



Willingboro Public Schools

“Where Excellence is the Expectation”

WPS Studio Art II Curriculum

Revised April 2025

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Senior Lead Educator

Mathematics, World Languages, Financial Literacy & VPA

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

Overview	Content Standards	Unit Focus
<p>Unit 1 Identity</p>	<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. 	

Overview	Content Standards	Unit Focus
	<p>Accomplished</p> <ul style="list-style-type: none"> ● 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. 	

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. 	

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	<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. 	
<p>Unit 1: <i>Suggested Open Educational Resources</i></p>	<p>Textbook - The Visual Experience Third Edition Hobbs, Salome, and Vieth Davis Publications, Inc. Worcester, Massachusetts 2005</p>	

<p>Unit 2 Student Portfolio</p>	<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. ● 1.5.12prof.Cn11b: Describe how knowledge of global issues, including climate change, may influence personal responses to art. <p>Accomplished</p>	
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Unit 1:	
Overview	
<p>In this unit of study, students will experience what it is like to take college art courses as they explore techniques and materials which they are most interested in while creating (at least) 4 self directed projects with minimum direction from an instructor. They will be exposed to art criticism on a deeper level than was previously explored and craft a portfolio which shows their readiness for a college or professional setting.</p>	
Essential Questions	Enduring Understandings
<ul style="list-style-type: none"> ● How might one’s choice of color affect the mood, tone, and interpretation of one’s work? ● How does an artist’s use of personal expression and composition communicate their thoughts and ideas to the viewer? ● How do you judge the quality of work in a portfolio? ● What skills do we need to properly select a theme for a work of art ? ● What skills do we need to properly execute a work of art? ● What skills do we need to properly create a body of work? ● How does an artist create a successful composition to show identity? ● How does an artist create a successful composition to show culture? ● How does an artist create a successful composition to show beliefs? ● Why is critique important to the art-making process? 	<ul style="list-style-type: none"> ● Creativity, innovative thinking, and problem solving skills are continually developed throughout life. ● Self directed learning helps to retain information over time. ● Experimentation is important in developing one’s abilities to their utmost. ● Self reflection is essential to better understanding one’s emotions, strengths, weaknesses, and motivations. ● A properly created composition can show identity. ● A properly created composition can show culture. ● A properly created composition can show beliefs. ● Artists are able to show symbolism through their artwork. ● Artists should be able to come up with their own original and creative concepts. ● Artists can work in a variety of mediums. ● Understand why critique is important to the art-making process.

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- 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.

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Unit 1	
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

<p>Students will be able to...</p> <ul style="list-style-type: none"> ● Display originality, imagination, invention, and purpose in each work. ● Develop a portfolio showing college readiness. ● Determine their strengths and weaknesses through the creation of a portfolio. ● Determine their passions through the creation of a portfolio. ● Display originality, imagination, and invention in work. ● 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. ● Use creative problem solving in the design, analysis, and creation of artwork. ● Demonstrate emerging mastery of specific media/techniques through focused application of said media/techniques. ● Understand how to create a composition to show identity, culture, and beliefs. ● Explore the history of identity in art.
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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 	<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

<ul style="list-style-type: none"> ● 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 align="center">Gifted and Talented Students</p>		<p align="center">504 Plan</p>
<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 ● 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 	<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 ● 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 	
<p align="center">Interdisciplinary Connections</p>		<p align="center">Computer Science and Design Thinking</p>
<p>English Language Arts</p> <p>Reading</p> <p>Grades 9-10</p> <ul style="list-style-type: none"> ● 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. <p>Grades 11-12</p> <ul style="list-style-type: none"> ● 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. <p>Writing</p>	<p>Computer Science and Design Thinking Practices</p> <ul style="list-style-type: none"> ● 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 <p>Computer Science and Design Thinking Standards</p> <ul style="list-style-type: none"> ● 8.1.12.IC.1: Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices. 	

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 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

- 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.

- 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

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., NJLSA.W8, Social Studies Practice: Gathering and Evaluating Sources).

Climate Change

Addressed in Unit 2

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

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

Summative Assessment:

Teachers are encouraged to design 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

- In order to foster student driven learning, interest surveys will be conducted to determine potential areas of study.
 - Silhouette
 - Stenciling
 - Perspective drawing
 - Fruit tattooing
 - Landscapes
 - Figure drawing
 - Print making
 - Low relief drawing on metal sheet
 - Plaster relief
 - Fashion design
 - Product design
 - Logo design
 - Timed figure drawings
 - Blind contour drawings
 - Still lifes
 - Gridding
 - Poster design
 - Junk sculpture
 - Forced perspective drawing
 - Impasto
 - Expressive portraiture
 - Stippling
 - Animal drawing
 - MImicking master works
 - Abstract sculpture
 - Representational sculpture
 - Tromp l'oeil
 - Mask making
 - Complex ceramics

	<ul style="list-style-type: none"> ● Throwing ● Paper quilling ● Subtractive carving ● Functional furniture ● Photography ● Digital Art
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Targeted Academic Vocabulary

Value, full range, chiaroscuro, highlight, cast shadow, composition, focal point, foreshortening asymmetry, depth, atmospheric perspective , linear perspective, foreground, middleground, overlapping, background, cross hatching, blending, stippling, scumbling, contoured lines, gestural line, hatching, illustration, critique, choice, medium, color, shape, line, value, texture, space, form, rhythm, harmony, unity, balance, contrast, emphasis, variety, pattern.

District/School Primary and Supplementary Resources

District-Mandated Resources

Summative Performance Assessment and Evaluation

- [Studio Art 2 Unit 1, Competency 1](#)
 - This competency should be (at least) 2 self directed works which demonstrate emerging mastery of a specific media/technique
- [Studio Art 2 Unit 1, Competency 2](#)
 - This competency should be (at least) 2 self directed works which demonstrate emerging mastery of a specific media/technique

Other Resources:

Unit Materials

- [Self reflection](#)
- Sketchbook
- 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.)
- Pixlr
- Vectr

- Digital camera
- Textbook - The Visual Experience Third Edition Hobbs, Salome, and Vieth Davis Publications, Inc. Worcester, Massachusetts 2005
- Daily Book Of Art
- Eyewitness Companions ART
- Art News magazines
- Scholastic <https://classroommagazines.scholastic.com/promotion/art.html>
- [The Metropolitan Museum of Art](#)
- [Guggenheim Museum](#)
- [Newsela - Artist honors remarkable women in history with a drawing every day \(Diversity, Equity and Inclusion Law\)](#)
- [Newsela | Celebrating Pride Month: LGBTQIA+ Arts and Culture \(LGBTQ+ Law\)](#)
- [Art from the Holocaust: The stories behind the images - BBC Culture \(Holocaust Law\)](#)
- [Visual Art, Reading Passages \(readworks.org\)](#)
- [What Is Modern Art?. Eleventh Grade, Twelfth Grade Reading Passage \(readworks.org\)](#)
- [8 Asian American and Pacific Islander Creatives on the Relevance of Heritage \(AAPI\)](#)
- [An Introduction to Water & Climate Change Using Global Youth Artwork \(Climate Change\)](#)

Instructional Best Practices and Exemplars

See Appendix A for Instructional Best Practices and Exemplars

Pacing Guide

Studio Art II Pacing Guide

Unit 2:	
Overview	
<p>In this unit of study, students will experience what it is like to be a working artist as they synthesize all of their prior learning and experience into the creation of (at least) 2 self directed projects which reflect the best of their ability. They will critically analyze and revise their own work to ensure it demonstrates the college/professional readiness necessary in their portfolio.</p>	
Essential Questions	Enduring Understandings
<ul style="list-style-type: none"> • How might one’s choice of color affect the mood, tone, and interpretation of one’s work? • How does an artist’s use of personal expression and composition communicate their thoughts and ideas to the viewer? • How do you judge the quality of work in a portfolio? • What careers do artists pursue? • How does a portfolio prepare an artist for higher level art classes? • How does building a portfolio help artists pursue a career in art? • What is the difference between digital and traditional portfolios? • How can students collaborate to create a student art show? • What are the different ways that art can be displayed or put on exhibit? 	<ul style="list-style-type: none"> • Creativity, innovative thinking, and problem solving skills are continually developed throughout life. • Self directed learning helps to retain information over time. • Experimentation is important in developing one’s abilities to their utmost. • Self reflection is essential to better understanding one’s emotions, strengths, weaknesses, and motivations • A properly curated portfolio can translate meaning and intention. • Portfolios are an important part of career development. • Digital and traditional portfolios are both an effective way to display a body of work. • Artists should be able to independently come up with original and creative concepts for their work. • Artists can pursue several different career paths. • Artists know how to exhibit their work.

Unit 2	
Content Standards	
<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. 	

Unit 2

Content Standards

- 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.
- 1.5.12prof.Cn11b: Describe how knowledge of global issues, including climate change, may influence personal responses to art.

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.
- 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.

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.

Unit 2
Content Standards
<ul style="list-style-type: none"> ● 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 ● 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. ● 1.5.12adv.Cn11b: Assess the impact of an artist or group of artists on global issues, including climate change.

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.

Unit 2

Core Ideas

- 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...
- Display originality, imagination, invention, and purpose in each work.
 - Develop a portfolio showing college readiness.
 - Determine their strengths and weaknesses through the creation of a portfolio.
 - Determine their passions through the creation of a portfolio.
 - Display originality, imagination, and invention in work.
 - 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.
 - Use creative problem solving in the design, analysis, and creation of artwork.
 - Demonstrate emerging mastery of specific media/techniques through focused application of said media/techniques.
 - Understand how to create an art portfolio of a body of work and its benefits to pursuing a career in art.
 - Explore career options.
 - Demonstrate AP readiness.
 - Choose what works of art will be exhibited in an art show.
 - Produce an art show in collaboration with other students.
 - Participate in peer critique and offer constructive feedback to other artists.

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. 	<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 	<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

<ul style="list-style-type: none"> ● 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>	<ul style="list-style-type: none"> ● 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"> ● 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
<p align="center">Gifted and Talented Students</p>	<p align="center">504 Plan</p>	
<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 ● 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 	<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 ● 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 	
<p align="center">Interdisciplinary Connections</p>	<p align="center">Computer Science and Design Thinking</p>	

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 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

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.

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

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

9.4 Life Literacies and Key Skills

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)

<p>Technology Integration</p> <ul style="list-style-type: none"> 9.4.12.IML.5: Evaluate, synthesize and apply information on climate change from various sources appropriately.
Climate Change
<ul style="list-style-type: none"> 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
<ul style="list-style-type: none"> Self - Awareness Self - Management Social Awareness Responsible Decision Making Relationship Skills <p>https://www.nj.gov/education/safety/wellness/selearning/index.shtml</p>

District/School Formative Assessment Plan	District/School Summative Assessment Plan
<p><i>Formative assessment informs instruction and is ongoing throughout a unit to determine how students are progressing against the standards.</i></p> <p>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:</p> <ul style="list-style-type: none"> 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 <p>Additional Formative Assessments:</p> <ul style="list-style-type: none"> Timed drawings Sketches/ sketchbook Written reflections on successes/failures of a given work Group critique 	<p><i>Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.</i></p> <p>Summative Assessment:</p> <ul style="list-style-type: none"> Studio Art 2 Unit 2, Competency 1 <ul style="list-style-type: none"> This competency should be (at least) 1 self directed work(s) which demonstrates emerging mastery of a specific media/technique. Time can be taken to create larger works. Studio Art 2 Unit 2, Competency 2 <ul style="list-style-type: none"> This competency should be (at least) 1 self directed work(s) which demonstrates emerging mastery of a specific media/technique. Time can be taken to create larger works. <p>Other Summative Assessments: Teachers are encouraged to design and their own assessments (topic/module tests and quizzes) individually and/or</p>

<ul style="list-style-type: none"> ● Q&A and classroom discussion ● Peer review ● Short quizzes 	<p>with their department or grade-level partners, as per Uniform Grading Profile.</p> <p>Suggested Learning Activities</p> <p>Should be student driven</p> <ul style="list-style-type: none"> ● Silhouette ● Stenciling ● Perspective drawing ● Fruit tattooing ● Landscapes ● Figure drawing ● Printmaking ● Low relief drawing on metal sheet ● Plaster relief ● Fashion design ● Product design ● Logo design ● Timed figure drawings ● Blind contour drawings ● Still lifes ● Gridding ● Poster design ● Junk sculpture ● Forced perspective drawing ● Impasto ● Expressive portraiture ● Stippling ● Animal drawing ● MImicking master works ● Abstract sculpture ● Representational sculpture ● Tromp l’oeil ● Mask making ● Complex ceramics ● Throwing ● Paper quilling ● Subtractive carving ● Functional furniture
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- Photography
- Digital Art

Targeted Academic Vocabulary

Portfolio, digital portfolio, traditional portfolio, career, career readiness, career paths, display, exhibit, art show, body of work, museum, director, curator, registrar, museum educator, docent, graphic designer, exhibit designer, preparator, public relations officer, museum shop manager, museum protection staff, choice, medium, color, shape, line, value, texture, space, form, rhythm, harmony, unity, balance, contrast, emphasis, variety, pattern.

District/School Primary and Supplementary Resources

District-Mandated Resources

- [Self reflection](#)
- Sketchbook
- 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.)
- Pixlr
- Vectr
- Digital camera
- Textbook - The Visual Experience Third Edition Hobbs, Salome, and Vieth
Davis Publications, Inc. Worcester, Massachusetts 2005

Other Resources:

- Daily Book Of Art
- Eyewitness Companions ART
- Art News magazines
- Scholastic <https://classroommagazines.scholastic.com/promotion/art.html>
- [The Metropolitan Museum](#)
- [The Guggenheim](#)

- [Newsela - Artist is one of the faces of the youth climate movement](#) (Climate Change Law)
- [Newsela - WWI Sparked the Artistic Movement that Transformed Black America](#) (Amistad Law)
- [Newsela - Artists and activists rush to save Black Lives Matter murals](#) (Amistad Law)
- [Portrait of the Artist's Mother, Ninth Grade, Tenth Grade Reading Passage \(readworks.org\)](#) (Amistad Law)
- [Newsela - A gallery in Dubai gives Syrian artists a haven safe from civil war](#) (Diversity, Equity and Inclusion Law)

Instructional Best Practices and Exemplars

See Appendix A for Instructional Best Practices and Exemplars

Pacing Guide

Studio Art II Pacing Guide