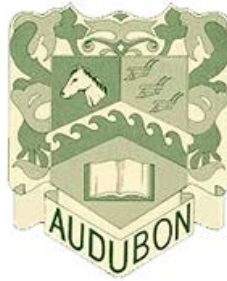


Audubon Public School District



Introduction to Art

(Previously Creative Art and What's Art About)

Curriculum Guide

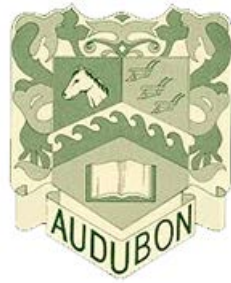
Developed by:

Mrs. Janelle Mueller and Mrs. Carly Burton

July 01, 2021

Table of Contents

Cover Page	Page 1
Table of Contents	Page 2
Course Description	Page 3
Overview / Progressions	Pages 4
Unit 1	Pages 5-8
Unit 2	Pages 9-12
Unit 3	Pages 13-16
Unit 4	Pages 17-20
Appendix	Pages 21-60



Course Description

Introduction to Art

This course is designed as an introductory Art experience. Students will learn the basics of the Art Room, travel through the seven Elements of Design, as well as learn how to prepare for, process, and complete art projects using different media techniques. Students will work in both 2-dimensional and 3-dimensional media to create unique works while following creative guidelines. Throughout this year-long course, students will explore their creativity using pencil, paint, digital, and other various mediums. This course is a prerequisite for all other art courses in the department.

Overview / Progressions

Overview	Focused Visual and Performing Art Standards	Companion Standards
Unit 1	<ul style="list-style-type: none">● 1.5.12prof.Cr1a● 1.5.12prof.Cn10a● 1.5.12prof.Cr2b	<ul style="list-style-type: none">● 1.5.12acc.Pr6a
Unit 2	<ul style="list-style-type: none">● 1.5.12prof.Re9a● 1.5.12prof.Cr2a● 1.5.12prof.Cn11a	<ul style="list-style-type: none">● 1.5.12acc.Re8a
Unit 3	<ul style="list-style-type: none">● 1.5.12prof.Re9a● 1.5.12prof.Cr2a● 1.5.12prof.Cn11a	<ul style="list-style-type: none">● 1.5.12acc.Pr6a
Unit 4	<ul style="list-style-type: none">● 1.5.12prof.Re9a● 1.5.12prof.Cr2a● 1.5.12prof.Cn11a	<ul style="list-style-type: none">● 1.5.12acc.Pr6a

Introduction to Art	Grades 9, 10, 11	Unit 1	Marking Period 1
----------------------------	-------------------------	---------------	-------------------------

	Focus Standards	Companion Standards
Unit 1	<ul style="list-style-type: none"> ● 1.5.12prof.Cr1a: Use multiple approaches to begin creative endeavors. ● 1.5.12prof.Cn10a: Document the process of developing ideas from early stages to fully elaborated ideas. ● 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. 	<ul style="list-style-type: none"> ● 1.5.12acc.Pr6a: Make, explain and justify connections between artists or artwork and social, cultural and political history.

Formative Assessments Unit 1	Summative Assessments Unit 1
<ul style="list-style-type: none"> ● Open Discussion ● Thumbnail sketches ● Daily Warm-up ● Sketchbook/Journal ● Teacher Observation ● Self observation ● Class critique 	<ul style="list-style-type: none"> ● Projects ● Worksheets ● Research assignments ● Daily/Weekly Participation grade
Suggested Primary Resources Unit 1	Suggested Supplemental Resources Unit 1
<ul style="list-style-type: none"> ● Teacher created presentations and activities ● Lecture 	<ul style="list-style-type: none"> ● Youtube.com ● ARt21

<ul style="list-style-type: none"> ● Monitor ● Facilitate ● Model and demonstrate 	<ul style="list-style-type: none"> ● Google Arts and Culture
Cross-Curricular Connections	
<ul style="list-style-type: none"> ● Math ~ understanding ruler measurements ● History ~ historical understanding of time period, political climates, technology, etc. for each artist and concept ● ELA ~ reading of available resources, explanatory writing on quizzes for understanding, logging, oral communication 	
Enduring Understanding Unit 1	Essential Questions Unit 1
<ul style="list-style-type: none"> ● Introduction to the Art Room ● Introduction of available classroom supplies ● Introduction of maintaining materials and a shared workspace ● 2-dimensional vs. 3-dimensional media ● How are the Elements and Principles of art and design applied when creating art? ● Application of the use of value, line, color, and contrast ● Ability to use resources and inspiration images to create original artwork ● Creativity and innovative thinking are essential life skills that can be developed. 	<ul style="list-style-type: none"> ● Why is it important, for safety and health, to understand and follow correct procedures in handling materials, tools and equipment? ● What are the various mediums one can use to create two-dimensional and three-dimensional art? ● What are the Elements and Principles of Art and Design? ● How are the Elements of Art and Principles of Design different from one another? ● What is Art? ● What is a thumbnail sketch? ● How do you use inspiration and brainstorming to conceptualize a work of art? ● How are value, line, color and contrast used successfully to create art?

Differentiation & Real World Connections

504	<ul style="list-style-type: none"> ● preferential seating ● extended time on tests and assignments ● reduced homework or classwork ● verbal, visual, or technology aids 	<ul style="list-style-type: none"> ● modified textbooks or audio-video materials ● behavior management support ● adjusted class schedules or grading ● verbal testing
Enrichment	<ul style="list-style-type: none"> ● Utilize collaborative media tools ● Provide differentiated feedback ● Opportunities for reflection ● Opportunities for self-evaluation 	<ul style="list-style-type: none"> ● Encourage student voice and input ● Model close reading ● Distinguish long term and short term goals
IEP	<ul style="list-style-type: none"> ● Utilize “skeleton notes” where some required information is already filled in for the student ● Provide access to a variety of tools for responses ● Provide opportunities to build familiarity and to practice with multiple media tools ● Graphic organizers 	<ul style="list-style-type: none"> ● Leveled text and activities that adapt as students build skills ● Provide multiple means of action and expression ● Consider learning styles and interests ● Provide differentiated mentors
ELLs	<ul style="list-style-type: none"> ● Pre-teach new vocabulary and meaning of symbols ● Embed glossaries or definitions ● Provide translations ● Connect new vocabulary to background knowledge 	<ul style="list-style-type: none"> ● Provide flash cards ● Incorporate as many learning senses as possible ● Portray structure, relationships, and associations through concept webs ● Graphic organizers

At-risk	<ul style="list-style-type: none"> ● Purposeful seating ● Counselor involvement ● Parent involvement 	<ul style="list-style-type: none"> ● Contracts ● Alternate assessments ● Hands-on learning
21st Century Skills		
<ul style="list-style-type: none"> ● Creativity ● Innovation ● Critical Thinking 	<ul style="list-style-type: none"> ● Problem Solving ● Communication ● Collaboration 	
Integrating Technology		
<ul style="list-style-type: none"> ● Chromebooks ● Ipads ● Internet research ● Online programs 	<ul style="list-style-type: none"> ● Virtual collaboration and projects ● Presentations using presentation hardware and software 	
Career education		
<ul style="list-style-type: none"> ● Weekly Discussions: The value of mastering multiple languages in the workforce. 	<ul style="list-style-type: none"> ● Equity Discussions: People who benefit from knowing multiple languages. 	

Start Next Unit

Introduction to Art	Grades 9, 10, 11	Unit 2	Marking Period 2
----------------------------	-------------------------	---------------	-------------------------

	Focus Standards	Companion Standards
Unit 2	<ul style="list-style-type: none"> ● 1.5.12prof.Re9a: Establish relevant criteria in order to evaluate a work of art or collection of works ● 1.5.12prof.Cr2a: Engage in making a work of art or design without having a preconceived plan. ● 1.5.12prof.Cn11a: Describe how knowledge of culture, traditions and history may influence personal responses to art. 	<ul style="list-style-type: none"> ● 1.5.12acc.Pr6a: Make, explain and justify connections between artists or artwork and social, cultural and political history.

Formative Assessments Unit 2	Summative Assessments Unit 2
<ul style="list-style-type: none"> ● Open Discussion ● Thumbnail sketches ● Daily Warm-up ● Sketchbook/Journal ● Teacher Observation ● Self observation ● Class critique 	<ul style="list-style-type: none"> ● Projects ● Worksheets ● Research assignments ● Daily/Weekly Participation grade
Suggested Primary Resources Unit 2	Suggested Supplemental Resources Unit 2
<ul style="list-style-type: none"> ● Teacher created presentations and activities ● Lecture 	<ul style="list-style-type: none"> ● Youtube.com ● ART21

<ul style="list-style-type: none"> ● Monitor ● Facilitate ● Model and demonstrate 	<ul style="list-style-type: none"> ● Google Arts and Culture
Cross-Curricular Connections	
<ul style="list-style-type: none"> ● Math ~ understanding ruler measurements ● History ~ historical understanding of time period, political climates, technology, etc. for each artist and concept ● ELA ~ reading of available resources, explanatory writing on quizzes for understanding, logging, oral communication 	
Enduring Understanding Unit 2	Essential Questions Unit 2
<ul style="list-style-type: none"> ● Creativity and innovative thinking are essential life skills that can be developed. ● Application of shape, form, space, texture ● Purposeful peer, group and self critique ● Use of Composition 	<ul style="list-style-type: none"> ● How do/can the visual arts relate to current events, culture, history and other disciplines (i.e. math, ELA)? ● What is critique? ● How are space, shape, form, and texture used successfully to create art? ● What is composition?

Differentiation & Real World Connections		
504	<ul style="list-style-type: none"> ● preferential seating ● extended time on tests and assignments ● reduced homework or classwork ● verbal, visual, or technology aids 	<ul style="list-style-type: none"> ● modified textbooks or audio-video materials ● behavior management support ● adjusted class schedules or grading ● verbal testing

Enrichment	<ul style="list-style-type: none"> ● Utilize collaborative media tools ● Provide differentiated feedback ● Opportunities for reflection ● Opportunities for self-evaluation 	<ul style="list-style-type: none"> ● Encourage student voice and input ● Model close reading ● Distinguish long term and short term goals
IEP	<ul style="list-style-type: none"> ● Utilize “skeleton notes” where some required information is already filled in for the student ● Provide access to a variety of tools for responses ● Provide opportunities to build familiarity and to practice with multiple media tools ● Graphic organizers 	<ul style="list-style-type: none"> ● Leveled text and activities that adapt as students build skills ● Provide multiple means of action and expression ● Consider learning styles and interests ● Provide differentiated mentors
ELLs	<ul style="list-style-type: none"> ● Pre-teach new vocabulary and meaning of symbols ● Embed glossaries or definitions ● Provide translations ● Connect new vocabulary to background knowledge 	<ul style="list-style-type: none"> ● Provide flash cards ● Incorporate as many learning senses as possible ● Portray structure, relationships, and associations through concept webs ● Graphic organizers
At-risk	<ul style="list-style-type: none"> ● Purposeful seating ● Counselor involvement ● Parent involvement 	<ul style="list-style-type: none"> ● Contracts ● Alternate assessments ● Hands-on learning
21st Century Skills		
<ul style="list-style-type: none"> ● Creativity ● Innovation ● Critical Thinking 	<ul style="list-style-type: none"> ● Problem Solving ● Communication ● Collaboration 	

Integrating Technology	
<ul style="list-style-type: none"> ● Chromebooks ● Ipads ● Internet research ● Online programs 	<ul style="list-style-type: none"> ● Virtual collaboration and projects ● Presentations using presentation hardware and software
Career education	
<ul style="list-style-type: none"> ● Weekly Discussions: The value of mastering multiple languages in the workforce. 	<ul style="list-style-type: none"> ● Equity Discussions: People who benefit from knowing multiple languages.

Start Next Unit

Introduction to Art	Grades 9, 10, 11	Unit 3	Marking Period 3
----------------------------	-------------------------	---------------	-------------------------

	Focus Standards	Companion Standards
Unit 3	<ul style="list-style-type: none"> ● 1.5.12prof.Re9a: Establish relevant criteria in order to evaluate a work of art or collection of works ● 1.5.12prof.Cr2a: Engage in making a work of art or design without having a preconceived plan. ● 1.5.12prof.Cn11a: Describe how knowledge of culture, traditions and history may influence personal responses to art. 	<ul style="list-style-type: none"> ● 1.5.12acc.Pr6a: Make, explain and justify connections between artists or artwork and social, cultural and political history.

Formative Assessments Unit 3	Summative Assessments Unit 3
<ul style="list-style-type: none"> ● Open Discussion ● Thumbnail sketches ● Daily Warm-up ● Sketchbook/Journal ● Teacher Observation ● Self observation ● Class critique 	<ul style="list-style-type: none"> ● Projects ● Worksheets ● Research assignments ● Daily/Weekly Participation grade
Suggested Primary Resources Unit 3	Suggested Supplemental Resources Unit 3
<ul style="list-style-type: none"> ● Teacher created presentations and activities 	<ul style="list-style-type: none"> ● Youtube.com

<ul style="list-style-type: none"> ● Lecture ● Monitor ● Facilitate ● Model and demonstrate 	<ul style="list-style-type: none"> ● ART21 ● Google Arts and Culture
Cross-Curricular Connections	
<ul style="list-style-type: none"> ● Math ~ understanding ruler measurements ● History ~ historical understanding of time period, political climates, technology, etc. for each artist and concept ● ELA ~ reading of available resources, explanatory writing on quizzes for understanding, logging, oral communication 	
Enduring Understanding Unit 3	Essential Questions Unit 3
<ul style="list-style-type: none"> ● Application of movement, pattern, rhythm, balance and unity ● Integration of all elements and principles of art and designed successfully applied to original artwork ● Art can provide cultural and historical information in reference to critiquing and creating art. ● Artists use the criteria of design quality, expressiveness and originality to evaluate their own art. 	<ul style="list-style-type: none"> ● How are movement, pattern, rhythm, balance and unity used successfully to create art? ● Can all of the Elements and Principles of art and design successfully be used in a single work of art? ● How can critique be used to help us reflect on personal artwork as well as the artwork of peers, to make us better artists? ● What is art history? ● How does cultural and historical information play a role in how we create art? ● How does the idea of “good art” influence our own abilities to critique artwork?

Differentiation & Real World Connections

504	<ul style="list-style-type: none"> ● preferential seating ● extended time on tests and assignments ● reduced homework or classwork ● verbal, visual, or technology aids 	<ul style="list-style-type: none"> ● modified textbooks or audio-video materials ● behavior management support ● adjusted class schedules or grading ● verbal testing
Enrichment	<ul style="list-style-type: none"> ● Utilize collaborative media tools ● Provide differentiated feedback ● Opportunities for reflection ● Opportunities for self-evaluation 	<ul style="list-style-type: none"> ● Encourage student voice and input ● Model close reading ● Distinguish long term and short term goals
IEP	<ul style="list-style-type: none"> ● Utilize “skeleton notes” where some required information is already filled in for the student ● Provide access to a variety of tools for responses ● Provide opportunities to build familiarity and to practice with multiple media tools ● Graphic organizers 	<ul style="list-style-type: none"> ● Leveled text and activities that adapt as students build skills ● Provide multiple means of action and expression ● Consider learning styles and interests ● Provide differentiated mentors
ELLs	<ul style="list-style-type: none"> ● Pre-teach new vocabulary and meaning of symbols ● Embed glossaries or definitions ● Provide translations ● Connect new vocabulary to background knowledge 	<ul style="list-style-type: none"> ● Provide flash cards ● Incorporate as many learning senses as possible ● Portray structure, relationships, and associations through concept webs ● Graphic organizers
At-risk	<ul style="list-style-type: none"> ● Purposeful seating ● Counselor involvement ● Parent involvement 	<ul style="list-style-type: none"> ● Contracts ● Alternate assessments ● Hands-on learning

21st Century Skills	
<ul style="list-style-type: none"> ● Creativity ● Innovation ● Critical Thinking 	<ul style="list-style-type: none"> ● Problem Solving ● Communication ● Collaboration
Integrating Technology	
<ul style="list-style-type: none"> ● Chromebooks ● Ipads ● Internet research ● Online programs 	<ul style="list-style-type: none"> ● Virtual collaboration and projects ● Presentations using presentation hardware and software
Career education	
<ul style="list-style-type: none"> ● Weekly Discussions: The value of mastering multiple languages in the workforce. 	<ul style="list-style-type: none"> ● Equity Discussions: People who benefit from knowing multiple languages.

Introduction to Art	Grades 9, 10, 11	Unit 4	Marking Period 4
----------------------------	-------------------------	---------------	-------------------------

	Focus Standards	Companion Standards
Unit 4	<ul style="list-style-type: none"> ● 1.5.12prof.Re9a: Establish relevant criteria in order to evaluate a work of art or collection of works ● 1.5.12prof.Cr2a: Engage in making a work of art or design without having a preconceived plan. ● 1.5.12prof.Cn11a: Describe how knowledge of culture, traditions and history may influence personal responses to art. 	<ul style="list-style-type: none"> ● 1.5.12acc.Pr6a: Make, explain and justify connections between artists or artwork and social, cultural and political history.

Formative Assessments Unit 4	Summative Assessments Unit 4
<ul style="list-style-type: none"> ● Open Discussion ● Thumbnail sketches ● Daily Warm-up ● Sketchbook/Journal ● Teacher Observation ● Self observation ● Class critique 	<ul style="list-style-type: none"> ● Projects ● Worksheets ● Research assignments ● Daily/Weekly Participation grade
Suggested Primary Resources Unit 4	Suggested Supplemental Resources Unit 4
<ul style="list-style-type: none"> ● Teacher created presentations and activities ● Lecture ● Monitor 	<ul style="list-style-type: none"> ● Youtube.com ● ARt21 ● Google Arts and Culture

<ul style="list-style-type: none"> ● Facilitate ● Model and demonstrate 	
Cross-Curricular Connections	
<ul style="list-style-type: none"> ● Math ~ understanding ruler measurements ● History ~ historical understanding of time period, political climates, technology, etc. for each artist and concept ● ELA ~ reading of available resources, explanatory writing on quizzes for understanding, logging, oral communication 	
Enduring Understanding Unit 4	Essential Questions Unit 4
<ul style="list-style-type: none"> ● Independently create a work of art from concept to final artwork successfully demonstrating the understanding and use of the elements and principles of art and design ● Demonstration of the understanding of all the elements and principles of art and design in independently driven works of art ● Exploration of technology in art and art making ● Student led critiques 	<ul style="list-style-type: none"> ● How does a person develop a personal style? ● How does an artist's knowledge and understanding of the Elements and Principles enhance their artmaking process? ● How can technology be used in art? ● What is an art movement? ● How does an art movement differ from an artist's personal style?

Differentiation & Real World Connections		
504	<ul style="list-style-type: none"> ● preferential seating ● extended time on tests and assignments ● reduced homework or classwork ● verbal, visual, or technology aids 	<ul style="list-style-type: none"> ● modified textbooks or audio-video materials ● behavior management support ● adjusted class schedules or grading ● verbal testing
Enrichment	<ul style="list-style-type: none"> ● Utilize collaborative media tools ● Provide differentiated feedback ● Opportunities for reflection ● Opportunities for self-evaluation 	<ul style="list-style-type: none"> ● Encourage student voice and input ● Model close reading ● Distinguish long term and short term goals

IEP	<ul style="list-style-type: none"> ● Utilize “skeleton notes” where some required information is already filled in for the student ● Provide access to a variety of tools for responses ● Provide opportunities to build familiarity and to practice with multiple media tools ● Graphic organizers 	<ul style="list-style-type: none"> ● Leveled text and activities that adapt as students build skills ● Provide multiple means of action and expression ● Consider learning styles and interests ● Provide differentiated mentors
ELLs	<ul style="list-style-type: none"> ● Pre-teach new vocabulary and meaning of symbols ● Embed glossaries or definitions ● Provide translations ● Connect new vocabulary to background knowledge 	<ul style="list-style-type: none"> ● Provide flash cards ● Incorporate as many learning senses as possible ● Portray structure, relationships, and associations through concept webs ● Graphic organizers
At-risk	<ul style="list-style-type: none"> ● Purposeful seating ● Counselor involvement ● Parent involvement 	<ul style="list-style-type: none"> ● Contracts ● Alternate assessments ● Hands-on learning
21st Century Skills		
<ul style="list-style-type: none"> ● Creativity ● Innovation ● Critical Thinking 	<ul style="list-style-type: none"> ● Problem Solving ● Communication ● Collaboration 	
Integrating Technology		

<ul style="list-style-type: none"> ● Chromebooks ● Ipads ● Internet research ● Online programs 	<ul style="list-style-type: none"> ● Virtual collaboration and projects ● Presentations using presentation hardware and software
<p>Career education</p>	
<ul style="list-style-type: none"> ● Weekly Discussions: The value of mastering multiple languages in the workforce. 	<ul style="list-style-type: none"> ● Equity Discussions: People who benefit from knowing multiple languages.

Appendix

Audubon Public Schools
Engaging Students ~ Fostering Achievement ~ Cultivating 21st Century Global Skills
Written By: Anne Marie Harris, edited by Janelle Mueller 10/7/16
Reapproved June 2017

Course Title: What’s Art About?
 Unit Name: Creating, Interpreting and Critiquing
 Grade Level: 9 to 12

<p>Content Statements In this unit students will learn the answer to the question, “what’s art about?” and how to interpret and analyze visual art.</p>	<p>NJSLS: 9.1.12.A.1-4, B.1-3, C.1-5 1.1.12.D.1-3 1.2.12.A.,B.1,2 1.3.12.D.1 -5 1.4.12.A.1 -4, B.1-3</p> <p>Companion Standards: RST 9-12.5</p>
<p>Overarching Essential Questions How is a work of art interpreted? What are the components of a work of art? What factors can affect the creation of visual art?</p>	<p>Overarching Enduring Understandings Art is form and content. Society, social groups, cultures, politics, religion, history and philosophy all influence the creation of art.</p>
<p>Unit Essential Questions What is form and content? How do I demonstrate my understanding of form and content? How do social groups and cultures influence works of art? How does philosophy influence works of art?</p>	<p>Unit Enduring Understandings Form is the elements of art, the principles of design and the actual, physical materials that the artist has used. Content is what the artist meant to portray, what the artist did portray and how one reacts , as an individual, to both the intended and the actual messages. Works of art are identified in terms of function, history, culture and aesthetics.</p>

<p>How does literature, music, theater/film inspire a work of art? How is art a part of everyday life? What is iconography and how is that analyzed and interpreted? How do artists come up with ideas? What factors contribute to something being considered a piece of art? How is art critiqued? What does creativity and analyzing have to do with understanding art? Why would research about the styles and techniques in art throughout history help one to create a work of art? How does the available technology and materials play a role in the creation of art? How does art communicate ideas?</p>	<p>Art critics use the criteria of characteristics, function, meaning, and purposes of art and artifacts to evaluate art, along with well-supported defenses of these judgments. Science, technology and art are all related. Data and scientific or mathematical concepts can be represented visually. Scientific discovery and technological advances affect the tools and the materials artists use. Critical and creative thinking skills along with perceptual awareness are necessary for understanding and producing art. All communication involves some type of visual rendering. Art is a part of everyday life. There is a connection between art and world events and issues through artist’s responses in their works of art. Inspiration to create visual art can come from the reading of literature, the listening of music, and watching and listening to theater and film. Artists brainstorm, research, plan and design works of art.</p>
<p>Unit Rationale Students must understand the factors that lead to the creation, interpretation and analyzing of a work of art. Students must understand how creative and critical thinking skills are necessary to understanding and creating a work of art. Students are aware that the world around us influences the creation of visual art. Students will have the necessary information to create their own visual art.</p>	<p>Unit Overview Students will explore the aspects to create and analyze visual art by participating in discussion, research, observation, projects and problem solving.</p>
<p>Authentic Learning Experiences Critique artwork Creating visual art in a style that reflects society, social groups, cultures, politics, religion, history and philosophy Visual documentation of ideas through creative and critical thinking skills</p>	

Experiment with a variety of two and three dimensional media
<p>21st Century Skills and Themes</p> <p>Global: research world events, issues, cultures, politics, religion, art and history of art from around the world</p> <p>Collaboration: all activities are collaborative in nature</p> <p>Problem solving: answering research questions, learning to translate ideas into visual form</p> <p>Technology: utilizing the internet to access and analyze information; utilizing computer art programs and the tools associated with these programs</p>
<p>Unit Learning Targets/Scaffolding to CPIs</p> <p>This unit builds on the rudimentary knowledge and experience of the form and function of visual art. They will be prepared to utilize these skills to create their own artworks. The learned knowledge will continue to build in the next unit through the teaching of what makes a person an artist and their careers.</p>
<p>Key Terms</p> <p>Aesthetics - The appreciation of, and sensitivity towards, works of art, designs, products, objects or artifacts. (vels.vcaa.vic.edu.au/dct/glossary.html)</p> <p>Form and content - In art and art criticism, form and content are considered distinct aspects of a work. The term form usually refers to the work's style or methods and content to its "core" or essence. (en.wikipedia.org/wiki/Form_and_content)</p> <p>Perspective and proportion - Scale in drawing refers to the proportion or ratio that defines the size relationships. Models, architectural plans, maps and paintings/drawings all use scale to create the illusion of correct size relationships between objects and figures. (http://www.creativeglossary.com)</p> <p>Composition - The organization of the art elements in a drawing or painting. These art elements include shape, color, movement, line, tone, color, edges and perspective. (http://www.creativeglossary.com)</p> <p>Styles - a form of appearance, design, or production; for example type or make a new style of house (http://www.creativeglossary.com)</p> <p>Space - 3D space refers to the real space of an object/figure in an environment, as well as the seemingly real appearance of a form drawn/painted to create a sense of real-life illusion on a 2D space. (http://www.creativeglossary.com)</p> <p>Visual movement - is a visual flow through the composition. It can be the suggestion of motion in a design as you move from object to object by way of placement and position. Directional movement can be created with a value pattern. It is with the placement of dark and light areas that you can move your attention through the format. (http://www.princetonol.com)</p> <p>Figure and ground - positive and negative shape</p> <p>Foreshortening - A way of representing a subject or an object so that it conveys the illusion of depth so that it seems to thrust forward or go back into space. (http://www.artlex.com)</p> <p>Color Wheel - A radial diagram of colors in which primary and secondary, and sometimes intermediate colors are displayed as an aid to color identification, choosing, and mixing. A color wheel with primary (red, yellow, blue)</p>

<p>and secondary (orange, green, violet) colors can be seen to the left below. The complement to each color is the color opposite that color on the color wheel. To the right below are diagrams of complementary colors, demonstrating the ratios devised by Johannes Itten, in response to these colors' relative intensities and values. (http://www.artlex.com)</p> <p>Texture - An element of art, texture is the surface quality or "feel" of an object, its smoothness, roughness, softness, etc. Textures may be actual or simulated. Actual textures can be felt with the fingers, while simulated textures are suggested by an artist in the painting of different areas of a picture. (http://www.artlex.com)</p>
<p>Instructional Strategies</p> <p>Lecture Monitor Facilitate Model and demonstrate</p>
<p>Customizing Learning/ Differentiation</p> <p>Special needs- students will act as peer coaches to support students with special needs ELL- these students will be encouraged their cultural perspective Gifted learner- will model for and support the rest of the students and will be offered the opportunity to expand their own understanding of the material</p>
<p>Formative Assessments</p> <p>Journal or a log Sketchbook Guided questions Demonstrations and sketches Research reports</p>
<p>Interdisciplinary Connections</p> <p>Language arts- writing, logging, oral communication Math- measurements, proportions Social studies- cultural and history of art</p>
<p>Resources</p> <p>Art21: series, teacher Guide and video clips Alan Goldman's Aesthetic Value http://plato.stanford.edu/entries/aesthetic-judgment/ http://www.davisart.com/Portal/TeacherResources The Wikipedia entry on "What is Art?" http://en.wikipedia.org/wiki/What_Is_Art%3F</p>
<p>Suggested Activities for Inclusion in Lesson Planning</p> <p>Show video clips and use lesson plans from the Art21 series.</p>

Compare and contrast innovative applications of the elements of art and principles of design.

Use guidelines to teach students how to understand and interpret art: design principles, meaning, mediums, history. Assign a specific piece of art to interpret in written form, analyzing using substantive topics or texts, using reasoning and evidence.

Develop criteria for evaluating art in a specific domain and use the criteria to evaluate one's personal work and that of their peers using positive commentary for critique.

Provide examples of how critique may affect the creation and/or modification of an existing or new work of art. Compare and contrast statements about a work of art from people in the art world (historians, critics, artists, curators).

Research and examine fashion design of different cultures over the past 100 years and make informed judgments about the characteristics, functions, meaning and purposes of these items.

Discuss and show examples of the work of Christo & Jean Claude, Pierre Huyghe, Alfredo Jaar, Judy Pfaff, etc.

As a class, create a list of steps an artist might use to plan and prepare for a site-specific work. It may be indoor or outdoor. How does each relate to its particular surroundings? What steps would be taken to create an installation piece of art? Students will come up with their own idea for an installation. Ask students to: 1. list more art after seeing the LCD visuals shown in class 2.create a master list of every possible thing they can think of and 3.have a class discussion.

Compare a variety of chairs from the past 100 years for both function and relationship to history, aesthetics and culture. Record the information with photographs.

Research and discuss the term conceptual art. Discuss examples of works by artists from art history (such as Marcel Duchamp and Joseph Beuys) as well as current artists (such as Jenny Holzer and Fred Wilson). Discuss the work and a statement by Manglano-Ovalle. Statement: "Art does not reside in the object. It resides in what is said about the object." Have students write what they think this means. Choose one of his works to initiate a class debate. Research both sides of the issues raised by the work and debate the different interpretive perspectives.

Class discussion: Do artists have a role or responsibility in time of conflict or violence? Do viewers?

Written assignment: What current events and historical issues have been protested?

Unit Timeline

Suggested- first, second and third marking periods (twenty-seven weeks)

Appendix

Differentiation	
Enrichment	<ul style="list-style-type: none">● Utilize collaborative media tools● Provide differentiated feedback● Opportunities for reflection● Encourage student voice and input● Model close reading● Distinguish long term and short term goals
Intervention & Modification	<ul style="list-style-type: none">● Utilize “skeleton notes” where some required information is already filled in for the student● Provide access to a variety of tools for responses● Provide opportunities to build familiarity and to practice with multiple media tools● Leveled text and activities that adapt as students build skills● Provide multiple means of action and expression● Consider learning styles and interests● Provide differentiated mentors● Graphic organizers

ELLs	<ul style="list-style-type: none"> ● Pre-teach new vocabulary and meaning of symbols ● Embed glossaries or definitions ● Provide translations ● Connect new vocabulary to background knowledge ● Provide flash cards ● Incorporate as many learning senses as possible ● Portray structure, relationships, and associations through concept webs ● Graphic organizers
21st Century Skills	
<ul style="list-style-type: none"> ● Creativity ● Innovation ● Critical Thinking ● Problem Solving ● Communication ● Collaboration 	
Integrating Technology	
<ul style="list-style-type: none"> ● Chromebooks ● Internet research ● Online programs ● Virtual collaboration and projects ● Presentations using presentation hardware and software 	

Audubon Public Schools
Engaging Students ~ Fostering Achievement ~ Cultivating 21st Century Global Skills
Written By: Anne Marie Harris, edited by Janelle Mueller 10/7/16
Reapproved June 2017

Course Title: What's Art About?
Unit Name: Careers In Art, Visual Expression
Grade Level: 9 to 12

<p>Content Statements In this unit students will learn about visual art careers and visual expression.</p>	<p>NJSLS: 9.1.12.A.1-4, B.1-3, C.1-5 1.1.12.D.1-3 1.2.12.A.,B.1,2 1.3.12.D.1 -5 1.4.12.A.1 -4, B.1-3</p> <p>Companion Standards: RST 9-12.5</p>
<p>Overarching Essential Questions What makes a person an artist? What types of careers are there in art? What opportunities exist for artists to express themselves visually?</p>	<p>Overarching Enduring Understandings There is a vast list of careers for the visual artist. There are many opportunities for artists to express themselves visually.</p>
<p>Unit Essential Questions How are visual, oral and written communications related to careers in art? What is iconography and how is that analyzed and interpreted? How do artists come up with ideas? How do historical responses affect the evolution of various artistic styles, trends and movements? What are the professional careers of visual artists?</p>	<p>Unit Enduring Understandings Works of art are identified in terms of function, history, culture and aesthetics. Art is a part of our everyday life. All communication involves some type of visual rendering. Artists brainstorm, research, plan and design works of art. Composition, design, unity, variety,</p>

<p>How does one communicate ideas using sound reasoning? How do artists find viewership for their work?</p>	<p>emphasis, rhythm, movement, balance, pattern, and proportion are what make up a work of art. Artistic expression, and reflection, has become an attainable outlet for all.</p>
<p>Unit Rationale Students must understand the factors that lead to the design and the final creation of a work of art. Students must understand how to create a work of art. Students are aware of major categories of careers in art. Students are aware of the availability of self-expression.</p>	<p>Unit Overview Students will explore the careers of visual artists by participating in research, observation, projects and problem solving. Students will gain an understanding and experiment with the visually expressive outlets available to us today.</p>
<p>Authentic Learning Experiences Critique artwork Creating expressive line in a style that reflects a particular artist's influence Visual documentation of visual ideas Experiment with a variety of two and three dimensional media</p>	
<p>21st Century Skills and Themes Global: research art and history of art around the world Collaboration: all activities are collaborative in nature Problem solving: answering research questions, learning to translate ideas into visual form Technology: utilizing the internet to access and analyze information</p>	
<p>Unit Learning Targets/Scaffolding to CPIs This unit builds on the rudimentary knowledge and experience of the elements of design. They will be prepared to learn the skills of drawing and modeling that is explored in the next unit.</p>	
<p>Key Terms Aesthetics - The appreciation of, and sensitivity towards, works of art, designs, products, objects or artifacts. (vels.vcaa.vic.edu.au/dct/glossary.html) Form and content - In art and art criticism, form and content are considered distinct aspects of a work. The term form usually refers to the work's style or methods and content to its "core" or essence. (en.wikipedia.org/wiki/Form_and_content) Perspective and proportion - Scale in drawing refers to the proportion or ratio that defines the size relationships. Models, architectural plans, maps and paintings/drawings all use scale to create the illusion of correct size relationships between objects and figures. (http://www.creativeglossary.com) Composition - The organization of the art elements in a drawing or painting. These art elements include shape, color, movement, line, tone, color, edges and perspective. (http://www.creativeglossary.com)</p>	

<p>Styles - a form of appearance, design, or production; for example type or make a new style of house (http://www.creativeglossary.com)</p> <p>Space - 3D space refers to the real space of an object/figure in an environment, as well as the seemingly real appearance of a form drawn/painted to create a sense of real-life illusion on a 2D space. (http://www.creativeglossary.com)</p> <p>Visual movement - is a visual flow through the composition. It can be the suggestion of motion in a design as you move from object to object by way of placement and position. Directional movement can be created with a value pattern. It is with the placement of dark and light areas that you can move your attention through the format. (http://www.princetonol.com)</p>
<p>Instructional Strategies</p> <p>Lecture Monitor Facilitate Model and demonstrate</p>
<p>Customizing Learning/ Differentiation</p> <p>Special needs- students will act as peer coaches to support students with special needs ELL- these students will be encouraged their cultural perspective Gifted learner- will model for and support the rest of the students and will be offered the opportunity to expand their own understanding of the material</p>
<p>Formative Assessments</p> <p>Journal or a log Sketchbook Guided questions Demonstrations and sketches Research reports using sound reasoning, appropriate to the purpose</p>
<p>Interdisciplinary Connections</p> <p>Language arts- writing, logging, oral communication Math- measurements, proportions Social studies- cultural and history of art</p>
<p>Resources</p> <p>Internet research of artist careers Art21: series, teacher Guide and video clips</p>
<p>Suggested Activities for Inclusion in Lesson Planning</p> <p>Discuss the similarities and differences between photojournalism and art photography. Discuss specific artists... An-My Le, Dorothea Lange, and/or other artists. Discuss: What is the job of an artist? What are the different</p>

types of artists by category: crafter, fine artist, advertising artist, etc. Write a research paper about 2 careers from each category with visual examples.

Students will research one of the many obscure types of artist's creation from a list such as: an automobile stylist, an environmental designer, cinematographer, a bank note designer, city planner, landscape architect, industrial designer, auctioneer, medical illustrator, etc.

Discuss how art is all around us and how we all come in contact with something an artist created on a daily basis. Show students visuals on the LCD projector of an automobile, utensils, clothing, a fast food chain sign/logo, etc. Ask students to list the art they come in contact with.

Analyze logos (retail stores, restaurants, etc) and rank them according to established criteria based on color theory and visual hierarchy of font and image placement. Record their findings in a short essay and create their own logos.

Discuss advertising: Show a variety of advertisements and explain how both media and the population are influenced by the culture and time. Discuss POP displays, impulse items at check out register area, TV commercials, TV and movie graphics, print ads, etc. Why is the art in advertising so important in marketing? Record their findings in a short essay. Create an original TV commercial or story board for the commercial. Create a movie ad for a bill board.

Discuss the availability of visual expression for today's artists. Use resources and reasoning appropriate to the audience and purpose of the work.

Unit Timeline

Suggested- fourth marking period (nine weeks)

Appendix

Differentiation	
Enrichment	<ul style="list-style-type: none">● Utilize collaborative media tools● Provide differentiated feedback● Opportunities for reflection● Encourage student voice and input● Model close reading● Distinguish long term and short term goals

Intervention & Modification	<ul style="list-style-type: none"> ● Utilize “skeleton notes” where some required information is already filled in for the student ● Provide access to a variety of tools for responses ● Provide opportunities to build familiarity and to practice with multiple media tools ● Leveled text and activities that adapt as students build skills ● Provide multiple means of action and expression ● Consider learning styles and interests ● Provide differentiated mentors ● Graphic organizers
ELLs	<ul style="list-style-type: none"> ● Pre-teach new vocabulary and meaning of symbols ● Embed glossaries or definitions ● Provide translations ● Connect new vocabulary to background knowledge ● Provide flash cards ● Incorporate as many learning senses as possible ● Portray structure, relationships, and associations through concept webs ● Graphic organizers
21st Century Skills	
<ul style="list-style-type: none"> ● Creativity ● Innovation ● Critical Thinking ● Problem Solving ● Communication ● Collaboration 	

Integrating Technology

- Chromebooks
- Internet research
- Online programs
- Virtual collaboration and projects
- Presentations using presentation hardware and software

Audubon Public Schools
 Engaging Students ~ Fostering Achievement ~ Cultivating 21st Century Global Skills
 Approved: June, 2017
 Written by: Anne Marie Harris,

Course Title: Creative Art
 Unit Name: Creating and Interpreting Through Drawing, Color, Composition, Self-Critique and Art History
 Grade Level: 9 to 12

<p>Content Statements This course is designed to introduce the student to a variety of areas in the arts, along with a variety of materials and techniques. The course permits studio opportunities necessary to create works of art with topics that relate to contemporary as well as classical techniques associated with the fields of art.</p>	<p>NJSLS: 9.1.12.A.1-4, B.1-3, C.1-5 1.1.12.D.1-3 1.2.12.A.,B.1,2 1.3.12.D.1 -5 1.4.12.A.1 -4, B.1-3</p> <p>Companion Standards: RST 9-12.5</p>
<p>Overarching Essential Questions What factors determine and contribute to something as being art? How is a work of art interpreted?</p>	<p>Overarching Enduring Understandings Composition, design, unity, variety, emphasis, rhythm, movement, balance, pattern, and proportion are what make up a work of art.</p>

<p>What are the components of a work of art?</p>	
<p>Unit Essential Questions How do I develop an understanding of color and design elements and principles through application to specific projects? What is perspective and proportion? What is form and content? How do I demonstrate my understanding of form and content? What is art analyzed and interpreted? How do artists come up with ideas? What factors contribute to something being considered a piece of art? What does creativity and analyzing have to do with understanding art? Why would research about the styles and techniques in art throughout history help one to create a work of art? How does art communicate ideas? How is art a part of everyday life?</p>	<p>Unit Enduring Understandings I understand that the power of a line is a means of expressing action, shape, design, form and character. Artists create original designs with fluency, flexibility, confidence and imagination. There is a formula for basic figure drawing proportions. Exploring drawing styles affords experience in building an illustration into a finished project. Creative thinking and compositional planning are integral parts of creating visual art. Further the understanding of mediums by working with them directly. Understand that sculpture works with the concept of light and shadow to create three-dimensionality. Identifying works of art from the past and contemporary works aid in creating visual art. Artists experiment and explore different materials in order to gain awareness of creative possibilities and limitations while increasing technical skill and inventiveness. Form is the elements of art, the principles of design and the actual, physical materials that the artist has used. Content is what the artist meant to portray, what the artist did portray and how one reacts , as an individual, to both the intended and the actual messages. Works of art are identified in terms of function, history, culture and aesthetics. Perceptual awareness is necessary for understanding and producing art. All communication involves some type of visual rendering.</p>

	<p>Art is a part of everyday life. There is a connection between art and world events and issues through artists' responses in their works of art.</p>
<p>Unit Rationale Students must understand the factors that lead to the design and the final creation of a work of art. Students are aware of a variety of materials and techniques to create art work. Students are aware that the world around us influences the creation of visual art. Students will have the necessary information to create their own visual art.</p>	<p>Unit Overview This course is based on the art history period of Surrealism. The student will develop creative ideas of the dream world and further enhance drawing abilities and use of techniques, color and styles.</p>
<p>Authentic Learning Experiences Experiment with materials and techniques to create artwork. Creating visual art in a style that reflects a particular artist's influence in the period of Surrealism. Visual documentation of ideas.</p>	
<p>21st Century Skills and Themes Global: research world events, issues, cultures, politics, religion, art and history of art from around the world Collaboration: all activities are collaborative in nature Problem solving: answering research questions, learning to translate ideas into visual form Technology: utilizing the internet to access and analyze information; utilizing computer art programs and the tools associated with these programs</p>	
<p>Unit Learning Targets/Scaffolding to CPIs This unit builds on the rudimentary knowledge and experience of the form and function of visual art. They will be prepared to utilize these skills to create their own artworks. The emphasis is on further development of self-expression using art history, classical techniques and current events.</p>	
<p>Key Terms Aesthetics - The appreciation of, and sensitivity towards, works of art, designs, products, objects or artifacts. (vels.vcaa.vic.edu.au/dct/glossary.html) Form and content - In art and art criticism, form and content are considered distinct aspects of a work. The term form usually refers to the work's style or methods and content to its "core" or essence. (en.wikipedia.org/wiki/Form_and_content) Perspective and proportion - Scale in drawing refers to the proportion or ratio that defines the size relationships. Models, architectural plans, maps and paintings/drawings all use scale to create the illusion of correct size relationships between objects and figures. (http://www.creativeglossary.com)</p>	

Composition - The organization of the art elements in a drawing or painting. These art elements include shape, color, movement, line, tone, color, edges and perspective. (<http://www.creativeglossary.com>)

Styles - a form of appearance, design, or production; for example type or make a new style of house (<http://www.creativeglossary.com>)

Space - 3D space refers to the real space of an object/figure in an environment, as well as the seemingly real appearance of a form drawn/painted to create a sense of real-life illusion on a 2D space. (<http://www.creativeglossary.com>)

Visual movement - is a visual flow through the composition. It can be the suggestion of motion in a design as you move from object to object by way of placement and position. Directional movement can be created with a value pattern. It is with the placement of dark and light areas that you can move your attention through the format. (<http://www.princetonol.com>)

Color Wheel - A radial diagram of colors in which primary and secondary, and sometimes intermediate colors are displayed as an aid to color identification, choosing, and mixing. A color wheel with primary (red, yellow, blue) and secondary (orange, green, violet) colors can be seen to the left below. The complement to each color is the color opposite that color on the color wheel. To the right below are diagrams of complementary colors, demonstrating the ratios devised by Johannes Itten, in response to these colors' relative intensities and values. (<http://www.artlex.com>)

Texture - An element of art, texture is the surface quality or "feel" of an object, its smoothness, roughness, softness, etc. Textures may be actual or simulated. Actual textures can be felt with the fingers, while simulated textures are suggested by an artist in the painting of different areas of a picture. (<http://www.artlex.com>)

Instructional Strategies

Lecture

Monitor

Facilitate

Model and demonstrate

Customizing Learning/ Differentiation

Special needs- students will act as peer coaches to support students with special needs

ELL- these students will be encouraged their cultural perspective

Gifted learner- will model for and support the rest of the students and will be offered the opportunity to expand their own understanding of the material

Formative Assessments

Journal or a log

Sketchbook

Guided questions

Demonstrations and sketches

Research reports

<p>Interdisciplinary Connections Language arts- writing, logging, oral communication Math- measurements, proportions Social studies- cultural and history of art</p>
<p>Resources internet http://plato.stanford.edu/entries/aesthetic-judgment/ http://www.davisart.com</p>
<p>Suggested Activities for Inclusion in Lesson Planning</p> <p>To learn to critique class work and individual work. Color study and perspective through application to specific project themes such as a Surreal landscape with a fantasy images, in a two dimensional piece, executed in magazine photographs (collage). Create an Optical Art design in black and white. Create an Aboriginal Art piece in oil pastel. Design a costume for a fantasy theme, such as a character from a fictional story or play. Design a set for a fantasy themed play.</p>
<p>Unit Timeline Suggested- second marking period (nine weeks)</p>

Appendix

Differentiation	
Enrichment	<ul style="list-style-type: none"> ● Utilize collaborative media tools ● Provide differentiated feedback ● Opportunities for reflection ● Encourage student voice and input ● Model close reading ● Distinguish long term and short term goals

Intervention & Modification	<ul style="list-style-type: none"> ● Utilize “skeleton notes” where some required information is already filled in for the student ● Provide access to a variety of tools for responses ● Provide opportunities to build familiarity and to practice with multiple media tools ● Leveled text and activities that adapt as students build skills ● Provide multiple means of action and expression ● Consider learning styles and interests ● Provide differentiated mentors ● Graphic organizers
ELLs	<ul style="list-style-type: none"> ● Pre-teach new vocabulary and meaning of symbols ● Embed glossaries or definitions ● Provide translations ● Connect new vocabulary to background knowledge ● Provide flash cards ● Incorporate as many learning senses as possible ● Portray structure, relationships, and associations through concept webs ● Graphic organizers
21st Century Skills	
<ul style="list-style-type: none"> ● Creativity ● Innovation ● Critical Thinking ● Problem Solving ● Communication ● Collaboration 	

Integrating Technology

- Chromebooks
- Internet research
- Online programs
- Virtual collaboration and projects
- Presentations using presentation hardware and software

Audubon Public Schools
Engaging Students ~ Fostering Achievement ~ Cultivating 21st Century Global Skills
Approved: June, 2017
Written by: Anne Marie Harris

Course Title: Creative Art Unit Name: Creating and Interpreting Through Drawing
Grade Level: 9 to 12

Content Statements

This course is designed to introduce the student to a variety of areas in the arts, along with a variety of materials and techniques. The course permits studio opportunities necessary to create works of art with topics that relate to contemporary as well as classical techniques associated with the fields of art.

NJSLS:

9.1.12.A.1-4, B.1-3, C.1-5:
1.1.12.D.1-3
1.2.12.A.,B.1,2
1.3.12.D.1 -5
1.4.12.A.1 -4, B.1-3

Companion Standards:

RST 9-12.5

<p>Overarching Essential Questions What factors determine and contribute to something as being art? How is a work of art interpreted? What are the components of a work of art?</p>	<p>Overarching Enduring Understandings Composition, design, unity, variety, emphasis, rhythm, movement, balance, pattern, and proportion are what make up a work of art.</p>
<p>Unit Essential Questions How do I develop an understanding of color and design elements and principles through application to specific projects? How do I come up with ideas for a cartoon character? What is perspective and proportion? What is form and content? How do I demonstrate my understanding of form and content? What is art analyzed and interpreted? How do artists come up with ideas? What factors contribute to something being considered a piece of art? What does creativity and analyzing have to do with understanding art? Why would research about the styles and techniques in art throughout history help one to create a work of art? How does art communicate ideas? How is art a part of everyday life?</p>	<p>Unit Enduring Understandings I understand that the power of a line is a means of expressing action, shape, design, form and character. Artists create original designs with fluency, flexibility, confidence and imagination. There is a formula for basic figure drawing proportions. Exploring drawing styles affords experience in building an illustration into a finished project. Creative thinking and compositional planning are integral parts of creating visual art. Further the understanding of mediums by working with them directly. Understand that sculpture works with the concept of light and shadow to create three-dimensionality. Identifying works of art from the past and contemporary works aid in creating visual art. Artists experiment and explore different materials in order to gain awareness of creative possibilities and limitations while increasing technical skill and inventiveness. Form is the elements of art, the principles of design and the actual, physical materials that the artist has used. Content is what the artist meant to portray, what the artist did portray and how one reacts , as an individual, to both the intended and the actual messages. Works of art are identified in terms of function, history, culture and aesthetics. Perceptual awareness is necessary for understanding and producing art.</p>

	<p>All communication involves some type of visual rendering.</p> <p>Art is a part of everyday life.</p> <p>There is a connection between art and world events and issues through artists' responses in their works of art.</p>
<p>Unit Rationale</p> <p>Students must understand the factors that lead to the design and the final creation of a work of art.</p> <p>Students are aware of a variety of materials and techniques to create art work.</p> <p>Students are aware that the world around us influences the creation of visual art.</p> <p>Students will have the necessary information to create their own visual art.</p>	<p>Unit Overview</p> <p>Students will explore the aspects to create and analyze visual art, specifically, original cartoon and caricature illustration. They will participate in discussion, research, observation, projects and problem solving.</p>
<p>Authentic Learning Experiences</p> <p>Experiment with materials and techniques to create artwork.</p> <p>Creating visual art in a style that reflects a particular artist's influence.</p> <p>Visual documentation of ideas.</p>	
<p>21st Century Skills and Themes</p> <p>Global: research world events, issues, cultures, politics, religion, art and history of art from around the world</p> <p>Collaboration: all activities are collaborative in nature</p> <p>Problem solving: answering research questions, learning to translate ideas into visual form</p> <p>Technology: utilizing the internet to access and analyze information; utilizing computer art programs and the tools associated with these programs</p>	
<p>Unit Learning Targets/Scaffolding to CPIs</p> <p>This unit builds on the rudimentary knowledge and experience of the form and function of visual art. They will be prepared to utilize these skills to create their own artworks. The emphasis is on further development of self-expression using art history, classical techniques and current events.</p>	
<p>Key Terms</p> <p>Aesthetics - The appreciation of, and sensitivity towards, works of art, designs, products, objects or artifacts. (vels.vcaa.vic.edu.au/dct/glossary.html)</p> <p>Form and content - In art and art criticism, form and content are considered distinct aspects of a work. The term form usually refers to the work's style or methods and content to its "core" or essence. (en.wikipedia.org/wiki/Form_and_content)</p>	

Perspective and proportion - Scale in drawing refers to the proportion or ratio that defines the size relationships. Models, architectural plans, maps and paintings/drawings all use scale to create the illusion of correct size relationships between objects and figures. (<http://www.creativeglossary.com>)

Composition - The organization of the art elements in a drawing or painting. These art elements include shape, color, movement, line, tone, color, edges and perspective. (<http://www.creativeglossary.com>)

Styles - a form of appearance, design, or production; for example type or make a new style of house (<http://www.creativeglossary.com>)

Space - 3D space refers to the real space of an object/figure in an environment, as well as the seemingly real appearance of a form drawn/painted to create a sense of real-life illusion on a 2D space. (<http://www.creativeglossary.com>)

Visual movement - is a visual flow through the composition. It can be the suggestion of motion in a design as you move from object to object by way of placement and position. Directional movement can be created with a value pattern. It is with the placement of dark and light areas that you can move your attention through the format. (<http://www.princetonol.com>)

Color Wheel - A radial diagram of colors in which primary and secondary, and sometimes intermediate colors are displayed as an aid to color identification, choosing, and mixing. A color wheel with primary (red, yellow, blue) and secondary (orange, green, violet) colors can be seen to the left below. The complement to each color is the color opposite that color on the color wheel. To the right below are diagrams of complementary colors, demonstrating the ratios devised by Johannes Itten, in response to these colors' relative intensities and values. (<http://www.artlex.com>)

Texture - An element of art, texture is the surface quality or "feel" of an object, its smoothness, roughness, softness, etc. Textures may be actual or simulated. Actual textures can be felt with the fingers, while simulated textures are suggested by an artist in the painting of different areas of a picture. (<http://www.artlex.com>)

Instructional Strategies

Lecture
Monitor
Facilitate
Model and demonstrate

Customizing Learning/ Differentiation

Special needs- students will act as peer coaches to support students with special needs
ELL- these students will be encouraged their cultural perspective
Gifted learner- will model for and support the rest of the students and will be offered the opportunity to expand their own understanding of the material

Formative Assessments

Journal or a log
Sketchbook

<p>Guided questions Demonstrations and sketches Research reports</p>
<p>Interdisciplinary Connections Language arts- writing, logging, oral communication Math- measurements, proportions Social studies- cultural and history of art</p>
<p>Resources internet http://plato.stanford.edu/entries/aesthetic-judgment/ http://www.davisart.com</p>
<p>Suggested Activities for Inclusion in Lesson Planning Compare and contrast innovative applications of the elements of art and principles of design and use color theory concepts in a pictorial composition of “expressive line”.</p> <p>Discuss type faces and letterforms. Focus on Medieval letters from illuminated manuscripts and create an original letter based on Medieval design. Paint in underglaze on a 6” x 6” tile. Research the art period of “Optical Art”, find artists examples. Create an original design that will be repeated 4 times to create a final piece that 10” x 10” design. Complete a color wheel.</p> <p>Sketchbook drawing assignments: Perspective drawings of buildings, landscapes, room interiors, etc. Illustration of an originally developed inanimate object, that “comes to life” doing an activity in its typical environment; medium can be any combination of the following: pen and ink or color pencil. in. Research Cubism and artists of the period. Create a Cubist drawing and fill in the areas with colors from magazines.</p>
<p>Unit Timeline Suggested- first marking period (nine weeks)</p>

Appendix

Differentiation	
Enrichment	<ul style="list-style-type: none"> ● Utilize collaborative media tools ● Provide differentiated feedback ● Opportunities for reflection ● Encourage student voice and input ● Model close reading ● Distinguish long term and short term goals
Intervention & Modification	<ul style="list-style-type: none"> ● Utilize “skeleton notes” where some required information is already filled in for the student ● Provide access to a variety of tools for responses ● Provide opportunities to build familiarity and to practice with multiple media tools ● Leveled text and activities that adapt as students build skills ● Provide multiple means of action and expression ● Consider learning styles and interests ● Provide differentiated mentors ● Graphic organizers
ELLs	<ul style="list-style-type: none"> ● Pre-teach new vocabulary and meaning of symbols ● Embed glossaries or definitions ● Provide translations ● Connect new vocabulary to background knowledge ● Provide flash cards ● Incorporate as many learning senses as possible ● Portray structure, relationships, and associations through concept webs ● Graphic organizers

21st Century Skills

- Creativity
- Innovation
- Critical Thinking
- Problem Solving
- Communication
- Collaboration

Integrating Technology

- Chromebooks
- Internet research
- Online programs
- Virtual collaboration and projects
- Presentations using presentation hardware and software

Audubon Public Schools
Engaging Students ~ Fostering Achievement ~ Cultivating 21st Century Global Skills
Approved: June, 2017
Written by: Anne Marie Harris

Course Title: Creative Art Unit Name: Experimenting and Exploring Materials and Techniques
Grade Level: 9 to 12

Content Statements This unit is designed to function as an art workshop. It allows the student to choose from a wide range of tools, mediums and techniques.	NJSLSs: 9.1.12.A.1-4, B.1-3, C.1-5 1.1.12.D.1-3
--	--

<p>These areas include pen and ink, printmaking, textile design, polymer clay, ceramic clay, watercolor, and a variety of drawing media.</p>	<p>1.2.12.A.,B.1,2 1.3.12.D.1 -5 1.4.12.A.1 -4, B.1-3</p> <p>Companion Standards:</p> <p>RST 9-12.5</p>
<p>Overarching Essential Questions What factors determine and contribute to something as being art? How is a work of art interpreted? What are the components of a work of art?</p>	<p>Overarching Enduring Understandings Composition, design, unity, variety, emphasis, rhythm, movement, balance, pattern, and proportion are what make up a work of art.</p>
<p>Unit Essential Questions What are Techniques? What are drawing styles? How do I develop an understanding of color and design elements and principles through application to specific projects? What is perspective and proportion? What is form and content? How do I demonstrate my understanding of form and content? What is art analyzed and interpreted? How do artists come up with ideas? What factors contribute to something being considered a piece of art? What does creativity and analyzing have to do with understanding art? Why would research about the styles and techniques in art throughout history help one to create a work of art? How does art communicate ideas? How is art a part of everyday life?</p>	<p>Unit Enduring Understandings. Artists create original designs with fluency, flexibility, confidence and imagination. Exploring drawing styles affords experience in building an illustration into a finished project. Creative thinking and compositional planning are integral parts of creating visual art. Further the understanding of mediums by working with them directly. Understand that sculpture works with the concept of light and shadow to create three-dimensionality. Identifying works of art from the past and contemporary works aid in creating visual art. Artists experiment and explore different materials in order to gain awareness of creative possibilities and limitations while increasing technical skill and inventiveness. Form is the elements of art, the principles of design and the actual, physical materials that the artist has used. Content is what the artist meant to portray, what the artist did portray and how one reacts , as an individual, to both the intended and the actual messages.</p>

	<p>Works of art are identified in terms of function, history, culture and aesthetics. Perceptual awareness is necessary for understanding and producing art. All communication involves some type of visual rendering. Art is a part of everyday life. There is a connection between art and world events and issues through artist's responses in their works of art.</p>
<p>Unit Rationale Students must understand the factors that lead to the design and the final creation of a work of art. Students are aware of a variety of materials and techniques to create art work. Students are aware that the world around us influences the creation of visual art. Students will have the necessary information to create their own visual art.</p>	<p>Unit Overview The student will develop creative ideas further enhancing drawing abilities and use of a variety of techniques and mediums.</p>
<p>Authentic Learning Experiences Experiment with materials and techniques to create artwork. Creating visual art in a style that reflects a particular artist's influence. Visual documentation of ideas.</p>	
<p>21st Century Skills and Themes Global: research world events, issues, cultures, politics, religion, art and history of art from around the world Collaboration: all activities are collaborative in nature Problem solving: answering research questions, learning to translate ideas into visual form Technology: utilizing the internet to access and analyze information; utilizing computer art programs and the tools associated with these programs</p>	
<p>Unit Learning Targets/Scaffolding to CPIs This unit builds on the rudimentary knowledge and experience of the form and function of visual art. They will be prepared to utilize these skills to create their own artworks. The emphasis is on further development of self-expression using art history, classical techniques and current events.</p>	
<p>Key Terms Aesthetics - The appreciation of, and sensitivity towards, works of art, designs, products, objects or artifacts. (vels.vcaa.vic.edu.au/dct/glossary.html)</p>	

Form and content - In art and art criticism, form and content are considered distinct aspects of a work. The term form usually refers to the work's style or methods and content to its "core" or essence.

(en.wikipedia.org/wiki/Form_and_content)

Perspective and proportion - Scale in drawing refers to the proportion or ratio that defines the size relationships. Models, architectural plans, maps and paintings/drawings all use scale to create the illusion of correct size relationships between objects and figures. (<http://www.creativeglossary.com>)

Composition - The organization of the art elements in a drawing or painting. These art elements include shape, color, movement, line, tone, color, edges and perspective. (<http://www.creativeglossary.com>)

Styles - a form of appearance, design, or production; for example type or make a new style of house (<http://www.creativeglossary.com>)

Space - 3D space refers to the real space of an object/figure in an environment, as well as the seemingly real appearance of a form drawn/painted to create a sense of real-life illusion on a 2D space.

(<http://www.creativeglossary.com>)

Visual movement - is a visual flow through the composition. It can be the suggestion of motion in a design as you move from object to object by way of placement and position. Directional movement can be created with a value pattern. It is with the placement of dark and light areas that you can move your attention through the format. (<http://www.princetonol.com>)

Color Wheel - A radial diagram of colors in which primary and secondary, and sometimes intermediate colors are displayed as an aid to color identification, choosing, and mixing. A color wheel with primary (red, yellow, blue) and secondary (orange, green, violet) colors can be seen to the left below. The complement to each color is the color opposite that color on the color wheel. To the right below are diagrams of complementary colors, demonstrating the ratios devised by Johannes Itten, in response to these colors' relative intensities and values.

(<http://www.artlex.com>)

Texture - An element of art, texture is the surface quality or "feel" of an object, its smoothness, roughness, softness, etc. Textures may be actual or simulated. Actual textures can be felt with the fingers, while simulated textures are suggested by an artist in the painting of different areas of a picture. (<http://www.artlex.com>)

Customizing Learning/ Differentiation

Special needs- students will act as peer coaches to support students with special needs

ELL- these students will be encouraged their cultural perspective

Gifted learner- will model for and support the rest of the students and will be offered the opportunity to expand their own understanding of the material

Formative Assessments

Journal or a log

Sketchbook

Guided questions

Demonstrations and sketches

Research reports
Interdisciplinary Connections Language arts- writing, logging, oral communication Math- measurements, proportions Social studies- cultural and history of art
Resources internet http://plato.stanford.edu/entries/aesthetic-judgment/ http://www.davisart.com
Suggested Activities for Inclusion in Lesson Planning Research 12 artists who produce art in different styles/art history periods; choose one and create a work of art based on the artist. Paint in underglaze on small 2 coaster size tiles. Create an abstract flower based on the art of Georgia O'Keeffe using tissue paper in two different techniques on a round piece of cardboard that will hang from the ceiling. Create a textile design on silk using the resist method and watercolor method. Learn to critique class work and individual work. Basic bookbinding methods: Create a small notebook and design the cover with mixed media. Create a hand built ceramic piece demonstrating the following hand built techniques: pinch, coil, slab. Pour a clay mold and paint an intricate design in underglaze and underglaze pencils; possibly use trailing slip to create a design. Draw a tonal piece in pen and ink demonstrating techniques such as: hatching, cross hatching, thick and thin lines, short lines, stipple, scribbled lines and experiment with pattern. Create an original jewelry design in polymer clay. Draw a layout for linoleum printmaking; carve a variety of values and patterns; experiment with color while making prints. Design a greeting card or letterhead and logo. Tie Dye folding techniques and color mixing on cotton fabric (tee shirt); hand paint a design on top of the color.
Unit Timeline Suggested- fourth marking period (nine weeks)

Appendix

Differentiation

Enrichment	<ul style="list-style-type: none"> ● Utilize collaborative media tools ● Provide differentiated feedback ● Opportunities for reflection ● Encourage student voice and input ● Model close reading ● Distinguish long term and short term goals
Intervention & Modification	<ul style="list-style-type: none"> ● Utilize “skeleton notes” where some required information is already filled in for the student ● Provide access to a variety of tools for responses ● Provide opportunities to build familiarity and to practice with multiple media tools ● Leveled text and activities that adapt as students build skills ● Provide multiple means of action and expression ● Consider learning styles and interests ● Provide differentiated mentors ● Graphic organizers
ELLs	<ul style="list-style-type: none"> ● Pre-teach new vocabulary and meaning of symbols ● Embed glossaries or definitions ● Provide translations ● Connect new vocabulary to background knowledge ● Provide flash cards ● Incorporate as many learning senses as possible ● Portray structure, relationships, and associations through concept webs ● Graphic organizers
21st Century Skills	

- Creativity
- Innovation
- Critical Thinking
- Problem Solving
- Communication
- Collaboration

Integrating Technology

- Chromebooks
- Internet research
- Online programs
- Virtual collaboration and projects
- Presentations using presentation hardware and software

Audubon Public Schools
 Engaging Students ~ Fostering Achievement ~ Cultivating 21st Century Global Skills
 Approved: June, 2017
 Written by: Anne Marie Harris

Course Title: Creative Art Unit Name: Creating and Interpreting Through Three Dimensional Art
 Grade Level: 9 to 12

<p>Content Statements This course is designed to introduce the student to a variety of areas in the arts, along with a variety of materials and techniques. The course permits studio opportunities necessary to create works of art with topics that relate to contemporary as well as classical techniques associated with the fields of art.</p>	<p>NJSLS: 9.1.12.A.1-4, B.1-3, C.1-5 1.1.12.D.1-3 1.2.12.A.,B.1,2 1.3.12.D.1 -5 1.4.12.A.1 -4, B.1-3</p>
---	--

	<p>Companion Standards:</p> <p>RST 9-12.5</p>
<p>Overarching Essential Questions</p> <p>What factors determine and contribute to something as being three dimensional art? How is a work of art interpreted? What are the components of a three dimensional work of art? How is a work of three dimensional art constructed? What types of mediums can be used to create a three dimensional work of art?</p>	<p>Overarching Enduring Understandings</p> <p>Three dimensional sculpture creates positive and negative space. The arrangement of these “spaces” are key elements of three dimensional design.</p>
<p>Unit Essential Questions</p> <p>What are the three basic methods I can use to create hand built clay pieces? How do I develop an understanding of color and design elements and principles through application to specific projects? What is perspective and proportion? What is form and content? How do I demonstrate my understanding of form and content? What is art analyzed and interpreted? How do artists come up with ideas? What factors contribute to something being considered a piece of art? What does creativity and analyzing have to do with understanding art? Why would research about the styles and techniques in art throughout history help one to create a work of art? How does art communicate ideas? How is art a part of everyday life?</p>	<p>Unit Enduring Understandings</p> <p>Demonstrate skills using three dimensional materials and processes. Experiment and explore different sculptural materials in order to gain awareness of creative possibilities and limitations while increasing technical skill and inventiveness. Understand that sculpture works with the concept of light and shadow to create three dimensionality. Create the feeling of action, mood or feeling through the arrangement of masses and open spaces. Work not only with stationary sculpture but with mobiles. Identify sculptural works of art from the past and contemporary works. Demonstrate the ability to sculpt from a solid block using the additive and subtractive methods. Demonstrate the ability to pour molds, throw on the wheel and hand built techniques. Creating three dimensional works of art is a means of expressing action, shape, design, form and character. Artists create original designs with fluency, flexibility, confidence and imagination.</p>

	<p>Creative thinking and compositional planning are integral parts of creating visual art. Further the understanding of mediums by working with them directly. Understand that sculpture works with the concept of light and shadow to create three-dimensionality. Identifying works of art from the past and contemporary works aid in creating visual art. Artists experiment and explore different materials in order to gain awareness of creative possibilities and limitations while increasing technical skill and inventiveness. Form is the elements of art, the principles of design and the actual, physical materials that the artist has used. Content is what the artist meant to portray, what the artist did portray and how one reacts , as an individual, to both the intended and the actual messages. Works of art are identified in terms of function, history, culture and aesthetics. Perceptual awareness is necessary for understanding and producing art. All communication involves some type of visual rendering. Art is a part of everyday life. There is a connection between art and world events and issues through artists’ responses in their works of art.</p>
<p>Unit Rationale Students must understand the factors that lead to the design and the final creation of a work of art. Students are aware of a variety of materials and techniques to create three dimensional artwork. Students are aware that the world around us influences the creation of visual art. Students will have the necessary information to create their own visual art.</p>	<p>Unit Overview The student will experience gain knowledge of a variety of tools, methods and techniques in hand built pottery and creating three dimensional visual art.</p>

Authentic Learning Experiences

Experiment with materials and techniques to create artwork.
Creating visual art in a style that reflects a particular artist's influence.
Visual documentation of ideas.

21st Century Skills and Themes

Global: research world events, issues, cultures, politics, religion, art and history of art from around the world

Collaboration: all activities are collaborative in nature

Problem solving: answering research questions, learning to translate ideas into visual form

Technology: utilizing the internet to access and analyze information; utilizing computer art programs and the tools associated with these programs

Unit Learning Targets/Scaffolding to CPIs

This unit builds on the rudimentary knowledge and experience of the form and function of visual art. They will be prepared to utilize these skills to create their own artworks. The emphasis is on further development of self-expression using art history, classical techniques and current events.

Key Terms

Aesthetics - The appreciation of, and sensitivity towards, works of art, designs, products, objects or artifacts. (vels.vcaa.vic.edu.au/dct/glossary.html)

Banding Wheel – A turn able, operated by hand or electricity, to facilitate decoration or hand building. (www.maycocolors.com)

Binder – Gum Arabic used to make glazes adhere to the ware. (www.maycocolors.com)

Bisque – Ceramics that have been fired to the maturing point of the clay. (www.maycocolors.com)

Blistering – Bubbles on a ceramic glaze surface. (www.maycocolors.com)

Bone Dry – Greenware that is completely dry, containing no moisture. (www.maycocolors.com)

Casting – The art of pouring slip in a plaster mold; also the object is formed. (www.maycocolors.com)

Casting Slip – A liquid clay used for casting a mold. (www.maycocolors.com)

Ceramics – In broad terms, any type of clay that is fired into a permanent shape in the kiln. Any fired body. (www.maycocolors.com)

Clay – Earth that is relatively pure alumina and silica; one of the material used in the manufacture of china and pottery. (www.maycocolors.com)

Clay bodies – earthenware, porcelain and stoneware. (www.maycocolors.com)

Clean-up Tool – Tool used to clean (fettle) the seams on greenware. (www.maycocolors.com)

Color Wheel - A radial diagram of colors in which primary and secondary, and sometimes intermediate colors are displayed as an aid to color identification, choosing, and mixing. A color wheel with primary (red, yellow, blue) and secondary (orange, green, and violet) colors can be seen to the left below. The complement to each color is the color opposite that color on the color wheel. To the right below are diagrams of complementary

colors, demonstrating the ratios devised by Johannes Itten, in response to these colors' relative intensities and values. (<http://www.artlex.com>)

Complimentary – Those colors that are directly opposite each other on the color wheel. (www.maycocolors.com)

Crackle Glaze – A glaze that has been specifically formulated to produce a pattern of hairline cracks. (www.maycocolors.com)

Craters – Bubbles that break and set as the kiln cools. Sometimes referred to as Fish Eyes. (www.maycocolors.com)

Crawling – Glaze pulls together or beads up, leaving bare spots on the bisque. (www.maycocolors.com)

Crazing – Refers to a glaze defect of hairline cracks that appear in a fired glaze. (www.maycocolors.com)

Cross Hatch – Criss-cross scratched marks where two pieces of clay are to be joined. Also refers to the application of glaze, forming 45 degree angles to the previous coat. (www.maycocolors.com)

Crystals – Specifically formulated colored glazes that have been fired and ground up in to various sized bits that melt into a glaze, forming bursts of colors. (www.maycocolors.com)

Drape Mold – A plaster over which a rolled out slab of clay is draped to make free form dishes, bowls, etc. (www.maycocolors.com)

Dry brushing – Producing a feathery effect by using a dry brush with wet color; used also for animal fur. Can be done with One Strokes or Acrylics in similar techniques. (www.maycocolors.com)

Dry footing – Removing glaze from the portion of a piece that comes in contact with the kiln shelf during firing. (www.maycocolors.com)

Earthenware – Non-vitreous (porous) body made from low firing clays. (www.maycocolors.com)

Earth tones – Buff, red, brown. (www.maycocolors.com)

Egyptian Paste – Soluble sodium salts mixed with clay. During drying a salt deposit is left on the surface of the clay, which makes the clay self-glazing during firing. (www.maycocolors.com)

Elements – Wires in a kiln that carry electric current that heats the kiln. (www.maycocolors.com)

Extrude – To draw out; force or press out; force through a narrow opening, as clay (clay extruder).

Fettle – To trim the spaces from cast pieces or the seam lines from greenware. (www.maycocolors.com)

Felting Tool – A soft knife or hard blade knife to trim and remove the mold spare or seam line. (www.maycocolors.com)

Figure and ground - positive and negative shape

Fire Brick – A refractory brick which withstands high temperatures; used in kilns. (www.maycocolors.com)

Firing – Maturing ceramic products at recommended heats. (www.maycocolors.com)

Foreshortening - A way of representing a subject or an object so that it conveys the illusion of depth so that it seems to thrust forward or go back into space. (<http://www.artlex.com>)

Form and content - In art and art criticism, form and content are considered distinct aspects of a work. The term form usually refers to the work's style or methods and content to its "core" or essence. (en.wikipedia.org/wiki/Form_and_content)

Glaze – A glass coating on a ceramic piece. (www.maycocolors.com)

Gloss Glaze – A shiny glaze with a high reflective surface, unlike a matte or satin glaze. (www.maycocolors.com)

Greenware – Clay item before it is subjected to bisque firing. (www.maycocolors.com)

Grog – Finely ground up bisque added to clays to reduce the shrinkage or for thermal shock. (www.maycocolors.com)

Incise – To cut into the clay or greenware surface making a design. (www.maycocolors.com)

Key – Notches cut on the seams of a mold so that the sections will always fit in the same manner. (www.maycocolors.com)

Kiln – A heating chamber for maturing clay glazes and other ceramic materials. (www.maycocolors.com)

Kiln Wash – A refractory coating for kiln shelves to protect them from dipping glaze. (www.maycocolors.com)

Knead – To condition clay. (www.maycocolors.com)

Leather hard – Cast or hand built pieces that are firm enough to hold their shape without warping, but can still be cut into easily; stick-ons can still be attached. (www.maycocolors.com)

Masking – Blocking out sections of a design that are to be painted. (www.maycocolors.com)

Mold – A plaster form used to produce identical objects by pouring liquid slip into the hollow cavity, then draining. (www.maycocolors.com)

Opaque – Not transparent; completely covers any other color underneath. (www.maycocolors.com)

Perspective and proportion - Scale in drawing refers to the proportion or ratio that defines the size relationships. Models, architectural plans, maps and paintings/drawings all use scale to create the illusion of correct size relationships between objects and figures. (<http://www.creativeglossary.com>)

Plaster – A white powder made of gypsum; quick setting when added to water which molds are made. (www.maycocolors.com)

Polymer clay - A sculptable material based on the polymer polyvinyl chloride (PVC). It usually contains no clay minerals, and is only called "clay" because its texture and working properties resemble those of mineral clay.

Posts – Square, triangular or cylindrical sections of refractory material used to support shelves in the kiln. (www.maycocolors.com)

Potter's Wheel – Used for throwing clay pots; may be manually or electrically driven. (www.maycocolors.com)

Pounce – To pat; also the powered graphite used to transfer pierced patterns. (www.maycocolors.com)

Press Mold – Shallow molds used by pressing soft clay in the cavities; may also be used by pouring slip into the cavities. (www.maycocolors.com)

Pyrometric Cone – Pyramids; compounded of ceramic materials controlled to melt at specific time, temperature relationships used to control heat treatment of ceramic products. (www.maycocolors.com)

Relief – A raised design. (www.maycocolors.com)

Rolling Glaze – Covering the inside of a ware by pouring in thinned glaze, rolling it around the inside surface and then pouring out. (www.maycocolors.com)

Set-Up-Time – Length of time that casting slip must remain in the mold to form the wall of the casting.

Shelf Cone – Pyrometric cone used to tell the temperature at which the temperature on the shelf has been completed using heat work. The actual cone temperature.

Slab – A rolled out section of clay.

Slip – A fluid suspension of clay and other chemical materials in water.

Slip Trailing – Decorating leather hard greenware with slip applied from a bottle with a narrow nozzle.

Space - 3D space refers to the real space of an object/figure in an environment, as well as the seemingly real appearance of a form drawn/painted to create a sense of real-life illusion on a 2D space.
(<http://www.creativeglossary.com>)

Styles - a form of appearance, design, or production; for example type or make a new style of house
(<http://www.creativeglossary.com>)

Texture - An element of art, texture is the surface quality or "feel" of an object, its smoothness, roughness, softness, etc. Textures may be actual or simulated. Actual textures can be felt with the fingers, while simulated textures are suggested by an artist in the painting of different areas of a picture. (<http://www.artlex.com>)

Underglaze – A mineral color, usually containing some clay and binder; regular underglazes are opaque and contain a higher percentage of clay than One Strokes (most One Strokes are translucent).

Visual movement - is a visual flow through the composition. It can be the suggestion of motion in a design as you move from object to object by way of placement and position. Directional movement can be created with a value pattern. It is with the placement of dark and light areas that you can move your attention through the format. (<http://www.princetonol.com>)

Wedge – To condition and work clay into a bubble free mass for throwing or hand building.

Instructional Strategies

Lecture
Monitor
Facilitate
Model and demonstrate

Customizing Learning/ Differentiation

Special needs- students will act as peer coaches to support students with special needs
ELL- these students will be encouraged their cultural perspective
Gifted learner- will model for and support the rest of the students and will be offered the opportunity to expand their own understanding of the material

Formative Assessments

Journal or a log
Sketchbook

<p>Guided questions Demonstrations and sketches Research reports</p>
<p>Interdisciplinary Connections Language arts- writing, logging, oral communication Math- measurements, proportions Social studies- cultural and history of art</p>
<p>Resources Text “The Complete Book Of Ceramics” by Steve Mattison Internet images and research http://plato.stanford.edu/entries/aesthetic-judgment/ http://www.davisart.com</p>
<p>Suggested Activities for Inclusion in Lesson Planning To learn to critique class work and individual work. Create a mood through a figure sculpture in clay. Use an unusual material, possibly found objects, to create an abstract sculpture. Create a mobile from clay, wire or various mixed media. Pour molds, clean greenware and paint designs in underglaze on pieces. Sculpt functional or decorative pieces in the following methods: coil, pinch, slab and one piece in a combination of the methods. Experiment with various glazes and demonstrate knowledge of cone fire when using more than one glaze on a piece. Create a slab relief piece using clay and trailing slip; include three levels showing foreground, middle ground and background. Sculpt an abstract piece from a solid block of wood or clay. Throw a piece on the wheel.</p>
<p>Unit Timeline Suggested- third marking period (nine weeks)</p>

Appendix

Differentiation	
Enrichment	<ul style="list-style-type: none"> ● Utilize collaborative media tools ● Provide differentiated feedback ● Opportunities for reflection ● Encourage student voice and input ● Model close reading ● Distinguish long term and short term goals
Intervention & Modification	<ul style="list-style-type: none"> ● Utilize “skeleton notes” where some required information is already filled in for the student ● Provide access to a variety of tools for responses ● Provide opportunities to build familiarity and to practice with multiple media tools ● Leveled text and activities that adapt as students build skills ● Provide multiple means of action and expression ● Consider learning styles and interests ● Provide differentiated mentors ● Graphic organizers
ELLs	<ul style="list-style-type: none"> ● Pre-teach new vocabulary and meaning of symbols ● Embed glossaries or definitions ● Provide translations ● Connect new vocabulary to background knowledge ● Provide flash cards ● Incorporate as many learning senses as possible ● Portray structure, relationships, and associations through concept webs ● Graphic organizers

21st Century Skills

- Creativity
- Innovation
- Critical Thinking
- Problem Solving
- Communication
- Collaboration

Integrating Technology

- Chromebooks
- Internet research
- Online programs
- Virtual collaboration and projects
- Presentations using presentation hardware and software