistic practices of the five art disciplines as a mechanism for:

- Performing, presenting or producing, as artistically literate individuals, by expressing and realizing creative ideas and implementing essential technical skills and cognitive abilities significant to many aspects of life and work in the 21st century;
- Responding to artistic ideas and work with personal meaning and cognizance of the ability of the arts to address universal themes, including climate change;
- Creating new artistic work reflective of a variety of ethnic, racial, and cultural perspectives; and
- Connecting and evaluating how the arts convey meaning through all arts and non-arts disciplines and contexts of our global society.

**Inclusion of Climate Change Opportunities**

( ) notes opportunities to integrate specific examples of climate change education provided by additional age-appropriate resources

The goal of inclusion of climate change education implementation is to foster generations of New Jersey students that can analyze, question, interpret, to think independently, and bring critical deduction to fulfill, and to lead in jobs created by burgeoning industries of the future green economy.

| Course Sequence & Pacing | |
|---|---|
| **Unit Title** | **Estimated Number of Instructional Periods**** |
| Unit 1: Phase 1: The Formulation of Sustained Investigation Questions and the Completion of 8 2D Artworks for the Sustained Investigation Section of the 2D Art Portfolio | June – Sept 1st<br><br>4 from prior school year<br><br>2 in current school year |
| Unit 2: Phase 2: The Completion of 4 2D Artworks for the Selected Works OR Sustained Investigation Section of the 2D Art Portfolio for a total of 12 AP Drawing Artworks | Sept 1 - Oct 31<br><br>30-32 instructional periods |
| Unit 3: Phase 3: The Completion of 4 2D Artworks for the Selected Works OR Sustained Investigation Section of the 2D Art Portfolio for a total of 16 AP Drawing Artworks | November 1 - Jan 9<br><br>27-30 instructional periods |
| Unit 4: Phase 4: The Completion of 4 2D Artworks for the Selected Works OR Sustained Investigation Section of the 2D Art Portfolio for a total of 20 AP Drawing Artworks | January 9 - March 6<br><br>27-30 instructional periods |
| Unit 5: Phase 5: The Finalization of the Written Components and the Digital Upload of the 2D Art Portfolio. | March 6 - May 8<br><br>30 instructional periods |
| Unit 6: Phase 6: Reflection: Creating a Legacy Artwork and a Written Statement About the | May 8- Year End |

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| **Year's Most Defining Moments** | **16 instructional periods** |

**Instructional periods are scheduled for 56 minutes and meet 3 times every 4 days.

## Unit 1

### Desired Results

**Unit 1 Title: Phase 1: The Formulation of Sustained Investigation Questions and the Completion of 8 2D Artworks for the Sustained Investigation Section of the 2D Art Portfolio**

**Unit Summary:** Students will use unique visual imagery and their knowledge of the art elements and principles of design to create 8 artworks that will demonstrate practice, experimentation and revision through the exploration of a student-driven chosen sustained investigation or selected work.

### Learning Standards

**NJSLS Visual and Performing Arts:**

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.

1.5.12acc.Cr2a: Through experimentation, practice and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.

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.

## Interdisciplinary Connections

**Career Readiness, Life Literacies, & Key Skills** *(CLKS)*:

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas

9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving

9.4.12.DC.1: Explain the beneficial and harmful effects that intellectual property laws can have on the creation and sharing of content. 9.4.12.DC.2: Compare and contrast international differences in copyright laws and ethics.

9.4.12.IML.10: Analyze the decisions creators make to reveal explicit and implicit messages within information and media

**Computer Science & Design Thinking (***CS & DT***):**

8.1.12.AP.4: Design and iteratively develop computational artifacts for practical intent, personal expression, or to address a societal issue.

## Learning Targets

**Unit Essential Questions:**

- How can a portfolio of work by an artist/designer be a road map for artistic growth/development and career development?
- How does the portfolio serve as a self-portrait?
- How do you develop a variety of artworks to complete the Selected Works section of the portfolio?

**Unit Enduring Understandings:**

- Materials, process, and environment complement each other.
- Artists use Elements of Art and Principles of Design to organize visual communication.
- Artistic progress is often characterized by cycles of experimentation.

| | |
|---|---|
| • What are the threads that tie a series of art works together?<br>• How does experimentation and exploration lead to more creativity?<br>• What are the stages of development involved in the making of the portfolio?<br>• How can a critique be used to help in the artistic process?<br>• How can critique be a form of practice for effective communication with reason?<br>• How do critiques present multiple problem solving opportunities?<br>• How does artistic critical thinking help you problem solve in other disciplines?<br>• How does an artist choose an idea that is broad enough to allow for substantial inquiry and yet narrow enough to achieve their goals in a given time limit?<br>• What qualities and attributes does the artist look for when selecting their best work?<br>• How do you develop a variety of artworks that are linked together through a common thread for the Sustained Investigation section of the portfolio?<br>• How will your art works for the Sustained Investigation section reflect your written statement? | • Art embodies the inner quest for self-knowledge and reflects relationships between humans and nature.<br>• Art can be used to record what one sees as well as what one feels.<br>• Artists of different cultures express meaning and ideas in different ways.<br>• Art reflects the time period, culture, geography, and status of a region's inhabitants.<br>• The process of reflection enables one to understand and appreciate art.<br>• Art is a distinct form of communication that enriches the understanding of other disciplines.<br>• Art is an inherent and integral part of our environment. |

**Vocabulary:**

- Art Elements (line, shape, color, texture, value and form)
- Principles of Design (balance, rhythm, unity, pattern)
- Color Theory Terminology
- Design Terminology
- Process and Technique Terminology

**Students will be able to:**

*Students will participate in*:

- Observation and reflection.
- Engaging in the creative process.
- Imaginative thinking through creative problem solving.
- Making choices/decisions to communicate ideas.
- Conceive and create original artwork.
- Analyze, interpret, evaluate, and critique artwork.
- Refining application of media.

*Additionally, students will do the following to create the 8 2D Artworks in this Unit*:

Choose and develop a Sustained Investigation through a creation of guiding questions according to the College Board requirements and the AP Drawing Art Syllabus.

- Pursue advanced concepts, solving artistic problems, as a result of exposure to and experience with a broad range of media.
- Create works based on a Sustained Investigation concept that is well developed and artistically interesting.
- Explore ideas in depth beyond the restrictions of the classroom, engaging in research and advanced planning, decision making, experimentation and/or risk taking.
- Be able to solve advance visual problems and demonstrate multiple solutions.
- Make choices about theme/concept, media, techniques, etc. when creating work with evocative theme that engage the viewer.
- Work like artists and establish their own point of inquiry.
- Demonstrate evidence of conceptual, perceptual, expressive, experimental and technical range in their work.
- Use the sketchbook as a journal to record individual ideas and observations and monitor progress in answering the formulated questions through visual means.

**Learning Activities & Differentiation:** *Suggested or Potential Learning Activities*

*(Amistad & Holocaust, Asian American & Pacific Islanders, Climate Change, LGBTQ and People with Disabilities, Diversity, Equity & Inclusion [DEI])*

### Learning Activities

- Students will practice grading other previously submitted artwork and investigating the rubric for better understanding of how the test will be graded.
- Students will search for reference images using their chromebooks
- Students will participate in class discussions
- Students will self-assess their completed project using an instructor-created rubric
- Students will revise projects based on self-reflections, peer feedback, and instructor recommendations
- Students will provide instructor with project feedback

### Differentiation

- Present material in a variety of ways to cater to diverse learners, including modeling, verbal explanations, and visuals in Google Slideshows
- Provide one-on-one demonstrations for students with disabilities or those with questions throughout the course of independent work
- Post instructional videos in Google Classroom for students to view as many times as necessary
- Provide students with concise, step-by-step instructions that are projected on the whiteboard.

## Assessment Evidence

### Formative Assessments:

• Sketchbooks
• Progress Checks
• Skills Tests (ex. Value scale)
• Discussion
• Planning pages
• Brainstorming, mood board, etc.
• Observation

• Poll the class
• Progress pictures

**Summative Assessments:**

• Rubric-graded works of art & design
• Artist's Statements
• Written examination of work
• Curriculum guideline checklist

**Common Benchmark Assessments:**

Written responses for each completed artwork

**Alternative Assessments:**

- self-rubric
- small group critiques (post-it notes)
- practice grading other students work

## Core Instructional & Supplemental Materials

Choice materials: charcoal, white charcoal, pen & ink, scratchboard, oil pastel, colored pencil, watercolor, acrylic paint, oil paint, pastel.
iPad Pros for concept sketches
Various papers, canvases, masonite panels
Various palettes: watercolor, masterson
Palette knives
Pencils
Colored Printer
Original student reference photos
Light tables or transfer paper

## Accommodations and Modifications:
## Students with Disabilities, English Language Learners,
## Students at Risk of Failure, Students with 504s, Gifted & Talented Students

**Specific Strategies and Practices that Support Students with Disabilities:**
Students receiving Special Education programming have specific goals and objectives, as well as accommodations and modifications outlined within their Individualized Education Plans (IEP) due to an identified disability and/or diagnosis. In addition to exposure to the general education curriculum, the instruction is differentiated based upon the student's needs. The IEP acts as a supplemental curriculum guide inclusive of instructional strategies that support each learner.

- Small group/One to one - Additional time - Review of directions - Student restates information - Space for movement or breaks - Extra visual and verbal cues and prompts - Preferential seating - Follow a routine/schedule - Rest breaks - Verbal and visual cues regarding directions and staying on task - Checklists - Immediate feedback

**Specific Strategies and Practices that Support English Language Learners**
English language learner (ELL) is a national-origin-minority student who is limited-English-proficient. This term is often preferred over limited-English-proficient (LEP) as it highlights accomplishments rather than deficits.

-Simplified/Verbal Instructions
- Visual learning with Teacher modeling
- Pairing students with beginning English language skills with students who have more advanced English language skills
-Cooperative learning groups
-tutorial videos with step-by-step processes

**Students at Risk of Failure**

- Home/School Connection - Alternative Assessments - Learning Contracts - Supplemental Instruction - Homework Options - Differentiated Online Practice - Leveled Rubrics - Tiered Level of Supports - Tiered Activities - Small Group Instruction - Work Alone Choice

**Students with 504 Plans**

Teachers are responsible for implementing designated services and strategies identified on a student's 504 Plan.
504 plans are formal plans that schools develop to give kids the support they need and covers any condition that limits daily activities in a major way. Students' accommodations are outlined in their individual 504 plan.

**Specific Strategies and Practices that Support Gifted & Talented Students**

It is critical that all teachers are able to recognize a high-ability student who may need more depth and complexity in instruction.

-Homogenous Grouping - Small Group In-Depth Instruction - Differentiated Online Practice - Alternative Assessments - Pre-Assess to provide Differentiated Instruction to Accelerate Learning - Next level project options, and larger size project options as well.

# Unit 2

## Desired Results

**Unit 2 Title: Phase 2: The Completion of 4 2D Artworks for the Selected Works OR Sustained Investigation Section of the 2D Art Portfolio for a total of 12 AP Drawing Artworks**

**Unit Summary:** Students will use unique visual imagery and their knowledge of the art elements and principles of design to create 4 artworks for a total of 12 that will demonstrate practice, experimentation and revision through the exploration of a student-driven chosen sustained investigation or selected work.

## Learning Standards

**NJSLS Visual and Performing Arts:**

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.

1.5.12acc.Cr2a: Through experimentation, practice and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.

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.

## Interdisciplinary Connections

**Career Readiness, Life Literacies, & Key Skills** *(CLKS)*:

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas

9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving

9.4.12.DC.1: Explain the beneficial and harmful effects that intellectual property laws can have on the creation and sharing of content. 9.4.12.DC.2: Compare and contrast international differences in copyright laws and ethics.

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| 9.4.12.IML.10: Analyze the decisions creators make to reveal explicit and implicit messages within information and media |
| **Computer Science & Design Thinking (*CS & DT*):**<br>8.1.12.AP.4: Design and iteratively develop computational artifacts for practical intent, personal expression, or to address a societal issue. |

## Learning Targets

### Unit Essential Questions:

- Why and how do people create art?
- Where is art found?
- How do people express themselves through art?
- What is beauty/aesthetics?
- Do artists have a responsibility to their audience/society? (i.e., to produce work that does not continue to stereotypes or further prejudice).
- How and why does the choice of composition affect artwork?
- How can observational skills gained through the visual arts and the artistic process carry over into daily life?
- How can the design principles be utilized to organize ideas?
- How do artists choose tools, techniques, and materials to express their ideas?
- Why are some media choices better than others? (for communicating particular ideas and/or emotions to particular audiences)
- How does artistic critical thinking help you problem solve in other disciplines?
- What can we learn from studying the art of others?

### Unit Enduring Understandings:

- Materials, process, and environment complement each other.
- Artists use Elements of Art and Principles of Design to organize visual communication.
- Artistic progress is often characterized by cycles of experimentation.
- Art embodies the inner quest for self-knowledge and reflects relationships between humans and nature.
- Art can be used to record what one sees as well as what one feels.
- Artists of different cultures express meaning and ideas in different ways.
- Art reflects the time period, culture, geography, and status of a region's inhabitants.
- The process of reflection enables one to understand and appreciate art.
- Art is a distinct form of communication that enriches the understanding of other disciplines.
- Art is an inherent and integral part of our environment.

| | |
|---|---|
| ● What problem solving skills are needed to create art?<br>● What choices must an artist make before/during beginning a work?<br>● Why is exhibiting artwork important to an artist's creative process?<br>● How does media choice affect an artwork?<br>● What makes good art/design?<br>● What are some strategies for approaching an artistic problem?<br>● What would the world be like without art?<br>● Is the use of visually communicated information a skill?<br>● How does art express emotion/ideas without words?<br>● In what ways has technology effected/enhanced the value of art as a form of communication?<br>● What is the role of a museum?<br>● Who determines what art is?<br>● Why do certain themes recur in works of art?<br>● How can art and design reflect the culture and/or status of a region's inhabitants?<br>● How and why do artists make stylistic choices such as realism, abstraction, non-objective, surrealism, postmodernism, etc.?<br>● What Principles of Design work best to demonstrate an artist's intention?<br>● What are some strategies for approaching an artistic problem/ how are they best used; and which ones are most successful?<br>● How does the organization of space reflect good design?<br>● How can one best express their artistic vision in concept and media? | |

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| ● How do the Elements of Art and Principles of Design interact to create an artwork?<br>● How does experimentation and exploration lead to more creativity? | |

### Vocabulary:

- Art Elements (line, shape, color, texture, value and form)
- Principles of Design (balance, rhythm, unity, pattern)
- Color Theory Terms
- Design Terms
- Process and Technique Terms

### Students will be able to:

*Students will participate in*:

- Observation and reflection.
- Engaging in the creative process.
- Imaginative thinking through creative problem solving.
- Making choices/decisions to communicate ideas.
- Conceive and create original artwork.
- Analyze, interpret, evaluate, and judge artwork.
- Refining application of media.

*Additionally, students will do the following to create the 4 2D Artworks for Sustained Investigation or Selected Works in this unit*:

- Continue to develop the Sustained Investigation through a creation of previously formulated guiding questions according to the College Board requirements and the AP Drawing Art Syllabus.
- Study and understand the proper use of a variety of media, techniques, and processes.
- Study and apply the Elements of Art and organizational Principles of Design.
- Make compositional choices/decisions, selection, and application of a range of subject matter, symbols, and ideas.
- Study the visual arts in relation to history and cultures.
- Describe, analyze, interpret, and judge their own and the artwork of others.

- Connect the visual arts to other disciplines, daily life, and the world.
- Create original and creative artwork.
- Engage in planning and creative problem solving to achieve multiple solutions to visual problems.
- Understand and engage in mark-making and surface manipulation.
- Understand and engage in research, observation, and imagination, and apply one or more of these to the creation of original artwork.
- Plan and create artwork/design (real or imaginary) utilizing the Elements of Art and Principles of Design.
- Choose and apply the appropriate Elements of Art and Principles of Design to create a well-balanced and unified composition.
- Engage in observation and use imagination.
- Be able to describe, analyze, interpret, and judge their own and the artwork of others by engaging in oral/written critiques (formal and informal, verbal, written reviews, self-assessments, etc.)
- Use constructive criticism and develop a language in which they can converse and discuss artistic decisions, aesthetics, history, and possible solutions to problems.
- Problem-solve and plan using preliminary drawings/designs to achieve multiple solutions to visual problems.
- Utilize a variety of media, techniques, and processes in creating artwork.
- Make compositional choices, decision to communicate ideas, express mood and/or feeling.
- Understand the visual arts in relation to history and cultures and connect to their artwork.
- Be diligent in time management, organization, communication, discipline, and decision-making, maintaining a strong work ethic at all times.
- Work toward accepting self-evaluation as a positive part of personal and artistic growth and become more receptive to new ideas, experiences, and criticisms of one's own work and that of others.
- Explore imaginative thinking through creative problem solving.
- Maintain artistic integrity and original ideation.
- Apply knowledge gained in previous art classes.
- Build on previous knowledge, refine techniques.
- Discover new uses for common media/materials that demonstrate originality.
- Keep a sketchbook journal for research, planning and sketching.

**Learning Activities & Differentiation:** *Suggested or Potential Learning Activities*

*(Amistad & Holocaust, Asian American & Pacific Islanders, Climate Change, LGBTQ and People with Disabilities, Diversity, Equity & Inclusion [DEI])*

- Students will practice grading other previously submitted artwork and investigating the rubric for better understanding of how the test will be graded.
- Students will search for reference images using their chromebooks
- Students will participate in class discussions
- Students will self-assess their completed project using an instructor-created rubric
- Students will revise projects based on self-reflections, peer feedback, and instructor recommendations
- Students will provide instructor with project feedback

### Differentiation

- Present material in a variety of ways to cater to diverse learners, including modeling, verbal explanations, and visuals in Google Slideshows
- Provide one-on-one demonstrations for students with disabilities or those with questions throughout the course of independent work
- Post instructional videos in Google Classroom for students to view as many times as necessary
- Provide students with concise, step-by-step instructions that are projected on the whiteboard.

## Assessment Evidence

### Formative Assessments:

• Sketchbooks
• Progress Checks
• Skills Tests (ex. Value scale)
• Discussion
• Planning pages
• Brainstorming, mood board, etc.
• Observation
• Poll the class

• Progress pictures

### Summative Assessments:

• Rubric-graded works of art & design
• Artist's Statements
• Written examination of work
• Curriculum guideline checklist

### Common Benchmark Assessments:

Written responses for each completed artwork

### Alternative Assessments:

- self-rubric
- small group critiques (post-it notes)
- practice grading other students work

## Core Instructional & Supplemental Materials

Choice materials: charcoal, white charcoal, pen & ink, scratchboard, oil pastel, colored pencil, watercolor, acrylic paint, oil paint, pastel.
iPad Pros for concept sketches
Various papers, canvases, masonite panels
Various palettes: watercolor, masterson
Palette knives
Pencils
Colored Printer
Original student reference photos
Light tables or transfer paper

# Accommodations and Modifications:
# Students with Disabilities, English Language Learners, Students at Risk of Failure, Students with 504s, Gifted & Talented Students

**Specific Strategies and Practices that Support Students with Disabilities:**
Students receiving Special Education programming have specific goals and objectives, as well as accommodations and modifications outlined within their Individualized Education Plans (IEP) due to an identified disability and/or diagnosis. In addition to exposure to the general education curriculum, the instruction is differentiated based upon the student's needs. The IEP acts as a supplemental curriculum guide inclusive of instructional strategies that support each learner.

- Small group/One to one - Additional time - Review of directions - Student restates information - Space for movement or breaks - Extra visual and verbal cues and prompts - Preferential seating - Follow a routine/schedule - Rest breaks - Verbal and visual cues regarding directions and staying on task - Checklists - Immediate feedback

**Specific Strategies and Practices that Support English Language Learners**
English language learner (ELL) is a national-origin-minority student who is limited-English-proficient. This term is often preferred over limited-English-proficient (LEP) as it highlights accomplishments rather than deficits.

-Simplified/Verbal Instructions
- Visual learning with Teacher modeling
- Pairing students with beginning English language skills with students who have more advanced English language skills
-Cooperative learning groups
-tutorial videos with step-by-step processes

**Students at Risk of Failure**

- Home/School Connection - Alternative Assessments - Learning Contracts - Supplemental Instruction - Homework Options - Differentiated Online Practice - Leveled Rubrics - Tiered Level of Supports - Tiered Activities - Small Group Instruction - Work Alone Choice

**Students with 504 Plans**

Teachers are responsible for implementing designated services and strategies identified on a student's 504 Plan.
504 plans are formal plans that schools develop to give kids the support they need and covers any condition that limits daily activities in a major way. Students' accommodations are outlined in their individual 504 plan.

**Specific Strategies and Practices that Support Gifted & Talented Students**
It is critical that all teachers are able to recognize a high-ability student who may need more depth and complexity in instruction.

-Homogenous Grouping - Small Group In-Depth Instruction - Differentiated Online Practice - Alternative Assessments - Pre-Assess to provide Differentiated Instruction to Accelerate Learning - Next level project options, and larger size project options as well.

# Unit 3

## Desired Results

**Unit 3 Title: Phase 3: The Completion of 4 2D Artworks for the Selected Works OR Sustained Investigation Section of the 2D Art Portfolio for a total of 16 AP Drawing Artworks**

**Unit Summary:** Students will use unique visual imagery and their knowledge of the art elements and principles of design to create 4 artworks for a total of 16 that will demonstrate practice, experimentation and revision through the exploration of a student-driven chosen sustained investigation or selected work.

## Learning Standards

**NJSLS Visual and Performing Arts:**

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.

1.5.12acc.Cr2a: Through experimentation, practice and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.

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.

## Interdisciplinary Connections

**Career Readiness, Life Literacies, & Key Skills** *(CLKS)*:

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas

9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving

9.4.12.DC.1: Explain the beneficial and harmful effects that intellectual property laws can have on the creation and sharing of content. 9.4.12.DC.2: Compare and contrast international differences in copyright laws and ethics.

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|---|
| 9.4.12.IML.10: Analyze the decisions creators make to reveal explicit and implicit messages within information and media |
| **Computer Science & Design Thinking (*CS & DT*):**<br>8.1.12.AP.4: Design and iteratively develop computational artifacts for practical intent, personal expression, or to address a societal issue. |

## Learning Targets

### Unit Essential Questions:

- How do you develop a variety of artworks to complete the Sustained Investigation section?
- What are the threads that tie a series of art works together?
- How does experimentation and exploration lead to more creativity?
- What are the stages of development involved in the making of a portfolio?
- How can a critique be used to help in the artistic process?
- How can a portfolio of work by an artist/designer be a road map of artistic growth and development?
- How does a portfolio serve as a self-portrait?
- How do critiques present multiple problem solving opportunities?
- How does an artist choose an idea that is broad enough to allow for substantial inquiry and yet narrow enough to achieve their goals in a given time limit?
- What qualities and attributes does the artist look for when selecting their best work?

### Unit Enduring Understandings:

- Materials, process, and environment complement each other.
- Artists use Elements of Art and Principles of Design to organize visual communication.
- Artistic progress is often characterized by cycles of experimentation.
- Art embodies the inner quest for self-knowledge and reflects relationships between humans and nature.
- Art can be used to record what one sees as well as what one feels.
- Artists of different cultures express meaning and ideas in different ways.
- Art reflects the time period, culture, geography, and status of a region's inhabitants.
- The process of reflection enables one to understand and appreciate art.
- Art is a distinct form of communication that enriches the understanding of other disciplines.
- Art is an inherent and integral part of our environment.

| | |
|---|---|
| • How do you develop a variety of artworks that are linked together through a common thread for the Sustained Investigation section of the portfolio?<br>• How will your art works for the Sustained Investigation section reflect your written statement? | |

**Vocabulary:**

- Art Elements (line, shape, color, texture, value and form)
- Principles of Design (balance, rhythm, unity, pattern)
- Color Theory Terms
- Design Terms
- Process and Technique Terms

**Students will be able to:**

*Students will participate in*:

- Observation and reflection.
- Engaging in the creative process.
- Imaginative thinking through creative problem solving.
- Making choices/decisions to communicate ideas.
- Conceive and create original artwork.
- Analyze, interpret, evaluate, and judge artwork.
- Refining application of media.

*Additionally, students will do the following to create the 4 works of Sustained Investigation or Selected Works in this unit*:

- Study and understand the proper use of a variety of media, techniques, and processes.
- Study and apply the Elements of Art and organizational Principles of Design.
- Make compositional choices/decisions, selection, and application of a range of subject matter, symbols, and ideas.
- Study the visual arts in relation to history and cultures.
- Describe, analyze, interpret, and judge their own and the artwork of others.
- Connect the visual arts to other disciplines, daily life, and the world.
- Create original and creative artwork.

- Engage in planning and creative problem solving to achieve multiple solutions to visual problems.
- Understand and engage in mark-making and surface manipulation.
- Understand and engage in research, observation, and imagination, and apply one or more of these to the creation of original artwork.
- Plan and create artwork/design (real or imaginary) utilizing the Elements of Art and Principles of Design.
- Choose and apply the appropriate Elements of Art and Principles of Design to create a well-balanced and unified composition.
- Engage in observation and use imagination.
- Be able to describe, analyze, interpret, and judge their own and the artwork of others by engaging in oral/written critiques (formal and informal, verbal, written reviews, self-assessments, etc.)
- Use constructive criticism and develop a language in which they can converse and discuss artistic decisions, aesthetics, history, and possible solutions to problems.
- Problem-solve and plan using preliminary drawings/designs to achieve multiple solutions to visual problems.
- Utilize a variety of media, techniques, and processes in creating artwork.
- Make compositional choices, decision to communicate ideas, express mood and/or feeling.
- Understand the visual arts in relation to history and cultures and connect to their artwork.
- Be diligent in time management, organization, communication, discipline, and decision-making, maintaining a strong work ethic at all times.
- Work toward accepting self-evaluation as a positive part of personal and artistic growth and become more receptive to new ideas, experiences, and criticisms of one's own work and that of others.
- Explore imaginative thinking through creative problem solving.
- Maintain artistic integrity and original ideation.
- Apply knowledge gained in previous art classes.
- Build on previous knowledge, refine techniques.
- Discover new uses for common media/materials that demonstrate originality.
- Keep a sketchbook journal for research, planning and sketching.

**Learning Activities & Differentiation:** *Suggested or Potential Learning Activities*
*(Amistad & Holocaust, Asian American & Pacific Islanders, Climate Change, LGBTQ and People with Disabilities, Diversity,*

*Equity & Inclusion [DEI])*

- Students will practice grading other previously submitted artwork and investigating the rubric for better understanding of how the test will be graded.
- Students will search for reference images using their chromebooks
- Students will participate in class discussions
- Students will self-assess their completed project using an instructor-created rubric
- Students will revise projects based on self-reflections, peer feedback, and instructor recommendations
- Students will provide instructor with project feedback

### Differentiation

- Present material in a variety of ways to cater to diverse learners, including modeling, verbal explanations, and visuals in Google Slideshows
- Provide one-on-one demonstrations for students with disabilities or those with questions throughout the course of independent work
- Post instructional videos in Google Classroom for students to view as many times as necessary
- Provide students with concise, step-by-step instructions that are projected on the whiteboard.

## Assessment Evidence

### Formative Assessments:

• Sketchbooks
• Progress Checks
• Skills Tests (ex. Value scale)
• Discussion
• Planning pages
• Brainstorming, mood board, etc.
• Observation
• Poll the class

• Progress pictures

### Summative Assessments:

• Rubric-graded works of art & design
• Artist's Statements
• Written examination of work
• Curriculum guideline checklist

### Common Benchmark Assessments:

Written responses for each completed artwork

### Alternative Assessments:

- self-rubric
- small group critiques (post-it notes)
- practice grading other students work

## Core Instructional & Supplemental Materials

Choice materials: charcoal, white charcoal, pen & ink, scratchboard, oil pastel, colored pencil, watercolor, acrylic paint, oil paint, pastel.
iPad Pros for concept sketches
Various papers, canvases, masonite panels
Various palettes: watercolor, masterson
Palette knives
Pencils
Colored Printer
Original student reference photos
Light tables or transfer paper

# Accommodations and Modifications:
# Students with Disabilities, English Language Learners, Students at Risk of Failure, Students with 504s, Gifted & Talented Students

**Specific Strategies and Practices that Support Students with Disabilities:**
Students receiving Special Education programming have specific goals and objectives, as well as accommodations and modifications outlined within their Individualized Education Plans (IEP) due to an identified disability and/or diagnosis. In addition to exposure to the general education curriculum, the instruction is differentiated based upon the student's needs. The IEP acts as a supplemental curriculum guide inclusive of instructional strategies that support each learner.

- Small group/One to one - Additional time - Review of directions - Student restates information - Space for movement or breaks - Extra visual and verbal cues and prompts - Preferential seating - Follow a routine/schedule - Rest breaks - Verbal and visual cues regarding directions and staying on task - Checklists - Immediate feedback

**Specific Strategies and Practices that Support English Language Learners**
English language learner (ELL) is a national-origin-minority student who is limited-English-proficient. This term is often preferred over limited-English-proficient (LEP) as it highlights accomplishments rather than deficits.

-Simplified/Verbal Instructions
- Visual learning with Teacher modeling
- Pairing students with beginning English language skills with students who have more advanced English language skills
-Cooperative learning groups
-tutorial videos with step-by-step processes

**Students at Risk of Failure**

- Home/School Connection - Alternative Assessments - Learning Contracts - Supplemental Instruction - Homework Options - Differentiated Online Practice - Leveled Rubrics - Tiered Level of Supports - Tiered Activities - Small Group Instruction - Work Alone Choice

**Students with 504 Plans**

Teachers are responsible for implementing designated services and strategies identified on a student's 504 Plan.
504 plans are formal plans that schools develop to give kids the support they need and covers any condition that limits daily activities in a major way. Students' accommodations are outlined in their individual 504 plan.

**Specific Strategies and Practices that Support Gifted & Talented Students**
It is critical that all teachers are able to recognize a high-ability student who may need more depth and complexity in instruction.

-Homogenous Grouping - Small Group In-Depth Instruction - Differentiated Online Practice - Alternative Assessments - Pre-Assess to provide Differentiated Instruction to Accelerate Learning - Next level project options, and larger size project options as well.

# Unit 4

## Desired Results

**Unit 4 Title: Phase 4: The Completion of 4 2D Artworks for the Selected Works OR Sustained Investigation Section of the 2D Art Portfolio for a total of 20 AP Drawing Artworks**

**Unit Summary:** Students will use unique visual imagery and their knowledge of the art elements and principles of design to create 4 artworks for a total of 20 that will demonstrate practice, experimentation and revision through the exploration of a student-driven chosen sustained investigation or selected work.

## Learning Standards

**Career Readiness, Life Literacies, & Key Skills** *(CLKS)*:

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas

9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving

9.4.12.DC.1: Explain the beneficial and harmful effects that intellectual property laws can have on the creation and sharing of content. 9.4.12.DC.2: Compare and contrast international differences in copyright laws and ethics.

9.4.12.IML.10: Analyze the decisions creators make to reveal explicit and implicit messages within information and media

**Computer Science & Design Thinking (***CS & DT***):**

8.1.12.AP.4: Design and iteratively develop computational artifacts for practical intent, personal expression, or to address a societal issue.

**Career Readiness, Life Literacies, & Key Skills** *(CLKS)*:

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas

9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving

9.4.12.DC.1: Explain the beneficial and harmful effects that intellectual property laws can have on the creation and sharing of content. 9.4.12.DC.2: Compare and contrast international differences in copyright laws and ethics.

9.4.12.IML.10: Analyze the decisions creators make to reveal explicit and implicit messages within information and media

**Computer Science & Design Thinking *(CS & DT)*:**

8.1.12.AP.4: Design and iteratively develop computational artifacts for practical intent, personal expression, or to address a societal issue.

**Career Readiness, Life Literacies, & Key Skills *(CLKS)*:**

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas

9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving

9.4.12.DC.1: Explain the beneficial and harmful effects that intellectual property laws can have on the creation and sharing of content. 9.4.12.DC.2: Compare and contrast international differences in copyright laws and ethics.

9.4.12.IML.10: Analyze the decisions creators make to reveal explicit and implicit messages within information and media

## Learning Targets

**Unit Essential Questions:**

- How does artwork translate from physical to digital?
- How does it compare to see a physical work versus a text book image of a work?
- Is emotion involved in seeing a physical work?
- What choices need to be made when selected physical work for the Selected Works section of the portfolio?
- How can a portfolio of work by an artist/designer be a road map of artistic growth and development?
- How does a portfolio serve as a self-portrait?
- What are the threads that tie the Sustained Investigation section of your portfolio together?
- How does experimentation and exploration lead to more creativity?
- What are the stages of development involved in the making of a portfolio?

**Unit Enduring Understandings:**

- Professional means of presentation can be as important as what is being presented.
- Materials, process, and environment complement each other.
- Artists use Elements of Art and Principles of Design to organize visual communication.
- Artistic progress is often characterized by cycles of experimentation.
- Art embodies the inner quest for self-knowledge and reflects relationships between humans and nature.
- Art can be used to record what one sees as well as what one feels.
- Artists of different cultures express meaning and ideas in different ways.

| | |
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| ● How can a critique be used to help in the artistic process?<br>● How do critiques present multiple problem solving opportunities?<br>● How does an artist choose an idea that is broad enough to allow for substantial inquiry and yet narrow enough to achieve their goals in a given time limit?<br>● What qualities and attributes does the artist look for when selecting their best work? | ● Art reflects the time period, culture, geography, and status of a region's inhabitants.<br>● The process of reflection enables one to understand and appreciate art.<br>● Art is a distinct form of communication that enriches the understanding of other disciplines.<br>● Art is an inherent and integral part of our environment. |

**Vocabulary:**

- Art Elements (line, shape, color, texture, value and form)
- Principles of Design (balance, rhythm, unity, pattern)
- Color Theory Terms
- Design Terms
- Process and Technique Terms

**Students will be able to:**

*Students will participate in*:

- Observation and reflection.
- Engaging in the creative process.
- Imaginative thinking through creative problem solving.
- Making choices/decisions to communicate ideas.
- Conceive and create original artwork.
- Analyze, interpret, evaluate, and judge artwork.
- Refining application of media.

*Additionally, students will do the following to create the final 4 works of Sustained Investigation or Selected Works in this unit*:

- Pursue advanced concepts, solving artistic problems, as a result of exposure to and experience with a broad range of media.

- Explore ideas in depth beyond the restrictions of the classroom, engaging in research and advanced planning, decision-making, experimentation and/or risk taking.
- Choose a selection of excellent quality work, which is representative of concept, composition, a demonstration of technical skill, and the realization of the student's intentions.
- Make choices about theme/concept, media, technique, etc. when creating work with evocative theme that engage the viewer.
- Study and understand the proper use of a variety of media, techniques, and processes.
- Study and apply the Elements of Art and organizational Principles of Design.
- Make compositional choices/decisions, selection, and application of a range of subject matter, symbols, and ideas.
- Study the visual arts in relation to history and cultures.
- Describe, analyze, interpret, and judge their own and the artwork of others.
- Connect the visual arts to other disciplines, daily life, and the world.
- Create original and creative artwork.
- Engage in planning and creative problem solving to achieve multiple solutions to visual problems.
- Understand and engage in research, observation, and imagination, and apply one or more of these to the creation of original artwork.
- Plan and create artwork/design (real or imaginary) utilizing the Elements of Art and Principles of Design.
- Choose and apply the appropriate Elements of Art and Principles of Design to create a well-balanced and unified composition.
- Engage in observation and use imagination.
- Be able to describe, analyze, interpret, and judge their own and the artwork of others by engaging in oral/written critiques (formal and informal, verbal, written reviews, self-assessments, etc.)
- Use constructive criticism and develop a language in which they can converse and discuss artistic decisions, aesthetics, history, and possible solutions to problems.
- Problem-solve and plan using preliminary drawings/designs to achieve multiple solutions to visual problems.
- Utilize a variety of media, techniques, and processes in creating artwork.
- Make compositional choices, decision to communicate ideas, express mood and/or feeling.
- Understand the visual arts in relation to history and cultures and connect to their artwork.
- Be diligent in time management, organization, communication, discipline, and decision-making, maintaining a strong work ethic at all times.
- Work toward accepting self-evaluation as a positive part of personal and artistic growth and become more receptive to new ideas, experiences, and criticisms of one's own work and that of others.
- Explore imaginative thinking through creative problem solving.
- Maintain artistic integrity and original ideation.
- Apply knowledge gained in previous art classes.
- Build on previous knowledge and refine techniques.

- Discover new uses for common media/materials that demonstrate originality.
- Keep a sketchbook journal for research, planning and sketching.

**Learning Activities & Differentiation:** *Suggested or Potential Learning Activities*
*(Amistad & Holocaust, Asian American & Pacific Islanders, Climate Change, LGBTQ and People with Disabilities, Diversity, Equity & Inclusion [DEI])*

- Students will practice grading other previously submitted artwork and investigating the rubric for better understanding of how the test will be graded.
- Students will search for reference images using their chromebooks
- Students will participate in class discussions
- Students will self-assess their completed project using an instructor-created rubric
- Students will revise projects based on self-reflections, peer feedback, and instructor recommendations
- Students will provide instructor with project feedback

### Differentiation

- Present material in a variety of ways to cater to diverse learners, including modeling, verbal explanations, and visuals in Google Slideshows
- Provide one-on-one demonstrations for students with disabilities or those with questions throughout the course of independent work
- Post instructional videos in Google Classroom for students to view as many times as necessary
- Provide students with concise, step-by-step instructions that are projected on the whiteboard

## Assessment Evidence

**Formative Assessments:**
• Sketchbooks
• Progress Checks
• Skills Tests (ex. Value scale)
• Discussion

• Planning pages
• Brainstorming, mood board, etc.
• Observation
• Poll the class
• Progress pictures

**Summative Assessments:**

• Rubric-graded works of art & design
• Artist's Statements
• Written examination of work
• Curriculum guideline checklist

**Common Benchmark Assessments:**

Written responses for each completed artwork

**Alternative Assessments:**

- self-rubric
- small group critiques (post-it notes)
- practice grading other students work

## Core Instructional & Supplemental Materials

Choice materials: charcoal, white charcoal, pen & ink, scratchboard, oil pastel, colored pencil, watercolor, acrylic paint, oil paint, pastel.
iPad Pros for concept sketches
Various papers, canvases, masonite panels
Various palettes: watercolor, masterson
Palette knives
Pencils

Colored Printer
Original student reference photos
Light tables or transfer paper

## Accommodations and Modifications: Students with Disabilities, English Language Learners, Students at Risk of Failure, Students with 504s, Gifted & Talented Students

**Specific Strategies and Practices that Support Students with Disabilities:**
Students receiving Special Education programming have specific goals and objectives, as well as accommodations and modifications outlined within their Individualized Education Plans (IEP) due to an identified disability and/or diagnosis. In addition to exposure to the general education curriculum, the instruction is differentiated based upon the student's needs. The IEP acts as a supplemental curriculum guide inclusive of instructional strategies that support each learner.

- Small group/One to one - Additional time - Review of directions - Student restates information - Space for movement or breaks - Extra visual and verbal cues and prompts - Preferential seating - Follow a routine/schedule - Rest breaks - Verbal and visual cues regarding directions and staying on task - Checklists - Immediate feedback

**Specific Strategies and Practices that Support English Language Learners**
English language learner (ELL) is a national-origin-minority student who is limited-English-proficient. This term is often preferred over limited-English-proficient (LEP) as it highlights accomplishments rather than deficits.

-Simplified/Verbal Instructions
- Visual learning with Teacher modeling
- Pairing students with beginning English language skills with students who have more advanced English language skills
-Cooperative learning groups
-tutorial videos with step-by-step processes

**Students at Risk of Failure**

- Home/School Connection - Alternative Assessments - Learning Contracts - Supplemental Instruction - Homework Options - Differentiated Online Practice - Leveled Rubrics - Tiered Level of Supports - Tiered Activities - Small Group Instruction - Work Alone Choice

**Students with 504 Plans**

Teachers are responsible for implementing designated services and strategies identified on a student's 504 Plan.
504 plans are formal plans that schools develop to give kids the support they need and covers any condition that limits daily activities in a major way. Students' accommodations are outlined in their individual 504 plan.

**Specific Strategies and Practices that Support Gifted & Talented Students**

It is critical that all teachers are able to recognize a high-ability student who may need more depth and complexity in instruction.

-Homogenous Grouping - Small Group In-Depth Instruction - Differentiated Online Practice - Alternative Assessments - Pre-Assess to provide Differentiated Instruction to Accelerate Learning - Next level project options, and larger size project options as well.

# Unit 5

## Desired Results

**Unit 5 Title: Phase 5: The Finalization of the Written Components and the Digital Upload of the 2D Art Portfolio.**

**Unit Summary:** Students will complete writing responses for each artwork (Sustained Investigation AND Selected Works) submitted: "ideas visually evident", "materials used", and "processes used" with no more than 100 characters maximum for each response along with the digital uploads of images, writings and citations.

## Learning Standards

**Career Readiness, Life Literacies, & Key Skills** *(CLKS)*:

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas

9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving

9.4.12.DC.1: Explain the beneficial and harmful effects that intellectual property laws can have on the creation and sharing of content. 9.4.12.DC.2: Compare and contrast international differences in copyright laws and ethics.

9.4.12.IML.10: Analyze the decisions creators make to reveal explicit and implicit messages within information and media

**Computer Science & Design Thinking (***CS & DT***):**

8.1.12.AP.4: Design and iteratively develop computational artifacts for practical intent, personal expression, or to address a societal issue.

**Career Readiness, Life Literacies, & Key Skills** *(CLKS)*:

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas

9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving

9.4.12.DC.1: Explain the beneficial and harmful effects that intellectual property laws can have on the creation and sharing of content. 9.4.12.DC.2: Compare and contrast international differences in copyright laws and ethics.

9.4.12.IML.10: Analyze the decisions creators make to reveal explicit and implicit messages within information and media

**Computer Science & Design Thinking *(CS & DT)*:**

8.1.12.AP.4: Design and iteratively develop computational artifacts for practical intent, personal expression, or to address a societal issue.

**Career Readiness, Life Literacies, & Key Skills *(CLKS)*:**

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas

9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving

9.4.12.DC.1: Explain the beneficial and harmful effects that intellectual property laws can have on the creation and sharing of content. 9.4.12.DC.2: Compare and contrast international differences in copyright laws and ethics.

9.4.12.IML.10: Analyze the decisions creators make to reveal explicit and implicit messages within information and media

## Learning Targets

**Unit Essential Questions:**

- How is a portfolio boundless?
- What visual connections can be made with the 20 works in the 2D portfolio?
- How do the art elements and principles of design play a role in tying together the pieces in a portfolio?
- How can a written statement enhance or subtract from a piece of art?
- What is the role of an artist statement?
- How does artwork translate from physical to digital?
- How does it compare to see a physical work versus a text book image of a work?
- Is emotion involved in seeing a physical work?
- What choices need to be made when selected physical work for the Selected Works section of the portfolio?

**Unit Enduring Understandings:**

- Materials, process, and environment complement each other.
- Artists use Elements of Art and Principles of Design to organize visual communication.
- Artistic progress is often characterized by cycles of experimentation.
- Art embodies the inner quest for self-knowledge and reflects relationships between humans and nature.
- Art can be used to record what one sees as well as what one feels.
- Artists of different cultures express meaning and ideas in different ways.
- Art reflects the time period, culture, geography, and status of a region’s inhabitants.

| | |
|---|---|
| • How can a portfolio of work by an artist/designer be a road map of artistic growth and development?<br>• How does a portfolio serve as a self-portrait?<br>• What are the threads that tie the Sustained Investigation section of your portfolio together?<br>• How does experimentation and exploration lead to more creativity?<br>• What are the stages of development involved in the making of a portfolio?<br>• How can a critique be used to help in the artistic process?<br>• How do critiques present multiple problem solving opportunities?<br>• How does an artist choose an idea that is broad enough to allow for substantial inquiry and yet narrow enough to achieve their goals in a given time limit?<br>• What qualities and attributes does the artist look for when selecting their best work? | • The process of reflection enables one to understand and appreciate art.<br>• Art is a distinct form of communication that enriches the understanding of other disciplines.<br>• Art is an inherent and integral part of our environment.<br>• An artist statement can provide an audience with a deeper understanding of produced artworks. |

**Vocabulary:**

Art Elements (line, shape, color, texture, value and form)

- Principles of Design (balance, rhythm, unity, pattern)
- Color Theory Terms
- Design Terms
- Artist statement
- Process and Technique Terms

**Students will be able to:**

- Students will complete the following in writing for each artwork (Sustained Investigation AND Selected Works) submitted: "ideas visually evident", "materials used", and "processes used" with no more than 100 characters maximum for each response.

- Students will complete a written statement identifying the questions that guided their Sustained Investigation and how the Sustained Investigation shows evidence of practice, experimentation and revision guided by the student-created questions. Students will not exceed 1200 characters maximum for the response to these two questions.
- Students will mat or mount the Selected Works for physical submission. Students must choose the Selected Works considering that they demonstrate excellent quality work, which is representative of concept, composition, a demonstration of technical skill, and the realization of the student's intentions.
- Students will complete the digital upload of the 15 Sustained Investigation Artworks accompanied by the writing components.
- Students will prepare the sequence of their artworks as they complete the uploading process, considering how each piece complements each other and how a visual story with natural progression can be told to the viewer.
- Students will continue to reflect upon the original formulated questions that drove this body of work as they complete the visual and written components of this portfolio.

**Learning Activities & Differentiation:** *Suggested or Potential Learning Activities*
*(Amistad & Holocaust, Asian American & Pacific Islanders, Climate Change, LGBTQ and People with Disabilities, Diversity, Equity & Inclusion [DEI])*

- Students will practice grading other previously submitted artwork and investigating the rubric for better understanding of how the test will be graded.
- Students will search for reference images using their chromebooks
- Students will participate in class discussions
- Students will self-assess their completed project using an instructor-created rubric
- Students will revise projects based on self-reflections, peer feedback, and instructor recommendations
- Students will provide instructor with project feedback

## Differentiation

- Present material in a variety of ways to cater to diverse learners, including modeling, verbal explanations, and visuals in Google Slideshows
- Provide one-on-one demonstrations for students with disabilities or those with questions throughout the course of independent work
- Post instructional videos in Google Classroom for students to view as many times as necessary

- Provide students with concise, step-by-step instructions that are projected on the whiteboard.

## Assessment Evidence

### Formative Assessments:

• Sketchbooks
• Progress Checks
• Skills Tests (ex. Value scale)
• Discussion
• Planning pages
• Brainstorming, mood board, etc.
• Observation
• Poll the class
• Progress pictures

### Summative Assessments:

• Rubric-graded works of art & design
• Artist's Statements
• Written examination of work
• Curriculum guideline checklist

### Common Benchmark Assessments:

Written responses for each completed artwork

### Alternative Assessments:

- self-rubric
- small group critiques (post-it notes)
- practice grading other students work

## Core Instructional & Supplemental Materials

Choice materials: charcoal, white charcoal, pen & ink, scratchboard, oil pastel, colored pencil, watercolor, acrylic paint, oil paint, pastel.
iPad Pros for concept sketches
Various papers, canvases, masonite panels
Various palettes: watercolor, masterson
Palette knives
Pencils
Colored Printer
Original student reference photos
Light tables or transfer paper

## Accommodations and Modifications: Students with Disabilities, English Language Learners, Students at Risk of Failure, Students with 504s, Gifted & Talented Students

**Specific Strategies and Practices that Support Students with Disabilities:**
Students receiving Special Education programming have specific goals and objectives, as well as accommodations and modifications outlined within their Individualized Education Plans (IEP) due to an identified disability and/or diagnosis. In addition to exposure to the general education curriculum, the instruction is differentiated based upon the student's needs. The IEP acts as a supplemental curriculum guide inclusive of instructional strategies that support each learner.

- Small group/One to one - Additional time - Review of directions - Student restates information - Space for movement or breaks - Extra visual and verbal cues and prompts - Preferential seating - Follow a routine/schedule - Rest breaks - Verbal and visual cues regarding directions and staying on task - Checklists - Immediate feedback

**Specific Strategies and Practices that Support English Language Learners**

English language learner (ELL) is a national-origin-minority student who is limited-English-proficient. This term is often preferred over limited-English-proficient (LEP) as it highlights accomplishments rather than deficits.

-Simplified/Verbal Instructions

- Visual learning with Teacher modeling

- Pairing students with beginning English language skills with students who have more advanced English language skills

-Cooperative learning groups

-tutorial videos with step-by-step processes

**Students at Risk of Failure**

- Home/School Connection - Alternative Assessments - Learning Contracts - Supplemental Instruction - Homework Options - Differentiated Online Practice - Leveled Rubrics - Tiered Level of Supports - Tiered Activities - Small Group Instruction - Work Alone Choice

**Students with 504 Plans**

Teachers are responsible for implementing designated services and strategies identified on a student's 504 Plan.
504 plans are formal plans that schools develop to give kids the support they need and covers any condition that limits daily activities in a major way. Students' accommodations are outlined in their individual 504 plan.

**Specific Strategies and Practices that Support Gifted & Talented Students**

It is critical that all teachers are able to recognize a high-ability student who may need more depth and complexity in instruction.

-Homogenous Grouping - Small Group In-Depth Instruction - Differentiated Online Practice - Alternative Assessments - Pre-Assess to provide Differentiated Instruction to Accelerate Learning - Next level project options, and larger size project options as well.

# Unit 6

## Desired Results

**Phase 6: Reflection: Creating a Legacy Artwork and a Written Statement About the Year's Most Defining Moments**

**Unit Summary:** Students will create a Legacy Artwork through collaboration with their peers that reflects their area of study for the sustained investigation.

## Learning Standards

**Career Readiness, Life Literacies, & Key Skills** *(CLKS)*:

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas

9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving

9.4.12.DC.1: Explain the beneficial and harmful effects that intellectual property laws can have on the creation and sharing of content. 9.4.12.DC.2: Compare and contrast international differences in copyright laws and ethics.

9.4.12.IML.10: Analyze the decisions creators make to reveal explicit and implicit messages within information and media

**Computer Science & Design Thinking (***CS & DT***):**

8.1.12.AP.4: Design and iteratively develop computational artifacts for practical intent, personal expression, or to address a societal issue.

**Career Readiness, Life Literacies, & Key Skills** *(CLKS)*:

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas

9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving

9.4.12.DC.1: Explain the beneficial and harmful effects that intellectual property laws can have on the creation and sharing of content. 9.4.12.DC.2: Compare and contrast international differences in copyright laws and ethics.

9.4.12.IML.10: Analyze the decisions creators make to reveal explicit and implicit messages within information and media

**Computer Science & Design Thinking *(CS & DT)*:**

8.1.12.AP.4: Design and iteratively develop computational artifacts for practical intent, personal expression, or to address a societal issue.

**Career Readiness, Life Literacies, & Key Skills *(CLKS)*:**

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas

9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving

9.4.12.DC.1: Explain the beneficial and harmful effects that intellectual property laws can have on the creation and sharing of content. 9.4.12.DC.2: Compare and contrast international differences in copyright laws and ethics.

9.4.12.IML.10: Analyze the decisions creators make to reveal explicit and implicit messages within information and media

## Learning Targets

**Unit Essential Questions:**

- How is a portfolio boundless?
- Why is reflection important when creating art works?
- Which is easier? Writing about an experience or creating something to represent an experience? Why?
- Is emotion involved in the creation of art?
- How can a portfolio of work by an artist/designer be a road map of artistic growth and development?
- How does a portfolio serve as a self-portrait?
- How does experimentation and exploration lead to more creativity?
- What are the stages of development involved in the making of a portfolio?
- How can a critique be used to help in the artistic process?

**Unit Enduring Understandings:**

- Materials, process, and environment complement each other.
- Artists use Elements of Art and Principles of Design to organize visual communication.
- Artistic progress is often characterized by cycles of experimentation.
- Art embodies the inner quest for self-knowledge and reflects relationships between humans and nature.
- Art can be used to record what one sees as well as what one feels.
- Artists of different cultures express meaning and ideas in different ways.
- Art reflects the time period, culture, geography, and status of a region's inhabitants.

| | |
|---|---|
| • How do critiques present multiple problem solving opportunities?<br>• How does an artist choose an idea that is broad enough to allow for substantial inquiry and yet narrow enough to achieve their goals in a given time limit?<br>• What qualities and attributes does the artist look for when selecting their best work?<br>• What defines an artist's "best work"? | • The process of reflection enables one to understand and appreciate art.<br>• Art is a distinct form of communication that enriches the understanding of other disciplines.<br>• Art is an inherent and integral part of our environment.<br>• Reflection is a crucial part of the experience of creating art. |

**Vocabulary:**

- Art Elements (line, shape, color, texture, value and form)
- Principles of Design (balance, rhythm, unity, pattern)
- Color Theory Terms
- Design Terms
- Process and Technique Terms

**Students will be able to:**

- Students will create a final work of art that represents their overall experience in AP Drawing Art.
- Students will create their own theme, choose their own materials, techniques and processes and take part in a final critique for this final project.
- Students will create a written statement about their experience in the AP Drawing Art Course.

**Learning Activities & Differentiation:** *Suggested or Potential Learning Activities*
*(Amistad & Holocaust, Asian American & Pacific Islanders, Climate Change, LGBTQ and People with Disabilities, Diversity, Equity & Inclusion [DEI])*

- Students will practice grading other previously submitted artwork and investigating the rubric for better understanding of how the test will be graded.
- Students will search for reference images using their chromebooks
- Students will participate in class discussions

- Students will self-assess their completed project using an instructor-created rubric
- Students will revise projects based on self-reflections, peer feedback, and instructor recommendations
- Students will provide instructor with project feedback

### Differentiation

- Present material in a variety of ways to cater to diverse learners, including modeling, verbal explanations, and visuals in Google Slideshows
- Provide one-on-one demonstrations for students with disabilities or those with questions throughout the course of independent work
- Post instructional videos in Google Classroom for students to view as many times as necessary
- Provide students with concise, step-by-step instructions that are projected on the whiteboard.

## Assessment Evidence

### Formative Assessments:

• Sketchbooks
• Progress Checks
• Skills Tests (ex. Value scale)
• Discussion
• Planning pages
• Brainstorming, mood board, etc.
• Observation
• Poll the class
• Progress pictures

### Summative Assessments:

• Rubric-graded works of art & design
• Artist's Statements
• Written examination of work

• Curriculum guideline checklist

**Common Benchmark Assessments:**

Written responses for each completed artwork

**Alternative Assessments:**

- self-rubric
- small group critiques (post-it notes)
- practice grading other students work

## Core Instructional & Supplemental Materials

Choice materials: charcoal, white charcoal, pen & ink, scratchboard, oil pastel, colored pencil, watercolor, acrylic paint, oil paint, pastel.
iPad Pros for concept sketches
Various papers, canvases, masonite panels
Various palettes: watercolor, masterson
Palette knives
Pencils
Colored Printer
Original student reference photos
Light tables or transfer paper

## Accommodations and Modifications:
## Students with Disabilities, English Language Learners, Students at Risk of Failure, Students with 504s, Gifted & Talented Students

**Specific Strategies and Practices that Support Students with Disabilities:**
Students receiving Special Education programming have specific goals and objectives, as well as accommodations and modifications outlined within their Individualized Education Plans (IEP) due to an identified disability and/or diagnosis. In addition to exposure to the general education curriculum, the instruction is differentiated based upon the student's needs. The IEP acts as a supplemental curriculum guide inclusive of instructional strategies that support each learner.

- Small group/One to one - Additional time - Review of directions - Student restates information - Space for movement or breaks - Extra visual and verbal cues and prompts - Preferential seating - Follow a routine/schedule - Rest breaks - Verbal and visual cues regarding directions and staying on task - Checklists - Immediate feedback

**Specific Strategies and Practices that Support English Language Learners**
English language learner (ELL) is a national-origin-minority student who is limited-English-proficient. This term is often preferred over limited-English-proficient (LEP) as it highlights accomplishments rather than deficits.

-Simplified/Verbal Instructions
- Visual learning with Teacher modeling
- Pairing students with beginning English language skills with students who have more advanced English language skills
-Cooperative learning groups
-tutorial videos with step-by-step processes

**Students at Risk of Failure**

- Home/School Connection - Alternative Assessments - Learning Contracts - Supplemental Instruction - Homework Options - Differentiated Online Practice - Leveled Rubrics - Tiered Level of Supports - Tiered Activities - Small Group Instruction - Work Alone Choice

**Students with 504 Plans**
Teachers are responsible for implementing designated services and strategies identified on a student's 504 Plan.
504 plans are formal plans that schools develop to give kids the support they need and covers any condition that limits daily activities in a major way. Students' accommodations are outlined in their individual 504 plan.

**Specific Strategies and Practices that Support Gifted & Talented Students**

It is critical that all teachers are able to recognize a high-ability student who may need more depth and complexity in instruction.

-Homogenous Grouping - Small Group In-Depth Instruction - Differentiated Online Practice - Alternative Assessments - Pre-Assess to provide Differentiated Instruction to Accelerate Learning - Next level project options, and larger size project options as well.