



Willingboro Public Schools

"Where Excellence is the Expectation"

WPS Studio Art I Curriculum

Revised April 2025

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Mathematics, World Languages, Financial Literacy & VPA

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[Click here for the Studio Art I Pacing Guide](#)

Overview	Content Standards	Unit Focus
Unit 1 Technical Skill and Personal Experience	<p>Proficient</p> <ul style="list-style-type: none"> 1.5.12prof.Cr1a: Use multiple approaches to begin creative endeavors. 1.5.12prof.Cr1b: Shape an artistic investigation of an aspect of present-day life using a contemporary practice of art and design. 1.5.12prof.Cr2a: Engage in making a work of art or design without having a preconceived plan. 1.5.12prof.Cr2b: Explain how traditional and non-traditional materials may impact human health and the environment, and demonstrate safe handling of materials, tools and equipment. 1.5.12prof.Cr2c: Collaboratively develop a proposal for an installation, artwork, or space design that transforms the perception and experience of a particular place. 1.5.12prof.Cr3a: Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on and plan revisions for works of art and design in progress. 1.5.12prof.Pr4a: Analyze, select and curate artifacts and/or artworks for presentation and preservation. 1.5.12prof.Pr5a: Analyze and evaluate the reasons and ways an exhibition is presented. 1.5.12prof.Pr6a: Analyze and describe the impact that an exhibition or collection has on personal awareness of social, cultural or political beliefs and understandings 1.5.12prof.Re7a: Hypothesize ways in which art influences perception and understanding of human experiences. 1.5.12prof.Re7b: Analyze how one's understanding of the world is affected by experiencing visual arts. 1.5.12prof.Re8a: Interpret an artwork or collection of works, supported by relevant and sufficient evidence found in the work and its various contexts. 1.5.12prof.Re9a: Establish relevant criteria in order to evaluate a work of art or collection of works. 1.5.12prof.Cn10a: Document the process of developing ideas from early stages to fully elaborated ideas. 1.5.12prof.Cn11a: Describe how knowledge of culture, traditions and history may influence personal responses to art. <p>Accomplished</p>	<p>In this unit of study, students will focus on technical competence and personal expression as they synthesize the skills, techniques, elements, and principles learned in beginner and intermediate classes. They will begin to create a portfolio of works which will demonstrate college readiness; documenting the creative process from planning and creating to presentation.</p>

Overview	Content Standards	Unit Focus
	<ul style="list-style-type: none"> 1.5.12acc.Cr1a: Individually and collaboratively formulate new creative problems based on the student's existing artwork. 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.Cr2b: Demonstrate awareness of ethical implications of making and distributing creative work. 1.5.12acc.Cr2c: Redesign an object, system, place, or design in response to contemporary issues 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. 1.5.12acc.Pr4a: Analyze, select and critique personal artwork for a collection or portfolio presentation. 1.5.12acc.Pr5a: Evaluate, select and apply methods or processes appropriate to display artwork in a specific place. 1.5.12acc.Pr6a: Make, explain and justify connections between artists or artwork and social, cultural and political history. 1.5.12acc.Re7a: Recognize and describe personal aesthetic and empathetic responses to the natural world and constructed environments. 1.5.12acc.Re7b: Evaluate the effectiveness of visual artworks to influence ideas, feelings, and behaviors of specific audiences. 1.5.12acc.Re8a: Identify types of contextual information useful in the process of constructing interpretations of an artwork or collection of works. 1.5.12acc.Re9a: Determine the relevance of criteria used by others to evaluate a work of art or collection of works. 1.5.12acc.Cn10a: Utilize inquiry methods of observation, research and experimentation to explore other subjects through artmaking. 1.5.12acc.Cn11a: Compare uses of art in a variety of societal, cultural and historical contexts and make connections to uses of art in contemporary and local contexts. 	

Overview	Content Standards	Unit Focus
	<p>Advanced</p> <ul style="list-style-type: none"> 1.5.12adv.Cr1a: Visualize and generate art and design that can affect social change. 1.5.12adv.Cr1b: Choose from a range of materials and methods of traditional and contemporary artistic practices, following or breaking established conventions, to plan the making of multiple works of art and design based on a theme, idea or concept. 1.5.12adv.Cr2a: Experiment, plan and make multiple works of art and design that explore a personally meaningful theme, idea, or concept. 1.5.12adv.Cr2b: Demonstrate understanding of the importance of balancing freedom and responsibility in the use of images, materials, tools and equipment in the creation and circulation of creative work. 1.5.12adv.Cr2c: Demonstrate in works of art or design how visual and material culture defines, shapes, enhances, inhibits, and/or empowers people's lives. 1.5.12adv.Cr3a: Reflect on, re-engage, revise and refine works of art or design considering relevant traditional and contemporary criteria as well as personal artistic vision. 1.5.12adv.Pr4a: Critique, justify and present choices in the process of analyzing, selecting, curating, and presenting artwork for a specific exhibit or event. 1.5.12adv.Pr5a: Investigate, compare and contrast methods for preserving and protecting art. 1.5.12adv.Pr6a: Curate a collection of objects, artifacts or artwork to impact the viewer's understanding of social, cultural and/or political experiences. 1.5.12adv.Re7a: Analyze how responses to art develop over time based on knowledge of and experience with art and life. 1.5.12adv.Re7b: Determine the commonalities within a group of artists or visual arts attributed to a particular type of art, timeframe, or culture. 1.5.12adv.Re8a: Analyze differing interpretations of an artwork or collection of works in order to select and defend a plausible critical analysis. 1.5.12adv.Re9a: Construct evaluations of a work of art or collection of works based on differing sets of criteria 	

Overview	Content Standards	Unit Focus
	<ul style="list-style-type: none"> 1.5.12adv.Cn10a: Synthesize knowledge of social, cultural, historical, and personal life with artmaking approaches to create meaningful works of art or design. 1.5.12adv.Cn11a: Assess the impact of an artist or a group of artists on the beliefs, values and behaviors of a society. 	
Unit 1: <i>Suggested Open Educational Resources</i>	Textbook - The Visual Experience Third Edition Hobbs, Salome, and Vieth Davis Publications, Inc. Worchester, Massachusetts 2005	
Unit 2 Color Theory	Proficient <ul style="list-style-type: none"> 1.5.12prof.Cr1a: Use multiple approaches to begin creative endeavors. 1.5.12prof.Cr1b: Shape an artistic investigation of an aspect of present-day life using a contemporary practice of art and design. 1.5.12prof.Cr2a: Engage in making a work of art or design without having a preconceived plan. 1.5.12prof.Cr2b: Explain how traditional and non-traditional materials may impact human health and the environment, and demonstrate safe handling of materials, tools and equipment. 1.5.12prof.Cr2c: Collaboratively develop a proposal for an installation, artwork, or space design that transforms the perception and experience of a particular place. 1.5.12prof.Cr3a: Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on and plan revisions for works of art and design in progress. 1.5.12prof.Pr4a: Analyze, select and curate artifacts and/or artworks for presentation and preservation. 1.5.12prof.Pr5a: Analyze and evaluate the reasons and ways an exhibition is presented. 1.5.12prof.Pr6a: Analyze and describe the impact that an exhibition or collection has on personal awareness of social, cultural or political beliefs and understandings 1.5.12prof.Re7a: Hypothesize ways in which art influences perception and understanding of human experiences. 1.5.12prof.Re7b: Analyze how one's understanding of the world is affected by experiencing visual arts. 	

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	<ul style="list-style-type: none"> 1.5.12acc.Re8a: Identify types of contextual information useful in the process of constructing interpretations of an artwork or collection of works. 1.5.12acc.Re9a: Determine the relevance of criteria used by others to evaluate a work of art or collection of works. 1.5.12acc.Cn10a: Utilize inquiry methods of observation, research and experimentation to explore other subjects through artmaking. 1.5.12acc.Cn11a: Compare uses of art in a variety of societal, cultural and historical contexts and make connections to uses of art in contemporary and local contexts. <p>Advanced</p> <ul style="list-style-type: none"> 1.5.12adv.Cr1a: Visualize and generate art and design that can affect social change. 1.5.12adv.Cr1b: Choose from a range of materials and methods of traditional and contemporary artistic practices, following or breaking established conventions, to plan the making of multiple works of art and design based on a theme, idea or concept. 1.5.12adv.Cr2a: Experiment, plan and make multiple works of art and design that explore a personally meaningful theme, idea, or concept. 1.5.12adv.Cr2b: Demonstrate understanding of the importance of balancing freedom and responsibility in the use of images, materials, tools and equipment in the creation and circulation of creative work. 1.5.12adv.Cr2c: Demonstrate in works of art or design how visual and material culture defines, shapes, enhances, inhibits, and/or empowers people's lives. 1.5.12adv.Cr3a: Reflect on, re-engage, revise and refine works of art or design considering relevant traditional and contemporary criteria as well as personal artistic vision. 1.5.12adv.Pr4a: Critique, justify and present choices in the process of analyzing, selecting, curating, and presenting artwork for a specific exhibit or event. 1.5.12adv.Pr5a: Investigate, compare and contrast methods for preserving and protecting art. 	

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	<ul style="list-style-type: none"> • 1.5.12adv.Pr6a: Curate a collection of objects, artifacts or artwork to impact the viewer's understanding of social, cultural and/or political experiences. • 1.5.12adv.Re7a: Analyze how responses to art develop over time based on knowledge of and experience with art and life. • 1.5.12adv.Re7b: Determine the commonalities within a group of artists or visual arts attributed to a particular type of art, timeframe, or culture. • 1.5.12adv.Re8a: Analyze differing interpretations of an artwork or collection of works in order to select and defend a plausible critical analysis. • 1.5.12adv.Re9a: Construct evaluations of a work of art or collection of works based on differing sets of criteria • 1.5.12adv.Cn10a: Synthesize knowledge of social, cultural, historical, and personal life with artmaking approaches to create meaningful works of art or design. • 1.5.12adv.Cn11a: Assess the impact of an artist or a group of artists on the beliefs, values and behaviors of a society. 	
<i>Suggested Open Educational Resources</i>	Textbook - The Visual Experience Third Edition Hobbs, Salome, and Vieth Davis Publications, Inc. Worchester, Massachusetts 2005	

Unit 1:	
Overview	
In this unit of study, students will focus on technical competency and personal expression as they synthesize the skills, techniques, elements, and principles learned in beginner and intermediate classes. They will begin to create a portfolio of works which will demonstrate college readiness; documenting the creative process from planning and creating to presentation.	
Essential Questions	Enduring Understandings
<ul style="list-style-type: none"> How does the visual artist create interesting and compelling compositions? How can a portfolio reveal an artists' growth and development? What can an artist do to create personal expression and visual communication? 	<ul style="list-style-type: none"> Creativity, innovative thinking, and problem solving skills are continually developed throughout life. Art allows the creator to express themselves to an audience. Critical thinking skills are essential to understanding one's self and one another.

Unit 1
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Unit 1

Content Standards

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| <ul style="list-style-type: none"> 1.5.12adv.Cn11a: Assess the impact of an artist or a group of artists on the beliefs, values and behaviors of a society. |
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Unit 1

Core Ideas

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| <ul style="list-style-type: none"> Creativity and innovative thinking are essential life skills that can be developed. Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art-making goals. Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches. Artists and designers balance experimentation and safety, freedom and responsibility, while developing and creating artworks. People create and interact with objects, places and design that define, shape, enhance, and empower their lives. Artists and designers develop excellence through practice and constructive critique, reflecting on, revising and refining work over time. Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting and curating objects, artifacts and artworks for preservation and presentation. Artists, curators and others consider a variety of factors and methods including evolving technologies when preparing and refining artwork for display and or when deciding if and how to preserve and protect it. Objects, artifacts and artworks collected, preserved, or presented either by artists, museums, or other venues communicate meaning and a record of social, cultural and political experiences resulting in the cultivating of appreciation and understanding. Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments. Visual arts influences understanding of and responses to the world. People gain insights into meanings of artworks by engaging in the process of art criticism. People evaluate art based on various criteria Through artmaking, people make meaning by investigating and developing awareness of perceptions, knowledge and experiences. People develop ideas and understandings of society, culture and history through their interactions with and analysis of art. |
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Student Learning Objectives

Students will be able to...

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| <ul style="list-style-type: none"> Create the illusion of three dimensional space on a two dimensional plane. Use their vocabulary of art, design, and visual communication to critically analyze their work and the work of their peers in formal and informal settings. Synthesize diverse art historical influences with prior experience to create their work. Use creative problem solving in the design, analysis, and creation of artwork. Understand the myriad ways to develop interesting composition through practice. Use art media with technical competency and skill to effectively express |
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Integrated Accommodations and Modifications
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Special Education Students	English Language Learners	At Risk
<ul style="list-style-type: none"> Utilize modifications & accommodations delineated in the student's IEP Provide additional manipulatives to support instruction Allow for alternative strategies to solve algorithms or tasks Provide the steps needed to complete the task Model frequently Provide repetition and practice. Use visuals to demonstrate/model the processes Restate, reread, and clarify directions/questions Ask students to restate information, directions, and assignments. Provide copy of class notes Distribute study guide for classroom tests. Provide preferential seating to be mutually determined by the student and teacher Provide extra textbooks for home. Provide regular parent/ school communication Allow extended time to complete assignment Establish procedures for accommodations / modifications for assessments Allow student to take/complete tests in an alternate setting as needed <p>Appendix A: Special Education Accommodations and Modifications</p>	<p>WIDA Can Do Descriptors https://wida.wisc.edu/teach/can-do/descriptors</p> <ul style="list-style-type: none"> Modify Assignments Use testing and portfolio assessment Utilize Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary) Repeat, rephrase, paraphrase key concepts and directions Allow for extended time for assignment completion as needed Highlight key vocabulary Define essential vocabulary in context Use graphic organizers, visuals, manipulatives and other concrete materials Use gestures, facial expressions and body language Read aloud Build on what students already know and prior experience 	<ul style="list-style-type: none"> Pair visual prompts with verbal presentations Ask students to restate information, directions, and assignments. Provide repetition and and practice Model skills / techniques to be mastered. Provide extended time to complete class work Provide copy of class notes Provide preferential seating to be mutually determined by the student and teacher Allow the use of a computer to complete assignments. Establish expectations for correct spelling on assignments Provide extra textbooks for home. Provide Peer Support Increase one on one time
Gifted and Talented Students	504 Plan	
<ul style="list-style-type: none"> Utilize advanced, accelerated, or compacted content Provide assignments that emphasize higher- level thinking skills. Allow for individual student interest 	<ul style="list-style-type: none"> Pair visual prompts with verbal presentations Ask students to restate information, directions, and assignments. Provide repetition and and practice Model skills / techniques to be mastered. 	

- Gear assignments to development in areas of affect, creativity, cognition, and research skills
- Allow for a variety in types of resources
- Provide problem-based assignments with planned scope and sequence
- Utilize inquiry-based instruction
- Adjust the pace of lessons
- Utilize Choice Boards
- Provide Problem-Based Learning
- Establish flexible Grouping

- Provide extended time to complete class work
- Provide copy of class notes
- Break long assignments into smaller parts
- Assist student in setting short term goals
- Allow for preferential seating to be mutually determined by the student and teacher
- Provide extra textbooks for home.
- Model and reinforce organizational systems (i.e. color-coding)
- Write out homework assignments, check student's recording of assignments

Interdisciplinary Connections

English Language Arts

Reading

Grades 9-10

- RI.CI.9-10.2. Determine one or more central ideas of an informational text and analyze how it is developed and refined over the course of a text, including how it emerges and is shaped by specific details; provide an objective summary of the text.

Grades 11-12

- RI.CI.11-12.2. Determine two or more central ideas of an informational text and analyze how they are developed and refined over the course of a text including how they interact and build on one another to produce a complex account or analysis; provide an objective summary of the text.

Writing

Grades 9-10

- W.WP.9-10.4. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; seeking out feedback and reflecting on personal writing progress; consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.
- W.R.W.9–10.7. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Grades 11-12

- W.WP.11-12.4. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to

Computer Science and Design Thinking

Computer Science and Design Thinking Practices

- Fostering an Inclusive Computing and Design Culture
- Collaborating Around Computing and Design
- Recognizing and Defining Computational Problems
- Developing and Using Abstractions
- Creating Computational Artifacts
- Testing and Refining Computational Artifacts
- Communicating About Computing and Design

Computer Science and Design Thinking Standards

- 8.1.12.IC.1: Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices.
- 8.2.12.ITH.1: Analyze a product to determine the impact that economic, political, social, and/or cultural factors have had on its design, including its design constraints.

- complete complex writing tasks; tracking and reflecting on personal writing progress (e.g., using portfolios, journals, conferencing); consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.
- W.R.W.11–12.7. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.

Speaking and Listening**Grades 9–10**

- SL.PE.9–10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

Grades 11–12

- SL.PE.11–12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

Language**Grades 9–10**

- L.VL.9–10.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, including technical meanings, choosing flexibly from a range of strategies.

Grades 11–12

- L.VL.11–12.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, including technical meanings, choosing flexibly from a range of strategies.

Career Readiness, Life Literacies and Key Skills Practices

- Act as a responsible and contributing community member and employee.
- Attend to financial well-being.
- Consider the environmental, social and economic impacts of decisions.
- Demonstrate creativity and innovation.
- Utilize critical thinking to make sense of problems and persevere in solving them.
- Model integrity, ethical leadership and effective management.
- Plan education and career paths aligned to personal goals.
- Use technology to enhance productivity, increase collaboration and communicate effectively.
- Work productively in teams while using cultural/global competence.

Career Readiness, Life Literacies and Key Skills Standards

21st Century Skills

- 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
- 9.4.12.CI.2: Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).
- 9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).
- 9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a)

Technology Integration

- 9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources (e.g., NJSLSA.W8, Social Studies Practice: Gathering and Evaluating Sources).
- 9.4.12.IML.5: Evaluate, synthesize, and apply information on climate change from various sources appropriately (e.g., 2.1.12.CHSS.6, S.IC.B.4, S.IC.B.6, 8.1.12.DA.1, 6.1.12.GeoHE.14.a, 7.1.AL.PRSNT.2).

Climate Change

- 1.5.12prof.Cn11b: Describe how knowledge of global issues, including climate change may influence personal responses to art.
- 1.5.12acc.Cn11b: Compare uses of art in a variety of societal, cultural and historical contexts and make connections to global issues, including climate change.
- 1.5.12adv.Cn11b: Assess the impact of an artist or group of artists on global issues, including climate change.

SEL Competencies

- Self - Awareness
- Self - Management
- Social Awareness
- Responsible Decision Making
- Relationship Skills

<https://www.nj.gov/education/safety/wellness/selearning/index.shtml>

Formative assessment informs instruction and is ongoing throughout a unit to determine how students are progressing against the standards.

Teachers are encouraged to incorporate Formative Assessments into all lessons. During instruction, teachers will collect ongoing information on students' mastery of content through a variety of methods:

- Questioning: using Socratic method, probing questions, a hierarchical system in complexity (Bloom's Taxonomy)
- Exit tickets, rotational activities (stations), quizzes, and small group activities
- Classwork, homework, group work (formative assessment)
- Pre-Assessment, teacher's observation, class discussion, and journal
- Timed drawings
- Sketches
- Written reflections on successes/failures of a given work
- Group critique
- Q&A and classroom discussion
- Peer review
- Short quizzes

Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.

Summative Assessment:

Summative Performance Assessment and Evaluation

- [Studio Art 1 Unit 1, Competency 1](#)
 - This competency should focus on technical skill
- [Studio Art 1 Unit 1, Competency 2](#)
 - This competency should focus on personal expression

Other Summative Assessments: Teachers are encouraged to design and their own assessments (topic/module tests and quizzes) individually and/or with their department or grade-level partners, as per Uniform Grading Profile.

Suggested Learning Activities:

- Timed figure drawings
- Blind contour drawings
- Still life drawings
- Gridding
- Poster design
- Fashion design
- Junk sculpture
- Recreating ancient vases
- Perspective drawing
- Landscape
- Portraiture

Targeted Academic Vocabulary

aesthetic, analysis, asymmetrical, background, balance, color, composition, concept, content, context, creative thinking, critical thinking, criticism, design, elements, expression, foreground, image, intensity, line, medium, movement, organic, pattern, perception, repetition, shade, space, symbol, technique, unity, variety

District/School Primary and Supplementary Resources

District-Mandated Resources

- [Self reflection](#)
- Video Series-Art 21
- Video Series- Artrageous with Nate
- Video Series- PBS Idea Channel
- Video Series- Ceramic Treasures
- Video Series- The Art Assignment
- Various drawing media (pencils, pens, markers, etc.)
- Various painting media (tempera, acrylic, oil pastel, etc.)

- Paper of various weights and sizes
- Canvas of various weights and sizes
- Printmaking materials (rollers, squeegees, etc.)
- Adhesives
- Consumable sculpture materials (popsicle sticks, cardboard, plastic/metal waste, etc.)
- Specialized tools (cutting, drawing, etc.)
- Textbook - The Visual Experience Third Edition Hobbs, Salome, and Vieth Davis Publications, Inc. Worchester, Massachusetts 2005

Other Resources:

- Daily Book Of Art
- Eyewitness Companions ART
- Art News magazines
- [Scholastic Art Magazine](#)
- [The Metropolitan Museum of Art](#)
- [Guggenheim Museum](#)
- [Andy Warhol Napkin Drawing, ca. 1983 | ANTIQUES ROADSHOW | PBS LearningMedia](#) (LBGTQ+ Law)
- [Newsela - The African cartoonists drawing themselves into the story](#) (Amistad Law)
- [Newsela - Missouri cave with ancient Native American drawings sold](#) (Diversity, Equity and Inclusion Law)
- [Lines in Albrecht Dürer's Drawing of a Large Horse. Third Grade Reading Passage \(readworks.org\)](#)
- [Collection - Art B](#)
- [Teaching the Holocaust Through Art: Interpretation | Murals of the Holocaust](#) (Holocaust Law)
- [AAPI Artists and Resources | Art Museum UC Santa Barbara](#) (AAPI)
- [How Climate Changes Art](#) (Climate Change)

Instructional Best Practices and Exemplars

See Appendix A for Instructional Best Practices and Exemplars

Pacing Guide**Studio Art I Pacing Guide**

Unit 2:	
Overview	
In this unit of study, students will continue to refine their personal expression and technical competency while focusing on composition to create works which are more able to fully express their artistic vision. They will continue to document their process and their work should show an even greater readiness to move on to more advanced study within the school or in a college setting.	
Essential Questions	Enduring Understandings
<ul style="list-style-type: none"> How does the visual artist create interesting and compelling compositions? How can a portfolio reveal an artists' growth and development? What can an artist do to create personal expression and visual communication? How might one's choice of color affect the mood, tone, and interpretation of one's work? 	<ul style="list-style-type: none"> Creativity, innovative thinking, and problem solving skills are continually developed throughout life. Art allows the creator to express themselves to an audience. Critical thinking skills are essential to understanding one's self and one another.

Unit 2
Content Standards
Proficient <ul style="list-style-type: none"> 1.5.12prof.Cr1a: Use multiple approaches to begin creative endeavors. 1.5.12prof.Cr1b: Shape an artistic investigation of an aspect of present-day life using a contemporary practice of art and design. 1.5.12prof.Cr2a: Engage in making a work of art or design without having a preconceived plan. 1.5.12prof.Cr2b: Explain how traditional and non-traditional materials may impact human health and the environment, and demonstrate safe handling of materials, tools and equipment. 1.5.12prof.Cr2c: Collaboratively develop a proposal for an installation, artwork, or space design that transforms the perception and experience of a particular place. 1.5.12prof.Cr3a: Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on and plan revisions for works of art and design in progress. 1.5.12prof.Pr4a: Analyze, select and curate artifacts and/or artworks for presentation and preservation. 1.5.12prof.Pr5a: Analyze and evaluate the reasons and ways an exhibition is presented. 1.5.12prof.Pr6a: Analyze and describe the impact that an exhibition or collection has on personal awareness of social, cultural or political beliefs and understandings 1.5.12prof.Re7a: Hypothesize ways in which art influences perception and understanding of human experiences. 1.5.12prof.Re7b: Analyze how one's understanding of the world is affected by experiencing visual arts. 1.5.12prof.Re8a: Interpret an artwork or collection of works, supported by relevant and sufficient evidence found in the work and its various contexts. 1.5.12prof.Re9a: Establish relevant criteria in order to evaluate a work of art or collection of works. 1.5.12prof.Cn10a: Document the process of developing ideas from early stages to fully elaborated ideas. 1.5.12prof.Cn11a: Describe how knowledge of culture, traditions and history may influence personal responses to art.

Unit 2

Content Standards

Accomplished

- 1.5.12acc.Cr1a: Individually and collaboratively formulate new creative problems based on student's existing artwork.
- 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.Cr2b: Demonstrate awareness of ethical implications of making and distributing creative work.
- 1.5.12acc.Cr2c: Redesign an object, system, place, or design in response to contemporary issues
- 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.
- 1.5.12acc.Pr4a: Analyze, select and critique personal artwork for a collection or portfolio presentation.
- 1.5.12acc.Pr5a: Evaluate, select and apply methods or processes appropriate to display artwork in a specific place.
- 1.5.12acc.Pr6a: Make, explain and justify connections between artists or artwork and social, cultural and political history.
- 1.5.12acc.Re7a: Recognize and describe personal aesthetic and empathetic responses to the natural world and constructed environments.
- 1.5.12acc.Re7b: Evaluate the effectiveness of visual artworks to influence ideas, feelings, and behaviors of specific audiences.
- 1.5.12acc.Re8a: Identify types of contextual information useful in the process of constructing interpretations of an artwork or collection of works.
- 1.5.12acc.Re9a: Determine the relevance of criteria used by others to evaluate a work of art or collection of works.
- 1.5.12acc.Cn10a: Utilize inquiry methods of observation, research and experimentation to explore other subjects through artmaking.
- 1.5.12acc.Cn11a: Compare uses of art in a variety of societal, cultural and historical contexts and make connections to uses of art in contemporary and local contexts.

Advanced

- 1.5.12adv.Cr1a: Visualize and generate art and design that can affect social change.
- 1.5.12adv.Cr1b: Choose from a range of materials and methods of traditional and contemporary artistic practices, following or breaking established conventions, to plan the making of multiple works of art and design based on a theme, idea or concept.
- 1.5.12adv.Cr2a: Experiment, plan and make multiple works of art and design that explore a personally meaningful theme, idea, or concept.
- 1.5.12adv.Cr2b: Demonstrate understanding of the importance of balancing freedom and responsibility in the use of images, materials, tools and equipment in the creation and circulation of creative work.
- 1.5.12adv.Cr2c: Demonstrate in works of art or design how visual and material culture defines, shapes, enhances, inhibits, and/or empowers people's lives.
- 1.5.12adv.Cr3a: Reflect on, re-engage, revise and refine works of art or design considering relevant traditional and contemporary criteria as well as personal artistic vision.
- 1.5.12adv.Pr4a: Critique, justify and present choices in the process of analyzing, selecting, curating, and presenting artwork for a specific exhibit or event.
- 1.5.12adv.Pr5a: Investigate, compare and contrast methods for preserving and protecting art.
- 1.5.12adv.Pr6a: Curate a collection of objects, artifacts or artwork to impact the viewer's understanding of social, cultural and/or political experiences.
- 1.5.12adv.Re7a: Analyze how responses to art develop over time based on knowledge of and experience with art and life.
- 1.5.12adv.Re7b: Determine the commonalities within a group of artists or visual arts attributed to a particular type of art, timeframe, or culture.
- 1.5.12adv.Re8a: Analyze differing interpretations of an artwork or collection of works in order to select and defend a plausible critical analysis.

Unit 2	
Content Standards	
<ul style="list-style-type: none"> 1.5.12adv.Re9a: Construct evaluations of a work of art or collection of works based on differing sets of criteria 1.5.12adv.Cn10a: Synthesize knowledge of social, cultural, historical, and personal life with artmaking approaches to create meaningful works of art or design. 1.5.12adv.Cn11a: Assess the impact of an artist or a group of artists on the beliefs, values and behaviors of a society. 	

Unit 2	
Core Ideas	
<ul style="list-style-type: none"> Creativity and innovative thinking are essential life skills that can be developed. Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art-making goals. Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches. Artists and designers balance experimentation and safety, freedom and responsibility, while developing and creating artworks. People create and interact with objects, places and design that define, shape, enhance, and empower their lives. Artists and designers develop excellence through practice and constructive critique, reflecting on, revising and refining work over time. Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting and curating objects, artifacts and artworks for preservation and presentation. Artists, curators and others consider a variety of factors and methods including evolving technologies when preparing and refining artwork for display and or when deciding if and how to preserve and protect it. Objects, artifacts and artworks collected, preserved, or presented either by artists, museums, or other venues communicate meaning and a record of social, cultural and political experiences resulting in the cultivating of appreciation and understanding. Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments. Visual arts influences understanding of and responses to the world. People gain insights into meanings of artworks by engaging in the process of art criticism. People evaluate art based on various criteria Through artmaking, people make meaning by investigating and developing awareness of perceptions, knowledge and experiences. People develop ideas and understandings of society, culture and history through their interactions with and analysis of art. 	

Student Learning Objectives	
Students will be able to...	<ul style="list-style-type: none"> Display originality, imagination, and invention in work. Develop the skills necessary to create a portfolio showing college readiness. Create the illusion of three dimensional space on a two dimensional plane. Use their vocabulary of art, design, and visual communication to critically analyze their work and the work of their peers in formal and informal settings. Synthesize diverse art historical influences with prior experience to create their work. Use creative problem solving in the design, analysis, and creation of artwork. Understand the myriad ways to develop interesting composition through practice.

- Use art media with technical competency and skill to effectively express ideas

Integrated Accommodations and Modifications

Special Education Students	English Language Learners	At Risk
<ul style="list-style-type: none"> • Utilize modifications & accommodations delineated in the student's IEP • Provide additional manipulatives to support instruction • Allow for alternative strategies to solve algorithms or tasks • Provide the steps needed to complete the task • Model frequently • Provide repetition and practice. • Use visuals to demonstrate/model the processes • Restate, reread, and clarify directions/questions • Ask students to restate information, directions, and assignments. • Provide copy of class notes • Distribute study guide for classroom tests. • Provide preferential seating to be mutually determined by the student and teacher • Provide extra textbooks for home. • Provide regular parent/ school communication • Allow extended time to complete assignment • Establish procedures for accommodations / modifications for assessments • Allow student to take/complete tests in an alternate setting as needed <p>Appendix A: Special Education Accommodations and Modifications</p>	<p>WIDA Can Do Descriptors https://wida.wisc.edu/teach/can-do/descriptors</p> <ul style="list-style-type: none"> • Modify Assignments • Use testing and portfolio assessment • Utilize Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary) • Repeat, rephrase, paraphrase key concepts and directions • Allow for extended time for assignment completion as needed • Highlight key vocabulary • Define essential vocabulary in context • Use graphic organizers, visuals, manipulatives and other concrete materials • Use gestures, facial expressions and body language • Read aloud • Build on what students already know and prior experience 	<ul style="list-style-type: none"> • Pair visual prompts with verbal presentations • Ask students to restate information, directions, and assignments. • Provide repetition and and practice • Model skills / techniques to be mastered. • Provide extended time to complete class work • Provide copy of class notes • Provide preferential seating to be mutually determined by the student and teacher • Allow the use of a computer to complete assignments. • Establish expectations for correct spelling on assignments • Provide extra textbooks for home. • Provide Peer Support • Increase one on one time
Gifted and Talented Students	504 Plan	

- Utilize advanced, accelerated, or compacted content
- Provide assignments that emphasize higher- level thinking skills.
- Allow for individual student interest
- Gear assignments to development in areas of affect, creativity, cognition, and research skills
- Allow for a variety in types of resources
- Provide problem-based assignments with planned scope and sequence
- Utilize inquiry-based instruction
- Adjust the pace of lessons
- Utilize Choice Boards
- Provide Problem-Based Learning
- Establish flexible Grouping

- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments.
- Provide repetition and and practice
- Model skills / techniques to be mastered.
- Provide extended time to complete class work
- Provide copy of class notes
- Break long assignments into smaller parts
- Assist student in setting short term goals
- Allow for preferential seating to be mutually determined by the student and teacher
- Provide extra textbooks for home.
- Model and reinforce organizational systems (i.e. color-coding)
- Write out homework assignments, check student's recording of assignments

Interdisciplinary Connections

English Language Arts

Reading

Grades 9-10

- RI.CI.9-10.2. Determine one or more central ideas of an informational text and analyze how it is developed and refined over the course of a text, including how it emerges and is shaped by specific details; provide an objective summary of the text.

Grades 11-12

- RI.CI.11-12.2. Determine two or more central ideas of an informational text and analyze how they are developed and refined over the course of a text including how they interact and build on one another to produce a complex account or analysis; provide an objective summary of the text.

Writing

Grades 9-10

- W.WP.9-10.4. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; seeking out feedback and reflecting on personal writing progress; consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.
- W.R.W.9-10.7. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Computer Science and Design Thinking

Computer Science and Design Thinking Practices

- Fostering an Inclusive Computing and Design Culture
- Collaborating Around Computing and Design
- Recognizing and Defining Computational Problems
- Developing and Using Abstractions
- Creating Computational Artifacts
- Testing and Refining Computational Artifacts
- Communicating About Computing and Design

Computer Science and Design Thinking Standards

- 8.1.12.IC.1: Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices.
- 8.2.12.ITH.1: Analyze a product to determine the impact that economic, political, social, and/or cultural factors have had on its design, including its design constraints.

Grades 11-12

- W.WP.11-12.4. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; tracking and reflecting on personal writing progress (e.g., using portfolios, journals, conferencing); consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.
- W.R.W.11–12.7. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.

Speaking and Listening**Grades 9-10**

- SL.PE.9–10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

Grades 11-12

- SL.PE.11–12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

Language**Grades 9-10**

- L.VL.9-10.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, including technical meanings, choosing flexibly from a range of strategies.

Grades 11-12

- L.VL.11-12.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, including technical meanings, choosing flexibly from a range of strategies.

Career Readiness, Life Literacies and Key Skills Practices

- Act as a responsible and contributing community member and employee.
- Attend to financial well-being.
- Consider the environmental, social and economic impacts of decisions.
- Demonstrate creativity and innovation.
- Utilize critical thinking to make sense of problems and persevere in solving them.
- Model integrity, ethical leadership and effective management.
- Plan education and career paths aligned to personal goals.
- Use technology to enhance productivity, increase collaboration and communicate effectively.
- Work productively in teams while using cultural/global competence.

Career Readiness, Life Literacies and Key Skills Standards**21st Century Skills**

- 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
- 9.4.12.CI.2: Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).
- 9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).
- 9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a)

Technology Integration

- 9.4.12.DC.1: Explain the beneficial and harmful effects that intellectual property laws can have on the creation and sharing of content (e.g., 6.1.12.CivicsPR.16.a).
- 9.4.12.DC.7: Evaluate the influence of digital communities on the nature, content and responsibilities of careers, and other aspects of society (e.g., 6.1.12.CivicsPD.16.a).

Climate Change*Addressed in Unit 1***SEL Competencies**

- Self - Awareness
- Self - Management
- Social Awareness
- Responsible Decision Making
- Relationship Skills

<https://www.nj.gov/education/safety/wellness/selearning/index.shtml>

District/School Formative Assessment Plan

Formative assessment informs instruction and is ongoing throughout a unit to determine how students are progressing against the standards.

District/School Summative Assessment Plan

Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.

Teachers are encouraged to incorporate Formative Assessments into all lessons. During instruction, teachers will collect ongoing information on students' mastery of content through a variety of methods:

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- Exit tickets, rotational activities (stations), quizzes, and small group activities
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- Pre-Assessment, teacher's observation, class discussion, and journal
- Timed drawings
- Sketches
- Written reflections on successes/failures of a given work
- Group critique
- Q&A and classroom discussion
- Peer review
- Short quizzes

Summative Assessment:

- [Studio Art 1 Unit 2, Competency 1](#) This competency should focus on composition.
- [Studio Art 1 Unit 2, Competency 2](#) This competency should synthesize prior learning to create a composition showing a practiced level of technical and creative skills.

Other Summative Assessments: Teachers are encouraged to design and their own assessments (topic/module tests and quizzes) individually and/or with their department or grade-level partners, as per Uniform Grading Profile.

Suggested Learning Activities

- Timed figure drawings
- Blind contour drawings
- Still life drawings
- Gridding
- Poster design
- Fashion design
- Junk sculpture
- Complex ceramic sculpture
- Forced perspective drawing
- Impasto
- Expressive portraiture
- Stippling
- Animal drawing
- Stenciling
- Mimicking master works

Targeted Academic Vocabulary

line, shape, form, texture, value, space, color (hue), balance, harmony, contrast, dominance, emphasis, movement, gradation, rhythm, proportion, unity, intensity, analogous, complementary, tint, tertiary

District/School Primary and Supplementary Resources

Summative Assessment Resources:

- Anecdotal Notes
- Assessments Rubric

- Students Portfolio

Other Resources:

- [Self reflection](#)
- Video Series-Art 21
- Video Series- Artrageous with Nate
- Video Series- PBS Idea Channel
- Video Series- Ceramic Treasures
- Video Series- The Art Assignment
- Various drawing media (pencils, pens, markers, etc.)
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- Canvas of various weights and sizes
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- Glue
- Consumable sculpture materials (popsicle sticks, cardboard, plastic/metal waste, etc.)
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- Textbook - The Visual Experience Third Edition Hobbs, Salome, and Vieth Davis Publications, Inc. Worchester, Massachusetts 2005
- Daily Book Of Art
- Eyewitness Companions ART
- Art News magazines
- [Scholastic Art Magazine](#)
- [Metropolitan Museum](#)
- [The Guggenheim](#)
- [Newsela - The meaning behind the many colors of India's Holi festival](#) (Diversity, Equity and Inclusion Law)
- [Newsela - A coloring contest? No, but boy wins special glasses to help him see colors](#) Espanol (Disabilities Law)
- [Color Lines | Learning for Justice](#) (Amistad Law)
- [Newsela - The Great Dress-Color Debate of 2015](#)
- [Evening, Honfleur, Ninth Grade, Tenth Grade Reading Passage \(readworks.org\)](#)

Instructional Best Practices and Exemplars

See Appendix A for Instructional Best Practices and Exemplars

Pacing Guide

Studio Art I Pacing Guide