Topic Pacing	Elements and Principles of Art; Color Theory; Art History; Tool & Supply Care,Safety; Pop Art Project (10 weeks)	Composition; Art History; Formal Analysis; Critique; Mounting/Matting; Cubism Collage Project (10 weeks)	3 Dimensional Art; Art History; Exhibition Preparation; 3 D Constructivist Project (10 weeks)	Installation; Exhibition; Architecture; Careers in Art; Galleries & Museums; Scale/Figure Project (10 weeks)
Common Core/ Technology Ed./Interdisciplinary	G-CO.12, G-MG.3, RI 9-10.4, W.9-10.6, W.9-10.7, 8.1.4.A.5, 8.1.8.A.3, 8.1.8.A.5, 8.1.12.D.2, 8.2.2.A.1, 8.2.8.B.1, 8.2.12.E.1, 8.2.12.G.1, HS-ESS3-1,5, HS-ESS2-4, 1.2.12.A.1, 1.2.12.A.2, 1.1.12.C.1, 1.1.12.D.1, 1.1.12.D.2, 1.3.12.D.1, 1.3.12.D.2, 1.3.12.D.3, 1.3.12.D.4, 1.3.12.D.5, 1.4.12.A.1, 1.4.12.A.2, 1.4.12.A.3, 1.4.12.A.4, 1.4.12.B.1, 1.4.12.B.3	G-CO.12, G-MG.3, RI 9-10.4, W.9-10.4, W.9-10.6, W.9-10.7, W.9-10.8, 8.1.4.A.5, 8.1.8.A.3, 8.1.8.A.5, 8.1.12.D.2, 8.2.2.A.1, 8.2.8.B.1, 8.2.12.E.1, 8.2.12.G.1, HS-ESS3-1,5, HS-ESS2-4, 1.2.12.A.1, 1.2.12.A.2, 1.1.12.C.1, 1.1.12.D.1, 1.1.12.D.2, 1.3.12.D.1, 1.3.12.D.2, 1.3.12.D.3, 1.3.12.D.4, 1.3.12.D.5, 1.4.12.A.1, 1.4.12.A.2, 1.4.12.A.3, 1.4.12.A.4, 1.4.12.B.1, 1.4.12.B.2, 1.4.12.B.3	G-CO.12, G-MG.3, RI 9-10.4, W.9-10.4, W.9-10.6, W.9-10.7, W.9-10.8, 8.1.4.A.5, 8.1.8.A.3, 8.1.8.A.5, 8.2.2.A.1, 8.2.12.E.1, HS-ESS3-1,5, HS-ESS2-4, 1.1.12.A.2, 1.2.12.A.1, 1.2.12.A.2, 1.1.12.C.1, 1.1.12.D.1, 1.1.12.D.2, 1.3.12.D.1, 1.3.12.D.2, 1.3.12.D.3, 1.3.12.D.4, 1.3.12.D.5, 1.4.12.A.1, 1.4.12.A.2, 1.4.12.A.3, 1.4.12.A.4, 1.4.12.B.1, 1.4.12.B.2, 1.4.12.B.3	G-CO.12, G-MG.3, RI 9-10.4, W.9-10.8, 8.1.4.A.5, 8.1.8.A.3, 8.1.8.A.5, HS-ESS3-1,5, HS-ESS2-4, 1.1.12.A.2, 1.2.12.A.1, 1.2.12.A.2, 1.1.12.C.1, 1.1.12.D.1, 1.1.12.D.2, 1.3.12.D.1, 1.3.12.D.2, 1.3.12.D.3, 1.3.12.D.4, 1.3.12.D.5, 1.4.12.A.1, 1.4.12.A.2, 1.4.12.A.3, 1.4.12.A.4, 1.4.12.B.1, 1.4.12.B.2, 1.4.12.B.3
21st Century Knowledge & Skills	9.1.12.A.5, 9.2.12.C.1, 9.2.12.C.2, 9.2.12.C.4, 9.2.12.C.6	9.2.12.C.2	9.2.12.C.2	9.1.12.A.3, 9.1.12.A.4, 9.1.12.A.5, 9.1.12.A.6, 9.2.12.C.1, 9.2.12.C.2, 9.2.12.C.3, 9.2.12.C.4, 9.2.12.C.5, 9.2.12.C.6, 9.1.12.F.5, 9.1.12.E.5, 9.1.12.D.6

Skills (SWBAT)	-Demonstrate knowledge of the Elements and Principles of Art -Create own artworks applying the Elements and Principles -Create own artworks applying color theory principles -Create own artworks with understanding of perspective -Exhibit development of art skill and art vocabulary/language -Understand and skillfully apply various techniques and technologies in the production and presentation of artwork -Have knowledge of the rules of composition in art and apply to own artworks -Refine perceptual, intellectual, physical and technical skills through the creation of artworks -Demonstrate an understanding of art in historical context and appreciation of artistic accomplishments throughout all ages and across all cultures -Think, write and speak about art fluently	-Demonstrate knowledge of the Elements and Principles of Art -Create own artworks applying the Elements and Principles -Create own artworks applying color theory principles -Create own artworks with understanding of perspective -Exhibit development of art skill and art vocabulary/language -Understand and skillfully apply various techniques and technologies in the production and presentation of artwork -Have knowledge of the rules of composition in art and apply to own artworks -Refine perceptual, intellectual, physical and technical skills through the creation of artworks -Demonstrate an understanding of art in historical context and appreciation of artistic accomplishments throughout all ages and across all cultures -Think, write and speak about art fluently	-Demonstrate knowledge of the Elements and Principles of Art -Create own artworks applying the Elements and Principles -Create own artworks applying color theory principles -Create own artworks with understanding of perspective -Exhibit development of art skill and art vocabulary/language -Understand and skillfully apply various techniques and technologies in the production and presentation of artwork -Have knowledge of the rules of composition in art and apply to own artworks -Refine perceptual, intellectual, physical and technical skills through the creation of artworks -Demonstrate an understanding of art in historical context and appreciation of artistic accomplishments throughout all ages and across all cultures -Think, write and speak about art fluently	-Demonstrate knowledge of the Elements and Principles of Art -Create own artworks applying the Elements and Principles -Create own artworks applying color theory principles -Create own artworks with understanding of perspective -Exhibit development of art skill and art vocabulary/language -Understand and skillfully apply various techniques and technologies in the production and presentation of artwork -Have knowledge of the rules of composition in art and apply to own artworks -Refine perceptual, intellectual, physical and technical skills through the creation of artworks -Demonstrate an understanding of art in historical context and appreciation of artistic accomplishments throughout all ages and across all cultures -Think, write and speak about art fluently

	-Demonstrate good judgment and artistic acuity in exhibition of artworks - Interpret and discuss art in context of the exhibition	-Demonstrate good judgment and artistic acuity in exhibition of artworks -Interpret and discuss art in context of the exhibition	-Demonstrate good judgment and artistic acuity in exhibition of artworks - Interpret and discuss art in context of the exhibition	-Demonstrate good judgment and artistic acuity in exhibition of artworks - Interpret and discuss art in context of the exhibition
Evaluation	Projects (60%) Pop Art Project [Formative Assessment], Participation (30%), Tests/Quizzes (10%) Art Assessment 1 [Benchmark Assessment]	Projects (60%) Cubism Collage Project [Formative Assessment], Participation (30%), Tests/Quizzes (10%) Formal Analysis Essay [Benchmark Assessment]	Projects (60%) 3 D Constructivist Project, Participation [Formative Assessment] (30%), Tests/Quizzes (10%) Art Assessment 2 [Benchmark Assessment]	Projects (60%) Scale/Figure Project [Formative Assessment], Participation (30%), Tests/Quizzes (10%) Formal Analysis Essay [Benchmark Assessment]
Resources	Albers, Josef. (2006) *Interaction of Color,* New haven Press, Conn., Yale U. Press. Amdur, S., & Associates. (2000) *Learning and the arts: Crossing boundaries.* Seattle, WA:, Grantmakers in the Arts. Online: http://www.giarts.org/usrdoc/Learning.pdf. American Alliance of Museums. (2018) *Museum 2040.* Asbury, C., & Rich, B. (eds.) (2008). *Learning arts and the brain: The DANA foundation consortium report on arts and cognition.* New York: DANA Press.	Albers, Josef. (2006) *Interaction of Color,* New haven Press, Conn., Yale U. Press. Amdur, S., & Associates. (2000) *Learning and the arts: Crossing boundaries.* Seattle, WA:, Grantmakers in the Arts. Online: http://www.giarts.org/usrdoc/Learning.pdf. American Alliance of Museums. (2018) *Museum 2040.* Asbury, C., & Rich, B. (eds.) (2008). *Learning arts and the brain: The DANA foundation consortium report on arts and cognition.* New York: DANA Press.	Albers, Josef. (2006) *Interaction of Color,* New haven Press, Conn., Yale U. Press. Amdur, S., & Associates. (2000) *Learning and the arts: Crossing boundaries.* Seattle, WA:, Grantmakers in the Arts. Online: http://www.giarts.org/usrdoc/Learning.pdf. American Alliance of Museums. (2018) *Museum 2040.* Asbury, C., & Rich, B. (eds.) (2008). *Learning arts and the brain: The DANA foundation consortium report on arts and cognition.* New York: DANA Press.	Albers, Josef. (2006) *Interaction of Color,* New haven Press, Conn., Yale U. Press. Amdur, S., & Associates. (2000) *Learning and the arts: Crossing boundaries.* Seattle, WA:, Grantmakers in the Arts. Online: http://www.giarts.org/usrdoc/Learning.pdf. American Alliance of Museums. (2018) *Museum 2040.* Asbury, C., & Rich, B. (eds.) (2008). *Learning arts and the brain: The DANA foundation consortium report on arts and cognition.* New York: DANA Press.

	Barr, Alfred. (1958) *Masters of Modern Art,* N.Y., Museum of Modern Art Bauer, John I.H. (1958) *Nature of Abstraction,* N.Y., Macmillan. Berger, John. (1973) *Ways of Seeing.* Viking Adult Press. Biegdson. *Careers and Opportunities in Commercial Art,* N.Y., E.P. DuHontio. Birren, F. (1961) *Color, Form and Space,* N.Y., Reinhard. Fisk, E.B., (Ed.) (1999), *Champions of Change: The impact of the arts on learning.* Washington, DC: The President's Committee on the Arts and Humanities & Arts Education. Fountain, H. (2014) *Differentiated instruction in art.* Worchester, MA: Davis. Gardner, H. (2008) *Multiple intelligences.* NY: Basic Books, Inc.	Barr, Alfred. (1958) *Masters of Modern Art,* N.Y., Museum of Modern Art Bauer, John I.H. (1958) *Nature of Abstraction,* N.Y., Macmillan. Berger, John. (1973) *Ways of Seeing.* Viking Adult Press. Biegdson. *Careers and Opportunities in Commercial Art,* N.Y., E.P. DuHontio. Birren, F. (1961) *Color, Form and Space,* N.Y., Reinhard. Fisk, E.B., (Ed.) (1999), *Champions of Change: The impact of the arts on learning.* Washington, DC: The President's Committee on the Arts and Humanities & Arts Education. Fountain, H. (2014) *Differentiated instruction in art.* Worchester, MA: Davis. Gardner, H. (2008) *Multiple intelligences.* NY: Basic Books, Inc.	Barr, Alfred. (1958) *Masters of Modern Art,* N.Y., Museum of Modern Art Bauer, John I.H. (1958) *Nature of Abstraction,* N.Y., Macmillan. Berger, John. (1973) *Ways of Seeing.* Viking Adult Press. Biegdson. *Careers and Opportunities in Commercial Art,* N.Y., E.P. DuHontio. Birren, F. (1961) *Color, Form and Space,* N.Y., Reinhard. Fisk, E.B., (Ed.) (1999), *Champions of Change: The impact of the arts on learning.* Washington, DC: The President's Committee on the Arts and Humanities & Arts Education. Fountain, H. (2014) *Differentiated instruction in art.* Worchester, MA: Davis. Gardner, H. (2008) *Multiple intelligences.* NY: Basic Books, Inc.	Barr, Alfred. (1958) *Masters of Modern Art,* N.Y., Museum of Modern Art Bauer, John I.H. (1958) *Nature of Abstraction,* N.Y., Macmillan. Berger, John. (1973) *Ways of Seeing.* Viking Adult Press. Biegdson. *Careers and Opportunities in Commercial Art,* N.Y., E.P. DuHontio. Birren, F. (1961) *Color, Form and Space,* N.Y., Reinhard. Bureau of Labor Statistics. (2019) *Occupational Outlook Handbook.* Fisk, E.B., (Ed.) (1999), *Champions of Change: The impact of the arts on learning.* Washington, DC: The President's Committee on the Arts and Humanities & Arts Education. Fountain, H. (2014) *Differentiated instruction in art.* Worchester, MA: Davis.

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Accommodations	-Extended time as needed -Alternative and supplementary projects	-Extended time as needed -Alternative and supplementary projects	-Extended time as needed -Alternative and supplementary projects	-Extended time as needed -Alternative and supplementary projects

	-Preferential seating -Alternative/ Formative assessment (projects) -Effective teacher questioning (ranging from simple recall to higher order critical thinking questions -Supplemental materials -Cooperative learning -Teacher tutoring -Peer tutoring -Differentiated instruction -Written and oral directives -Multisensory approaches -Encourage students to modify or interpret outcomes to capture greater levels of complexity in interpretation of ideas or topics -Students to work in groups, allowing for writing and verbal abilities to share thoughts/opinions	-Preferential seating -Alternative/ Formative assessment (projects) -Effective teacher questioning (ranging from simple recall to higher order critical thinking questions -Supplemental materials -Cooperative learning -Teacher tutoring -Peer tutoring -Differentiated instruction -Written and oral directives -Multisensory approaches -Encourage students to modify or interpret outcomes to capture greater levels of complexity in interpretation of ideas or topics -Students to work in groups, allowing for writing and verbal abilities to share thoughts/opinions	-Preferential seating -Alternative/ Formative assessment (projects) -Effective teacher questioning (ranging from simple recall to higher order critical thinking questions -Supplemental materials -Cooperative learning -Teacher tutoring -Peer tutoring -Differentiated instruction -Written and oral directives -Multisensory approaches -Encourage students to modify or interpret outcomes to capture greater levels of complexity in interpretation of ideas or topics -Students to work in groups, allowing for writing and verbal abilities to share thoughts/opinions	-Preferential seating -Alternative/ Formative assessment (projects) -Effective teacher questioning (ranging from simple recall to higher order critical thinking questions -Supplemental materials -Cooperative learning -Teacher tutoring -Peer tutoring -Differentiated instruction -Written and oral directives -Multisensory approaches -Encourage students to modify or interpret outcomes to capture greater levels of complexity in interpretation of ideas or topics -Students to work in groups, allowing for writing and verbal abilities to share thoughts/opinions