



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

FINE ART 2

Grade Level: 9-12

Credits: 5

BOARD OF EDUCATION ADOPTION DATE: August 27, 2026

FREEHOLD REGIONAL HIGH SCHOOL DISTRICT

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Course Name	Fine Art 2	
Course Description		
Fine Art 2 is a full-year studio course in which students deepen their command of the elements of art, dedicating a full unit to each: line, space, shape, form, value, color, and texture. Students expand their technical range across drawing, painting, and mixed media; study the historical and multicultural contexts of each element; and apply the design process with growing independence. Studio creation is at the heart of the course, and each unit closes with exhibition and critique, developing students’ ability to present, interpret, and evaluate works of art.		
Course Sequence and Pacing		
Fine Art 2 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 Process), 3 sessions; Section 4 (Creation & Performance), 9 sessions (10 in Unit 7); Section 5 (Art Appreciation and Critique), 2 sessions.		
Unit Title	Section Focus	Suggested Pacing
Unit 1: Line (17 Sessions)	1.1 Methods/Materials/Safety 1.2 Art History/Multiculturalism 1.3 Design Process 1.4 Creation & Performance 1.5 Art Appreciation and Critique	1 Session 2 Sessions 3 Sessions 9 Sessions 2 Sessions
Unit 2: Space (17 Sessions)	2.1 Methods/Materials/Safety 2.2 Art History/Multiculturalism 2.3 Design Process 2.4 Creation & Performance 2.5 Art Appreciation and Critique	1 Session 2 Sessions 3 Sessions 9 Sessions 2 Sessions
Unit 3: Shape (17 Sessions)	3.1 Methods/Materials/Safety 3.2 Art History/Multiculturalism 3.3 Design Process 3.4 Creation & Performance 3.5 Art Appreciation and Critique	1 Session 2 Sessions 3 Sessions 9 Sessions 2 Sessions
Unit 4: Form (17 Sessions)	4.1 Methods/Materials/Safety 4.2 Art History/Multiculturalism 4.3 Design Process 4.4 Creation & Performance 4.5 Art Appreciation and Critique	1 Session 2 Sessions 3 Sessions 9 Sessions 2 Sessions
Unit 5: Value (17 Sessions)	5.1 Methods/Materials/Safety 5.2 Art History/Multiculturalism 5.3 Design Process 5.4 Creation & Performance 5.5 Art Appreciation and Critique	1 Session 2 Sessions 3 Sessions 9 Sessions 2 Sessions
Unit 6: Color (17 Sessions)	6.1 Methods/Materials/Safety 6.2 Art History/Multiculturalism 6.3 Design Process 6.4 Creation & Performance 6.5 Art Appreciation and Critique	1 Session 2 Sessions 3 Sessions 9 Sessions 2 Sessions
Unit 7: Texture (18 Sessions)	7.1 Methods/Materials/Safety 7.2 Art History/Multiculturalism	1 Session 2 Sessions

	7.3 Design Process 7.4 Creation & Performance 7.5 Art Appreciation and Critique	3 Sessions 10 Sessions 2 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 2 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 proficient (1.5.12prof) performance level.		

FINE ART 2 Suggested Pacing: 1 Session Unit 1: Line Section 1.1 – Methods/Materials/Safety
NJ Standards – NJSLS-VPA Performance Expectations
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.
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>
1.5.12prof.Cr2b [1.1.1] Identify and describe art making tools.
1.5.12prof.Cr2b [1.1.2] Identify and define the element in discussion.
1.5.12prof.Cr2b [1.1.3] Categorize tools based on their functions and articulate their correct and safe use.
1.5.12prof.Cr2b [1.1.4] Identify and describe the proper handling of materials and tools A. Storage. B. Cleaning. C. Usage.

FINE ART 2 Suggested Pacing: 2 Sessions Unit 1: Line Section 1.2 – Art History/Multiculturalism
NJ Standards – NJSLS-VPA Performance Expectations
1.5.12prof.Re7b Analyze how one's understanding of the world is affected by experiencing visual arts.
1.5.12prof.Cn11a Describe how knowledge of culture, traditions and history may influence personal responses to art.
1.5.12prof.Re7a Hypothesize ways in which art influences perception and understanding of human experiences.
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>
1.5.12prof.Re7b [1.2.1] Explore and analyze the historical and cultural significance of drawing and painting movements across diverse cultures and art movements (e.g., Impressionism, Pop Art, Classical, etc). A. Compare and Contrast works of art across cultures. B. Model a composition from historical/cultural artifacts. C. Distinguish patterns across diverse cultures.
1.5.12prof.Cn11a [1.2.2] Identify cultural, traditional, and historical influences on selected artworks and connect these influences to personal interpretations.
1.5.12prof.Re7a [1.2.3] Discuss how exposure to artworks from different cultures deepens understanding of human experiences and worldviews. A. Identify the intended meaning(s)/ functional purpose of the viewed piece(s). B. Identify the aesthetic purpose(s) of the viewed piece(s).

FINE ART 2 Suggested Pacing: 3 Sessions Unit 1: Line Section 1.3 – Design Process
NJ Standards – NJSLS-VPA Performance Expectations
1.5.12prof.Cn10a Document the process of developing ideas from early stages to fully elaborated ideas.
1.5.12prof.Cr2a Engage in making a work of art or design without having a preconceived plan.
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.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
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>
1.5.12prof.Cn10a [1.3.1] Organize and sketch initial ideas for a work of art. A. Document revisions B. Develop a finalized plan for construction utilizing references.
1.5.12prof.Cr2a [1.3.2] Experiment with introductory skills in order to put into practice on their final product.
1.5.12prof.Cr1b [1.3.3] Investigate an aspect of present-day life or personal interest as inspiration for the final project, using contemporary practices of art and design.
1.5.12prof.Cr3a [1.3.4] Evaluate in-progress art works by applying criteria from traditional and contemporary cultural contexts. A. Make observations and plan revisions as needed. B. Reflect on the purpose and aesthetics of their design.
1.5.12prof.Cr3a [1.3.5] Distinguish how learned skills and techniques would be used to execute final project. A. Revise final design B. Assess what skills will be used in the build. C. Create final project.

FINE ART 2 Suggested Pacing: 9 Sessions Unit 1: Line Section 1.4 – Creation & Performance
NJ Standards – NJSLS-VPA Performance Expectations
1.5.12prof.Cr1a Use multiple approaches to begin creative endeavors.
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.
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>
1.5.12prof.Cr1a [1.4.1] Organize concepts, ideas, techniques, and references to create the artistic product. (ex. view references in anticipatory set to begin planning process) A. Brainstorming techniques, Restorative Circles, EdPuzzle, etc.

B. Preliminary Builds C. In Process Peer Critiques
1.5.12prof.Cr2c [1.4.2] Make observations about how artworks and spaces can be planned for different environmental factors.

FINE ART 2 Suggested Pacing: 2 Sessions Unit 1: Line Section 1.5 – Art Appreciation and Critique
NJ Standards – NJSLS-VPA Performance Expectations
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.Re8a Interpret an artwork or collection of works, supported by relevant and sufficient evidence found in the work and its various contexts.
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>
1.5.12prof.Pr4a [1.5.1] Arrange finished projects to be viewed by classmates as a way to establish an open discussion and critique colleagues' work.
1.5.12prof.Pr5a [1.5.2] Recognize the importance of viewing fellow artists' work as a way to help develop your own ideas. A. Hypothesize the importance of space and how it relates to the exhibited piece(s). B. Draw conclusions on artists' intentions of artwork and environmental factors.
1.5.12prof.Re8a [1.5.3] Develop a logical argument/discussion about the intended purpose(s) of an artwork and its influence.

FINE ART 2 Suggested Pacing: 1 Session Unit 2: Space Section 2.1 – Methods/Materials/Safety
NJ Standards – NJSLS-VPA Performance Expectations
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.
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>
1.5.12prof.Cr2b [2.1.1] Identify and describe art making tools.
1.5.12prof.Cr2b [2.1.2] Identify and define the element(s) in discussion.
1.5.12prof.Cr2b [2.1.3] Categorize tools based on their functions and articulate their correct and safe use.
1.5.12prof.Cr2b [2.1.4] Identify and describe the proper handling of materials and tools A. Storage. B. Cleaning.

FINE ART 2

Suggested Pacing: 2 Sessions

Unit 2: Space

Section 2.2 – Art History/Multiculturalism

NJ Standards – NJSLS-VPA Performance Expectations

1.5.12prof.Re7b Analyze how one's understanding of the world is affected by experiencing visual arts.

1.5.12prof.Cn11a Describe how knowledge of culture, traditions and history may influence personal responses to art.

1.5.12prof.Re7a Hypothesize ways in which art influences perception and understanding of human experiences.

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.

1.5.12prof.Re7b [2.2.1] Explore and analyze the historical and cultural significance of drawing and painting movements across diverse cultures (e.g., Impressionism, Pop Art, Classical, etc).

- A. Compare and Contrast works of art across cultures.
- B. Model a composition from historical/cultural artifacts.
- C. Distinguish patterns across diverse cultures.

1.5.12prof.Cn11a [2.2.2] Identify cultural, traditional, and historical influences on selected artworks and connect these influences to personal interpretations.

1.5.12prof.Re7a [2.2.3] Discuss how exposure to artworks from different cultures deepens understanding of human experiences and worldviews.

- A. Identify the intended meaning(s)/ functional purpose of the viewed piece(s).
- B. Identify the aesthetic purpose(s) of the viewed piece(s).

FINE ART 2

Suggested Pacing: 3 Sessions

Unit 2: Space

Section 2.3 – Design Process

NJ Standards – NJSLS-VPA Performance Expectations

1.5.12prof.Cn10a Document the process of developing ideas from early stages to fully elaborated ideas.

1.5.12prof.Cr2a Engage in making a work of art or design without having a preconceived plan.

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.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

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.

1.5.12prof.Cn10a [2.3.1] Organize and sketch initial ideas for a work of art.

- A. Document revisions

B. Develop a finalized plan for construction utilizing references.
1.5.12prof.Cr2a [2.3.2] Experiment with introductory skills in order to put into practice on their final product.
1.5.12prof.Cr1b [2.3.3] Investigate an aspect of present-day life or personal interest as inspiration for the final project, using contemporary practices of art and design.
1.5.12prof.Cr3a [2.3.4] Evaluate in-progress art works by applying criteria from traditional and contemporary cultural contexts. A. Make observations and plan revisions as needed. B. Reflect on the purpose and aesthetics of their design.
1.5.12prof.Cr3a [2.3.5] Distinguish how learned skills and techniques would be used to execute final project. A. Revise final design B. Assess what skills will be used in the build. C. Create final project.

FINE ART 2 Suggested Pacing: 9 Sessions Unit 2: Space Section 2.4 – Creation & Performance
NJ Standards – NJSLS-VPA Performance Expectations
1.5.12prof.Cr1a Use multiple approaches to begin creative endeavors.
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.
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>
1.5.12prof.Cr1a [2.4.1] Organize concepts, ideas, techniques, and references to create the artistic product. (ex. view references in anticipatory set to begin planning process) A. Brainstorming techniques, Restorative Circles, EdPuzzle, etc. B. Preliminary Builds C. In Process Peer Critiques
1.5.12prof.Cr2c [2.4.2] Make observations about how artworks and spaces can be planned for different environmental factors.

FINE ART 2 Suggested Pacing: 2 Sessions Unit 2: Space Section 2.5 – Art Appreciation and Critique
NJ Standards – NJSLS-VPA Performance Expectations
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.Re8a Interpret an artwork or collection of works, supported by relevant and sufficient evidence found in the work and its various contexts.
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.

1.5.12prof.Pr4a [2.5.1] Arrange finished projects to be viewed by classmates as a way to establish an open discussion and critique colleagues' work.

1.5.12prof.Pr5a [2.5.2] Recognize the importance of viewing fellow artists' work as a way to help develop your own ideas.

- A. Hypothesize the importance of space and how it relates to the exhibited piece(s).
- B. Draw conclusions on artists' intentions of artwork and environmental factors.

1.5.12prof.Re8a [2.5.3] Develop a logical argument/discussion about the intended purpose(s) of an artwork and its influence.

FINE ART 2

Suggested Pacing: 1 Session

Unit 3: Shape

Section 3.1 – Methods/Materials/Safety

NJ Standards – NJSLS-VPA Performance Expectations

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.

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.

1.5.12prof.Cr2b [3.1.1] Identify and describe art making tools.

1.5.12prof.Cr2b [3.1.2] Identify and define the element(s) in discussion.

1.5.12prof.Cr2b [3.1.3] Categorize tools based on their functions and articulate their correct and safe use.

1.5.12prof.Cr2b [3.1.4] Identify and describe the proper handling of materials and tools

- A. Storage.
- B. Cleaning.
- C. Usage.

FINE ART 2

Suggested Pacing: 2 Sessions

Unit 3: Shape

Section 3.2 – Art History/Multiculturalism

NJ Standards – NJSLS-VPA Performance Expectations

1.5.12prof.Re7b Analyze how one's understanding of the world is affected by experiencing visual arts.

1.5.12prof.Cn11a Describe how knowledge of culture, traditions and history may influence personal responses to art.

1.5.12prof.Re7a Hypothesize ways in which art influences perception and understanding of human experiences.

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.

1.5.12prof.Re7b [3.2.1] Explore and analyze the historical and cultural significance of drawing and painting movements across diverse cultures (e.g., Impressionism, Pop Art, Classical, etc). A. Compare and Contrast works of art across cultures. B. Model a composition from historical/cultural artifacts. C. Distinguish patterns across diverse cultures.
1.5.12prof.Cn11a [3.2.2] Identify cultural, traditional, and historical influences on selected artworks and connect these influences to personal interpretations.
1.5.12prof.Re7a [3.2.3] Discuss how exposure to artworks from different cultures deepens understanding of human experiences and worldviews. A. Identify the intended meaning(s)/ functional purpose of the viewed piece(s). B. Identify the aesthetic purpose(s) of the viewed piece(s).

FINE ART 2 Suggested Pacing: 3 Sessions Unit 3: Shape Section 3.3 – Design Process
NJ Standards – NJSLS-VPA Performance Expectations
1.5.12prof.Cn10a Document the process of developing ideas from early stages to fully elaborated ideas.
1.5.12prof.Cr2a Engage in making a work of art or design without having a preconceived plan.
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.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
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>
1.5.12prof.Cn10a [3.3.1] Organize and sketch initial ideas for a work of art. A. Document revisions B. Develop a finalized plan for construction utilizing references.
1.5.12prof.Cr2a [3.3.2] Experiment with introductory skills in order to put into practice on their final product.
1.5.12prof.Cr1b [3.3.3] Investigate an aspect of present-day life or personal interest as inspiration for the final project, using contemporary practices of art and design.
1.5.12prof.Cr3a [3.3.4] Evaluate in-progress art works by applying criteria from traditional and contemporary cultural contexts. A. Make observations and plan revisions as needed. B. Reflect on the purpose and aesthetics of their design.
1.5.12prof.Cr3a [3.3.5] Distinguish how learned skills and techniques would be used to execute final project. A. Revise final design B. Assess what skills will be used in the build. C. Create final project.

FINE ART 2 Suggested Pacing: 9 Sessions

Unit 3: Shape Section 3.4 – Creation & Performance
NJ Standards – NJSLS-VPA Performance Expectations
1.5.12prof.Cr1a Use multiple approaches to begin creative endeavors.
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.
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>
1.5.12prof.Cr1a [3.4.1] Organize concepts, ideas, techniques, and references to create the artistic product. (ex. view references in anticipatory set to begin planning process) A. Brainstorming techniques, Restorative Circles, EdPuzzle, etc. B. Preliminary Builds C. In Process Peer Critiques
1.5.12prof.Cr2c [3.4.2] Make observations about how artworks and spaces can be planned for different environmental factors.

FINE ART 2 Suggested Pacing: 2 Sessions Unit 3: Shape Section 3.5 – Art Appreciation and Critique
NJ Standards – NJSLS-VPA Performance Expectations
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.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.Re8a Interpret an artwork or collection of works, supported by relevant and sufficient evidence found in the work and its various contexts.
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>
1.5.12prof.Pr4a [3.5.1] Arrange finished projects to be viewed by classmates as a way to establish an open discussion and critique colleagues' work.
1.5.12prof.Pr5a [3.5.2] Recognize the importance of viewing fellow artists' work as a way to help develop your own ideas. A. Hypothesize the importance of space and how it relates to the exhibited piece(s). B. Draw conclusions on artists' intentions of artwork and environmental factors.
1.5.12prof.Re8a [3.5.3] Develop a logical argument/discussion about the intended purpose(s) of an artwork and its influence.
1.5.12prof.Re8a[3.5.4] Develop a logical argument/discussion about the intended purpose(s) of an artwork and its influence.

FINE ART 2 Suggested Pacing: 1 Session Unit 4: Form Section 4.1 – Methods/Materials/Safety
NJ Standards – NJSLS-VPA Performance Expectations
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.
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>
1.5.12prof.Cr2b [4.1.1] Identify and describe art making tools.
1.5.12prof.Cr2b [4.1.2] Identify and define the element(s) in discussion.
1.5.12prof.Cr2b [4.1.3] Categorize tools based on their functions and articulate their correct and safe use.
1.5.12prof.Cr2b [4.1.4] Identify and describe the proper handling of materials and tools A. Storage. B. Cleaning. C. Usage.

FINE ART 2 Suggested Pacing: 2 Sessions Unit 4: Form Section 4.2 – Art History/Multiculturalism
NJ Standards – NJSLS-VPA Performance Expectations
1.5.12prof.Re7b Analyze how one's understanding of the world is affected by experiencing visual arts.
1.5.12prof.Cn11a Describe how knowledge of culture, traditions and history may influence personal responses to art.
1.5.12prof.Re7a Hypothesize ways in which art influences perception and understanding of human experiences.
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>
1.5.12prof.Re7b [4.2.1] Explore and analyze the historical and cultural significance of drawing and painting movements across diverse cultures (e.g., Impressionism, Pop Art, Classical, etc). A. Compare and Contrast works of art across cultures. B. Model a composition from historical/cultural artifacts. C. Distinguish patterns across diverse cultures.
1.5.12prof.Cn11a [4.2.2] Identify cultural, traditional, and historical influences on selected artworks and connect these influences to personal interpretations.
1.5.12prof.Re7a [4.2.3] Discuss how exposure to artworks from different cultures deepens understanding of human experiences and worldviews. A. Identify the intended meaning(s)/ functional purpose of the viewed piece(s). B. Identify the aesthetic purpose(s) of the viewed piece(s).

FINE ART 2 Suggested Pacing: 3 Sessions Unit 4: Form Section 4.3 – Design Process
NJ Standards – NJSLS-VPA Performance Expectations
1.5.12prof.Cn10a Document the process of developing ideas from early stages to fully elaborated ideas.
1.5.12prof.Cr2a Engage in making a work of art or design without having a preconceived plan.
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.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
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>
1.5.12prof.Cn10a [4.3.1] Organize and sketch initial ideas for a work of art. A. Document revisions B. Develop a finalized plan for construction utilizing references.
1.5.12prof.Cr2a [4.3.2] Experiment with introductory skills in order to put into practice on their final product.
1.5.12prof.Cr1b [4.3.3] Investigate an aspect of present-day life or personal interest as inspiration for the final project, using contemporary practices of art and design.
1.5.12prof.Cr3a [4.3.4] Evaluate in-progress art works by applying criteria from traditional and contemporary cultural contexts. A. Make observations and plan revisions as needed. B. Reflect on the purpose and aesthetics of their design.
1.5.12prof.Cr3a [4.3.5] Distinguish how learned skills and techniques would be used to execute final project. A. Revise final design B. Assess what skills will be used in the build. C. Create final project.

FINE ART 2 Suggested Pacing: 9 Sessions Unit 4: Form Section 4.4 – Creation & Performance
NJ Standards – NJSLS-VPA Performance Expectations
1.5.12prof.Cr1a Use multiple approaches to begin creative endeavors.
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.
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>
1.5.12prof.Cr1a [4.4.1] Organize concepts, ideas, techniques, and references to create the artistic product. (ex. view references in anticipatory set to begin planning process) A. Brainstorming techniques, Restorative Circles, EdPuzzle, etc.

B. Preliminary Builds C. In Process Peer Critiques
1.5.12prof.Cr2c [4.4.2] Make observations about how artworks and spaces can be planned for different environmental factors.

FINE ART 2 Suggested Pacing: 2 Sessions Unit 4: Form Section 4.5 – Art Appreciation and Critique
NJ Standards – NJSLS-VPA Performance Expectations
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.Re8a Interpret an artwork or collection of works, supported by relevant and sufficient evidence found in the work and its various contexts.
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>
1.5.12prof.Pr4a [4.5.1] Arrange finished projects to be viewed by classmates as a way to establish an open discussion and critique colleagues' work.
1.5.12prof.Pr5a [4.5.2] Recognize the importance of viewing fellow artists' work as a way to help develop your own ideas. A. Hypothesize the importance of space and how it relates to the exhibited piece(s). B. Draw conclusions on artists' intentions of artwork and environmental factors.
1.5.12prof.Re8a [4.5.3] Develop a logical argument/discussion about the intended purpose(s) of an artwork and its influence.

FINE ART 2 Suggested Pacing: 1 Session Unit 5: Value Section 5.1 – Methods/Materials/Safety
NJ Standards – NJSLS-VPA Performance Expectations
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.
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>
1.5.12prof.Cr2b [5.1.1] Identify and describe art making tools.
1.5.12prof.Cr2b [5.1.2] Identify and define the element(s) in discussion.
1.5.12prof.Cr2b [5.1.3] Categorize tools based on their functions and articulate their correct and safe use.
1.5.12prof.Cr2b [5.1.4] Identify and describe the proper handling of materials and tools A. Storage. B. Cleaning.

FINE ART 2

Suggested Pacing: 2 Sessions

Unit 5: Value

Section 5.2 – Art History/Multiculturalism

NJ Standards – NJSLS-VPA Performance Expectations

1.5.12prof.Re7b Analyze how one's understanding of the world is affected by experiencing visual arts.

1.5.12prof.Cn11a Describe how knowledge of culture, traditions and history may influence personal responses to art.

1.5.12prof.Re7a Hypothesize ways in which art influences perception and understanding of human experiences.

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.

1.5.12prof.Re7b [5.2.1] Explore and analyze the historical and cultural significance of drawing and painting movements across diverse cultures (e.g., Impressionism, Pop Art, Classical, etc).

- A. Compare and Contrast works of art across cultures.
- B. Model a composition from historical/cultural artifacts.
- C. Distinguish patterns across diverse cultures.

1.5.12prof.Cn11a [5.2.2] Identify cultural, traditional, and historical influences on selected artworks and connect these influences to personal interpretations.

1.5.12prof.Re7a [5.2.3] Discuss how exposure to artworks from different cultures deepens understanding of human experiences and worldviews.

- A. Identify the intended meaning(s)/ functional purpose of the viewed piece(s).
- B. Identify the aesthetic purpose(s) of the viewed piece(s).

FINE ART 2

Suggested Pacing: 3 Sessions

Unit 5: Value

Section 5.3 – Design Process

NJ Standards – NJSLS-VPA Performance Expectations

1.5.12prof.Cn10a Document the process of developing ideas from early stages to fully elaborated ideas.

1.5.12prof.Cr2a Engage in making a work of art or design without having a preconceived plan.

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.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

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.

1.5.12prof.Cn10a [5.3.1] Organize and sketch initial ideas for a work of art.

- A. Document revisions

B. Develop a finalized plan for construction utilizing references.
1.5.12prof.Cr2a [5.3.2] Experiment with introductory skills in order to put into practice on their final product.
1.5.12prof.Cr1b [5.3.3] Investigate an aspect of present-day life or personal interest as inspiration for the final project, using contemporary practices of art and design.
1.5.12prof.Cr3a [5.3.4] Evaluate in-progress art works by applying criteria from traditional and contemporary cultural contexts. A. Make observations and plan revisions as needed. B. Reflect on the purpose and aesthetics of their design.
1.5.12prof.Cr3a [5.3.5] Distinguish how learned skills and techniques would be used to execute final project. A. Revise final design B. Assess what skills will be used in the build. C. Create final project.

FINE ART 2 Suggested Pacing: 9 Sessions Unit 5: Value Section 5.4 – Creation & Performance
NJ Standards – NJSLS-VPA Performance Expectations
1.5.12prof.Cr1a Use multiple approaches to begin creative endeavors.
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.
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>
1.5.12prof.Cr1a [5.4.1] Organize concepts, ideas, techniques, and references to create the artistic product. (ex. view references in anticipatory set to begin planning process) A. Brainstorming techniques, Restorative Circles, EdPuzzle, etc. B. Preliminary Builds C. In Process Peer Critiques
1.5.12prof.Cr2c [5.4.2] Make observations about how artworks and spaces can be planned for different environmental factors.

FINE ART 2 Suggested Pacing: 2 Sessions Unit 5: Value Section 5.5 – Art Appreciation and Critique
NJ Standards – NJSLS-VPA Performance Expectations
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.Re8a Interpret an artwork or collection of works, supported by relevant and sufficient evidence found in the work and its various contexts.
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.

1.5.12prof.Pr4a [5.5.1] Arrange finished projects to be viewed by classmates as a way to establish an open discussion and critique colleagues' work.

1.5.12prof.Pr5a [5.5.2] Recognize the importance of viewing fellow artists' work as a way to help develop your own ideas.

A. Hypothesize the importance of space and how it relates to the exhibited piece(s).

B. Draw conclusions on artists' intentions of artwork and environmental factors.

1.5.12prof.Re8a [5.5.3] Develop a logical argument/discussion about the intended purpose(s) of an artwork and its influence.

FINE ART 2

Suggested Pacing: 1 Session

Unit 6: Color

Section 6.1 – Methods/Materials/Safety

NJ Standards – NJSLS-VPA Performance Expectations

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.

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.

1.5.12prof.Cr2b [6.1.1] Identify and describe art making tools.

1.5.12prof.Cr2b [6.1.2] Identify and define the element(s) in discussion.

1.5.12prof.Cr2b [6.1.3] Categorize tools based on their functions and articulate their correct and safe use.

1.5.12prof.Cr2b [6.1.4] Identify and describe the proper handling of materials and tools

A. Storage.

B. Cleaning.

C. Usage.

FINE ART 2

Suggested Pacing: 2 Sessions

Unit 6: Color

Section 6.2 – Art History/Multiculturalism

NJ Standards – NJSLS-VPA Performance Expectations

1.5.12prof.Re7b Analyze how one's understanding of the world is affected by experiencing visual arts.

1.5.12prof.Cn11a Describe how knowledge of culture, traditions and history may influence personal responses to art.

1.5.12prof.Re7a Hypothesize ways in which art influences perception and understanding of human experiences.

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.

1.5.12prof.Re7b [6.2.1] Explore and analyze the historical and cultural significance of drawing and painting movements across diverse cultures (e.g., Impressionism, Pop Art, Classical, etc). A. Compare and Contrast works of art across cultures. B. Model a composition from historical/cultural artifacts. C. Distinguish patterns across diverse cultures.
1.5.12prof.Cn11a [6.2.2] Identify cultural, traditional, and historical influences on selected artworks and connect these influences to personal interpretations.
1.5.12prof.Re7a [6.2.3] Discuss how exposure to artworks from different cultures deepens understanding of human experiences and worldviews. A. Identify the intended meaning(s)/ functional purpose of the viewed piece(s). B. Identify the aesthetic purpose(s) of the viewed piece(s).

FINE ART 2 Suggested Pacing: 3 Sessions Unit 6: Color Section 6.3 – Design Process
NJ Standards – NJSLS-VPA Performance Expectations
1.5.12prof.Cn10a Document the process of developing ideas from early stages to fully elaborated ideas.
1.5.12prof.Cr2a Engage in making a work of art or design without having a preconceived plan.
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.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
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>
1.5.12prof.Cn10a [6.3.1] Organize and sketch initial ideas for a work of art. A. Document revisions B. Develop a finalized plan for construction utilizing references.
1.5.12prof.Cr2a [6.3.2] Experiment with introductory skills in order to put into practice on their final product.
1.5.12prof.Cr1b [6.3.3] Investigate an aspect of present-day life or personal interest as inspiration for the final project, using contemporary practices of art and design.
1.5.12prof.Cr3a [6.3.4] Evaluate in-progress art works by applying criteria from traditional and contemporary cultural contexts. A. Make observations and plan revisions as needed. B. Reflect on the purpose and aesthetics of their design.
1.5.12prof.Cr3a [6.3.5] Distinguish how learned skills and techniques would be used to execute final project. A. Revise final design B. Assess what skills will be used in the build. C. Create final project.

FINE ART 2 Suggested Pacing: 9 Sessions

Unit 6: Color Section 6.4 – Creation & Performance
NJ Standards – NJSLS-VPA Performance Expectations
1.5.12prof.Cr1a Use multiple approaches to begin creative endeavors.
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.
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>
1.5.12prof.Cr1a [6.4.1] Organize concepts, ideas, techniques, and references to create the artistic product. (ex. view references in anticipatory set to begin planning process) A. Brainstorming techniques, Restorative Circles, EdPuzzle, etc. B. Preliminary Builds C. In Process Peer Critiques
1.5.12prof.Cr2c [6.4.2] Make observations about how artworks and spaces can be planned for different environmental factors.

FINE ART 2 Suggested Pacing: 2 Sessions Unit 6: Color Section 6.5 – Art Appreciation and Critique
NJ Standards – NJSLS-VPA Performance Expectations
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.Re8a Interpret an artwork or collection of works, supported by relevant and sufficient evidence found in the work and its various contexts.
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>
1.5.12prof.Pr4a [6.5.1] Arrange finished projects to be viewed by classmates as a way to establish an open discussion and critique colleagues' work.
1.5.12prof.Pr5a [6.5.2] Recognize the importance of viewing fellow artists' work as a way to help develop your own ideas. A. Hypothesize the importance of space and how it relates to the exhibited piece(s). B. Draw conclusions on artists' intentions of artwork and environmental factors.
1.5.12prof.Re8a [6.5.3] Develop a logical argument/discussion about the intended purpose(s) of an artwork and its influence.

FINE ART 2 Suggested Pacing: 1 Session Unit 7: Texture Section 7.1 – Methods/Materials/Safety
NJ Standards – NJSLS-VPA Performance Expectations

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.
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>
1.5.12prof.Cr2b [7.1.1] Identify and describe art making tools.
1.5.12prof.Cr2b [7.1.2] Identify and define the element(s) in discussion.
1.5.12prof.Cr2b [7.1.3] Categorize tools based on their functions and articulate their correct and safe use.
1.5.12prof.Cr2b [7.1.4] Identify and describe the proper handling of materials and tools A. Storage. B. Cleaning. C. Usage.

FINE ART 2 Suggested Pacing: 2 Sessions Unit 7: Texture Section 7.2 – Art History/Multiculturalism
NJ Standards – NJSLS-VPA Performance Expectations
1.5.12prof.Re7b Analyze how one's understanding of the world is affected by experiencing visual arts.
1.5.12prof.Cn11a Describe how knowledge of culture, traditions and history may influence personal responses to art.
1.5.12prof.Re7a Hypothesize ways in which art influences perception and understanding of human experiences.
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>
1.5.12prof.Re7b [7.2.1] Explore and analyze the historical and cultural significance of drawing and painting movements across diverse cultures (e.g., Impressionism, Pop Art, Classical, etc). A. Compare and Contrast works of art across cultures. B. Model a composition from historical/cultural artifacts. C. Distinguish patterns across diverse cultures.
1.5.12prof.Cn11a [7.2.2] Identify cultural, traditional, and historical influences on selected artworks and connect these influences to personal interpretations.
1.5.12prof.Re7a [7.2.3] Discuss how exposure to artworks from different cultures deepens understanding of human experiences and worldviews. A. Identify the intended meaning(s)/ functional purpose of the viewed piece(s). B. Identify the aesthetic purpose(s) of the viewed piece(s).

FINE ART 2 Suggested Pacing: 3 Sessions Unit 7: Texture Section 7.3 – Design Process
NJ Standards – NJSLS-VPA Performance Expectations

1.5.12prof.Cn10a Document the process of developing ideas from early stages to fully elaborated ideas.
1.5.12prof.Cr2a Engage in making a work of art or design without having a preconceived plan.
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.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
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>
1.5.12prof.Cn10a [7.3.1] Organize and sketch initial ideas for a work of art. A. Document revisions B. Develop a finalized plan for construction utilizing references.
1.5.12prof.Cr2a [7.3.2] Experiment with introductory skills in order to put into practice on their final product.
1.5.12prof.Cr1b [7.3.3] Investigate an aspect of present-day life or personal interest as inspiration for the final project, using contemporary practices of art and design.
1.5.12prof.Cr3a [7.3.4] Evaluate in-progress art works by applying criteria from traditional and contemporary cultural contexts. A. Make observations and plan revisions as needed. B. Reflect on the purpose and aesthetics of their design.
1.5.12prof.Cr3a [7.3.5] Distinguish how learned skills and techniques would be used to execute final project. A. Revise final design B. Assess what skills will be used in the build. C. Create final project.

FINE ART 2 Suggested Pacing: 10 Sessions Unit 7: Texture Section 7.4 – Creation & Performance
NJ Standards – NJSLS-VPA Performance Expectations
1.5.12prof.Cr1a Use multiple approaches to begin creative endeavors.
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.
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>
1.5.12prof.Cr1a [7.4.1] Organize concepts, ideas, techniques, and references to create the artistic product. (ex. view references in anticipatory set to begin planning process) A. Brainstorming techniques, Restorative Circles, EdPuzzle, etc. B. Preliminary Builds C. In Process Peer Critiques
1.5.12prof.Cr2c [7.4.2] Make observations about how artworks and spaces can be planned for different environmental factors.

FINE ART 2 Suggested Pacing: 2 Sessions Unit 7: Texture Section 7.5 – Art Appreciation and Critique	
NJ Standards – NJSLS-VPA Performance Expectations	
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.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.Re8a Interpret an artwork or collection of works, supported by relevant and sufficient evidence found in the work and its various contexts.	
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>	
1.5.12prof.Pr4a [7.5.1] Arrange finished projects to be viewed by classmates as a way to establish an open discussion and critique colleagues' work.	
1.5.12prof.Pr5a [7.5.2] Recognize the importance of viewing fellow artists' work as a way to help develop your own ideas. A. Hypothesize the importance of space and how it relates to the exhibited piece(s). B. Draw conclusions on artists' intentions of artwork and environmental factors.	
1.5.12prof.Re8a [7.5.3] Develop a logical argument/discussion about the intended purpose(s) of an artwork and its influence.	
1.5.12prof.Re8a[7.5.4] Develop a logical argument/discussion about the intended purpose(s) of an artwork and its influence.	

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.