



**FREEHOLD REGIONAL HIGH SCHOOL DISTRICT
OFFICE OF CURRICULUM AND INSTRUCTION
ART DEPARTMENT CURRICULUM**

FINE ART 3

Grade Level: 10-12

Credits: 5

BOARD OF EDUCATION ADOPTION DATE: August 27, 2026

FREEHOLD REGIONAL HIGH SCHOOL DISTRICT

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Course Name	Fine Art 3	
Course Description		
Fine Art 3 is a full-year, accomplished-level studio course centered on the principles of design: unity and harmony, balance, proportion and scale, emphasis, rhythm and movement, variety, and contrast. Students choose from a widening range of media and methods to plan and produce original works; investigate the ethical dimensions of making and sharing creative work, including fair use, attribution, and questions raised by artificial intelligence; and engage in sustained peer critique. An extended critique and portfolio component in every unit develops students as reflective artists who revise and refine their work in pursuit of a personal artistic vision. [DRAFT COURSE DESCRIPTION – FOR REVIEW BY THE OFFICE OF CURRICULUM AND INSTRUCTION]		
Course Sequence and Pacing		
Fine Art 3 is a full-year course comprising seven units — six of 17 sessions and a final unit of 18 sessions — for a total of 120 sessions. Within each unit: Section 1 (Methods/Materials/Safety), 1 session; Section 2 (Art History/Multiculturalism), 2 sessions; Section 3 (Design), 3 sessions (4 in Unit 7); Section 4 (Creation & Performance), 3 sessions; Section 5 (Art Appreciation and Critique), 8 sessions.		
Unit Title	Section Focus	Suggested Pacing
Unit 1: Unity & Harmony (17 Sessions)	1.1 Methods/Materials/Safety 1.2 Art History/Multiculturalism 1.3 Design 1.4 Creation & Performance 1.5 Art Appreciation and Critique	1 Session 2 Sessions 3 Sessions 3 Sessions 8 Sessions
Unit 2: Balance (17 Sessions)	2.1 Methods/Materials/Safety 2.2 Art History/Multiculturalism 2.3 Design 2.4 Creation & Performance 2.5 Art Appreciation and Critique	1 Session 2 Sessions 3 Sessions 3 Sessions 8 Sessions
Unit 3: Proportion & Scale (17 Sessions)	3.1 Methods/Materials/Safety 3.2 Art History/Multiculturalism 3.3 Design 3.4 Creation & Performance 3.5 Art Appreciation and Critique	1 Session 2 Sessions 3 Sessions 3 Sessions 8 Sessions
Unit 4: Emphasis (17 Sessions)	4.1 Methods/Materials/Safety 4.2 Art History/Multiculturalism 4.3 Design 4.4 Creation & Performance 4.5 Art Appreciation and Critique	1 Session 2 Sessions 3 Sessions 3 Sessions 8 Sessions
Unit 5: Rhythm & Movement (17 Sessions)	5.1 Methods/Materials/Safety 5.2 Art History/Multiculturalism 5.3 Design 5.4 Creation & Performance 5.5 Art Appreciation and Critique	1 Session 2 Sessions 3 Sessions 3 Sessions 8 Sessions
Unit 6: Variety (17 Sessions)	6.1 Methods/Materials/Safety 6.2 Art History/Multiculturalism 6.3 Design 6.4 Creation & Performance 6.5 Art Appreciation and Critique	1 Session 2 Sessions 3 Sessions 3 Sessions 8 Sessions

Unit 7: Contrast (18 Sessions)	7.1 Methods/Materials/Safety 7.2 Art History/Multiculturalism 7.3 Design 7.4 Creation & Performance 7.5 Art Appreciation and Critique	1 Session 2 Sessions 3 Sessions 4 Sessions 8 Sessions
Total	7 units (six of 17 sessions; Unit 7, 18 sessions)	120 Sessions
Support Resources		
Supporting resources and appendices for this curriculum are available. These include a Resource Catalog of standards-aligned activities, common formative assessment, and interdisciplinary items for performance expectations and objectives in this course. • Fine Art 3 Resource Catalog • Appendix A: Accommodations and Modifications for Various Student Populations • Appendix B: Assessment Evidence • Appendix C: Interdisciplinary Connections Standards references throughout this document align to the 2020 New Jersey Student Learning Standards – Visual and Performing Arts, Visual Arts (1.5), at the accomplished (1.5.12acc) performance level.		

FINE ART 3 Suggested Pacing: 1 Session Unit 1: Unity & Harmony Section 1.1 – Methods/Materials/Safety
NJ Standards – NJSLS-VPA Performance Expectations
1.5.12acc.Cr2b Demonstrate awareness of ethical implications of making and distributing creative work.
1.5.12acc.Re9a Determine the relevance of criteria used by others to evaluate a work of art or collection of works.
Standards-Aligned Objectives. Instruction and assessment will align to the following objectives: <i>Objective IDs follow the Unit.Section.Objective convention shown in brackets (e.g., [2.3.1] = Unit 2, Section 3, Objective 1), preceded by the NJSLS-VPA performance expectation to which the objective aligns.</i>
1.5.12acc.Cr2b [1.1.1] Define and explain fair use, Creative Commons, permissions, and attribution.
1.5.12acc.Cr2b [1.1.2] Explain how to handle personal and sensitive content carefully.
1.5.12acc.Cr2b [1.1.3] Explain ethical concerns about generating work with AI.
1.5.12acc.Re9a [1.1.4] Discuss the different ways the principles of unity and harmony are used in various works of art.

FINE ART 3 Suggested Pacing: 2 Sessions Unit 1: Unity & Harmony Section 1.2 – Art History/Multiculturalism
NJ Standards – NJSLS-VPA Performance Expectations
1.5.12acc.Re7b Evaluate the effectiveness of visual artworks to influence ideas, feelings, and behaviors of specific audiences.
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.
1.5.12acc.Re7a Recognize and describe personal aesthetic and empathetic responses to the natural world and constructed environments.
Standards-Aligned Objectives. Instruction and assessment will align to the following objectives: <i>Objective IDs follow the Unit.Section.Objective convention shown in brackets (e.g., [2.3.1] = Unit 2, Section 3, Objective 1), preceded by the NJSLS-VPA performance expectation to which the objective aligns.</i>
1.5.12acc.Re7b [1.2.1] Explore how artwork emphasizing Unity and Harmony can influence a viewer or audience A. Compare and Contrast artworks across cultures and/or time periods. B. Draft an artwork using inspiration from historical/cultural artifacts. C. Distinguish patterns across diverse cultures or time periods. D. Manipulate and design artworks based on the investigation of contemporary designs.
1.5.12acc.Cn11a [1.2.2] Describe how knowledge of culture, traditions and history may influence personal responses to art.
1.5.12acc.Cn11a [1.2.3] Identify cultural, traditional, and historical influences on selected art works and connect these influences to personal interpretations.
1.5.12acc.Re7a [1.2.4] Explore and organize art works from different cultures to deepen understanding of art creation and human experiences in relation to world views.

- A. Identify the functionality of the viewed pieces.
- B. Identify the purpose(s) of the viewed piece(s).
- C. Plan individual creation based on viewed pieces.

FINE ART 3

Suggested Pacing: 3 Sessions

Unit 1: Unity & Harmony

Section 1.3 – Design

NJ Standards – NJSLS-VPA Performance Expectations

1.5.12acc.Cn10a Utilize inquiry methods of observation, research and experimentation to explore other subjects through artmaking

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

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.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.

Standards-Aligned Objectives. Instruction and assessment will align to the following objectives:

Objective IDs follow the Unit.Section.Objective convention shown in brackets (e.g., [2.3.1] = Unit 2, Section 3, Objective 1), preceded by the NJSLS-VPA performance expectation to which the objective aligns.

1.5.12acc.Cn10a [1.3.1] Explore how Unity and Harmony are used in various areas of art making.

- A. Document revisions of drawn out plan.
- B. Develop a finalized plan for how to create original project utilizing found references.
- C. Describe where ideas for design concepts originated and explain how adaptations were implemented to own project.
- D. Showcases advanced artmaking techniques and use of elements of art.

1.5.12acc.Cr2a [1.3.2] Develop and master the design concepts of Unity and Harmony in an art form.

1.5.12acc.Cr2a [1.3.3] Students will accomplish:

- A. Develop advanced technical skills in their chosen art form through consistent practice.
- B. Apply artistic concepts and principles to create original works.
- C. Analyze and reflect on their artistic processes and outcomes.
- D. Demonstrate persistence in overcoming challenges in their artistic journey.

1.5.12acc.Cr1b [1.3.4] Use various media to create different compositions using Unity and Harmony.

1.5.12acc.Cr3a [1.3.5] Provide and receive constructive feedback from peers.

- A. Reflect on their artistic choices and how these align with their planned vision.
- B. Make informed revisions and refinements to their work based on peer critique and self-reflection.
- C. Demonstrate growth in their artistic process and outcomes.

FINE ART 3

Suggested Pacing: 3 Sessions

Unit 1: Unity & Harmony

Section 1.4 – Creation & Performance

NJ Standards – NJSLS-VPA Performance Expectations

1.5.12acc.Cr1a Individually and collaboratively formulate new creative problems based on student’s existing artwork.
1.5.12acc.Cr2c Redesign an object, system, place, or design in response to contemporary issues.
Standards-Aligned Objectives. Instruction and assessment will align to the following objectives: <i>Objective IDs follow the Unit.Section.Objective convention shown in brackets (e.g., [2.3.1] = Unit 2, Section 3, Objective 1), preceded by the NJSLS-VPA performance expectation to which the objective aligns.</i>
1.5.12acc.Cr1a [1.4.1] Analyze their existing artwork to identify themes or elements that can inspire new problems. A. Collaborate with peers to brainstorm and refine creative problems based on their individual artistic expressions. B. Develop innovative and thoughtful solutions to these problems through artistic practice.
1.5.12acc.Cr2c [1.4.2] Identify and analyze contemporary issues that require redesign. A. Apply design thinking methodologies to create innovative solutions. B. Collaborate effectively with peers to develop and present redesign proposals. C. Evaluate the sustainability and ethical implications of their designs.

FINE ART 3 Suggested Pacing: 8 Sessions Unit 1: Unity & Harmony Section 1.5 – Art Appreciation and Critique
NJ Standards – NJSLS-VPA Performance Expectations
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.Re8a Identify types of contextual information useful in the process of constructing interpretations of an artwork or collection of works
Standards-Aligned Objectives. Instruction and assessment will align to the following objectives: <i>Objective IDs follow the Unit.Section.Objective convention shown in brackets (e.g., [2.3.1] = Unit 2, Section 3, Objective 1), preceded by the NJSLS-VPA performance expectation to which the objective aligns.</i>
1.5.12acc.Pr4a [1.5.1] Critically analyze their own artwork, recognizing strengths and areas for improvement. A. Select artworks that best represent their skills and artistic journey. B. Articulate their thoughts on their artwork and that of others through constructive critique. C. Compile and present a cohesive portfolio that reflects their personal style and artistic development.
1.5.12acc.Pr5a [1.5.2] Analyze different display methods and their suitability for specific contexts. A. Make informed decisions on how to present their artwork effectively. B. Demonstrate the ability to implement chosen methods in a practical setting.
1.5.12acc.Re8a[1.5.3] Recognize various types of contextual information (historical, social, cultural, etc.). A. Analyze how these contexts influence the interpretation of artworks. B. Construct informed interpretations based on contextual understanding.

FINE ART 3 Suggested Pacing: 1 Session Unit 2: Balance Section 2.1 – Methods/Materials/Safety
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NJ Standards – NJSLS-VPA Performance Expectations
1.5.12acc.Cr2b Demonstrate awareness of ethical implications of making and distributing creative work.
1.5.12acc.Re9a Determine the relevance of criteria used by others to evaluate a work of art or collection of works.
Standards-Aligned Objectives. Instruction and assessment will align to the following objectives: <i>Objective IDs follow the Unit.Section.Objective convention shown in brackets (e.g., [2.3.1] = Unit 2, Section 3, Objective 1), preceded by the NJSLS-VPA performance expectation to which the objective aligns.</i>
1.5.12acc.Cr2b [2.1.1] Define and explain fair use, Creative Commons, permissions, and attribution.
1.5.12acc.Cr2b [2.1.2] Explain how to handle personal and sensitive content carefully.
1.5.12acc.Cr2b [2.1.3] Explain ethical concerns about generating work with AI.
1.5.12acc.Cr3a [2.1.4] Discuss the different ways the principles of balance are used in various works of art.

FINE ART 3 Suggested Pacing: 2 Sessions Unit 2: Balance Section 2.2 – Art History/Multiculturalism
NJ Standards – NJSLS-VPA Performance Expectations
1.5.12acc.Re7b Evaluate the effectiveness of visual artworks to influence ideas, feelings, and behaviors of specific audiences.
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.
1.5.12acc.Re7a Recognize and describe personal aesthetic and empathetic responses to the natural world and constructed environments.
Standards-Aligned Objectives. Instruction and assessment will align to the following objectives: <i>Objective IDs follow the Unit.Section.Objective convention shown in brackets (e.g., [2.3.1] = Unit 2, Section 3, Objective 1), preceded by the NJSLS-VPA performance expectation to which the objective aligns.</i>
1.5.12acc.Re7b [2.2.1] Explore how artwork emphasizing the discussed principles can influence a viewer or audience A. Compare and Contrast artworks across cultures and/or time periods. B. Draft an artwork using inspiration from historical/cultural artifacts. C. Distinguish patterns across diverse cultures or time periods. D. Manipulate and design artworks based on the investigation of contemporary designs.
1.5.12acc.Cn11a [2.2.2] Describe how knowledge of culture, traditions and history may influence personal responses to art.
1.5.12acc.Cn11a [2.2.3] Identify cultural, traditional, and historical influences on selected art works and connect these influences to personal interpretations.
1.5.12acc.Re7a [2.2.4] Explore and organize art works from different cultures to deepen understanding of art creation and human experiences in relation to world views. A. Identify the functionality of the viewed pieces. B. Identify the purpose(s) of the viewed piece(s). C. Plan individual creation based on viewed pieces.

FINE ART 3 Suggested Pacing: 3 Sessions Unit 2: Balance Section 2.3 – Design
NJ Standards – NJSLS-VPA Performance Expectations
1.5.12acc.Cn10a Utilize inquiry methods of observation, research and experimentation to explore other subjects through artmaking
1.5.12acc.Cr2a Through experimentation, practice and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.
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.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.
Standards-Aligned Objectives. Instruction and assessment will align to the following objectives: <i>Objective IDs follow the Unit.Section.Objective convention shown in brackets (e.g., [2.3.1] = Unit 2, Section 3, Objective 1), preceded by the NJSLS-VPA performance expectation to which the objective aligns.</i>
1.5.12acc.Cn10a [2.3.1] Explore how Balance are used in various areas of art making. A. Document revisions of drawn out plan. B. Develop a finalized plan for how to create original project utilizing found references. C. Describe where ideas for design concepts originated and explain how adaptations were implemented to own project. D. Showcases advanced artmaking techniques and use of elements of art.
1.5.12acc.Cr2a [2.3.2] Develop and master the design concepts of Balance in an art form.
1.5.12acc.Cr2a [2.3.3] Students will accomplish: A. Develop advanced technical skills in their chosen art form through consistent practice. B. Apply artistic concepts and principles to create original works. C. Analyze and reflect on their artistic processes and outcomes. D. Demonstrate persistence in overcoming challenges in their artistic journey.
1.5.12acc.Cr1b [2.3.4] Use various media to create different compositions using Balance.
1.5.12acc.Cr3a [2.3.5] Provide and receive constructive feedback from peers. A. Reflect on their artistic choices and how these align with their planned vision. B. Make informed revisions and refinements to their work based on peer critique and self-reflection. C. Demonstrate growth in their artistic process and outcomes.

FINE ART 3 Suggested Pacing: 3 Sessions Unit 2: Balance Section 2.4 – Creation & Performance
NJ Standards – NJSLS-VPA Performance Expectations
1.5.12acc.Cr1a Individually and collaboratively formulate new creative problems based on student’s existing artwork.
1.5.12acc.Cr2c Redesign an object, system, place, or design in response to contemporary issues.
Standards-Aligned Objectives. Instruction and assessment will align to the following objectives:

Objective IDs follow the Unit.Section.Objective convention shown in brackets (e.g., [2.3.1] = Unit 2, Section 3, Objective 1), preceded by the NJSLS-VPA performance expectation to which the objective aligns.

1.5.12acc.Cr1a [2.4.1] Analyze their existing artwork to identify themes or elements that can inspire new problems.

- A. Collaborate with peers to brainstorm and refine creative problems based on their individual artistic expressions.
- B. Develop innovative and thoughtful solutions to these problems through artistic practice.

1.5.12acc.Cr2c [2.4.2] Identify and analyze contemporary issues that require redesign.

- A. Apply design thinking methodologies to create innovative solutions.
- B. Collaborate effectively with peers to develop and present redesign proposals.
- C. Evaluate the sustainability and ethical implications of their designs.

FINE ART 3

Suggested Pacing: 8 Sessions

Unit 2: Balance

Section 2.5 – Art Appreciation and Critique

NJ Standards – NJSLS-VPA Performance Expectations

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.Re8a Identify types of contextual information useful in the process of constructing interpretations of an artwork or collection of works

Standards-Aligned Objectives. Instruction and assessment will align to the following objectives:

Objective IDs follow the Unit.Section.Objective convention shown in brackets (e.g., [2.3.1] = Unit 2, Section 3, Objective 1), preceded by the NJSLS-VPA performance expectation to which the objective aligns.

1.5.12acc.Pr4a [2.5.1] Critically analyze their own artwork, recognizing strengths and areas for improvement.

- A. Select artworks that best represent their skills and artistic journey.
- B. Articulate their thoughts on their artwork and that of others through constructive critique.
- C. Compile and present a cohesive portfolio that reflects their personal style and artistic development.

1.5.12acc.Pr5a [2.5.2] Analyze different display methods and their suitability for specific contexts.

- A. Make informed decisions on how to present their artwork effectively.
- B. Demonstrate the ability to implement chosen methods in a practical setting.

1.5.12acc.Re8a[2.5.3] Recognize various types of contextual information (historical, social, cultural, etc.).

- A. Analyze how these contexts influence the interpretation of artworks.
- B. Construct informed interpretations based on contextual understanding.

FINE ART 3

Suggested Pacing: 1 Session

Unit 3: Proportion & Scale

Section 3.1 – Methods/Materials/Safety

NJ Standards – NJSLS-VPA Performance Expectations

1.5.12acc.Cr2b Demonstrate awareness of ethical implications of making and distributing creative work.

1.5.12acc.Re9a Determine the relevance of criteria used by others to evaluate a work of art or collection of works.
Standards-Aligned Objectives. Instruction and assessment will align to the following objectives: <i>Objective IDs follow the Unit.Section.Objective convention shown in brackets (e.g., [2.3.1] = Unit 2, Section 3, Objective 1), preceded by the NJSLS-VPA performance expectation to which the objective aligns.</i>
1.5.12acc.Cr2b [3.1.1] Define and explain fair use, Creative Commons, permissions, and attribution.
1.5.12acc.Cr2b [3.1.2] Explain how to handle personal and sensitive content carefully.
1.5.12acc.Cr2b [3.1.3] Explain ethical concerns about generating work with AI.
1.5.12acc.Cr3a [3.1.4] Discuss the different ways the principles of proportion and scale are used in various works of art.

FINE ART 3 Suggested Pacing: 2 Sessions Unit 3: Proportion & Scale Section 3.2 – Art History/Multiculturalism
NJ Standards – NJSLS-VPA Performance Expectations
1.5.12acc.Re7b Evaluate the effectiveness of visual artworks to influence ideas, feelings, and behaviors of specific audiences.
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.
1.5.12acc.Re7a Recognize and describe personal aesthetic and empathetic responses to the natural world and constructed environments.
Standards-Aligned Objectives. Instruction and assessment will align to the following objectives: <i>Objective IDs follow the Unit.Section.Objective convention shown in brackets (e.g., [2.3.1] = Unit 2, Section 3, Objective 1), preceded by the NJSLS-VPA performance expectation to which the objective aligns.</i>
1.5.12acc.Re7b [3.2.1] Explore how artwork emphasizing the discussed principles can influence a viewer or audience A. Compare and Contrast artworks across cultures and/or time periods. B. Draft an artwork using inspiration from historical/cultural artifacts. C. Distinguish patterns across diverse cultures or time periods. D. Manipulate and design artworks based on the investigation of contemporary designs.
1.5.12acc.Cn11a [3.2.2] Describe how knowledge of culture, traditions and history may influence personal responses to art.
1.5.12acc.Cn11a [3.2.3] Identify cultural, traditional, and historical influences on selected art works and connect these influences to personal interpretations.
1.5.12acc.Re7a [3.2.4] Explore and organize art works from different cultures to deepen understanding of art creation and human experiences in relation to world views. A. Identify the functionality of the viewed pieces. B. Identify the purpose(s) of the viewed piece(s). C. Plan individual creation based on viewed pieces.

FINE ART 3 Suggested Pacing: 3 Sessions
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Unit 3: Proportion & Scale Section 3.3 – Design
NJ Standards – NJSLS-VPA Performance Expectations
1.5.12acc.Cn10a Utilize inquiry methods of observation, research and experimentation to explore other subjects through artmaking
1.5.12acc.Cr2a Through experimentation, practice and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.
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.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.
Standards-Aligned Objectives. Instruction and assessment will align to the following objectives: <i>Objective IDs follow the Unit.Section.Objective convention shown in brackets (e.g., [2.3.1] = Unit 2, Section 3, Objective 1), preceded by the NJSLS-VPA performance expectation to which the objective aligns.</i>
1.5.12acc.Cn10a [3.3.1] Explore how proportion and scale are used in various areas of art making. A. Document revisions of drawn out plan. B. Develop a finalized plan for how to create original project utilizing found references. C. Describe where ideas for design concepts originated and explain how adaptations were implemented to own project. D. Showcases advanced artmaking techniques and use of elements of art.
1.5.12acc.Cr2a [3.3.2] Develop and master the design concepts of proportion and scale in an art form.
1.5.12acc.Cr2a [3.3.3] Students will accomplish: A. Develop advanced technical skills in their chosen art form through consistent practice. B. Apply artistic concepts and principles to create original works. C. Analyze and reflect on their artistic processes and outcomes. D. Demonstrate persistence in overcoming challenges in their artistic journey.
1.5.12acc.Cr1b [3.3.4] Use various media to create different compositions using proportion and scale.
1.5.12acc.Cr3a [3.3.5] Provide and receive constructive feedback from peers. A. Reflect on their artistic choices and how these align with their planned vision. B. Make informed revisions and refinements to their work based on peer critique and self-reflection. C. Demonstrate growth in their artistic process and outcomes.

FINE ART 3 Suggested Pacing: 3 Sessions Unit 3: Proportion & Scale Section 3.4 – Creation & Performance
NJ Standards – NJSLS-VPA Performance Expectations
1.5.12acc.Cr1a Individually and collaboratively formulate new creative problems based on student’s existing artwork.
1.5.12acc.Cr2c Redesign an object, system, place, or design in response to contemporary issues.
Standards-Aligned Objectives. Instruction and assessment will align to the following objectives: <i>Objective IDs follow the Unit.Section.Objective convention shown in brackets (e.g., [2.3.1] = Unit 2, Section 3, Objective 1), preceded by the NJSLS-VPA performance expectation to which the objective aligns.</i>

1.5.12acc.Cr1a [3.4.1] Analyze their existing artwork to identify themes or elements that can inspire new problems.

- A. Collaborate with peers to brainstorm and refine creative problems based on their individual artistic expressions.
- B. Develop innovative and thoughtful solutions to these problems through artistic practice.

1.5.12acc.Cr2c [3.4.2] Identify and analyze contemporary issues that require redesign.

- A. Apply design thinking methodologies to create innovative solutions.
- B. Collaborate effectively with peers to develop and present redesign proposals.
- C. Evaluate the sustainability and ethical implications of their designs.

FINE ART 3

Suggested Pacing: 8 Sessions

Unit 3: Proportion & Scale

Section 3.5 – Art Appreciation and Critique

NJ Standards – NJSLS-VPA Performance Expectations

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.Re8a Identify types of contextual information useful in the process of constructing interpretations of an artwork or collection of works

Standards-Aligned Objectives. Instruction and assessment will align to the following objectives:

Objective IDs follow the Unit.Section.Objective convention shown in brackets (e.g., [2.3.1] = Unit 2, Section 3, Objective 1), preceded by the NJSLS-VPA performance expectation to which the objective aligns.

1.5.12acc.Pr4a [3.5.1] Critically analyze their own artwork, recognizing strengths and areas for improvement.

- A. Select artworks that best represent their skills and artistic journey.
- B. Articulate their thoughts on their artwork and that of others through constructive critique.
- C. Compile and present a cohesive portfolio that reflects their personal style and artistic development.

1.5.12acc.Pr5a [3.5.2] Analyze different display methods and their suitability for specific contexts.

- A. Make informed decisions on how to present their artwork effectively.
- B. Demonstrate the ability to implement chosen methods in a practical setting.

1.5.12acc.Re8a[3.5.3] Recognize various types of contextual information (historical, social, cultural, etc.).

- A. Analyze how these contexts influence the interpretation of artworks.
- B. Construct informed interpretations based on contextual understanding.

1.5.12acc.Re8a[3.5.4] Develop a logical argument/discussion about the intended purpose(s) of an artwork and its influence.

FINE ART 3

Suggested Pacing: 1 Session

Unit 4: Emphasis

Section 4.1 – Methods/Materials/Safety

NJ Standards – NJSLS-VPA Performance Expectations

1.5.12acc.Cr2b Demonstrate awareness of ethical implications of making and distributing creative work.

1.5.12acc.Re9a Determine the relevance of criteria used by others to evaluate a work of art or collection of works.
Standards-Aligned Objectives. Instruction and assessment will align to the following objectives: <i>Objective IDs follow the Unit.Section.Objective convention shown in brackets (e.g., [2.3.1] = Unit 2, Section 3, Objective 1), preceded by the NJSLS-VPA performance expectation to which the objective aligns.</i>
1.5.12acc.Cr2b [4.1.1] Define and explain fair use, Creative Commons, permissions, and attribution.
1.5.12acc.Cr2b [4.1.2] Explain how to handle personal and sensitive content carefully.
1.5.12acc.Cr2b [4.1.3] Explain ethical concerns about generating work with AI.
1.5.12acc.Cr3a [4.1.4] Discuss the different ways the principle of emphasis is used in various works of art.

FINE ART 3 Suggested Pacing: 2 Sessions Unit 4: Emphasis Section 4.2 – Art History/Multiculturalism
NJ Standards – NJSLS-VPA Performance Expectations
1.5.12acc.Re7b Evaluate the effectiveness of visual artworks to influence ideas, feelings, and behaviors of specific audiences.
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.
1.5.12acc.Re7a Recognize and describe personal aesthetic and empathetic responses to the natural world and constructed environments.
Standards-Aligned Objectives. Instruction and assessment will align to the following objectives: <i>Objective IDs follow the Unit.Section.Objective convention shown in brackets (e.g., [2.3.1] = Unit 2, Section 3, Objective 1), preceded by the NJSLS-VPA performance expectation to which the objective aligns.</i>
1.5.12acc.Re7b [4.2.1] Explore how artwork emphasizing the discussed principles can influence a viewer or audience A. Compare and Contrast artworks across cultures and/or time periods. B. Draft an artwork using inspiration from historical/cultural artifacts. C. Distinguish patterns across diverse cultures or time periods. D. Manipulate and design artworks based on the investigation of contemporary designs.
1.5.12acc.Cn11a [4.2.2] Describe how knowledge of culture, traditions and history may influence personal responses to art.
1.5.12acc.Cn11a [4.2.3] Identify cultural, traditional, and historical influences on selected art works and connect these influences to personal interpretations.
1.5.12acc.Re7a [4.2.4] Explore and organize art works from different cultures to deepen understanding of art creation and human experiences in relation to world views. A. Identify the functionality of the viewed pieces. B. Identify the purpose(s) of the viewed piece(s). C. Plan individual creation based on viewed pieces.

FINE ART 3 Suggested Pacing: 3 Sessions Unit 4: Emphasis

Section 4.3 – Design
NJ Standards – NJSLS-VPA Performance Expectations
1.5.12acc.Cn10a Utilize inquiry methods of observation, research and experimentation to explore other subjects through artmaking
1.5.12acc.Cr2a Through experimentation, practice and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.
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.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.
Standards-Aligned Objectives. Instruction and assessment will align to the following objectives: <i>Objective IDs follow the Unit.Section.Objective convention shown in brackets (e.g., [2.3.1] = Unit 2, Section 3, Objective 1), preceded by the NJSLS-VPA performance expectation to which the objective aligns.</i>
1.5.12acc.Cn10a [4.3.1] Explore how Emphasis are used in various areas of art making. A. Document revisions of drawn out plan. B. Develop a finalized plan for how to create original project utilizing found references. C. Describe where ideas for design concepts originated and explain how adaptations were implemented to own project. D. Showcases advanced artmaking techniques and use of elements of art.
1.5.12acc.Cr2a [4.3.2] Develop and master the design concepts of Emphasis in an art form.
1.5.12acc.Cr2a [4.3.3] Students will accomplish: A. Develop advanced technical skills in their chosen art form through consistent practice. B. Apply artistic concepts and principles to create original works. C. Analyze and reflect on their artistic processes and outcomes. D. Demonstrate persistence in overcoming challenges in their artistic journey.
1.5.12acc.Cr1b [4.3.4] Use various media to create different compositions using Emphasis.
1.5.12acc.Cr3a [4.3.5] Provide and receive constructive feedback from peers. A. Reflect on their artistic choices and how these align with their planned vision. B. Make informed revisions and refinements to their work based on peer critique and self-reflection. C. Demonstrate growth in their artistic process and outcomes.

FINE ART 3 Suggested Pacing: 3 Sessions Unit 4: Emphasis Section 4.4 – Creation & Performance
NJ Standards – NJSLS-VPA Performance Expectations
1.5.12acc.Cr1a Individually and collaboratively formulate new creative problems based on student’s existing artwork.
1.5.12acc.Cr2c Redesign an object, system, place, or design in response to contemporary issues.
Standards-Aligned Objectives. Instruction and assessment will align to the following objectives: <i>Objective IDs follow the Unit.Section.Objective convention shown in brackets (e.g., [2.3.1] = Unit 2, Section 3, Objective 1), preceded by the NJSLS-VPA performance expectation to which the objective aligns.</i>

1.5.12acc.Cr1a [4.4.1] Analyze their existing artwork to identify themes or elements that can inspire new problems.

- A. Collaborate with peers to brainstorm and refine creative problems based on their individual artistic expressions.
- B. Develop innovative and thoughtful solutions to these problems through artistic practice.

1.5.12acc.Cr2c [4.4.2] Identify and analyze contemporary issues that require redesign.

- A. Apply design thinking methodologies to create innovative solutions.
- B. Collaborate effectively with peers to develop and present redesign proposals.
- C. Evaluate the sustainability and ethical implications of their designs.

FINE ART 3

Suggested Pacing: 8 Sessions

Unit 4: Emphasis

Section 4.5 – Art Appreciation and Critique

NJ Standards – NJSLS-VPA Performance Expectations

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.Re8a Identify types of contextual information useful in the process of constructing interpretations of an artwork or collection of works

Standards-Aligned Objectives. Instruction and assessment will align to the following objectives:

Objective IDs follow the Unit.Section.Objective convention shown in brackets (e.g., [2.3.1] = Unit 2, Section 3, Objective 1), preceded by the NJSLS-VPA performance expectation to which the objective aligns.

1.5.12acc.Pr4a [4.5.1] Critically analyze their own artwork, recognizing strengths and areas for improvement.

- A. Select artworks that best represent their skills and artistic journey.
- B. Articulate their thoughts on their artwork and that of others through constructive critique.
- C. Compile and present a cohesive portfolio that reflects their personal style and artistic development.

1.5.12acc.Pr5a [4.5.2] Analyze different display methods and their suitability for specific contexts.

- A. Make informed decisions on how to present their artwork effectively.
- B. Demonstrate the ability to implement chosen methods in a practical setting.

1.5.12acc.Re8a[4.5.3] Recognize various types of contextual information (historical, social, cultural, etc.).

- A. Analyze how these contexts influence the interpretation of artworks.
- B. Construct informed interpretations based on contextual understanding.

FINE ART 3

Suggested Pacing: 1 Session

Unit 5: Rhythm & Movement

Section 5.1 – Methods/Materials/Safety

NJ Standards – NJSLS-VPA Performance Expectations

1.5.12acc.Cr2b Demonstrate awareness of ethical implications of making and distributing creative work.

1.5.12acc.Re9a Determine the relevance of criteria used by others to evaluate a work of art or collection of works.

Standards-Aligned Objectives. Instruction and assessment will align to the following objectives:

Objective IDs follow the Unit.Section.Objective convention shown in brackets (e.g., [2.3.1] = Unit 2, Section 3, Objective 1), preceded by the NJSLS-VPA performance expectation to which the objective aligns.

1.5.12acc.Cr2b [5.1.1] Define and explain fair use, Creative Commons, permissions, and attribution.

1.5.12acc.Cr2b [5.1.2] Explain how to handle personal and sensitive content carefully.

1.5.12acc.Cr2b [5.1.3] Explain ethical concerns about generating work with AI.

1.5.12acc.Cr3a [5.1.4] Discuss the different ways the principles of rhythm and movement are used in various works of art.

FINE ART 3

Suggested Pacing: 2 Sessions

Unit 5: Rhythm & Movement

Section 5.2 – Art History/Multiculturalism

NJ Standards – NJSLS-VPA Performance Expectations

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

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.

1.5.12acc.Re7a Recognize and describe personal aesthetic and empathetic responses to the natural world and constructed environments.

Standards-Aligned Objectives. Instruction and assessment will align to the following objectives:

Objective IDs follow the Unit.Section.Objective convention shown in brackets (e.g., [2.3.1] = Unit 2, Section 3, Objective 1), preceded by the NJSLS-VPA performance expectation to which the objective aligns.

1.5.12acc.Re7b [5.2.1] Explore how artwork emphasizing the discussed principles can influence a viewer or audience

- A. Compare and Contrast artworks across cultures and/or time periods.
- B. Draft an artwork using inspiration from historical/cultural artifacts.
- C. Distinguish patterns across diverse cultures or time periods.
- D. Manipulate and design artworks based on the investigation of contemporary designs.

1.5.12acc.Cn11a [5.2.2] Describe how knowledge of culture, traditions and history may influence personal responses to art.

1.5.12acc.Cn11a [5.2.3] Identify cultural, traditional, and historical influences on selected art works and connect these influences to personal interpretations.

1.5.12acc.Re7a [5.2.4] Explore and organize art works from different cultures to deepen understanding of art creation and human experiences in relation to world views.

- A. Identify the functionality of the viewed pieces.
- B. Identify the purpose(s) of the viewed piece(s).
- C. Plan individual creation based on viewed pieces.

FINE ART 3

Suggested Pacing: 3 Sessions

Unit 5: Rhythm & Movement

Section 5.3 – Design

NJ Standards – NJSLS-VPA Performance Expectations

1.5.12acc.Cn10a Utilize inquiry methods of observation, research and experimentation to explore other subjects through artmaking
1.5.12acc.Cr2a Through experimentation, practice and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.
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.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.
Standards-Aligned Objectives. Instruction and assessment will align to the following objectives: <i>Objective IDs follow the Unit.Section.Objective convention shown in brackets (e.g., [2.3.1] = Unit 2, Section 3, Objective 1), preceded by the NJSLS-VPA performance expectation to which the objective aligns.</i>
1.5.12acc.Cn10a [5.3.1] Explore how rhythm and movement are used in various areas of art making. A. Document revisions of drawn out plan. B. Develop a finalized plan for how to create original project utilizing found references. C. Describe where ideas for design concepts originated and explain how adaptations were implemented to own project. D. Showcases advanced artmaking techniques and use of elements of art.
1.5.12acc.Cr2a [5.3.2] Develop and master the design concepts of rhythm and movement in an art form.
1.5.12acc.Cr2a [5.3.3] Students will accomplish: A. Develop advanced technical skills in their chosen art form through consistent practice. B. Apply artistic concepts and principles to create original works. C. Analyze and reflect on their artistic processes and outcomes. D. Demonstrate persistence in overcoming challenges in their artistic journey.
1.5.12acc.Cr1b [5.3.4] Use various media to create different compositions using .rhythm and movement
1.5.12acc.Cr3a [5.3.5] Provide and receive constructive feedback from peers. A. Reflect on their artistic choices and how these align with their planned vision. B. Make informed revisions and refinements to their work based on peer critique and self-reflection. C. Demonstrate growth in their artistic process and outcomes.

FINE ART 3 Suggested Pacing: 3 Sessions Unit 5: Rhythm & Movement Section 5.4 – Creation & Performance
NJ Standards – NJSLS-VPA Performance Expectations
1.5.12acc.Cr1a Individually and collaboratively formulate new creative problems based on student’s existing artwork.
1.5.12acc.Cr2c Redesign an object, system, place, or design in response to contemporary issues.
Standards-Aligned Objectives. Instruction and assessment will align to the following objectives: <i>Objective IDs follow the Unit.Section.Objective convention shown in brackets (e.g., [2.3.1] = Unit 2, Section 3, Objective 1), preceded by the NJSLS-VPA performance expectation to which the objective aligns.</i>
1.5.12acc.Cr1a [5.4.1] Analyze their existing artwork to identify themes or elements that can inspire new problems. A. Collaborate with peers to brainstorm and refine creative problems based on their individual artistic expressions.

B. Develop innovative and thoughtful solutions to these problems through artistic practice.
1.5.12acc.Cr2c [5.4.2] Identify and analyze contemporary issues that require redesign. A. Apply design thinking methodologies to create innovative solutions. B. Collaborate effectively with peers to develop and present redesign proposals. C. Evaluate the sustainability and ethical implications of their designs.

FINE ART 3 Suggested Pacing: 8 Sessions Unit 5: Rhythm & Movement Section 5.5 – Art Appreciation and Critique
NJ Standards – NJSLS-VPA Performance Expectations
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.Re8a Identify types of contextual information useful in the process of constructing interpretations of an artwork or collection of works
Standards-Aligned Objectives. Instruction and assessment will align to the following objectives: <i>Objective IDs follow the Unit.Section.Objective convention shown in brackets (e.g., [2.3.1] = Unit 2, Section 3, Objective 1), preceded by the NJSLS-VPA performance expectation to which the objective aligns.</i>
1.5.12acc.Pr4a [5.5.1] Critically analyze their own artwork, recognizing strengths and areas for improvement. A. Select artworks that best represent their skills and artistic journey. B. Articulate their thoughts on their artwork and that of others through constructive critique. C. Compile and present a cohesive portfolio that reflects their personal style and artistic development.
1.5.12acc.Pr5a [5.5.2] Analyze different display methods and their suitability for specific contexts. A. Make informed decisions on how to present their artwork effectively. B. Demonstrate the ability to implement chosen methods in a practical setting.
1.5.12acc.Re8a[5.5.3] Recognize various types of contextual information (historical, social, cultural, etc.). A. Analyze how these contexts influence the interpretation of artworks. B. Construct informed interpretations based on contextual understanding.

FINE ART 3 Suggested Pacing: 1 Session Unit 6: Variety Section 6.1 – Methods/Materials/Safety
NJ Standards – NJSLS-VPA Performance Expectations
1.5.12acc.Cr2b Demonstrate awareness of ethical implications of making and distributing creative work.
1.5.12acc.Re9a Determine the relevance of criteria used by others to evaluate a work of art or collection of works.
Standards-Aligned Objectives. Instruction and assessment will align to the following objectives: <i>Objective IDs follow the Unit.Section.Objective convention shown in brackets (e.g., [2.3.1] = Unit 2, Section 3, Objective 1), preceded by the NJSLS-VPA performance expectation to which the objective aligns.</i>
1.5.12acc.Cr2b [6.1.1] Define and explain fair use, Creative Commons, permissions, and attribution.

1.5.12acc.Cr2b [6.1.2] Explain how to handle personal and sensitive content carefully.
1.5.12acc.Cr2b [6.1.3] Explain ethical concerns about generating work with AI.
1.5.12acc.Cr3a [6.1.4] Discuss the different ways the principle of variety is used in various works of art.

FINE ART 3 Suggested Pacing: 2 Sessions Unit 6: Variety Section 6.2 – Art History/Multiculturalism
NJ Standards – NJSLS-VPA Performance Expectations
1.5.12acc.Re7b Evaluate the effectiveness of visual artworks to influence ideas, feelings, and behaviors of specific audiences.
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.
1.5.12acc.Re7a Recognize and describe personal aesthetic and empathetic responses to the natural world and constructed environments.
Standards-Aligned Objectives. Instruction and assessment will align to the following objectives: <i>Objective IDs follow the Unit.Section.Objective convention shown in brackets (e.g., [2.3.1] = Unit 2, Section 3, Objective 1), preceded by the NJSLS-VPA performance expectation to which the objective aligns.</i>
1.5.12acc.Re7b [6.2.1] Explore how artwork emphasizing the discussed principles can influence a viewer or audience A. Compare and Contrast artworks across cultures and/or time periods. B. Draft an artwork using inspiration from historical/cultural artifacts. C. Distinguish patterns across diverse cultures or time periods. D. Manipulate and design artworks based on the investigation of contemporary designs.
1.5.12acc.Cn11a [6.2.2] Describe how knowledge of culture, traditions and history may influence personal responses to art.
1.5.12acc.Cn11a [6.2.3] Identify cultural, traditional, and historical influences on selected art works and connect these influences to personal interpretations.
1.5.12acc.Re7a [6.2.4] Explore and organize art works from different cultures to deepen understanding of art creation and human experiences in relation to world views. A. Identify the functionality of the viewed pieces. B. Identify the purpose(s) of the viewed piece(s). C. Plan individual creation based on viewed pieces.

FINE ART 3 Suggested Pacing: 3 Sessions Unit 6: Variety Section 6.3 – Design
NJ Standards – NJSLS-VPA Performance Expectations
Unit 6 Section 3 Focus: Design 3 Sessions
1.5.12acc.Cr2a Through experimentation, practice and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.

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.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.
Standards-Aligned Objectives. Instruction and assessment will align to the following objectives: <i>Objective IDs follow the Unit.Section.Objective convention shown in brackets (e.g., [2.3.1] = Unit 2, Section 3, Objective 1), preceded by the NJSLS-VPA performance expectation to which the objective aligns.</i>
1.5.12acc.Cn10a [6.3.1] Explore how Variety are used in various areas of art making. A. Document revisions of drawn out plan. B. Develop a finalized plan for how to create original project utilizing found references. C. Describe where ideas for design concepts originated and explain how adaptations were implemented to own project. D. Showcases advanced artmaking techniques and use of elements of art.
1.5.12acc.Cr2a [6.3.2] Develop and master the design concepts of Variety in an art form.
1.5.12acc.Cr2a [6.3.3] Students will accomplish: A. Develop advanced technical skills in their chosen art form through consistent practice. B. Apply artistic concepts and principles to create original works. C. Analyze and reflect on their artistic processes and outcomes. D. Demonstrate persistence in overcoming challenges in their artistic journey.
1.5.12acc.Cr1b [6.3.4] Use various media to create different compositions using Variety.
1.5.12acc.Cr3a [6.3.5] Provide and receive constructive feedback from peers. A. Reflect on their artistic choices and how these align with their planned vision. B. Make informed revisions and refinements to their work based on peer critique and self-reflection. C. Demonstrate growth in their artistic process and outcomes.

FINE ART 3 Suggested Pacing: 3 Sessions Unit 6: Variety Section 6.4 – Creation & Performance
NJ Standards – NJSLS-VPA Performance Expectations
1.5.12acc.Cr1a Individually and collaboratively formulate new creative problems based on student’s existing artwork.
1.5.12acc.Cr2c Redesign an object, system, place, or design in response to contemporary issues.
Standards-Aligned Objectives. Instruction and assessment will align to the following objectives: <i>Objective IDs follow the Unit.Section.Objective convention shown in brackets (e.g., [2.3.1] = Unit 2, Section 3, Objective 1), preceded by the NJSLS-VPA performance expectation to which the objective aligns.</i>
1.5.12acc.Cr2c [6.4.1] Identify and analyze contemporary issues that require redesign. A. Apply design thinking methodologies to create innovative solutions. B. Collaborate effectively with peers to develop and present redesign proposals. C. Evaluate the sustainability and ethical implications of their designs.

FINE ART 3 Suggested Pacing: 8 Sessions Unit 6: Variety
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Section 6.5 – Art Appreciation and Critique
NJ Standards – NJSLS-VPA Performance Expectations
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.Re8a Identify types of contextual information useful in the process of constructing interpretations of an artwork or collection of works
Standards-Aligned Objectives. Instruction and assessment will align to the following objectives: <i>Objective IDs follow the Unit.Section.Objective convention shown in brackets (e.g., [2.3.1] = Unit 2, Section 3, Objective 1), preceded by the NJSLS-VPA performance expectation to which the objective aligns.</i>
1.5.12acc.Pr4a [6.5.1] Critically analyze their own artwork, recognizing strengths and areas for improvement. A. Select artworks that best represent their skills and artistic journey. B. Articulate their thoughts on their artwork and that of others through constructive critique. C. Compile and present a cohesive portfolio that reflects their personal style and artistic development.
1.5.12acc.Pr5a [6.5.2] Analyze different display methods and their suitability for specific contexts. A. Make informed decisions on how to present their artwork effectively. B. Demonstrate the ability to implement chosen methods in a practical setting.
1.5.12acc.Re8a[6.5.3] Recognize various types of contextual information (historical, social, cultural, etc.). A. Analyze how these contexts influence the interpretation of artworks. B. Construct informed interpretations based on contextual understanding.

FINE ART 3 Suggested Pacing: 1 Session Unit 7: Contrast Section 7.1 – Methods/Materials/Safety
NJ Standards – NJSLS-VPA Performance Expectations
1.5.12acc.Cr2b Demonstrate awareness of ethical implications of making and distributing creative work.
1.5.12acc.Re9a Determine the relevance of criteria used by others to evaluate a work of art or collection of works.
Standards-Aligned Objectives. Instruction and assessment will align to the following objectives: <i>Objective IDs follow the Unit.Section.Objective convention shown in brackets (e.g., [2.3.1] = Unit 2, Section 3, Objective 1), preceded by the NJSLS-VPA performance expectation to which the objective aligns.</i>
1.5.12acc.Cr2b [7.1.1] Define and explain fair use, Creative Commons, permissions, and attribution.
1.5.12acc.Cr2b [7.1.2] Explain how to handle personal and sensitive content carefully.
1.5.12acc.Cr2b [7.1.3] Explain ethical concerns about generating work with AI.
1.5.12acc.Cr3a [7.1.4] Discuss the different ways the principle of contrast is used in various works of art.

FINE ART 3 Suggested Pacing: 2 Sessions Unit 7: Contrast Section 7.2 – Art History/Multiculturalism
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NJ Standards – NJSLS-VPA Performance Expectations	
1.5.12acc.Re7b	Evaluate the effectiveness of visual artworks to influence ideas, feelings, and behaviors of specific audiences.
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.
1.5.12acc.Re7a	Recognize and describe personal aesthetic and empathetic responses to the natural world and constructed environments.
Standards-Aligned Objectives. Instruction and assessment will align to the following objectives: <i>Objective IDs follow the Unit.Section.Objective convention shown in brackets (e.g., [2.3.1] = Unit 2, Section 3, Objective 1), preceded by the NJSLS-VPA performance expectation to which the objective aligns.</i>	
1.5.12acc.Re7b [7.2.1]	Explore how artwork emphasizing the discussed principles can influence a viewer or audience A. Compare and Contrast artworks across cultures and/or time periods. B. Draft an artwork using inspiration from historical/cultural artifacts. C. Distinguish patterns across diverse cultures or time periods. D. Manipulate and design artworks based on the investigation of contemporary designs.
1.5.12acc.Cn11a [7.2.2]	Describe how knowledge of culture, traditions and history may influence personal responses to art.
1.5.12acc.Cn11a [7.2.3]	Identify cultural, traditional, and historical influences on selected art works and connect these influences to personal interpretations.
1.5.12acc.Re7a [7.2.4]	Explore and organize art works from different cultures to deepen understanding of art creation and human experiences in relation to world views. A. Identify the functionality of the viewed pieces. B. Identify the purpose(s) of the viewed piece(s). C. Plan individual creation based on viewed pieces.

FINE ART 3 Suggested Pacing: 3 Sessions Unit 7: Contrast Section 7.3 – Design	
NJ Standards – NJSLS-VPA Performance Expectations	
1.5.12acc.Cn10a	Utilize inquiry methods of observation, research and experimentation to explore other subjects through artmaking
1.5.12acc.Cr2a	Through experimentation, practice and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.
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.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.
Standards-Aligned Objectives. Instruction and assessment will align to the following objectives: <i>Objective IDs follow the Unit.Section.Objective convention shown in brackets (e.g., [2.3.1] = Unit 2, Section 3, Objective 1), preceded by the NJSLS-VPA performance expectation to which the objective aligns.</i>	
1.5.12acc.Cn10a [7.3.1]	Explore how Contrast are used in various areas of art making. A. Document revisions of drawn out plan.

B. Develop a finalized plan for how to create original project utilizing found references. C. Describe where ideas for design concepts originated and explain how adaptations were implemented to own project. D. Showcases advanced artmaking techniques and use of elements of art.
1.5.12acc.Cr2a [7.3.2] Develop and master the design concepts of Contrast in an art form.
1.5.12acc.Cr2a [7.3.3] Students will accomplish: A. Develop advanced technical skills in their chosen art form through consistent practice. B. Apply artistic concepts and principles to create original works. C. Analyze and reflect on their artistic processes and outcomes. D. Demonstrate persistence in overcoming challenges in their artistic journey.
1.5.12acc.Cr1b [7.3.4] Use various media to create different compositions using Contrast.
1.5.12acc.Cr3a [7.3.5] Provide and receive constructive feedback from peers. A. Reflect on their artistic choices and how these align with their planned vision. B. Make informed revisions and refinements to their work based on peer critique and self-reflection. C. Demonstrate growth in their artistic process and outcomes.

FINE ART 3 Suggested Pacing: 4 Sessions Unit 7: Contrast Section 7.4 – Creation & Performance
NJ Standards – NJSLS-VPA Performance Expectations
1.5.12acc.Cr1a Individually and collaboratively formulate new creative problems based on student’s existing artwork.
1.5.12acc.Cr2c Redesign an object, system, place, or design in response to contemporary issues.
Standards-Aligned Objectives. Instruction and assessment will align to the following objectives: <i>Objective IDs follow the Unit.Section.Objective convention shown in brackets (e.g., [2.3.1] = Unit 2, Section 3, Objective 1), preceded by the NJSLS-VPA performance expectation to which the objective aligns.</i>
1.5.12acc.Cr1a [7.4.1] Analyze their existing artwork to identify themes or elements that can inspire new problems. A. Collaborate with peers to brainstorm and refine creative problems based on their individual artistic expressions. B. Develop innovative and thoughtful solutions to these problems through artistic practice.
1.5.12acc.Cr2c [7.4.2] Identify and analyze contemporary issues that require redesign. A. Apply design thinking methodologies to create innovative solutions. B. Collaborate effectively with peers to develop and present redesign proposals. C. Evaluate the sustainability and ethical implications of their designs.

FINE ART 3 Suggested Pacing: 8 Sessions Unit 7: Contrast Section 7.5 – Art Appreciation and Critique
NJ Standards – NJSLS-VPA Performance Expectations
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.Re8a Identify types of contextual information useful in the process of constructing interpretations of an artwork or collection of works
Standards-Aligned Objectives. Instruction and assessment will align to the following objectives: <i>Objective IDs follow the Unit.Section.Objective convention shown in brackets (e.g., [2.3.1] = Unit 2, Section 3, Objective 1), preceded by the NJSLS-VPA performance expectation to which the objective aligns.</i>
1.5.12acc.Pr4a [7.5.1] Critically analyze their own artwork, recognizing strengths and areas for improvement. A. Select artworks that best represent their skills and artistic journey. B. Articulate their thoughts on their artwork and that of others through constructive critique. C. Compile and present a cohesive portfolio that reflects their personal style and artistic development.
1.5.12acc.Pr5a [7.5.2] Analyze different display methods and their suitability for specific contexts. A. Make informed decisions on how to present their artwork effectively. B. Demonstrate the ability to implement chosen methods in a practical setting.
1.5.12acc.Re8a[7.5.3] Recognize various types of contextual information (historical, social, cultural, etc.). A. Analyze how these contexts influence the interpretation of artworks. B. Construct informed interpretations based on contextual understanding.

NJSLS Career Awareness, Exploration, Preparation, and Training, and Life Literacies and Key Skills	
9.4.12.Cl.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas.
9.4.12.Cl.3	Investigate new challenges and opportunities for personal growth, advancement, and transition.
9.4.12.CT.1	Identify problem-solving strategies used in the development of an innovative product or practice.
9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving.
9.4.12.CT.4	Enlist input from a variety of stakeholders (e.g., community members, experts in the field) to design a service learning activity that addresses a local or global issue (e.g., environmental justice).
9.4.12.TL.1	Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task.
9.4.12.TL.4	Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem.
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.
9.4.12.IML.3	Analyze data using tools and models to make valid and reliable claims, or to determine optimal design solutions.
9.4.12.IML.4	Assess and critique the appropriateness and impact of existing data visualizations for an intended audience.
9.4.12.IML.7	Develop an argument to support a claim regarding a current workplace or societal/ethical issue such as climate change.
9.4.12.IML.9	Evaluate media sources for point of view, bias, and motivations.

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