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Created by:	Greg Johnson
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**Ocean County
Visual and Performing Arts
Curriculum**

Content Area: Visual Arts

Course Title: Art Appreciation

Grade Level: 9, 10, 11, 12

(introductory level of art for all grades)

Elements and Principles of Art	30 - 50 days as determined by teacher
Art History	50 - 60 days as determined by teacher
Multicultural Art	30 - 50 days as determined by teacher
World Art Today	20 - 30 days as determined by teacher
Art Criticism	20 - 30 days as determined by teacher

Introduction

The Art Appreciation course is a full-year hands-on fine arts course that introduces students to various types of art from around the world. Over the course of this class, students will create original artworks inspired by the styles of famous artists, world cultures, and the elements/principles of art. As an introductory-level course, Arts Appreciation will briefly touch on many milestone eras in the history of art, including the Renaissance, Impressionism, Cubism, Surrealism, Pop Art, Regionalism, Abstract Expressionism and the Art of Today. The Art Appreciation course incorporates class discussions, art history lectures, drawing, painting, sculpture and mixed-media projects to bring the world of the visual arts to students of the Toms River Regional Schools.

The Art Appreciation course is designed as a one-stop-shop for students who need to fulfill their Visual and Performing Arts graduation credit requirement. This is designed for students who may not have interest or experience in the visual arts and are looking for a basic art introduction. Students interested in studying fine art or continuing to take classes in the Fine Arts department throughout high school should enroll in Studio Art 1, as that class takes a more focused, traditional approach.

As a part of the Visual and Performing Arts Department, this course curriculum is aligned to the 2014 VISUAL AND PERFORMING ARTS CORE CONTENT STANDARDS.

Essential Questions

What is art?

What types of art exist in the world today?

How does knowing the context, history, and tradition of art forms help us create our own works of art?

How has technology affected the way we make and think about art?

How do artists and designers create works of art that communicate effectively?

How does art affect our culture?

How does learning about art impact how we perceive the world?

What is an artist and what do they do?

Why are artists important?

How do artists use the elements and principles of art?

How has artmaking changed over time?

What can the study of art history teach us about the human condition?

How does the study of art from other cultures affect our perceptions of the world?

Unit 1: Elements and Principles of Art

Duration: 30 - 50 days as determined by teacher

Standards/Learning Targets

Focus Standards (Major Standards)

VISUAL ARTS 2014 STANDARDS

Critical Methodologies. Aesthetic Responses.

1.4.12.A.1 Use contextual clues to differentiate between unique and common properties and to discern the cultural implications of works of dance, music, theatre, and visual art.

1.4.12.A.2 Speculate on the artists intent, using discipline-specific arts terminology and citing embedded clues to substantiate the hypothesis.

Performance.

1.3.12.D.1 Synthesize the elements of art and principles of design in an original portfolio of two- and three- dimensional artworks that reflects personal style and a high degree of technical proficiency and expressivity.

1.3.12.D.2 Produce an original body of artwork in one or more art mediums that demonstrates mastery of visual literacy, methods, techniques, and cultural understanding.

The Creative Process.

1.1.12.D.1 Distinguish innovative applications of the elements of art and principles of design in visual artworks from diverse cultural perspectives and identify specific cross-cultural themes.

Supporting and Additional Standards

VISUAL ARTS 2014 STANDARDS

Critical Methodologies. Critique Methodologies.

1.4.12.B.1 Formulate criteria for arts evaluation using the principles of positive critique and observation of the elements of art and principles of design, and use the criteria to evaluate works of dance, music, theatre, visual, and multimedia artwork from diverse cultural contexts and historical eras.

21st CENTURY CAREER AND TECHNICAL EDUCATION STANDARDS

PATHWAY: VISUAL ARTS (AR- VIS)

9.3.12.AR- VIS.2 Analyze how the application of visual arts elements and principles of design communicate and express ideas.

9.3.12.AR- VIS.3 Analyze and create two and three- dimensional visual art forms using various media.

Primary Interdisciplinary Connections: Infused within the unit are connections to History, Humanities, and Language Arts

In this unit of study, students will connect their visual arts practices and studies to other disciplines. This includes:

1. How contemporary art relates to the history of art and its place in world history
2. Where art-making's place lies in the study of the humanities
3. How to express ourselves visually using fine art, orally through dialogues about art, and verbally through written descriptions of the artistic process

21st Century Themes/Careers: Through instruction in life and career skills, all students acquire the knowledge and skills needed to prepare for life as citizens and workers in the 21st century.

CRP1. Act as a responsible and contributing citizen and employee.

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP6. Demonstrate creativity and innovation.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

CRP9. Model integrity, ethical leadership and effective management.

CRP11. Use technology to enhance productivity.

9.2 Career Awareness, Exploration, and Preparation- This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.

Evidence of Student Learning

Performance Tasks: Students will create artworks influenced by the study of art history and the experimentation with a variety of art-making media. These works will demonstrate students' knowledge of the elements and principles of art.

Artwork: Students will create original artwork and crafts projects using a variety of media that feature the elements and principles of art. Artwork will be evaluated via a rubric.

Research/Discussions: Students will discuss famous artists and artworks from history. Students will discuss how these works use

Benchmark Assessment: Students will be assessed via a rubric of standards set for completed artworks and the level of proficiency of art techniques. Quizzes may be used during or upon completion of lessons to measure student learning.

Formative Assessment: Evaluation of the students' learning and daily progress, through teacher observation, analyzation of student work, gradebook notation, one-on-one progress meetings or other method of giving teacher feedback.

Summative Assessments: Unit tests or the district-wide

the elements and principles of art.	<p>Quarterly Exam will be used to score students' achievement.</p> <p>Alternative Assessments: Projects, portfolios, presentations, or other assessments may be used at the teacher's discretion.</p>
Knowledge and Skills	
Content	Skills
<p><i>Students will know...</i></p> <p>The Elements of Art: Line, Color, Shape, Value, Form, Texture</p> <p>The Principles of Art: Balance, Harmony, Movement/Rhythm, Repetition/Pattern, Emphasis, Contrast, Scale/Proportion</p> <p>Famous contemporary and historical artists known for their use of elements and principles in their work. Examples might include:</p> <ul style="list-style-type: none"> Wassily Kandinsky (line, color, rhythm) Jackson Pollock (harmony, movement, rhythm, texture) Keith Haring (line, color, shape, movement) Claes Oldenburg (emphasis, scale/proportion, texture) Kehinde Wiley (pattern, emphasis, color) Rembrandt van Rijn (color, value, harmony, emphasis) <p>Or others, at the teacher's discretion.</p>	<p><i>Students will be able to..</i></p> <p>Demonstrate knowledge of the elements and principles of art through their use of line, shape, value, color, texture, form, movement, balance, unity and repetition while creating original works of art.</p> <p>Create works of art that use a variety of art-making media that demonstrate one or more of the elements or principles of art.</p> <p>Identify artworks by the artists studied in this unit.</p> <p>Analyze and evaluate works of art using a historical context.</p>
Instructional Plan	
Suggested Activities	Resources
Zentangle Drawing using line, repetition and pattern	Art textbooks, various art-making materials, use of technology as

<p>Color Wheel practice Wire Sculptures in the style of Alberto Giacometti Cartoon Drawings in the style of Keith Haring Mixed-Media works in the style of Wassily Kandinsky Elements and Principles practice sketches Photography of Elements and Principles found in nature Art History lectures on the use of elements & principles of art</p>	<p>appropriate. Art history videos or links to online resources about famous artists or the elements and principles of art would be especially helpful in this unit.</p>
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Suggested Options for Differentiation

In creating original works of art, include elements of student choice. This can include choice of subject matter, size, media, or style. Students can work towards developing an individual style, and be able to discuss stylistic elements of their work. Students may be able to choose from a list of projects to create something that fits their interests.

Gifted and talented students could be able to advance their skills beyond that of the required curriculum.

English language learners can be pre-taught vocabulary or be given videos/articles in their native language to accompany the lesson.

Special Education students could be provided with options on how to demonstrate proficiency, or a simplified assignment that will meet the target requirements but allow for the students' success.

Students with 504 Plans could be provided with options on how to demonstrate proficiency, or a simplified assignment that will meet the target requirements but allow for the students' success.

Core Instructional and Supplemental Materials
Various art materials, art textbooks, online video tutorials and reference materials

Teacher Notes:

Unit 2: Art History

Duration: 50 - 60 days as determined by teacher

Standards/Learning Targets

Focus Standards (Major Standards)

VISUAL ARTS 2014 STANDARDS

Critical Methodologies. Aesthetic Responses.

1.4.12.A.1 Use contextual clues to differentiate between unique and common properties and to discern the cultural implications of works of dance, music, theatre, and visual art.

Critical Methodologies. Critique Methodologies.

1.4.12.B.2 Evaluate how an artists technical proficiency may affect the creation or presentation of a work of art, as well as how the context in which a work is performed or shown may impact perceptions of its significance/meaning.

History of the Arts and Culture

1.2.12.A.2 Justify the impact of innovations in the arts on societal norms and habits of mind in various historical eras.

Performance.

1.3.12.D.2 Produce an original body of artwork in one or more art mediums that demonstrates mastery of visual literacy, methods, techniques, and cultural understanding.

The Creative Process.

1.1.12.D.1 Distinguish innovative applications of the elements of art and principles of design in visual artworks from diverse cultural perspectives and identify specific cross-cultural themes

Supporting and Additional Standards

Critical Methodologies. Aesthetic Responses.

1.4.12.A.2 Speculate on the artists intent, using discipline-specific arts terminology and citing clues to substantiate the hypothesis.

1.4.12.A.3 Develop informed personal responses to an assortment of artworks across the four arts disciplines, using historical significance, craftsmanship, cultural context, and originality as criteria for assigning value to the works.

21st CENTURY CAREER AND TECHNICAL EDUCATION STANDARDS

PATHWAY: VISUAL ARTS (AR- VIS)

9.3.12.AR- VIS.1 Describe the history and evolution of the visual arts and its role in and impact on society.

Primary Interdisciplinary Connections: World History, Humanities, Language Arts

In this unit of study, students will connect their visual arts practices and studies to other disciplines. This includes:

1. Discussing art through written and verbal expression
2. Exploring how issues in the visual arts relate to those in the humanities
3. What the study of the arts can tell us about human history.
4. Famous historical figure and their role in the world of fine arts

21st Century Themes/Careers: Through instruction in life and career skills, all students acquire the knowledge and skills needed to prepare for life as citizens and workers in the 21st century.

CRP1. Act as a responsible and contributing citizen and employee.

CRP2. Apply appropriate academic and technical skills.

CRP3. Attend to personal health and financial well-being.

CRP4. Communicate clearly and effectively and with reason.

CRP6. Demonstrate creativity and innovation.

CRP7. Employ valid and reliable research strategies.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

CRP9. Model integrity, ethical leadership and effective management.

CRP10. Plan education and career paths aligned to personal goals.

CRP11. Use technology to enhance productivity.

CRP12. Work productively in teams while using cultural global competence.

9.2 Career Awareness, Exploration, and Preparation- This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.

Evidence of Student Learning

Performance Tasks: Students will study famous artists and artworks from art history. They will be tasked with creating their own artwork in the styles of these famous artists. (One example might be a class studies the life and artwork of Surrealist painter Rene Magritte and then create their own Surrealist painting in his style).

Artwork: Students will create original artwork using a variety of

Benchmark Assessment: Students will be assessed via a rubric of standards set for completed artworks and the level of proficiency of art techniques. Quizzes may be used during or upon completion of lessons to measure student learning.

Formative Assessment: Evaluation of the students' learning and daily progress, through teacher observation, analyzation of student work, gradebook notation, one-on-one progress meetings

<p>media. The works of art will be influenced by the styles of various famous artists. Artwork will be evaluated by a rubric.</p> <p>Research/Discussions: Students may research famous artists and create a poster, presentation, etc. to share with the class</p>	<p>or other method of giving teacher feedback.</p> <p>Summative Assessments: Unit tests or the district-wide Quarterly Exam will be used to score students' achievement.</p> <p>Alternative Assessments: Projects, portfolios, presentations, or other assessments may be used at the teacher's discretion.</p>
<p>Knowledge and Skills</p>	
<p>Content</p>	<p>Skills</p>
<p><i>Students will know...</i></p> <p>Famous artists and artworks from throughout history.</p> <p>Benchmark movements might include the Renaissance, Impressionism, Cubism, Surrealism, Pop Art and Abstract Expressionism</p> <p>Key vocabulary associated with these artists and their works.</p>	<p><i>Students will be able to..</i></p> <p>Create artworks in the styles of various famous artists from throughout history.</p> <p>Identify the styles of famous artists.</p> <p>Identify and Analyze famous artworks.</p> <p>Evaluate their own artwork with an art historical context.</p>
<p>Instructional Plan</p>	
<p>Suggested Activities</p>	<p>Resources</p>
<p>Art History lecture/class discussions on various art movements or famous artists from history.</p> <p>Art Projects in the styles of famous artists. For example: Cubism Mixed-Media artwork in the style of Pablo Picasso Surrealism Painting in the style of Rene Magritte Impressionism Drawing in the style of Claude Monet</p>	<p>Art textbooks, various art-making materials, use of technology as appropriate. Videos or professional articles on safety for artists and environmental issues are recommended.</p>

Fauvism Oil Pastel Portrait in the style of Henri Matisse
Pop Art Comic Strips in the style of Roy Lichtenstein
Collage Project in the style of Gustav Klimt
Parody of a Famous Painting
Group Mural Project enlarging a famous artwork using a grid
Create a 3-D sculpture of a famous painting
Sketchbook practice with different art styles/techniques.

Suggested Options for Differentiation

In creating original works of art, include elements of student choice. This can include choice of subject matter, size, media, or style. Students could focus on a particular 21st century issue that interests them, or an environmental or social issue that relates to them in order to create their artwork.

Gifted and talented students could be able to advance their skills beyond that of the required curriculum.

English language learners can be pre-taught vocabulary or be given videos/articles in their native language to accompany the lesson.

Special Education students or students with 504 plans could be provided with options on how to demonstrate proficiency, or a simplified assignment that will meet the target requirements but allow for the students' success.

Students with 504 Plans could be provided with options on how to demonstrate proficiency, or a simplified assignment that will meet the target requirements but allow for the students' success.

Core Instructional and Supplemental Materials

Various art materials, art textbooks, online video tutorials and reference materials

Teacher Notes:

Unit 3: Multicultural Art

Duration: 30 - 50 days as determined by teacher

Standards/Learning Targets

Focus Standards (Major Standards)

VISUAL ARTS 2014 STANDARDS

Critical Methodologies. Aesthetic Responses.

1.4.12.A.1 Use contextual clues to differentiate between unique and common properties and to discern the cultural implications of works of dance, music, theatre, and visual art.

1.4.12.A.2 Speculate on the artists intent, using discipline-specific arts terminology and citing embedded clues to substantiate the hypothesis.

Critical Methodologies. Critique Methodologies.

1.4.12.B.3 Determine the role of art and art-making in a global society by analyzing the influence of technology on the visual, performing, and multimedia arts for consumers, creators, and performers around the world.

History of the Arts and Culture

1.2.12.A.1 Determine how dance, music, theatre, and visual art have influenced world cultures throughout history.

1.2.12.A.2 Justify the impact of innovations in the arts (e.g., the availability of music online) on societal norms and habits of mind in various historical eras

Performance.

1.3.12.D.1 Synthesize the elements of art and principles of design in an original portfolio of two- and three- dimensional artworks that reflects personal style and a high degree of technical proficiency and expressivity.

1.3.12.D.2 Produce an original body of artwork in one or more art mediums that demonstrates mastery of visual literacy, methods, techniques, and cultural understanding.

1.3.12.D.5 Identify the styles and artistic processes used in the creation of culturally and historically diverse two- and three-dimensional artworks, and emulate those styles by creating an original body of work.

Supporting and Additional Standards

Visual Arts 2014. Performance

1.3.12.D.3 Organize an exhibit of personal works of visual art that convey a high level of understanding of how the expression of ideas relates to the art media, art mediums, and techniques used.

1.3.12.D.4 Analyze the syntax and compositional and stylistic principles of two- and three-dimensional artworks in multiple art

media, and interpret themes and symbols suggested by the artworks.

Critical Methodologies. Critique Methodologies.

1.4.12.B.1 Formulate criteria for arts evaluation using the principles of positive critique and observation of the elements of art and principles of design, and use the criteria to evaluate works of dance, music, theatre, visual, and multimedia artwork from diverse cultural contexts and historical eras.

The Creative Process.

1.1.12.D.1 Distinguish innovative applications of the elements of art and principles of design in visual artworks from diverse cultural perspectives and identify specific cross-cultural themes.

Primary Interdisciplinary Connections: Infused within the unit are connections to History, Humanities, and Language Arts

In this unit of study, students will connect their visual arts practices and studies to other disciplines. This includes:

1. What the study of art can teach us about world cultures
2. How art has impacted world cultures throughout history.
3. How art-making has changed from culture to culture.
4. How to discuss artwork through written and verbal expression.

21st Century Themes/Careers: Through instruction in life and career skills, all students acquire the knowledge and skills needed to prepare for life as citizens and workers in the 21st century.

CRP1. Act as a responsible and contributing citizen and employee.

CRP2. Apply appropriate academic and technical skills.

CRP3. Attend to personal health and financial well-being.

CRP4. Communicate clearly and effectively and with reason.

CRP5. Consider the environmental, social and economic impacts of decisions.

CRP6. Demonstrate creativity and innovation.

CRP7. Employ valid and reliable research strategies.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

9.2 Career Awareness, Exploration, and Preparation- This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.

Evidence of Student Learning

Performance Tasks: Students will create artworks based on

Benchmark Assessment: Students will be assessed via a rubric

<p>various world cultures. They will learn about world cultures through discussion, lecture, presentation, etc.</p> <p>Artwork: Students will create original artwork using a variety of media that are influenced by the styles of art found in various different world cultures. These artworks will be graded by a rubric. One example might be to study the Dia de Los Muertos celebration in Mexico and create a sculpture inspired by La Catrina, or to study aboriginal paintings and create their own painting in that style.</p> <p>Research/Discussions: Students may research world cultures or art from various cultures and contribute to class discussions.</p>	<p>of standards set for completed artworks and the level of proficiency of art techniques. Quizzes may be used during or upon completion of lessons to measure student learning.</p> <p>Formative Assessment: Evaluation of the students' learning and daily progress, through teacher observation, analyzation of student work, gradebook notation, one-on-one progress meetings or other method of giving teacher feedback.</p> <p>Summative Assessments: Unit tests or the district-wide Quarterly Exam will be used to score students' achievement.</p> <p>Alternative Assessments: Projects, portfolios, presentations, or other assessments may be used at the teacher's discretion.</p>
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Knowledge and Skills	
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Content	Skills
<p><i>Students will know...</i></p> <p>How art relates to various world cultures.</p> <p>Key vocabulary about the art from various world cultures.</p> <p>How different cultures celebrate the arts.</p> <p>How to analyze and discuss art from different cultures.</p>	<p><i>Students will be able to..</i></p> <p>Discuss how art relates to world cultures.</p> <p>Analyze and evaluate the art of various world cultures.</p> <p>Create original artwork inspired by work from other cultures.</p> <p>Use the elements and principles of art to create interesting and thought-provoking artwork.</p>

Instructional Plan	
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Suggested Activities	Resources

Lectures/ Discussions about art from various world cultures
Multicultural Art/Crafts Projects, for example:

- Tempera paintings inspired by Aboriginal Art
- Chalk Pastel Drawings inspired by Paleolithic Cave Art
- Watercolor Paintings inspired by traditional Chinese Art
- Sugar Skull sculptures inspired by Mexican Dia de Los Muertos Celebrations
- Traditional Paper Fans inspired by Japanese Art
- Dream Catchers inspired by traditional Native American Art
- Celebratory Masks inspired by traditional African Art
- Paper Molas inspired by the art of Panama
- Weavings inspired by Navajo cultures

Art textbooks, various art-making materials, use of technology as appropriate. Videos on the art from various cultures (for example, a video on the history of Aboriginal art, etc.) would be particularly appropriate.

Suggested Options for Differentiation

In creating original works of art, include elements of student choice. This can include choice of subject matter, size, media, or style. Students can look through their own artwork and choose the pieces they feel best represent their unique art style or point of view. Students can put together a portfolio that fits their individual needs.

Gifted and talented students could be able to advance their skills beyond that of the required curriculum.

English language learners can be pre-taught vocabulary or be given videos/articles in their native language to accompany the lesson.

Special Education students or students with 504 plans could be provided with options on how to demonstrate proficiency, or a simplified assignment that will meet the target requirements but allow for the students' success.

Core Instructional and Supplemental Materials

Various art materials, art textbooks, online video tutorials and reference materials

Teacher Notes:

Unit 4: World Art Today

Duration: 20 - 30 days as determined by teacher

Standards/Learning Targets

Focus Standards (Major Standards)

VISUAL ARTS 2014 STANDARDS

Critical Methodologies. Aesthetic Responses.

1.4.12.A.2 Speculate on the artists intent, using discipline-specific arts terminology and citing embedded clues to substantiate the hypothesis.

Critical Methodologies. Critique Methodologies.

1.4.12.B.3 Determine the role of art and art-making in a global society by analyzing the influence of technology on the visual, performing, and multimedia arts for consumers, creators, and performers around the world.

History of the Arts and Culture

1.2.12.A.1 Determine how dance, music, theatre, and visual art have influenced world cultures throughout history.

1.2.12.A.2 Justify the impact of innovations in the arts (e.g., the availability of music online) on societal norms and habits of mind in various historical eras

Performance.

1.3.12.D.1 Synthesize the elements of art and principles of design in an original portfolio of two- and three- dimensional artworks that reflects personal style and a high degree of technical proficiency and expressivity.

1.3.12.D.2 Produce an original body of artwork in one or more art mediums that demonstrates mastery of visual literacy, methods, techniques, and cultural understanding.

1.3.12.D.5 Identify the styles and artistic processes used in the creation of culturally and historically diverse two- and three- dimensional artworks, and emulate those styles by creating an original body of work.

Supporting and Additional Standards

CONTENT AREA: STANDARD 9.2 CAREER AWARENESS, EXPLORATION, AND PREPARATION

21ST CENTURY LIFE AND CAREERS

9.2.12.C.5 Research career opportunities in the United States and abroad that require knowledge of diverse cultures.

CONTENT AREA: STANDARD 9.3 CAREER AND TECHNICAL EDUCATION

CAREER CLUSTER® : ARTS, A/V TECHNOLOGY & COMMUNICATIONS (AR)

9.3.12.AR.1 Analyze the interdependence of the technical and artistic elements of various careers within the Arts, A/V Technology

& Communications Career Cluster.

9.3.12.AR.3 Analyze the lifestyle implications and physical demands required in the arts, audio/visual technology and communications workplace.

9.3.12.AR.5 Describe the career opportunities and means to achieve those opportunities in each of the Arts, A/V Technology & Communications Career Pathways.

PATHWAY: VISUAL ARTS (AR- VIS)

9.3.12.AR- VIS.1 Describe the history and evolution of the visual arts and its role in and impact on society.

9.3.12.AR- VIS.2 Analyze how the application of visual arts elements and principles of design communicate and express ideas.

9.3.12.AR- VIS.3 Analyze and create two and three- dimensional visual art forms using various media

Primary Interdisciplinary Connections: Infused within the unit are connections to Humanities, Technology, & Language Arts

In this unit of study, students will connect their visual arts practices and studies to other disciplines. This includes:

1. Establish a connection between visual arts concepts and those of the humanities
2. Describe how technology affects artmaking in today's world
3. How to discuss one's own artwork through written and verbal expression

21st Century Themes/Careers: Through instruction in life and career skills, all students acquire the knowledge and skills needed to prepare for life as citizens and workers in the 21st century.

CRP1. Act as a responsible and contributing citizen and employee.

CRP2. Apply appropriate academic and technical skills.

CRP3. Attend to personal health and financial well-being.

CRP4. Communicate clearly and effectively and with reason.

CRP5. Consider the environmental, social and economic impacts of decisions.

CRP6. Demonstrate creativity and innovation.

CRP9. Model integrity, ethical leadership and effective management.

9.2 Career Awareness, Exploration, and Preparation- This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.

Evidence of Student Learning

Performance Tasks: Students will create artworks that reflect career opportunities in the visual arts. Students will research and

Benchmark Assessment: Students will be assessed via a rubric of standards set for completed artworks and the level of

<p>discuss visual arts careers with the class.</p> <p>Artwork: Students will create high quality and original artwork using a variety of media.</p> <p>Research/Discussions: Students will discuss various career opportunities in the visual arts.</p>	<p>proficiency of art techniques. Quizzes may be used during or upon completion of lessons to measure student learning.</p> <p>Formative Assessment: Evaluation of the students' learning and daily progress, through teacher observation, analyzation of student work, gradebook notation, one-on-one progress meetings or other method of giving teacher feedback.</p> <p>Summative Assessments: Unit tests or the district-wide Quarterly Exam will be used to score students' achievement.</p> <p>Alternative Assessments: Projects, portfolios, presentations, or other assessments may be used at the teacher's discretion.</p>
Knowledge and Skills	
Content	Skills
<p><i>Students will know...</i></p> <p>How technology affects art-making in today's world</p> <p>Key vocabulary related to art from today's world</p> <p>How to make art that relates to modern day cultures</p> <p>The difference between cultural appropriation and appreciation</p> <p>How to recognize the works/styles of contemporary artists</p>	<p><i>Students will be able to..</i></p> <p>Create original artworks inspired by contemporary world cultures or artists working today.</p> <p>Discuss, analyze and evaluate artworks by current contemporary artists working today</p> <p>Discuss the effect of technology on today's artists</p>
Instructional Plan	
Suggested Activities	Resources

<p>Lecture/Discussions about artists working today Lecture/Discussions about how technology is used in art today Projects based on current artists/cultures, for example: Portraits based on the art of Kehinde Wiley Photography inspired by Cindy Sherman Found Object Sculptures inspired by Rachel Harrison Non-traditional art inspired by Vik Muniz Collage/Mosaics inspired by contemporary glass artists Videos/Projects from the Art 21 Series</p>	<p>Art textbooks, various art-making materials, use of technology as appropriate. Videos or links to online resources about current and contemporary artists, or artists and technology, would be especially beneficial.</p> <p>Bringing professional artists into the classroom as guest lecturers to talk about their background, training and career would be especially beneficial.</p>
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Suggested Options for Differentiation

In creating original works of art, include elements of student choice. This can include choice of subject matter, size, media, or style. Students could be allowed to research or discuss art careers of particular interest to them. Students could have the choice of projects that relate to careers (illustrations for children’s books, political cartoons, comic books, or advertisements, etc.)

Gifted and talented students could be able to advance their skills beyond that of the required curriculum.

English language learners can be pre-taught vocabulary or be given videos/articles in their native language to accompany the lesson.

Special Education students could be provided with options on how to demonstrate proficiency, or a simplified assignment that will meet the target requirements but allow for the students’ success.

Students with 504 Plans could be provided with options on how to demonstrate proficiency, or a simplified assignment that will meet the target requirements but allow for the students’ success.

Core Instructional and Supplemental Materials
Various art materials, art textbooks, online video tutorials and reference materials

Teacher Notes:

Unit 5: Art Criticism

Duration: 20 - 30 days as determined by teacher

Standards/Learning Targets

Focus Standards (Major Standards)

VISUAL ARTS 2014 STANDARDS

Critical Methodologies. Aesthetic Responses.

1.4.12.A.1 Use contextual clues to differentiate between unique and common properties and to discern the cultural implications of works of dance, music, theatre, and visual art.

1.4.12.A.2 Speculate on the artists intent, using discipline-specific arts terminology and citing embedded clues to substantiate the hypothesis.

1.4.12.A.3 Develop informed personal responses to an assortment of artworks across the four arts disciplines (dance, music, theatre, and visual art), using historical significance, craftsmanship, cultural context, and originality as criteria for assigning value to the works.

Critical Methodologies. Critique Methodologies.

1.4.12.B.1 Formulate criteria for arts evaluation using the principles of positive critique and observation of the elements of art and principles of design, and use the criteria to evaluate works of dance, music, theatre, visual, and multimedia artwork from diverse cultural contexts and historical eras.

1.4.12.B.2 Evaluate how an artist's technical proficiency may affect the creation or presentation of a work of art, as well as how the context in which a work is performed or shown may impact perceptions of its significance/meaning.

1.4.12.B.3 Determine the role of art and art-making in a global society by analyzing the influence of technology on the visual, performing, and multimedia arts for consumers, creators, and performers around the world.

Supporting and Additional Standards

PATHWAY: VISUAL ARTS (AR- VIS)

9.3.12.AR- VIS.1 Describe the history and evolution of the visual arts and its role in and impact on society.

9.3.12.AR- VIS.2 Analyze how the application of visual arts elements and principles of design communicate and express ideas.

9.3.12.AR- VIS.3 Analyze and create two and three- dimensional visual art forms using various media.

Primary Interdisciplinary Connections: Infused within the unit are connections to Humanities, Technology, & Language Arts

In this unit of study, students will connect their visual arts practices and studies to other disciplines. This includes:

1. Establish a connection between careers in the visual arts with other career paths in the Humanities
2. Evaluating how technology can help us critique and view a work of art
3. Written or verbal self critiques or class critiques of art works.

21st Century Themes/Careers: Through instruction in life and career skills, all students acquire the knowledge and skills needed to prepare for life as citizens and workers in the 21st century.

CRP1. Act as a responsible and contributing citizen and employee.

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP6. Demonstrate creativity and innovation.

CRP7. Employ valid and reliable research strategies.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

CRP11. Use technology to enhance productivity.

9.2 Career Awareness, Exploration, and Preparation- This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.

Evidence of Student Learning

Performance Tasks: Students will look at and discuss artworks using the art criticism method (description, analysis, evaluation, judgment). Students may work independently, in groups or as a class to discuss the elements and principles of design, cultural appeal, or historical implications of various artworks. Students may create art inspired by these works.

Artwork: Students will create original artwork using a variety of media.

Research/Discussions: Students will discuss various types of art and research artworks that use technology. They may be asked to compare and contrast two different works of art as selected by the teacher,

Benchmark Assessment: Students will be assessed via a rubric of standards set for completed artworks and the level of proficiency of art techniques. Quizzes may be used during or upon completion of lessons to measure student learning.

Formative Assessment: Evaluation of the students' learning and daily progress, through teacher observation, analyzation of student work, gradebook notation, one-on-one progress meetings or other method of giving teacher feedback.

Summative Assessments: Unit tests or the district-wide Quarterly Exam will be used to score students' achievement.

Alternative Assessments: Projects, portfolios, presentations, or other assessments may be used at the teacher's discretion.

Knowledge and Skills

Content	Skills
<p><i>Students will know...</i></p> <p>How to critique a work of art.</p> <p>Key vocabulary associated with art critiques</p> <p>The benefits of art critique for an artist</p>	<p><i>Students will be able to..</i></p> <p>Discuss artworks using the critique method.</p> <p>Compare and contrast art from different artists or movements.</p> <p>Critique their own original artwork or the work of their peers.</p>

Instructional Plan

Suggested Activities	Resources
<p>Class critiques of famous artworks</p> <p>Discussions about famous artists from history and today</p> <p>Artist research project</p> <p>Poster/Presentation/Paper about a famous artist</p> <p>Artwork in the style of a famous artist</p> <p>Written Self Critique of students' work</p> <p>Sketchbook activities about famous artworks</p>	<p>Art textbooks, various art-making materials, use of technology as appropriate. Videos or links to online resources about how to critique works of art, or comparing different works of art, would be particularly beneficial.</p>

Suggested Options for Differentiation

In creating original works of art, include elements of student choice. This can include choice of subject matter, size, media, or style. Students could be allowed to research or discuss art careers of particular interest to them. Students could have the choice of projects that relate to careers (illustrations for children's books, political cartoons, comic books, or advertisements, etc.)

Gifted and talented students could be able to advance their skills beyond that of the required curriculum.

English language learners can be pre-taught vocabulary or be given videos/articles in their native language to accompany the lesson.

Special Education students could be provided with options on how to demonstrate proficiency, or a simplified assignment that will meet the target requirements but allow for the students' success.

Students with 504 Plans could be provided with options on how to demonstrate proficiency, or a simplified assignment that will meet the target requirements but allow for the students' success.

Core Instructional and Supplemental Materials

Various art materials, art textbooks, online video tutorials and reference materials

Teacher Notes: