Board Approval Date: 8/23/2022
Course Title: Drawing & Painting 2
Course Description: Once students have taken Drawing and Painting 1, they have been exposed to 10 different 2-dimensional art materials and the various techniques to use each material. In this course, students build upon their knowledge of each of the learned materials with individual creative investigation to create a portfolio. Students will have the opportunity to explore realism -style art in multiple 2- dimensional mediums learned in Drawing and Painting 1 in a style and subject that they choose. The projects in this course of study will be larger, more advanced, time-consuming and in-depth than those in Drawing and Painting 1. Students can choose from materials including charcoal, white charcoal, scratchboard, pen and ink, oil pastels, chalk pastels, markers, printmaking, colored pencils, watercolor, acrylic paint, mixed media, and oil paint. Students taking AP 2-D Art and Design or AP Drawing concurrently can align the projects in this class to apply directly to the AP Art Portfolios for submission to the AP College Board.

Course Sequence & Pacing	
Estimated Number of Blocks	**Marking Period 1**
11	**Unit 1: Selecting and Executing a Theme, Material and Technique** ● Use prior knowledge of 2D materials to build a foundation for which the art portfolio will grow. ● Demonstrate knowledge in the art elements and principles of design when developing a unique artwork. ● Explore ideas and materials in new ways, engaging in planning, decision making, experimentation and/or risk taking. ● Solve artistic visual problems and demonstrate solutions through self-reflection and group critique.
11	**Unit 2: Settling Into a Theme Through Material and Process** ● Use prior knowledge of 2D materials to build a foundation for which the art portfolio will grow. ● Demonstrate knowledge in the art elements and principles of design when developing a unique artwork. ● Explore ideas and materials in new ways, engaging in planning, decision making, experimentation and/or risk taking. ● Solve artistic visual problems and demonstrate solutions through self-reflection and group critique.
Estimated Number of Blocks	**Marking Period 2**
11	**Unit 3: Developing a Style Through Theme, Materials and Techniques** ● Use prior knowledge of 2D materials to build a foundation for which the art portfolio will grow. ● Demonstrate knowledge in the art elements and principles of design when developing a unique artwork. ● Explore ideas and materials in new ways, engaging in planning, decision making, experimentation and/or risk taking. ● Solve artistic visual problems and demonstrate solutions through self-reflection and group critique.

11	**Unit 4: Building on Style, Theme, and Materials and Techniques** ● Use prior knowledge of 2D materials to build a foundation for which the art portfolio will grow. ● Demonstrate knowledge in the art elements and principles of design when developing a unique artwork. ● Explore ideas and materials in new ways, engaging in planning, decision making, experimentation and/or risk taking. ● Solve artistic visual problems and demonstrate solutions through self-reflection and group critique.
Midterm	**Midterm: Unit 5: Mini Self-Portrait in a Chosen Medium** ● Demonstrate knowledge in the art elements and principles of design when employing techniques to create an original self-portrait. ● Demonstrate knowledge in the art elements and principles in design when selecting a particular technique to mimic a visual effect. ● Serve as a test audience to peers and provide constructive criticism for improvements.
Estimated Number of Blocks	**Marking Period 3**
11	**Unit 6: Viewing Artworks as a Collection** ● Use prior knowledge of 2D materials to build a foundation for which the art portfolio will grow. ● Demonstrate knowledge in the art elements and principles of design when developing a unique artwork. ● Explore ideas and materials in new ways, engaging in planning, decision making, experimentation and/or risk taking. ● Solve artistic visual problems and demonstrate solutions through self-reflection and group critique.
11	**Unit 7: Building an Integrated Portfolio** ● Use prior knowledge of 2D materials to build a foundation for which the art portfolio will grow. ● Demonstrate knowledge in the art elements and principles of design when developing a unique artwork. ● Explore ideas and materials in new ways, engaging in planning, decision making, experimentation and/or risk taking. ● Solve artistic visual problems and demonstrate solutions through self-reflection and group critique.
Estimated Number of Blocks	**Marking Period 4**
12	**Unit 8: A Collection of Unified Style, Materials and Techniques** ● Use prior knowledge of 2D materials to build a foundation for which the art portfolio will grow. ● Demonstrate knowledge in the art elements and principles of design when developing a unique artwork. ● Explore ideas and materials in new ways, engaging in planning, decision making, experimentation and/or risk taking. ● Solve artistic visual problems and demonstrate solutions through self-reflection and group critique.

7	**Unit 9: The Final Artwork in a Cohesive Advanced-Level Portfolio** ● Use prior knowledge of 2D materials to build a foundation for which the art portfolio will grow. ● Demonstrate knowledge in the art elements and principles of design when developing a unique artwork. ● Explore ideas and materials in new ways, engaging in planning, decision making, experimentation and/or risk taking. ● Solve artistic visual problems and demonstrate solutions through self-reflection and group critique.
3 & Final Exam	**Unit 10: Final Exam: The Final Portfolio Presentation** ● Use knowledge of 2-D materials and the art elements and principles of design to present an engaging portfolio to a class of peers. ● Creation of a Slides Presentation that works as a formal summative for a cohesive art portfolio. ● Solve artistic visual problems and demonstrate solutions through self-reflection and group critique.

Stage 1 Desired Results
Unit Title #1: Selecting and Executing a Theme, Material and Technique
Unit Summary: Students will use unique visual imagery and their knowledge of the art elements and principles of design to create an artwork that will serve as the first in a series of 8 that explores a student-driven chosen theme.
Unit Learning Targets
NJSLS Standards: 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.

Interdisciplinary Connections:

NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words

RH.11-12.7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, qualitatively, as well as in words) in order to address a question or solve a problem.

WHST.11-12.6. Use technology, including the Internet, to produce, share, and update writing products in response to ongoing feedback, including new arguments or information.

Climate Change:

Unit Essential Questions:	**Unit Enduring Understandings:**
● *How can one differentiate between artistic choices?* ● *Where do we see evidence of artistic expression in our environment?* ● *How does an artist choose an idea that is broad enough to allow for substantial inquiry and yet narrow enough to achieve the goals of cohesion?* ● *How does artistic style identify a particular artist?* ● *How does the artist's choice of medium affect the quality, feeling, and meaning of a drawing or painting?*	● The Elements and Principles of Art and Design are the building blocks to creating a work of art. ● Art is a communicative necessity as it releases expression, ideas, creativity, and talent to the viewer, creator, and explorer. ● An understanding of the historical context in which an artwork is created provides a deeper understanding of the interconnected relationship between the artist and his/her political, societal, and cultural environments. ● Style is the *manner* in which the artist portrays his or her subject matter and *how* the artist expresses his or her vision through form, color and composition. ● An important factor in determining the style of an artwork is to examine the way the artist handles the medium, taking into account the method or technique that the artist uses.
Students will know: ● Observation and reflection ● Creative artistic process ● Imaginative thinking through creative problem solving ● Original artwork that communicates ideas through specific choices and decision making ● Fine craftsmanship ● Art elements and principles of design Vocabulary:	**Students will be able to:** Use knowledge from Drawing and Painting 1 to make thoughtful decisions about mediums and subject matter for works of art. Develop personal artwork and themes on a higher and more independent level. Continue to explore 2D art materials and techniques while developing unique artistic vision and themes. Participate in constructive critique with peers, reflect and revise work based on recommendations.

• Art Elements (line, shape, color, texture, value and form) • Principles of Design (balance, rhythm, unity, pattern) • The available materials and their uses: charcoal, white charcoal, scratchboard, pen & ink, oil pastel, colored pencil, watercolor, acrylic paint, oil paint, pastel.	Apply the vocabulary in student reading, writing, speaking and listening when applicable.

Stage 2 Assessment Evidence

Summative Assessments:
Portfolio Project 1 Materials
Portfolio Project 1 Theme

Formative Assessments:
- Initial sketches
- Teacher Observation
- Peer to Peer critique
- Self-critique
- Visual reference materials

Common Benchmark Assessments:
Portfolio Project 1 Materials Assessment
Portfolio Project 1 Theme Assessment

Alternative Assessments:
5 styles of art that inspire: create a Google doc with 5 different styles of art that inspire, analyze each using art elements and design principles.

Stage 3 Learning Plan

Standard	***Skill***	***Learning Activities & Differentiation*** *(Asian American & Pacific Islanders, LGBTQ and People with Disabilites, Diversity, Equity & Inclusion [DEI], G&T, ELL)*	***Timeframe*** Estimated Number of Blocks

1.5.12acc.Cr1a 1.5.12acc.Cr1b 1.5.12acc.Cr2a 9.4.12.CI.1 9.4.12.CT.2 9.4.12.CI.1 9.4.12.DC.1 9.4.12.DC.2 9.4.12.IML.10	Use prior knowledge of 2D materials to build a foundation for which the art portfolio will grow.	• Theme or mood selected for Portfolio Project 1 • Maintain artistic integrity and original ideation when planning and executing the first artwork of a series. • Create an artwork based on chosen concept with a chosen medium that is well developed and artistically interesting with room to grow and expand.	1 block
1.5.12acc.Cr1a 1.5.12acc.Cr1b 1.5.12acc.Cr2a 9.4.12.CT.2 9.4.12.CI.1 9.4.12.DC.1 9.4.12.DC.2 9.4.12.IML.10 8.1.12.AP.4	Demonstrate knowledge in the art elements and principles of design when developing a unique artwork.	• Color, line, shape, form, texture with regards to original artwork creation. • Contrast, Balance, Emphasis, Movement, White Space, Proportion, Hierarchy, Repetition, Rhythm, Pattern, Unity, and Variety with regards to original artwork creation.	All 11 blocks
1.5.12acc.Cr1a 1.5.12acc.Cr1b 1.5.12acc.Cr2a	Explore ideas and materials in new ways, engaging in planning, decision making, experimentation and/or risk taking.	• Various material exploration and application • Various style exploration and application • Various color and value exploration and application • Discover new uses for known materials that demonstrate originality. • Build on previous knowledge of materials while refining techniques. • Additional exploration time for students with disabilities	All 11 blocks
1.5.12acc.Cr3a 9.4.12.CT.2 9.4.12.CI.1 9.4.12.DC.1 9.4.12.DC.2 9.4.12.IML.10 1.5.12acc.Cn11b NJSLSA.R7 RH.11-12.7 WHST.11-12.6 1.5.12acc.Cn11b	Solve artistic visual problems and demonstrate solutions through self-reflection and group critique.	• Serve as a test audience to peers • Participation in a group critique of completed artwork • Constructive criticism • Take notes • Reflection • Edits, modifications made • Improvements measured	1 block

Core Instructional & Supplemental Materials (including various levels of texts)	
Materials/Resources	*Notes*
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

Students with Disabilities

Step-by-step visual & verbal instructions
Adaptive tools (ergonomic brushes, textured grips)
Extra time for assignments and tests
Written instructions for multi-step techniques
Focus on key elements; reduce project complexity
Peer or teacher support for technical skills
Quiet workspace to minimize distractions

English Language Learners (ELLs)

Visual aids, diagrams, and demonstrations
Label materials in English and native language
Sentence starters and vocabulary lists for discussions
Allow explanations through drawing

Peer support for collaborative projects
Repeat instructions & check comprehension

Students at Risk of Failure

Break projects into small, manageable steps
Frequent feedback and positive reinforcement
Extra practice sessions or tutorials
Progress checklists to track goals
Grading focused on effort and process
Alternative projects aligned with interests

Students with 504 Plans

Flexible deadlines
Seating accommodations
Use of adaptive equipment or tools
Extended time for assessments or projects
Written + verbal instructions
Collaborate with support staff to implement accommodations

Gifted & Talented Students

Independent/self-directed projects
Experimentation with advanced techniques or media
Critical thinking & problem-solving challenges
Opportunities for competitions or exhibitions
Cross-curricular project integration
Mentorship or professional artist collaboration

Stage 1 Desired Results

Unit Title #2: Settling Into a Theme Through Material and Process

Unit Summary: Students will use unique visual imagery and their knowledge of the art elements and principles of design to create a second artwork in a cohesive series of eight.

Unit Learning Targets

NJSLS Standards:

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.

Interdisciplinary Connections:

NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words

RH.11-12.7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, qualitatively, as well as in words) in order to address a question or solve a problem.

WHST.11-12.6. Use technology, including the Internet, to produce, share, and update writing products in response to ongoing feedback, including new arguments or information.

Unit Essential Questions:

- *What does an artist need to consider when selecting a material and a technique to use that material?*
- *How can one differentiate between artistic choices?*
- *How can one elevate an artwork in terms of production?*
- *How does fine craftsmanship play a role in an advanced-level art portfolio?*

Unit Enduring Understandings:

- People gain insights into the meanings of artworks by analyzing subject matter, compositional elements, use of media and context.
- Engaging in art criticism promotes understanding of how people can interpret art differently depending on their knowledge of and experiences with art and life.
- Visual imagery throughout one's culture influences one's understanding of and response to the world.
- Fine craftsmanship is the most admired when a person creates with skill, technique or dexterity with a chosen material.

Students will know:

- Observation and reflection
- Creative artistic process
- Imaginative thinking through creative problem solving
- Original artwork that communicates ideas through specific choices and decision making
- Fine craftsmanship
- Art elements and principles of design
- Cohesion, with regards to an art portfolio

Students will be able to:

Carefully select imagery to reference for a painting or drawing of their choice. The imagery will be related to the student's selected theme from Unit 1.

Recognize an inherent style forming in their artwork.

Use their knowledge from Drawing and Painting 1 to make thoughtful decisions about mediums and subject matter for their works of art.

Explore, in-depth, 2D art materials and techniques while developing their own artistic vision and themes.

Vocabulary: ● Art Elements (line, shape, color, texture, value and form) ● Principles of Design (balance, rhythm, unity, pattern) ● The available materials and their uses: charcoal, white charcoal, scratchboard, pen & ink, oil pastel, colored pencil, watercolor, acrylic paint, oil paint, pastel.	Take part in periodic progress and final critiques, providing constructive criticism to peers and making edits to personal works as necessary. Self-assess Portfolio Project 2 with regards to material and theme, using knowledge of the art elements and principles of design. Apply the vocabulary in student reading, writing, speaking and listening when applicable.

Stage 2 Assessment Evidence

Summative Assessments:
Portfolio Project 2 Materials
Portfolio Project 2 Theme

Formative Assessments:

- Initial sketches
- Teacher Observation
- Peer to Peer critique
- Self-critique
- Visual reference materials

Common Benchmark Assessments:
Portfolio Project 2 Materials Assessment
Portfolio Project 2 Theme Assessment

Alternative Assessments:
2 Artists with Similar Style or Subject Matter: Find 2 artists who possess a style or subject that relates to your chosen theme or style. Create a Google doc with biographical information on each artist and two images of artwork from each artist. Analyze each using art elements and design principles. Answer the following questions: How do these artworks inspire you? What do you like or dislike about these artworks and why?

Stage 3 Learning Plan

Standard	***Skill***	***Learning Activities & Differentiation*** *(Asian American & Pacific Islanders, LGBTQ and People with Disabilites,*	***Timeframe*** Estimated Number

		Diversity, Equity & Inclusion [DEI], G&T, ELL)	of Blocks
1.5.12acc.Cr1a 1.5.12acc.Cr1b 1.5.12acc.Cr2a 9.4.12.CI.1 9.4.12.CT.2 9.4.12.CI.1 9.4.12.DC.1 9.4.12.DC.2 9.4.12.IML.10	Use prior knowledge of 2D materials to build a foundation for which the art portfolio will grow.	● Theme or mood continued for the creation of Portfolio Project 2. ● Maintain artistic integrity and original ideation when planning and executing the first artwork of a series. ● Create an artwork based on a chosen concept with a chosen medium that is well developed and artistically interesting with room to grow and expand.	All 11 blocks
1.5.12acc.Cr1a 1.5.12acc.Cr1b 1.5.12acc.Cr2a 9.4.12.CT.2 9.4.12.CI.1 9.4.12.DC.1 9.4.12.DC.2 9.4.12.IML.10 8.1.12.AP.4	Demonstrate knowledge in the art elements and principles of design when developing a unique artwork.	● Color, line, shape, form, texture with regards to original artwork creation. ● Contrast, Balance, Emphasis, Movement, White Space, Proportion, Hierarchy, Repetition, Rhythm, Pattern, Unity, and Variety with regards to original artwork creation.	All 11 blocks
1.5.12acc.Cr1a 1.5.12acc.Cr1b 1.5.12acc.Cr2a	Explore ideas and materials in new ways, engaging in planning, decision making, experimentation and/or risk taking.	● Various material exploration and application ● Various style exploration and application ● Various color and value exploration and application ● Discover new uses for known materials that demonstrate originality. ● Build on previous knowledge of materials while refining techniques. ● Additional exploration time for students with disabilities	All 11 blocks
1.5.12acc.Cr3a 9.4.12.CT.2 9.4.12.CI.1 9.4.12.DC.1 9.4.12.DC.2 9.4.12.IML.10 1.5.12acc.Cn11b NJSLSA.R7 RH.11-12.7 WHST.11-12.6	Solve artistic visual problems and demonstrate solutions through self-reflection and group critique.	● Serve as a test audience to peers ● Participation in a group critique of completed artwork ● Constructive criticism ● Take notes ● Reflection ● Edits, modifications made ● Improvements measured	1 block

1.5.12acc.Cn11b			

Core Instructional & Supplemental Materials (including various levels of texts)	
Materials/Resources	*Notes*
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

Students with Disabilities

Step-by-step visual & verbal instructions
Adaptive tools (ergonomic brushes, textured grips)
Extra time for assignments and tests
Written instructions for multi-step techniques
Focus on key elements; reduce project complexity
Peer or teacher support for technical skills
Quiet workspace to minimize distractions

English Language Learners (ELLs)

Visual aids, diagrams, and demonstrations
Label materials in English and native language
Sentence starters and vocabulary lists for discussions

Allow explanations through drawing
Peer support for collaborative projects
Repeat instructions & check comprehension

Students at Risk of Failure

Break projects into small, manageable steps
Frequent feedback and positive reinforcement
Extra practice sessions or tutorials
Progress checklists to track goals
Grading focused on effort and process
Alternative projects aligned with interests

Students with 504 Plans

Flexible deadlines
Seating accommodations
Use of adaptive equipment or tools
Extended time for assessments or projects
Written + verbal instructions
Collaborate with support staff to implement accommodations

Gifted & Talented Students

Independent/self-directed projects
Experimentation with advanced techniques or media
Critical thinking & problem-solving challenges
Opportunities for competitions or exhibitions
Cross-curricular project integration
Mentorship or professional artist collaboration

Stage 1 Desired Results

Unit Title #3: Developing a Style Through Theme, Materials and Techniques

Unit Summary: Students will use unique visual imagery and their knowledge of the art elements and principles of design to create a third artwork in a cohesive series of eight.

Unit Learning Targets

NJSLS Standards:

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.

Interdisciplinary Connections:

NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words

RH.11-12.7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, qualitatively, as well as in words) in order to address a question or solve a problem.

WHST.11-12.6. Use technology, including the Internet, to produce, share, and update writing products in response to ongoing feedback, including new arguments or information.

Climate Change:

Unit Essential Questions:	**Unit Enduring Understandings:**
● *What conditions, attitudes, & behaviors support creativity & innovative thinking?* ● *What factors prevent or encourage people to take creative risks?* ● *How does collaboration expand the creative process?*	● Artists manipulate their medium(s) to construct meaning. ● An artist's willingness to take risks affects his or her ability to grow within a chosen art form. ● An artist's use of skills and techniques is a continual, repetitive learning process. ● The critique process can lead to heightened awareness of aesthetics.
Students will know: ● Observation and reflection ● Creative artistic process ● Imaginative thinking through creative problem solving ● Original artwork that communicates ideas through specific choices and decision making ● Fine craftsmanship ● Art elements and principles of design ● Cohesion, with regards to an art portfolio	**Students will be able to:** Carefully select imagery to reference for a painting or drawing of their choice for this 3rd painting or drawing. The imagery will be related to the student's selected theme from Units 1 and 2. Discuss the inherent style forming in their artwork. Recognize indications of cohesive visual imagery in artworks 1-3.

Vocabulary: ● Art Elements (line, shape, color, texture, value and form) ● Principles of Design (balance, rhythm, unity, pattern) ● The available materials and their uses: charcoal, white charcoal, scratchboard, pen & ink, oil pastel, colored pencil, watercolor, acrylic paint, oil paint, pastel.	Use knowledge from Drawing and Painting 1 to make thoughtful decisions about mediums and subject matter for works of art. Take risks and explore options with regards to materials, themes and techniques. Take part in periodic progress and final critiques. Make modifications to former and current artworks based on constructive criticism to enhance cohesiveness in a chosen theme. Apply the vocabulary in student reading, writing, speaking and listening when applicable.

Stage 2 Assessment Evidence

Summative Assessments:
Portfolio Project 3 Materials
Portfolio Project 3 Theme

Formative Assessments:

- Initial sketches
- Teacher Observation
- Peer to Peer critique
- Self-critique
- Visual reference materials

Common Benchmark Assessments:
Portfolio Project 3 Materials Assessment
Portfolio Project 3 Theme Assessment

Alternative Assessments:
Risk-taking in Art: Find a current working artist that employs risk-taking in their work. In a Google Doc, include a minimum of 3 images of their work that illustrates their ability to take risks. Discuss the successes of their work using the art elements and principles of design.

Stage 3 Learning Plan			
Standard	***Skill***	***Learning Activities & Differentiation*** *(Asian American & Pacific Islanders, LGBTQ and People with Disabilites, Diversity, Equity & Inclusion [DEI], G&T, ELL)*	***Timeframe*** Estimated Number of Blocks
1.5.12acc.Cr1a 1.5.12acc.Cr1b 1.5.12acc.Cr2a 9.4.12.CI.1 9.4.12.CT.2 9.4.12.CI.1 9.4.12.DC.1 9.4.12.DC.2 9.4.12.IML.10	Use prior knowledge of 2D materials to build a foundation for which the art portfolio will grow.	• Theme or mood continued for the creation of Portfolio Project 3. • Maintain artistic integrity and original ideation when planning and executing an artwork in a series. • Create an artwork based on a chosen concept with a chosen medium that is well developed and artistically interesting with room to grow and expand.	All 11 blocks
1.5.12acc.Cr1a 1.5.12acc.Cr1b 1.5.12acc.Cr2a 9.4.12.CT.2 9.4.12.CI.1 9.4.12.DC.1 9.4.12.DC.2 9.4.12.IML.10 8.1.12.AP.4	Demonstrate knowledge in the art elements and principles of design when developing a unique artwork.	• Color, line, shape, form, texture with regards to original artwork creation. • Contrast, Balance, Emphasis, Movement, White Space, Proportion, Hierarchy, Repetition, Rhythm, Pattern, Unity, and Variety with regards to original artwork creation.	All 11 blocks
1.5.12acc.Cr1a 1.5.12acc.Cr1b 1.5.12acc.Cr2a	Explore ideas and materials in new ways, engaging in planning, decision making, experimentation and/or risk taking.	• Various material exploration and application • Various style exploration and application • Various color and value exploration and application • Discover new uses for known materials that demonstrate originality. • Build on previous knowledge of materials while refining techniques. • Explore risk-taking with regards to materials, theme and subject matter • Additional exploration time for students with disabilities	All 11 blocks
1.5.12acc.Cr3a 9.4.12.CT.2 9.4.12.CI.1 9.4.12.DC.1 9.4.12.DC.2	Solve artistic visual problems and demonstrate solutions through self-reflection and group critique.	• Serve as a test audience to peers • Participation in a group critique of completed artwork • Constructive criticism • Take notes • Reflection	1 block

9.4.12.IML.10 1.5.12acc.Cn11b NJSLSA.R7 RH.11-12.7 WHST.11-12.6 1.5.12acc.Cn11b		• Edits, modifications made to current and older works of art in order to enhance cohesion. • Improvements measured	

Core Instructional & Supplemental Materials (including various levels of texts)	
Materials/Resources	*Notes*
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

Students with Disabilities

Step-by-step visual & verbal instructions
Adaptive tools (ergonomic brushes, textured grips)
Extra time for assignments and tests
Written instructions for multi-step techniques
Focus on key elements; reduce project complexity
Peer or teacher support for technical skills
Quiet workspace to minimize distractions

English Language Learners (ELLs)

Visual aids, diagrams, and demonstrations
Label materials in English and native language
Sentence starters and vocabulary lists for discussions
Allow explanations through drawing

Peer support for collaborative projects
Repeat instructions & check comprehension

Students at Risk of Failure

Break projects into small, manageable steps
Frequent feedback and positive reinforcement
Extra practice sessions or tutorials
Progress checklists to track goals
Grading focused on effort and process
Alternative projects aligned with interests

Students with 504 Plans

Flexible deadlines
Seating accommodations
Use of adaptive equipment or tools
Extended time for assessments or projects
Written + verbal instructions
Collaborate with support staff to implement accommodations

Gifted & Talented Students

Independent/self-directed projects
Experimentation with advanced techniques or media
Critical thinking & problem-solving challenges
Opportunities for competitions or exhibitions
Cross-curricular project integration
Mentorship or professional artist collaboration

Stage 1 Desired Results

Unit Title #4: Building on Style, Theme, and Materials and Techniques

Unit Summary: Students will use unique visual imagery and their knowledge of the art elements and principles of design to create a fourth artwork in a cohesive series of eight.

Unit Learning Targets

NJSLS Standards:

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.

Interdisciplinary Connections:

NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words

RH.11-12.7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, qualitatively, as well as in words) in order to address a question or solve a problem.

WHST.11-12.6. Use technology, including the Internet, to produce, share, and update writing products in response to ongoing feedback, including new arguments or information.

Climate Change:

Unit Essential Questions:	**Unit Enduring Understandings:**
● How do artists determine what resources and criteria are needed to formulate artistic investigations? ● *What role does persistence play in revising, refining, and developing work?* ● How do people contribute to awareness and understanding of their lives and the lives of their communities through art-making?	● *Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art making goals.* ● Artists and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time. ● *Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.*
Students will know: ● Observation and reflection ● Creative artistic process ● Imaginative thinking through creative problem solving ● Original artwork that communicates ideas through specific choices and decision making ● Fine craftsmanship ● Art elements and principles of design ● Cohesion, with regards to an art portfolio	**Students will be able to:** Carefully select imagery to reference for a painting or drawing of their choice for this 4th painting or drawing. The imagery will be related to the student's selected theme from Units 1, 2 and 3. Discuss the inherent style forming in their artwork. Recognize indications of cohesive visual imagery in artworks 1-4.

Vocabulary: ● Art Elements (line, shape, color, texture, value and form) ● Principles of Design (balance, rhythm, unity, pattern) ● The available materials and their uses: charcoal, white charcoal, scratchboard, pen & ink, oil pastel, colored pencil, watercolor, acrylic paint, oil paint, pastel.	Use knowledge from Drawing and Painting 1 to make thoughtful decisions about mediums and subject matter for works of art. Take risks and explore options with regards to materials, themes and techniques. Take part in periodic progress and final critiques. Make modifications to former and current artworks based on constructive criticism to enhance cohesiveness in a chosen theme. Apply the vocabulary in student reading, writing, speaking and listening when applicable.

Stage 2 Assessment Evidence

Summative Assessments:
Portfolio Project 4 Materials
Portfolio Project 4 Theme

Formative Assessments:

- Initial sketches
- Teacher Observation
- Peer to Peer critique
- Self-critique
- Visual reference materials

Common Benchmark Assessments:
Portfolio Project 4 Materials Assessment
Portfolio Project 4 Theme Assessment

Alternative Assessments:

Written self-critique for Artworks 1-3: Create a Google Doc with images of Artworks 1-3. Analyze each based on the following criteria: art elements and principles of design, cohesiveness, and risk-taking. Then construct an overall statement that briefly discusses each work of art and how they fit into the collection.

Stage 3 Learning Plan

Standard	***Skill***	***Learning Activities & Differentiation*** *(Asian American & Pacific Islanders, LGBTQ and People with Disabilites, Diversity, Equity & Inclusion [DEI], G&T, ELL)*	***Timeframe*** Estimated Number of Blocks
1.5.12acc.Cr1a 1.5.12acc.Cr1b 1.5.12acc.Cr2a 9.4.12.CI.1 9.4.12.CT.2 9.4.12.CI.1 9.4.12.DC.1 9.4.12.DC.2 9.4.12.IML.10	Use prior knowledge of 2D materials to build a foundation for which the art portfolio will grow.	• Theme or mood continued for the creation of Portfolio Project 4. • Maintain artistic integrity and original ideation when planning and executing an artwork in a series. • Show growth and expansion of a chosen artwork theme.	All 11 blocks
1.5.12acc.Cr1a 1.5.12acc.Cr1b 1.5.12acc.Cr2a 9.4.12.CT.2 9.4.12.CI.1 9.4.12.DC.1 9.4.12.DC.2 9.4.12.IML.10 8.1.12.AP.4	Demonstrate knowledge in the art elements and principles of design when developing a unique artwork.	• Color, line, shape, form, texture with regards to original artwork creation. • Contrast, Balance, Emphasis, Movement, White Space, Proportion, Hierarchy, Repetition, Rhythm, Pattern, Unity, and Variety with regards to original artwork creation.	All 11 blocks
1.5.12acc.Cr1a 1.5.12acc.Cr1b 1.5.12acc.Cr2a	Explore ideas and materials in new ways, engaging in planning, decision making, experimentation and/or risk taking.	• Various material exploration and application • Various style exploration and application • Various color and value exploration and application • Discover new uses for known materials that demonstrate originality. • Build on previous knowledge of materials while refining techniques. • Explore risk-taking with regards to materials, theme and subject matter • Additional exploration time for students with disabilities	All 11 blocks

1.5.12acc.Cr3a 9.4.12.CT.2 9.4.12.CI.1 9.4.12.DC.1 9.4.12.DC.2 9.4.12.IML.10 1.5.12acc.Cn11b NJSLSA.R7 RH.11-12.7 WHST.11-12.6 1.5.12acc.Cn11b	Solve artistic visual problems and demonstrate solutions through self-reflection and group critique.	• Serve as a test audience to peers • Critique current artwork with past artworks to assess cohesion and its fit in the collection. • Participation in a group critique of completed artwork • Constructive criticism • Take notes • Reflection • Edits, modifications made to current and older works of art in order to enhance cohesion. • Improvements measured	1 block

Core Instructional & Supplemental Materials (including various levels of texts)	
Materials/Resources	*Notes*
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

Students with Disabilities

Step-by-step visual & verbal instructions
Adaptive tools (ergonomic brushes, textured grips)
Extra time for assignments and tests
Written instructions for multi-step techniques
Focus on key elements; reduce project complexity
Peer or teacher support for technical skills
Quiet workspace to minimize distractions

English Language Learners (ELLs)

Visual aids, diagrams, and demonstrations
Label materials in English and native language
Sentence starters and vocabulary lists for discussions
Allow explanations through drawing
Peer support for collaborative projects
Repeat instructions & check comprehension

Students at Risk of Failure

Break projects into small, manageable steps
Frequent feedback and positive reinforcement
Extra practice sessions or tutorials
Progress checklists to track goals
Grading focused on effort and process
Alternative projects aligned with interests

Students with 504 Plans

Flexible deadlines
Seating accommodations
Use of adaptive equipment or tools
Extended time for assessments or projects
Written + verbal instructions
Collaborate with support staff to implement accommodations

Gifted & Talented Students

Independent/self-directed projects
Experimentation with advanced techniques or media
Critical thinking & problem-solving challenges
Opportunities for competitions or exhibitions
Cross-curricular project integration
Mentorship or professional artist collaboration

Stage 1 Desired Results

Unit Title #5: Midterm: Mini Self-Portrait in a Chosen Medium

Unit Summary: Students will use unique and original visual imagery and their knowledge of the art elements and principles of design to create a portrait in a choice medium.

Unit Learning Targets

NJSLS Standards:

1.5.12prof.Cr1a: Use multiple approaches to begin creative endeavors.

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.

Interdisciplinary Connections:

NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words

RH.11-12.7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, qualitatively, as well as in words) in order to address a question or solve a problem.

WHST.11-12.6. Use technology, including the Internet, to produce, share, and update writing products in response to ongoing feedback, including new arguments or information.

Unit Essential Questions:	**Unit Enduring Understandings:**
How will you use value to create 3-dimensional forms on a 2-dimensional surface? *How do you know that your drawing has the right values?* *How will you ensure that your completed drawing is finished with fine craftsmanship?*	Value is the key to creating 3-dimensional form on a 2-dimensional surface. Realism can be achieved through the appropriate placement of a variety of colors and values. Fine craftsmanship can develop through practice of ones craft and constructive critique, reflecting on, revising, and refining work over time.
Students will know: Chosen materials and techniques Fine craftsmanship Art elements and principles of design Vocabulary: ● Art Elements (line, shape, color, texture, value and form) ● Principles of Design (balance, rhythm, unity, pattern) ● Light effects	**Students will be able to:** Create a portrait drawing that demonstrates proper material and technique. Choose the appropriate tools available to achieve desired results. Participate in constructive critique with peers, reflect and revise work based on recommendations.

• Composition • Layering • Subtractive drawing and painting • Blending • Positive and Negative Space	Apply the vocabulary in student reading, writing, speaking and listening when applicable.

Stage 2 Assessment Evidence

Summative Assessments:
Miniature Midterm Self-Portrait

Formative Assessments:
- Grid Creation
- Drawing on a Grid
- Transferring to Mixed Media Paper
- Adding Value to Transferred Drawing
- Teacher Observation
- Peer to Peer critique
- Self-critique
- Original visual reference materials

Common Benchmark Assessments:
Miniature Midterm Self-Portrait Assessment

Alternative Assessments:

Stage 3 Learning Plan

Standard	***Skill***	***Learning Activities & Differentiation*** *(Asian American & Pacific Islanders, LGBTQ and People with Disabilites, Diversity, Equity & Inclusion [DEI], G&T, ELL)*	***Timeframe*** Midterm Exam
1.5.12prof.Cr1a 1.5.12acc.Cr1b 1.5.12acc.Cr2a 9.4.12.CT.2 9.4.12.CI.1	Demonstrate knowledge in the art elements and principles of design when employing techniques to create an original self-portrait.	• Line, shape, form, texture with regards to chosen material application. • Contrast, Balance, Emphasis, Movement, White Space, Proportion, Hierarchy, Repetition, Rhythm, Pattern, Unity, and Variety with regards to technique selection and chosen material application.	Midterm Exam

9.4.12.DC.1 9.4.12.DC.2 9.4.12.IML.10 8.1.12.AP.4			
1.5.12prof.Cr1a 1.5.12acc.Cr1b 1.5.12acc.Cr2a	Demonstrate knowledge in the art elements and principles in design when selecting a particular technique to mimic a visual effect.	• Subtractive drawing/painting exploration and application • Additive drawing/painting exploration and application • Blending tool exploration and application	Midterm Exam
1.5.12acc.Cr3a 9.4.12.CT.2 9.4.12.CI.1 9.4.12.DC.1 9.4.12.DC.2 9.4.12.IML.10 1.5.12acc.Cn11b NJSLSA.R7 RH.11-12.7 WHST.11-12.6 1.5.12acc.Cn11b	Serve as a test audience to peers and provide constructive criticism for improvements.	• Participation in a group critique • Notes taken • Reflection • Edits, modifications made	1 Block

Core Instructional & Supplemental Materials (including various levels of texts)	
Materials/Resources	*Notes*
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

Students with Disabilities

Step-by-step visual & verbal instructions
Adaptive tools (ergonomic brushes, textured grips)
Extra time for assignments and tests
Written instructions for multi-step techniques
Focus on key elements; reduce project complexity
Peer or teacher support for technical skills
Quiet workspace to minimize distractions

English Language Learners (ELLs)

Visual aids, diagrams, and demonstrations
Label materials in English and native language
Sentence starters and vocabulary lists for discussions
Allow explanations through drawing
Peer support for collaborative projects
Repeat instructions & check comprehension

Students at Risk of Failure

Break projects into small, manageable steps
Frequent feedback and positive reinforcement
Extra practice sessions or tutorials
Progress checklists to track goals
Grading focused on effort and process
Alternative projects aligned with interests

Students with 504 Plans

Flexible deadlines
Seating accommodations
Use of adaptive equipment or tools
Extended time for assessments or projects
Written + verbal instructions
Collaborate with support staff to implement accommodations

Gifted & Talented Students

Independent/self-directed projects
Experimentation with advanced techniques or media
Critical thinking & problem-solving challenges

Opportunities for competitions or exhibitions
Cross-curricular project integration
Mentorship or professional artist collaboration

Stage 1 Desired Results

Unit Title #6: Viewing Artworks as a Collection

Unit Summary: Students will use unique visual imagery and their knowledge of the art elements and principles of design to create a fifth artwork in a cohesive series of eight.

Unit Learning Targets

NJSLS Standards:

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.

Interdisciplinary Connections:

NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words

RH.11-12.7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, qualitatively, as well as in words) in order to address a question or solve a problem.

WHST.11-12.6. Use technology, including the Internet, to produce, share, and update writing products in response to ongoing feedback, including new arguments or information.

Unit Essential Questions:	**Unit Enduring Understandings:**
• *How do life experiences influence the way you relate to art?*	• Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and

• *How does engaging in creating art enrich people's lives?* • *How does the process of critiquing works of art contribute to the development of our own ideas?*	appreciation of self, others, the natural world, and constructed environments. • Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences. • The process of critique is invaluable in providing artists with the educative opportunity to analyze, decipher and assess works of art while considering new ways to approach their own work.
Students will know: • Observation and reflection • Creative artistic process • Imaginative thinking through creative problem solving • Original artwork that communicates ideas through specific choices and decision making • Fine craftsmanship • Art elements and principles of design • Cohesion, with regards to an art portfolio Vocabulary: • Art Elements (line, shape, color, texture, value and form) • Principles of Design (balance, rhythm, unity, pattern) • The available materials and their uses: charcoal, white charcoal, scratchboard, pen & ink, oil pastel, colored pencil, watercolor, acrylic paint, oil paint, pastel.	**Students will be able to:** Carefully select imagery to reference for a painting or drawing of their choice for this 5th painting or drawing. The imagery will be related to the student's selected theme from Units 1, 2, 3 and 4. Discuss the inherent style forming in their artwork. Recognize indications of cohesive visual imagery in artworks 1-5. Use knowledge from Drawing and Painting 1 to make thoughtful decisions about mediums and subject matter for works of art. Take risks and explore options with regards to materials, themes and techniques. Take part in periodic progress and final critiques. Make modifications to former and current artworks based on constructive criticism to enhance cohesiveness in a chosen theme. Apply the vocabulary in student reading, writing, speaking and listening when applicable.

Stage 2 Assessment Evidence

Summative Assessments:
Portfolio Project 5 Materials
Portfolio Project 5 Theme

Formative Assessments:

- Initial sketches
- Teacher Observation
- Peer to Peer critique
- Self-critique
- Visual reference materials

Common Benchmark Assessments:
Portfolio Project 5 Materials Assessment
Portfolio Project 5 Theme Assessment

Alternative Assessments:
Written self-critique for Artworks 1-4: Create a Google Doc with images of Artworks 1-4. Analyze each based on the following criteria: art elements and principles of design, cohesiveness, and risk-taking. Then construct an overall statement that briefly discusses each work of art and how they fit into the collection.

Stage 3 Learning Plan

Standard	***Skill***	***Learning Activities & Differentiation*** *(Asian American & Pacific Islanders, LGBTQ and People with Disabilites, Diversity, Equity & Inclusion [DEI], G&T, ELL)*	***Timeframe*** Estimated Number of Blocks
1.5.12acc.Cr1a 1.5.12acc.Cr1b 1.5.12acc.Cr2a 9.4.12.CI.1 9.4.12.CT.2 9.4.12.CI.1 9.4.12.DC.1 9.4.12.DC.2 9.4.12.IML.10	Use prior knowledge of 2D materials to build a foundation for which the art portfolio will grow.	• Theme or mood continued for the creation of Portfolio Project 5. • Maintain artistic integrity and original ideation when planning and executing an artwork in a series. • Show growth and expansion of a chosen artwork theme.	All 11 blocks
1.5.12acc.Cr1a 1.5.12acc.Cr1b 1.5.12acc.Cr2a 9.4.12.CT.2	Demonstrate knowledge in the art elements and principles of design when developing a unique artwork.	• Color, line, shape, form, texture with regards to original artwork creation. • Contrast, Balance, Emphasis, Movement, White Space, Proportion, Hierarchy, Repetition, Rhythm,	All 11 blocks

9.4.12.CI.1 9.4.12.DC.1 9.4.12.DC.2 9.4.12.IML.10 8.1.12.AP.4		Pattern, Unity, and Variety with regards to original artwork creation.	
1.5.12acc.Cr1a 1.5.12acc.Cr1b 1.5.12acc.Cr2a	Explore ideas and materials in new ways, engaging in planning, decision making, experimentation and/or risk taking.	• Various material exploration and application • Various style exploration and application • Various color and value exploration and application • Discover new uses for known materials that demonstrate originality. • Build on previous knowledge of materials while refining techniques. • Explore risk-taking with regards to materials, theme and subject matter • Additional exploration time for students with disabilities	All 11 blocks
1.5.12acc.Cr3a 9.4.12.CT.2 9.4.12.CI.1 9.4.12.DC.1 9.4.12.DC.2 9.4.12.IML.10 1.5.12acc.Cn11b NJSLSA.R7 RH.11-12.7 WHST.11-12.6 1.5.12acc.Cn11b	Solve artistic visual problems and demonstrate solutions through self-reflection and group critique.	• Serve as a test audience to peers • Critique current artwork with past artworks to assess cohesion and its fit in the collection. • Participation in a group critique of completed artwork • Constructive criticism • Take notes • Reflection • Edits, modifications made to current and older works of art in order to enhance cohesion. • Improvements measured	1 block

Core Instructional & Supplemental Materials (including various levels of texts)	
Materials/Resources	*Notes*
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

Students with Disabilities

Step-by-step visual & verbal instructions
Adaptive tools (ergonomic brushes, textured grips)
Extra time for assignments and tests
Written instructions for multi-step techniques
Focus on key elements; reduce project complexity
Peer or teacher support for technical skills
Quiet workspace to minimize distractions

English Language Learners (ELLs)

Visual aids, diagrams, and demonstrations
Label materials in English and native language
Sentence starters and vocabulary lists for discussions
Allow explanations through drawing
Peer support for collaborative projects
Repeat instructions & check comprehension

Students at Risk of Failure

Break projects into small, manageable steps
Frequent feedback and positive reinforcement
Extra practice sessions or tutorials
Progress checklists to track goals
Grading focused on effort and process
Alternative projects aligned with interests

Students with 504 Plans

Flexible deadlines
Seating accommodations
Use of adaptive equipment or tools
Extended time for assessments or projects
Written + verbal instructions
Collaborate with support staff to implement accommodations

Gifted & Talented Students

Independent/self-directed projects
Experimentation with advanced techniques or media
Critical thinking & problem-solving challenges
Opportunities for competitions or exhibitions
Cross-curricular project integration
Mentorship or professional artist collaboration

Stage 1 Desired Results

Unit Title #7: Building an Integrated Portfolio

Unit Summary: Students will use unique visual imagery and their knowledge of the art elements and principles of design to create a sixth artwork in a cohesive series of eight.

Unit Learning Targets

NJSLS Standards:

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.

Interdisciplinary Connections:

NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words

RH.11-12.7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, qualitatively, as well as in words) in order to address a question or solve a problem.

WHST.11-12.6. Use technology, including the Internet, to produce, share, and update writing products in response to ongoing feedback, including new arguments or information.

Climate Change:

Unit Essential Questions:	**Unit Enduring Understandings:**
• *How does one foster creativity and innovative thinking?* • *What habits of mind and practice help artists grow and continue to develop?* • *How does an artist choose which materials and techniques might best communicate an idea?*	• Creativity, innovative thinking problem solving are essential life skills that can be developed throughout life. • Artists continually develop their work and skills through practice, constructive feedback, reflection and revision • Artists invent, create and experiment with a variety of tools, materials and techniques to communicate ideas and express emotions.
Students will know: • Observation and reflection • Creative artistic process • Imaginative thinking through creative problem solving • Original artwork that communicates ideas through specific choices and decision making • Fine craftsmanship • Art elements and principles of design • Cohesion, with regards to an art portfolio Vocabulary: • Art Elements (line, shape, color, texture, value and form) • Principles of Design (balance, rhythm, unity, pattern) • The available materials and their uses: charcoal, white charcoal, scratchboard, pen & ink, oil pastel, colored pencil, watercolor, acrylic paint, oil paint, pastel.	**Students will be able to:** Carefully select imagery to reference for a painting or drawing of their choice for this 6th painting or drawing. The imagery will be related to the student's selected theme from Units 1, 2, 3, 4 and 5. Discuss the inherent style that has formed in their work and how that contributes to the overall cohesiveness of their chosen theme. Use knowledge from Drawing and Painting 1 to make thoughtful decisions about mediums and subject matter for works of art. Take risks and explore options with regards to materials, themes and techniques. Take part in periodic progress and final critiques. Make modifications to former and current artworks based on constructive criticism to enhance cohesiveness in a chosen theme. Apply the vocabulary in student reading, writing, speaking and listening when applicable.

Stage 2 Assessment Evidence

Summative Assessments:

Portfolio Project 6 Materials
Portfolio Project 6 Theme

Formative Assessments:

- Initial sketches
- Teacher Observation
- Peer to Peer critique
- Self-critique
- Visual reference materials

Common Benchmark Assessments:

Portfolio Project 6 Materials Assessment
Portfolio Project 6 Theme Assessment

Alternative Assessments:

Short essay: How does your collection of artworks (1-5) communicate information about your own life experiences? How does the process of creating these works of art help you understand the lives of others?

Stage 3 Learning Plan

Standard	***Skill***	***Learning Activities & Differentiation*** *(Asian American & Pacific Islanders, LGBTQ and People with Disabilites, Diversity, Equity & Inclusion [DEI], G&T, ELL)*	***Timeframe*** Estimated Number of Blocks
1.5.12acc.Cr1a 1.5.12acc.Cr1b 1.5.12acc.Cr2a 9.4.12.CI.1 9.4.12.CT.2 9.4.12.CI.1 9.4.12.DC.1 9.4.12.DC.2 9.4.12.IML.10	Use prior knowledge of 2D materials to build a foundation for which the art portfolio will grow.	• Theme or mood continued for the creation of Portfolio Project 6. • Maintain artistic integrity and original ideation when planning and executing an artwork in a series. • Show growth and expansion of a chosen artwork theme.	All 11 blocks
1.5.12acc.Cr1a 1.5.12acc.Cr1b 1.5.12acc.Cr2a 9.4.12.CT.2 9.4.12.CI.1	Demonstrate knowledge in the art elements and principles of design when developing a unique artwork.	• Color, line, shape, form, texture with regards to original artwork creation. • Contrast, Balance, Emphasis, Movement, White Space, Proportion, Hierarchy, Repetition, Rhythm, Pattern, Unity, and Variety with regards to original artwork creation.	All 11 blocks

9.4.12.DC.1 9.4.12.DC.2 9.4.12.IML.10 8.1.12.AP.4			
1.5.12acc.Cr1a 1.5.12acc.Cr1b 1.5.12acc.Cr2a	Explore ideas and materials in new ways, engaging in planning, decision making, experimentation and/or risk taking.	• Various material exploration and application • Various style exploration and application • Various color and value exploration and application • Discover new uses for known materials that demonstrate originality. • Build on previous knowledge of materials while refining techniques. • Explore risk-taking with regards to materials, theme and subject matter • Additional exploration time for students with disabilities	All 11 blocks
1.5.12acc.Cr3a 9.4.12.CT.2 9.4.12.CI.1 9.4.12.DC.1 9.4.12.DC.2 9.4.12.IML.10 1.5.12acc.Cn11b NJSLSA.R7 RH.11-12.7 WHST.11-12.6 1.5.12acc.Cn11b	Solve artistic visual problems and demonstrate solutions through self-reflection and group critique.	• Serve as a test audience to peers • Critique current artwork with past artworks to assess cohesion and its fit in the collection. • Participation in a group critique of completed artwork • Constructive criticism • Take notes • Reflection • Edits, modifications made to current and older works of art in order to enhance cohesion. • Improvements measured	1 block

Core Instructional & Supplemental Materials (including various levels of texts)	
Materials/Resources	*Notes*
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

Students with Disabilities

Step-by-step visual & verbal instructions
Adaptive tools (ergonomic brushes, textured grips)
Extra time for assignments and tests
Written instructions for multi-step techniques
Focus on key elements; reduce project complexity
Peer or teacher support for technical skills
Quiet workspace to minimize distractions

English Language Learners (ELLs)

Visual aids, diagrams, and demonstrations
Label materials in English and native language
Sentence starters and vocabulary lists for discussions
Allow explanations through drawing
Peer support for collaborative projects
Repeat instructions & check comprehension

Students at Risk of Failure

Break projects into small, manageable steps
Frequent feedback and positive reinforcement
Extra practice sessions or tutorials
Progress checklists to track goals
Grading focused on effort and process
Alternative projects aligned with interests

Students with 504 Plans

Flexible deadlines
Seating accommodations
Use of adaptive equipment or tools
Extended time for assessments or projects
Written + verbal instructions
Collaborate with support staff to implement accommodations

Gifted & Talented Students

Independent/self-directed projects
Experimentation with advanced techniques or media

Critical thinking & problem-solving challenges
Opportunities for competitions or exhibitions
Cross-curricular project integration
Mentorship or professional artist collaboration

Stage 1 Desired Results

Unit Title #8: A Collection of Unified Style, Materials and Techniques

Unit Summary: Students will use unique visual imagery and their knowledge of the art elements and principles of design to create a seventh artwork in a cohesive series of eight.

Unit Learning Targets

NJSLS Standards:

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.

Interdisciplinary Connections:

NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words

RH.11-12.7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, qualitatively, as well as in words) in order to address a question or solve a problem.

WHST.11-12.6. Use technology, including the Internet, to produce, share, and update writing products in response to ongoing feedback, including new arguments or information.

Climate Change:

1.2.12acc.Re7b: Analyze how a broad range of media artworks affect audience experience, as well as create intention and persuasion through multimodal perception when addressing global issues including climate change.

Unit Essential Questions:	**Unit Enduring Understandings:**
• *How do visual arts influence our views of the world and the environment?*	• Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and

• *How is a personal preference different from an evaluation?* • *How does an artist choose which materials and techniques might best communicate an idea?*	appreciation of self, others, the natural world, and constructed environments. • People evaluate art based on various criteria. • Artists continually develop their work and skills through practice, constructive feedback, reflection and revision
Students will know: • Observation and reflection • Creative artistic process • Imaginative thinking through creative problem solving • Original artwork that communicates ideas through specific choices and decision making • Fine craftsmanship • Art elements and principles of design • Cohesion, with regards to an art portfolio Vocabulary: • Art Elements (line, shape, color, texture, value and form) • Principles of Design (balance, rhythm, unity, pattern) • The available materials and their uses: charcoal, white charcoal, scratchboard, pen & ink, oil pastel, colored pencil, watercolor, acrylic paint, oil paint, pastel.	**Students will be able to:** Carefully select imagery to reference for a painting or drawing of their choice for this 7th painting or drawing. The imagery will be related to the student's selected theme from Units 1, 2, 3, 4, 5 & 6. Discuss the inherent style that has formed in their work and how that contributes to the overall cohesiveness of their chosen theme. Use knowledge from Drawing and Painting 1 to make thoughtful decisions about mediums and subject matter for works of art. Take risks and explore options with regards to materials, themes and techniques. Take part in periodic progress and final critiques. Make modifications to former and current artworks based on constructive criticism to enhance cohesiveness in a chosen theme. Apply the vocabulary in student reading, writing, speaking and listening when applicable.

Stage 2 Assessment Evidence
Summative Assessments: Portfolio Project 7 Materials Portfolio Project 7 Theme

Formative Assessments:

- Initial sketches
- Teacher Observation
- Peer to Peer critique
- Self-critique
- Visual reference materials

Common Benchmark Assessments:

Portfolio Project 7 Materials Assessment
Portfolio Project 7 Theme Assessment

Alternative Assessments:

Short essay: Does art have a place in confronting climate change? Does your art specifically deal with the environment in anyway? How can an artist use sustainable materials to create works of art?

Stage 3 Learning Plan

Standard	***Skill***	***Learning Activities & Differentiation*** *(Asian American & Pacific Islanders, LGBTQ and People with Disabilites, Diversity, Equity & Inclusion [DEI], G&T, ELL)*	***Timeframe*** Estimated Number of Blocks
1.5.12acc.Cr1a 1.5.12acc.Cr1b 1.5.12acc.Cr2a 9.4.12.CI.1 9.4.12.CT.2 9.4.12.CI.1 9.4.12.DC.1 9.4.12.DC.2 9.4.12.IML.10	Use prior knowledge of 2D materials to build a foundation for which the art portfolio will grow.	• Theme or mood continued for the creation of Portfolio Project 7. • Maintain artistic integrity and original ideation when planning and executing an artwork in a series. • Show growth and expansion of a chosen artwork theme.	All 11 blocks
1.5.12acc.Cr1a 1.5.12acc.Cr1b 1.5.12acc.Cr2a 9.4.12.CT.2 9.4.12.CI.1 9.4.12.DC.1 9.4.12.DC.2 9.4.12.IML.10 8.1.12.AP.4	Demonstrate knowledge in the art elements and principles of design when developing a unique artwork.	• Color, line, shape, form, texture with regards to original artwork creation. • Contrast, Balance, Emphasis, Movement, White Space, Proportion, Hierarchy, Repetition, Rhythm, Pattern, Unity, and Variety with regards to original artwork creation.	All 11 blocks

1.5.12acc.Cr1a 1.5.12acc.Cr1b 1.5.12acc.Cr2a	Explore ideas and materials in new ways, engaging in planning, decision making, experimentation and/or risk taking.	• Various material exploration and application • Various style exploration and application • Various color and value exploration and application • Discover new uses for known materials that demonstrate originality. • Build on previous knowledge of materials while refining techniques. • Explore risk-taking with regards to materials, theme and subject matter • Additional exploration time for students with disabilities	All 11 blocks
1.5.12acc.Cr3a 9.4.12.CT.2 9.4.12.CI.1 9.4.12.DC.1 9.4.12.DC.2 9.4.12.IML.10 1.5.12acc.Cn11b NJSLSA.R7 RH.11-12.7 WHST.11-12.6 1.5.12acc.Cn11b	Solve artistic visual problems and demonstrate solutions through self-reflection and group critique.	• Serve as a test audience to peers • Critique current artwork with past artworks to assess cohesion and its fit in the collection. • Participation in a group critique of completed artwork • Constructive criticism • Take notes • Reflection • Edits, modifications made to current and older works of art in order to enhance cohesion. • Improvements measured	1 block

Core Instructional & Supplemental Materials (including various levels of texts)	
Materials/Resources	*Notes*
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

Students with Disabilities

Step-by-step visual & verbal instructions
Adaptive tools (ergonomic brushes, textured grips)
Extra time for assignments and tests
Written instructions for multi-step techniques
Focus on key elements; reduce project complexity
Peer or teacher support for technical skills
Quiet workspace to minimize distractions

English Language Learners (ELLs)

Visual aids, diagrams, and demonstrations
Label materials in English and native language
Sentence starters and vocabulary lists for discussions
Allow explanations through drawing
Peer support for collaborative projects
Repeat instructions & check comprehension

Students at Risk of Failure

Break projects into small, manageable steps
Frequent feedback and positive reinforcement
Extra practice sessions or tutorials
Progress checklists to track goals
Grading focused on effort and process
Alternative projects aligned with interests

Students with 504 Plans

Flexible deadlines
Seating accommodations
Use of adaptive equipment or tools
Extended time for assessments or projects
Written + verbal instructions
Collaborate with support staff to implement accommodations

Gifted & Talented Students

Independent/self-directed projects
Experimentation with advanced techniques or media
Critical thinking & problem-solving challenges
Opportunities for competitions or exhibitions

Cross-curricular project integration
Mentorship or professional artist collaboration

Stage 1 Desired Results

Unit Title #9: The Final Artwork in a Cohesive Advanced-Level Portfolio

Unit Summary: Students will use unique visual imagery and their knowledge of the art elements and principles of design to create the last artwork in a cohesive series of eight.

Unit Learning Targets

NJSLS Standards:

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.

Interdisciplinary Connections:

NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words

RH.11-12.7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, qualitatively, as well as in words) in order to address a question or solve a problem.

WHST.11-12.6. Use technology, including the Internet, to produce, share, and update writing products in response to ongoing feedback, including new arguments or information.

Climate Change:

Unit Essential Questions:	**Unit Enduring Understandings:**
• *How does knowing the contexts, histories, and traditions of art forms help us create works of art and design?* • *Why do artists follow or break from established traditions?*	• 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.

• *How do artists determine what resources and criteria are needed to formulate artistic investigations?*	• Criteria for artistic investigations can be derived from successful peer critique.
Students will know: • Observation and reflection • Creative artistic process • Imaginative thinking through creative problem solving • Original artwork that communicates ideas through specific choices and decision making • Fine craftsmanship • Art elements and principles of design • Cohesion, with regards to an art portfolio Vocabulary: • Art Elements (line, shape, color, texture, value and form) • Principles of Design (balance, rhythm, unity, pattern) • The available materials and their uses: charcoal, white charcoal, scratchboard, pen & ink, oil pastel, colored pencil, watercolor, acrylic paint, oil paint, pastel.	**Students will be able to:** Carefully select imagery to reference for a painting or drawing of their choice for this 8th and final painting or drawing. The imagery will be related to the student's selected theme from Units 1, 2, 3, 4, 5, 6 & 7. Discuss the inherent style that has formed in their collection of 8 artworks and how that contributes to the overall cohesiveness of their chosen theme. Use knowledge from Drawing and Painting 1 to make thoughtful decisions about mediums and subject matter for works of art. Take risks and explore options with regards to materials, themes and techniques. Take part in periodic progress and final critiques, looking at all 8 artworks as a collection. Make modifications to former and current artworks based on constructive criticism to enhance cohesiveness in a chosen theme. Apply the vocabulary in student reading, writing, speaking and listening when applicable.

Stage 2 Assessment Evidence
Summative Assessments: Portfolio Project 8 Materials Portfolio Project 8 Theme

Formative Assessments:

- Initial sketches
- Teacher Observation
- Peer to Peer critique
- Self-critique
- Visual reference materials

Common Benchmark Assessments:

Portfolio Project 8 Materials Assessment
Portfolio Project 8 Theme Assessment

Alternative Assessments:

Short Essay: How have you spent the year EXPLORING, EXPANDING, and REVISING artworks over a year long investigation into a chosen art theme? In a Google Doc, answer the question by referring to specific aspects of your artwork as proof of your investigation.

Stage 3 Learning Plan

Standard	***Skill***	***Learning Activities & Differentiation*** *(Asian American & Pacific Islanders, LGBTQ and People with Disabilites, Diversity, Equity & Inclusion [DEI], G&T, ELL)*	***Timeframe*** Estimated Number of Blocks
1.5.12acc.Cr1a 1.5.12acc.Cr1b 1.5.12acc.Cr2a 9.4.12.CI.1 9.4.12.CT.2 9.4.12.CI.1 9.4.12.DC.1 9.4.12.DC.2 9.4.12.IML.10	Use prior knowledge of 2D materials to build a foundation for which the art portfolio will grow.	• Theme or mood continued for the creation of the last artwork, Portfolio Project 8. • Maintain artistic integrity and original ideation when planning and executing an artwork in a series. • Show growth and expansion of a chosen artwork theme.	All 11 blocks
1.5.12acc.Cr1a 1.5.12acc.Cr1b 1.5.12acc.Cr2a 9.4.12.CT.2 9.4.12.CI.1 9.4.12.DC.1 9.4.12.DC.2 9.4.12.IML.10	Demonstrate knowledge in the art elements and principles of design when developing a unique artwork.	• Color, line, shape, form, texture with regards to original artwork creation. • Contrast, Balance, Emphasis, Movement, White Space, Proportion, Hierarchy, Repetition, Rhythm, Pattern, Unity, and Variety with regards to original artwork creation.	All 11 blocks

8.1.12.AP.4			
1.5.12acc.Cr1a 1.5.12acc.Cr1b 1.5.12acc.Cr2a	Explore ideas and materials in new ways, engaging in planning, decision making, experimentation and/or risk taking.	• Various material exploration and application • Various style exploration and application • Various color and value exploration and application • Discover new uses for known materials that demonstrate originality. • Build on previous knowledge of materials while refining techniques. • Explore risk-taking with regards to materials, theme and subject matter • Additional exploration time for students with disabilities	All 11 blocks
1.5.12acc.Cr3a 9.4.12.CT.2 9.4.12.CI.1 9.4.12.DC.1 9.4.12.DC.2 9.4.12.IML.10 1.5.12acc.Cn11b NJSLSA.R7 RH.11-12.7 WHST.11-12.6 1.5.12acc.Cn11b	Solve artistic visual problems and demonstrate solutions through self-reflection and group critique.	• Serve as a test audience to peers • Critique current artwork with past artworks to assess cohesion and its fit in the collection. • Participation in a group critique of completed artwork • Constructive criticism • Take notes • Reflection • Edits, modifications made to current and older works of art in order to enhance cohesion. • Improvements measured	1 block

Core Instructional & Supplemental Materials (including various levels of texts)	
Materials/Resources	*Notes*
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

Students with Disabilities

Step-by-step visual & verbal instructions
Adaptive tools (ergonomic brushes, textured grips)
Extra time for assignments and tests
Written instructions for multi-step techniques
Focus on key elements; reduce project complexity
Peer or teacher support for technical skills
Quiet workspace to minimize distractions

English Language Learners (ELLs)

Visual aids, diagrams, and demonstrations
Label materials in English and native language
Sentence starters and vocabulary lists for discussions
Allow explanations through drawing
Peer support for collaborative projects
Repeat instructions & check comprehension

Students at Risk of Failure

Break projects into small, manageable steps
Frequent feedback and positive reinforcement
Extra practice sessions or tutorials
Progress checklists to track goals
Grading focused on effort and process
Alternative projects aligned with interests

Students with 504 Plans

Flexible deadlines
Seating accommodations
Use of adaptive equipment or tools
Extended time for assessments or projects
Written + verbal instructions
Collaborate with support staff to implement accommodations

Gifted & Talented Students

Independent/self-directed projects
Experimentation with advanced techniques or media
Critical thinking & problem-solving challenges
Opportunities for competitions or exhibitions

Cross-curricular project integration
Mentorship or professional artist collaboration

Stage 1 Desired Results

Unit Title #10: Final Exam: The Final Portfolio Presentation

Unit Summary: Students will create a Slides Presentation with 8 images of artwork created this year and answer the following for each work of art: size, medium, process. Students will introduce the presentation with a slide that summarizes the chosen portfolio's theme and subsequent investigation.

Unit Learning Targets

NJSLS Standards:

1.5.12acc.Re7b: Evaluate the effectiveness of visual artworks to influence ideas, feelings, and behaviors of specific audiences.

1.5.12adv.Re8a: Analyze differing interpretations of an artwork or collection of works in order to select and defend a plausible critical analysis.

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.

Interdisciplinary Connections:

NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words

RH.11-12.7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, qualitatively, as well as in words) in order to address a question or solve a problem.

WHST.11-12.6. Use technology, including the Internet, to produce, share, and update writing products in response to ongoing feedback, including new arguments or information.

Climate Change:

Unit Essential Questions:	**Unit Enduring Understandings:**
• *How does knowing the contexts, histories, and traditions of art forms help us create works of art and design?* • *Why do artists follow or break from established traditions?*	• Creativity and innovative thinking are essential life skills that can be developed.

• *How do artists determine what resources and criteria are needed to formulate artistic investigations?*	• Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art-making goals. • Criteria for artistic investigations can be derived from successful peer critique.
Students will know: • Presentation and its impace on how art is perceived • Observation and reflection • Creative artistic process • Imaginative thinking through creative problem solving • Original artwork that communicates ideas through specific choices and decision making • Fine craftsmanship • Art elements and principles of design • Cohesion, with regards to an art portfolio Vocabulary: • Art Elements (line, shape, color, texture, value and form) • Principles of Design (balance, rhythm, unity, pattern) • The available materials and their uses: charcoal, white charcoal, scratchboard, pen & ink, oil pastel, colored pencil, watercolor, acrylic paint, oil paint, pastel.	**Students will be able to:** Create a formal presentation that includes the 8 artworks from their chosen theme. Discuss the mediums used and the inherent style that has formed in their collection of 8 artworks and how that contributes to the overall cohesiveness of their chosen theme. Take part in a final critique, looking at all 8 artworks and corresponding written components. Apply the vocabulary in student reading, writing, speaking and listening when applicable.

Stage 2 Assessment Evidence
Summative Assessments: Final Portfolio Presentation
Formative Assessments: • Initial sketches • Teacher Observation • Peer to Peer critique

- Self-critique
- Visual reference materials

Common Benchmark Assessments:
Final Portfolio Presentation Assessment

Alternative Assessments:

Stage 3 Learning Plan

Standard	***Skill***	***Learning Activities & Differentiation*** *(Asian American & Pacific Islanders, LGBTQ and People with Disabilites, Diversity, Equity & Inclusion [DEI], G&T, ELL)*	***Timeframe*** Estimated Number of Blocks
1.5.12acc.Re7b 1.5.12adv.Re8a 1.5.12acc.Cr3a 9.4.12.CI.1 9.4.12.CT.2 9.4.12.CI.1 9.4.12.DC.1 9.4.12.DC.2 9.4.12.IML.10	Use knowledge of 2-D materials and the art elements and principles of design to present an engaging portfolio to a class of peers.	• Discuss theme and the process of executing the theme • Discuss artistic integrity and original ideation. • Discuss areas of growth and where there may be room for additional growth • Discuss risks taken through the exploration and planning stages of artworks.	Final Exam
1.5.12acc.Re7b 1.5.12adv.Re8a 1.5.12acc.Cr3a	Create a Slides Presentation that works as a formal summative for a cohesive art portfolio.	• Answer: size, medium, process for each artwork • Professionally photograph artworks and crop each to place in the portfolio presentation. • Overall statement of intent for the introduction of the portfolio.	Final Exam
1.5.12acc.Cr3a 9.4.12.CT.2 9.4.12.CI.1 9.4.12.DC.1 9.4.12.DC.2 9.4.12.IML.10 1.5.12acc.Cn11b NJSLSA.R7 RH.11-12.7 WHST.11-12.6 1.5.12acc.Cn11b	Solve artistic visual problems and demonstrate solutions through self-reflection and group critique.	• Serve as a test audience to peers • Critique overall presentation. • Participation in a group critique - indicating areas that may require attention and those where growth was obtained. • Constructive criticism • Take notes • Reflection	1 block

Core Instructional & Supplemental Materials (including various levels of texts)	
Materials/Resources	*Notes*
Professional photographs of finished artworks *Google Slides* *Chromebooks* *Projector*	

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

Students with Disabilities

Step-by-step visual & verbal instructions
Adaptive tools (ergonomic brushes, textured grips)
Extra time for assignments and tests
Written instructions for multi-step techniques
Focus on key elements; reduce project complexity
Peer or teacher support for technical skills
Quiet workspace to minimize distractions

English Language Learners (ELLs)

Visual aids, diagrams, and demonstrations
Label materials in English and native language
Sentence starters and vocabulary lists for discussions
Allow explanations through drawing
Peer support for collaborative projects
Repeat instructions & check comprehension

Students at Risk of Failure

Break projects into small, manageable steps
Frequent feedback and positive reinforcement
Extra practice sessions or tutorials
Progress checklists to track goals
Grading focused on effort and process
Alternative projects aligned with interests

Students with 504 Plans

Flexible deadlines
Seating accommodations
Use of adaptive equipment or tools
Extended time for assessments or projects
Written + verbal instructions
Collaborate with support staff to implement accommodations

Gifted & Talented Students

Independent/self-directed projects
Experimentation with advanced techniques or media
Critical thinking & problem-solving challenges
Opportunities for competitions or exhibitions
Cross-curricular project integration
Mentorship or professional artist collaboration