HILLSBOROUGH TOWNSHIP SCHOOL DISTRICT HILLSBOROUGH TOWNSHIP HIGH SCHOOL ART CURRICULUM PORTFOLIO / ADVANCED STUDIO AUGUST 2019

Portfolio / Advanced Studio Grades 11 & 12 Course Overview

This is an advanced semester art course for the student who intends to go to a specific art school, take art in college, or make a career in the world of art. Further development of the skills already acquired in other art courses is stressed. Since creating a portfolio requires careful planning with an overall strategy, upon entry to the class, the student's existing portfolio of collected artwork is reviewed. Each student is then guided to enhance the portfolio with diverse works to fulfill college and art school requirements. A variety of media, styles, techniques and subject matter is covered. College and school selection, and the interview process are explored.

This 2.5 credit semester course helps fulfill the state graduation requirements for at least 5 credits in Visual and Performing Arts.

The curriculum is aligned to the New Jersey Core Curriculum Content Standards and the National Core Arts Standards for Visual and Performing Arts.

Unit of Study	Pacing	NJCCC / National Standards	Essential Questions	Enduring Understandings	Learning Targets	Assessment: Formative & Summative	Interdisciplinary Connections	21 st Century Life & Career Standards
Visual Arts	10 days	1.1.12.D.1	What do artists	The relationship	Identify and discuss	Journal	Using proper	CRP3. Attend
Career		Distinguish	do?	of the arts and	possible visual arts	reflection	conventions and	to personal
Opportunities		innovative		culture are	careers which employ	regarding	grammar when	health and
		applications of the	Why should I	mutually	a variety of media	individual	speaking and	financial well-
		elements of art and	care about a	dependent;	and design	potential	writing.	being.
		principles of design	career in the	culture affects	approaches.	careers in		
		in visual artworks	arts?	the arts and the		relation to their	Collaborating and	CRP4.
		from diverse cultural		arts reflect and	Create a research file	own design	discussing high	Communicate
		perspectives and	How does	preserve culture.	of visual art careers,	and expressive	level ideas with	clearly and
		identify specific	creating and		guidelines, agencies,	interests.	classmates and	effectively and
		cross-cultural	performing in	Aesthetics	activities, and		team members.	with reason.
		themes.	the arts differ	fosters artistic	contacts.	Research paper		
			from viewing	appreciation,		on visual arts	Engage in	CRP7.
		1.2.12.A.2 Justify the	the arts?	interpretation,	Through research and	careers.	multiple forms of	Employ valid
		impact of		imagination,	critiques students will		discussion in	and reliable
		innovations in the	What roles do	significance and	select for themselves	Written	order to process,	research
		arts (e.g., the	art makers	value.	different kinds of	summative	make sense of,	strategies.
		availability of music	fulfill in		potential careers in	assessment	and learn from	
		online) on societal	society?	Building 2-D	relation to their own		others' ideas,	CRP10. Plan
		norms and habits of		design technique	design and expressive		observations, and	education and
		mind in various	What training,	and skill is	interests.		experiences.	career paths
		historical eras.	responsibilities	necessary for				aligned to
			and rewards are	pursuing career	Study careers through		Integrate and	personal
		1.4.12.B.3 Determine	involved in a	pathways in	such things as reports,		evaluate multiple	goals.
		the role of art and	career in art?	visual arts.	library and internet		sources of	
		artmaking in a global			research, posters,		information	
		society by analyzing		Career insights	literature, videos,		presented in	
		the influence of		are gained	video conferencing,		diverse formats	
		technology on the		through the	and virtual field trips.		and media.	
		visual, performing,		integration of				
		and multimedia arts		knowledge and	Discuss and reflect			
		for consumers,		ideas from	upon the financial,			
	1	creators, and		readings,	psychological and			

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	performers around	observations and	social rewards of		
	the world.	hands-on-work.	becoming a visual		
			artist.		
	National Standards				
	VA:Cr2.2.IIIa		Visit colleges,		
	Demonstrate		galleries, studios and		
	understanding of the		places of business to		
	importance of		gain insight into		
	balancing freedom		visual art career		
	and responsibility in		opportunities and		
	the use of images,		working conditions.		
	materials, tools, and		Identify and discuss		
	equipment in the		routes to become a		
	creation and		visual artist.		
	circulation of				
	creative work.		Compare various		
			school's art		
	VA:Cr2.3.IIIa		department offerings		
	Demonstrate in		and visual art career		
	works of art or		possibilities through		
	design how visual		teacher invitation of		
	and material culture		college admissions		
	defines, shapes,		officers to the		
	enhances, inhibits,		classroom.		
	and/or empowers				
	people's lives.		Discuss current		
			portfolios of visual		
	VA:Pr6.1.IIa Make,		artwork with guest		
	explain, and justify		speakers (past		
	connections between		graduates currently in		
	artists or artwork and		art schools and		
	social, cultural, and		colleges, people in		
	political history.		the business).		
			,		
	VA:Re.7.1.Ia				
	Hypothesize ways in				
	which art influences				
	perception and				
	understanding of				
	human experiences.				
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	A:Re.7.2.Ia			
	nalyze how one's			
	nderstanding of the			
	orld is affected by			
	speriencing visual			
im	nagery.			
V	A:Re.7.2.IIa			
	valuate the			
ef	fectiveness of an			
	nage or images to			
	fluence ideas,			
	elings, and			
be	ehaviors of specific			
	idiences.			
V	A:Cn11.1.IIa			
Co	ompare uses of art			
	a variety of			
	ocietal, cultural, and			
	storical contexts			
an	nd make			
co	onnections to uses			
of	art in			
co	ontemporary and			
	cal contexts.			

Unit of Study	Pacing	NJCCC / National Standards	Essential Questions	Enduring Understandings	Learning Targets	Assessment: Formative & Summative	Interdisciplinary Connections	21st Century Life & Career Standards
The Portfolio:	10 days	1.3.12.D.4 Analyze the	What is a	Artists use a	Discuss the	Rubric on the	Using proper	CRP2. Apply
Form and		syntax and compositional	portfolio?	variety of	goals and	form and	conventions and	appropriate
Content		and stylistic principles of	How can a	problem solving	objectives of a	content of a	grammar when	academic and
		two- and three-dimensional	portfolio reveal	and decision-	portfolio and	resume.	speaking and	technical skills.
		artworks in multiple art	an artist's	making skills to	how a		writing.	
		media (including computer-	growth and	apply the	portfolio can	Checklist of		CRP4.
		assisted artwork), and	development?	Elements of Art	undergo	portfolio	Collaborating and	Communicate
		interpret themes and		and Principles of	revision to	elements.	discussing high	clearly and
		symbols suggested by the	What informs	Design in two-	explore career		level ideas with	effectively and
		artworks.	why, how, and	dimensional	goals.	Student	classmates and	with reason.
			what artists and	works of art.		portfolio	team members.	
		1.4.12.B.1 Formulate	designers		Identify items	interview to		CRP7. Employ
		criteria for arts evaluation	make?	Visual problem	that students	assess current	Integrate and	valid and
		using the principles of		solving is a vital	may include in	works	evaluate multiple	reliable
		positive critique and	How do artists	component in art	various types		sources of	research
		observation of the elements	and designers	making.	of portfolios.		information	strategies.
		of art and principles of	make works of	7D1 '.' 1	A 1 1		presented in	CDD0 III'I'
		design, and use the criteria	art and design?	The critical	Analyze how		diverse formats	CRP8. Utilize
		to evaluate works of dance,	XX71 1.1	process of	to write a		and media.	critical thinking
		music, theatre, visual, and	Why and how	observing,	resume.			to make sense
		multimedia artwork from diverse cultural contexts and	do artists and	describing,	Write a			of problems
		historical eras.	designers present their	analyzing,	resume.			and persevere
		mstoricai eras.	work to	interpreting and evaluating leads	Analyze and			in solving them.
		1.4.12.B.2 Evaluate how an	viewers?	to informed	discuss the			CRP10. Plan
		artist's technical proficiency	viewers:	judgments	specific			education and
		may affect the creation or	How do	regarding the	portfolio			career paths
		presentation of a work of	underlying	relative merits	requirements			aligned to
		art, as well as how the	structures guide	of artworks.	and			personal goals.
		context in which a work is	the creation of	Underlying	recommendati			personar goars.
		performed or shown may	works of art?	structures in art	ons of various			CRP11. Use
		impact perceptions of its	orno or ure.	can be found via	art schools			technology to
		significance/meaning.		analysis and	and colleges.			enhance
				inference.				productivity.
		1.4.12.B.3 Determine the						1
		role of art and artmaking in						

a global society by	
analyzing the influence of	
technology on the visual,	
performing, and multimedia	
arts for consumers, creators,	
and performers around the	
world.	
National Standards	
VA:Cr1.2.IIa Choose from a	
range of materials and	
methods of traditional and	
contemporary artistic	
practices to plan works of	
art and design.	
VA:Cr3.1.IIa Engage in	
constructive critique with	
peers, then reflect on, re-	
engage, revise, and refine	
works of art and design in	
response to personal artistic	
vision.	
VA:Pr4.1.IIa Analyze,	
select, and critique personal	
artwork for a collection or	
portfolio presentation.	
VA:Pr5.1.IIa Evaluate,	
select, and apply methods or	
processes appropriate to	
display artwork in a specific	
place.	
VA.Daga I IIIa Analyza	
VA:Re8.1.IIIa Analyze	
differing interpretations of	
an artwork or collection of	
works in order to select and	
defend a plausible critical	
analysis. 1	
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VA:Re9.1.IIIa Construct			
evaluations of a work of art			
or collection of works based			
on differing sets of criteria.			

Unit of Study	Pacing	NJCCC / National Standards	Essential Questions	Enduring Understandings	Learning Targets	Assessment: Formative & Summative	Interdisciplinary Connections	21 st Century Life & Career Standards
Evaluation of Existing Student Portfolio	5 days	1.3.12.D.1 Synthesize the elements of art and principles of design in an original portfolio of two-and three-dimensional artworks that reflects personal style and a high degree of technical proficiency and expressivity. 1.3.12.D.2 Produce an original body of artwork in one or more art mediums that demonstrates mastery of visual literacy, methods, techniques, and cultural understanding. 1.4.12.A.3 Develop informed personal responses to an assortment of artworks across the four arts disciplines (dance, music, theatre, and visual art), using historical significance, craftsmanship, cultural context, and originality as criteria for assigning value to the works. 1.4.12.B.1 Formulate criteria for arts evaluation using the principles of	Why and how do artists and designers present their work to viewers? What is the difference between a thoughtful and thoughtless artistic judgment? How do experts agree/disagree about the value, power and source of artwork? What is the importance of design and craftsmanship in a work of art? How does the artist's skill and discipline turn notions into a quality product?	Through the study of art, people learn to make informed critical judgments, gain knowledge about visual communication, and learn to respect one's own expression and those of others. The critical process of observing, describing, analyzing, interpreting and evaluating leads to informed judgments regarding the relative merits of artworks. Underlying structures in art can be found via analysis and inference. Aesthetics	Discuss the critique process (working vs. final; technical qualities and aesthetic achievements). Evaluate different kinds of portfolio artwork including sketchbooks, two- and three-dimensional works in progress, and final pieces in slide or original form. Evaluate a portfolio's potential for the acceptance of the student into college, art school or employment. Discuss aesthetics and organizational format.	Checklist of Art Criticism Process Student Checklist for Portfolio Evidence Questionnaires to assess the characteristics and merits of the works "Plan of Attack" exercise Journal Probes to identify areas of strengths and weaknesses in the current portfolio	Using proper conventions and grammar when speaking and writing. Collaborating and discussing high level ideas with classmates and team members. Integrate and evaluate multiple sources of information presented in diverse formats and media.	CRP2. Apply appropriate academic and technical skills. CRP4. Communicate clearly and effectively and with reason. CRP6. Demonstrate creativity and innovation. CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP9. Model integrity, ethical leadership and effective management. CRP10. Plan education and career paths aligned to

observation of the	How would	appreciation,	Discuss and		
		* *	evaluate current		CRP11. Use
	you judge the	interpretation,	individual		
	quality or	imagination,			technology to
	success of the	significance and	portfolio:		enhance
, , , , , , , , , , , , , , , , , , , ,	work in a	value.	1.771		productivity.
	portfolio?	D '11' A D	1.The success of		
multimedia artwork from		Building 2-D	the media		
diverse cultural contexts		design technique	employed and		
and historical eras.		and skill is	final execution.		
		necessary for			
1.4.12.B.2 Evaluate how		pursuing career	2.The student's		
an artist's technical		pathways in	approach to		
proficiency may affect the		visual arts.	design through		
creation or presentation of			thumbnails,		
a work of art, as well as		Artists and other	roughs, and		
how the context in which a		presenters	comprehensives.		
work is performed or		consider various			
shown may impact		techniques,	Students will		
perceptions of its		methods,	bring in their		
significance/meaning.		venues, and	best 10-15		
		criteria when	pieces of		
National Standards		analyzing,	artwork and		
VA: Cr1.1.IIa Individually		selecting, and	their most recent		
or collaboratively		curating objects	sketchbooks for		
formulate new creative		artifacts, and	review.		
problems based on		artworks for			
student's existing artwork.		preservation and	Assess the		
		presentation	characteristics		
VA:Cr3.1.IIa Engage in		_	and merits of		
constructive critique with			the works		
peers, then reflect on, re-			through group		
engage, revise, and refine			critique and		
works of art and design in			individual		
response to personal			critique at		
artistic vision.			various times		
			throughout the		
VA:Pr4.1.IIa Analyze,			semester.		
select, and critique					
personal artwork for a			Identify areas of		
collection or portfolio			strengths and		
presentation.			weaknesses in		
presentation.					

	the current
VA:Re.7.2.IIa Evaluate th	e portfolio and
effectiveness of an image	note areas where
or images to influence	new work is
ideas, feelings, and	necessary.
behaviors of specific	
audiences.	Create new
	projects for
VA:Re9.1.IIIa Construct	inclusion into
evaluations of a work of	the portfolio.
art or collection of works	
based on differing sets of	
criteria.	

After High School: Portfolio Requirements for Further Education I.3.12.D.1 Synthesize the elements of art and principles of design in an original portfolio of two-and three-dimensional artworks that reflects personal style and a high degree of technical proficiency and expressivity. I.3.12.D.2 Produce an original body of artwork in one or more art mediums that elements made with that reflects, methods, technicales, and eultural understanding. Impact of innovations in the arts (e.g., the availability of music online) on societal availability of music online) on societal norms and habits of mind in various historical eras. I.3.12.D.1 Synthesize the elements of art and principles of design in an original portfolio of two-and three-dimensional artworks that reflects personal style and a high degree of technical proficiency and expressivity. I.3.12.D.2 Produce an original body of artwork in one or more art mediums that elements mastery of visual literacy, methods, techniques, and cultural understanding. I.3.12.D.4 Analyze the syntax and compositional and original body of compositional and original compositional and communicate in the availability of music online) on societal availability of music online) on societal online availability of music online and subdivisional arts career pathways? I.3.12.D.1 Synthesize dimensional artworks that reflects personal style and a high degree of technical proficio of artistic expression? I.3.12.D.2 Produce an original body of artwork in one or more art mediums that demonstrates mastery of visual literacy, methods, techniques, and cultural understanding. I.3.12.D.2 Analyze the syntax and compositional and original body of a twork in one or more art mediums that demonstrates mastery of visual literacy, methods, techniques and original body of a twork in one or more art mediums tha	Unit of Study	Pacing	NJCCC / National Standards	Essential Questions	Enduring Understandings	Learning Targets	Assessment: Formative & Summative	Interdisciplinary Connections	21 st Century Life & Career Standards
stylistic principles of two- and three- knowledge. portfolio to those requirements. managements.	After High School: Portfolio Requirements for Further	5 days	impact of innovations in the arts (e.g., the availability of music online) on societal norms and habits of mind in various historical eras. 1.3.12.D.1 Synthesize the elements of art and principles of design in an original portfolio of two- and three-dimensional artworks that reflects personal style and a high degree of technical proficiency and expressivity. 1.3.12.D.2 Produce an original body of artwork in one or more art mediums that demonstrates mastery of visual literacy, methods, techniques, and cultural understanding. 1.3.12.D.4 Analyze the syntax and compositional and stylistic principles of	value of studying visual arts career pathways? Does art have boundaries? How can various schools differ in their accepted norms of artistic	process of observing, describing, analyzing, interpreting and evaluating leads to informed judgments regarding the relative merits of artworks. Underlying structures in art can be found via analysis and inference. Using digital tools helps one access, manage, evaluate and synthesize information in order to solve problems individually and collaboratively, and to create and communicate	school visual arts pathways including: 1.College 2.Art school 3.Full time employment in the visual arts 4.Part time employment in the visual arts Discuss the advantages of having a broad range of experiences on a resume and potential opportunities for acquiring visual art experiences. Each student will review requirements of various schools/employment areas they are interested in and compare their own portfolio to those	Research Project. Student checklist for portfolio	conventions and grammar when speaking and writing. Collaborating and discussing high level ideas with classmates and team members. Integrate and evaluate multiple sources of information presented in diverse formats and media. Select and use specialized databases for advanced research to solve real-	skills. CRP4. Communicate clearly and effectively and with reason. CRP6. Demonstrate creativity and innovation. CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP9. Model integrity,

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	multiple art media	Career insights	Visit art schools or		CRP10. Plan
	(including computer-	are gained	colleges/universities.		education and
	assisted artwork), and	through the	Talk with college		career paths
	interpret themes and	integration of	admissions officers		aligned to
	symbols suggested by	knowledge and	and potential		personal
	the artworks.	ideas from	employers.		goals.
		readings,			
	1.3.12.D.5 Identify the	observations and			CRP11. Use
	styles and artistic	hands-on-work.			technology to
	processes used in the				enhance
	creation of culturally and				productivity.
	historically diverse two-				
	and three-dimensional				CRP12.
	artworks and emulate				Work
	those styles by creating				productively
	an original body of				in teams
	work.				while using
	WOIK.				cultural
	1.4.12.A.2 Speculate on				global
	the artist's intent, using				competence.
	discipline-specific arts				competence.
	terminology and citing				
	embedded clues to				
	substantiate the				
	hypothesis.				
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	1.4.12.B.2 Evaluate how				
	an artist's technical				
	proficiency may affect				
	the creation or				
	presentation of a work of				
	art, as well as how the				
	context in which a work				
	is performed or shown				
	may impact perceptions				
	of its				
	significance/meaning.				
	1.4.12.B.3 Determine				
	the role of art and				
	artmaking in a global				
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society by analyzing the influence of technology on the visual, performing, and multimedia arts for consumers, creators, and performers around the world.			
National Standards VA:Cr1.2.IIIa Choose from a range of materials and methods of traditional and contemporary artistic practices, following or breaking established conventions, to plan the making of multiple works of art and design based on a theme, idea, or concept.			
VA:Cr2.1.IIa Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.			
VA:Cr3.1.IIIa Reflect on, re-engage, revise, and refine works of art or design considering relevant traditional and contemporary criteria as well as personal artistic vision.			
VA:Pr4.1.IIa Analyze, select, and critique			

personal artwo				
presentation.				
VA:Re.7.2.IIa the effectivene image or imag influence ideas and behaviors audiences.	es to es, feelings,			
VA:Re9.1.IIIa evaluations of art or collectio works based o sets of criteria	a work of n of n differing			
VA:Cn10.1.IIa inquiry methodobservation, reand experiment explore unfam subjects through artmaking.	ds of esearch, tation to iliar			
VA:Cn11.1.IIa uses of art in a societal, cultur historical cont make connecti uses of art in contemporary contexts	variety of ral, and exts and ons to			

Unit of Study	Pacing	NJCCC / National Standards	Essential Questions	Enduring Understandings	Learning Targets	Assessment: Formative & Summative	Interdisciplinary Connections	21 st Century Life & Career Standards
Scholarships	5 days	1.2.12.A.2 Justify the impact of innovations in the arts (e.g., the availability of music online) on societal norms and habits of mind in various historical eras. 1.3.12.D.3 Organize an exhibit of personal works of visual art that convey a high level of understanding of how the expression of ideas relates to the art media, art mediums, and techniques used. 1.4.12.A.2 Speculate on the artist's intent, using discipline-specific arts terminology and citing embedded clues to substantiate the hypothesis. 1.4.12.B.3 Determine the role of art and artmaking in a global society by analyzing the influence of technology on the visual, performing, and multimedia arts for consumers, creators, and performers around the world.	What is a scholarship? What is the value of researching scholarships?	Artists use a variety of problem solving and decision-making skills to apply the Elements of Art and Principles of Design in two-dimensional works of art. Visual problem solving is a vital component in art making. The critical process of observing, describing, analyzing, interpreting and evaluating leads to informed judgments regarding the relative merits of artworks. Underlying structures in art can be found via analysis and inference.	Discuss types of scholarships that are available in visual arts areas. Read posted scholarship information regularly. Research scholarships through the guidance office, library and internet research. Apply for scholarships of choice for experience and financial reward. Report to class periodically on scholarship research.	Examination and evaluation of internet data essential to making informed decisions. Reports regarding scholarship research Continue journal reflection	Using proper conventions and grammar when speaking and writing. Collaborating and discussing high level ideas with classmates and team members.	CRP1. Act as a responsible and contributing citizen and employee. CRP2. Apply appropriate academic and technical skills. CRP3. Attend to personal health and financial wellbeing. CRP4. Communicate clearly and effectively and with reason. CRP6. Demonstrate creativity and innovation. CRP7. Employ valid and reliable research strategies. CRP8. Utilize

National Standards			 to make sense
VA:Cr3.1.IIIa Reflect on,			of problems and
re-engage, revise, and			persevere in
refine works of art or			solving them.
design considering relevant			C
traditional and			CRP9. Model
contemporary criteria as			integrity,
well as personal artistic			ethical
vision.			leadership and
1133311			effective
VA:Pr4.1.IIa Analyze,			management.
select, and critique			
personal artwork for a			CRP10. Plan
collection or portfolio			education and
presentation.			career paths
presentation.			aligned to
VA:Pr5.1.IIIa Investigate,			personal goals.
compare, and contrast			personal goals.
methods for preserving and			CRP11. Use
protecting art.			technology to
protecting art.			enhance
VA:Re9.1.IIIa Construct			productivity.
evaluations of a work of art			productivity.
or collection of works			
based on differing sets of			
criteria.			
VA:Cn10.1.Ia Document			
the process of developing			
ideas from early stages to			
fully elaborated ideas.			

Unit of Study	Pacing	NJCCC / National Standards	Essential Questions	Enduring Understandings	Learning Targets	Assessment: Formative & Summative	Interdisciplinary Connections	21 st Century Life & Career Standards
Portfolio Preparation	45 days	1.3.12.D.1 Synthesize the elements of art and principles of design in an original portfolio of two- and three-dimensional artworks that reflects personal style and a high degree of technical proficiency and expressivity. 1.3.12.D.2 Produce an original body of artwork in one or more art mediums that demonstrates mastery of visual literacy, methods, techniques, and cultural understanding. 1.3.12.D.5 Identify the styles and artistic processes used in the creation of culturally and historically diverse two- and three-dimensional artworks and emulate those styles by creating an original body of work. 1.4.12.B.2 Evaluate	How can a concentration theme express an artist's personal commitment to a particular artistic concern? Do underlying structures guide the creation of works of art? How does planned risk taking affect the creation more sophisticated imagery?	Artists use a variety of problem solving and decision-making skills to apply the Elements of Art and Principles of Design in two-dimensional works of art. Visual problem solving is a vital component in art making. The critical process of observing, describing, analyzing, interpreting and evaluating leads to informed judgments regarding the relative merits of artworks. Underlying structures in art can be found via analysis and inference.	Explore varied visual art media at advanced levels to create both two- and three- dimensional work in order to complete a portfolio of 10-20 quality pieces. The media will vary with each student's individual needs, but may include such things as: drawing, printmaking, two- dimensional materials, painting, mixed media and digital images. Understand	Rubrics to assess portfolio preparation Art-making process questionnaire Written summative assessment regarding unit skills Journal Probes Written formative assessment regarding portfolio preparation	Using proper conventions and grammar when speaking and writing. Collaborating and discussing high level ideas with classmates and team members. Engage in multiple forms of discussion in order to process, make sense of, and learn from others' ideas, observations, and experiences. Use measuring skills and tools to format and mat or mount art works. Demonstrate safe use of art materials, ingredients, and equipment.	CRP1. Act as a responsible and contributing citizen and employee. CRP2. Apply appropriate academic and technical skills. CRP3. Attend to personal health and financial wellbeing. CRP4. Communicate clearly and effectively and with reason. CRP5. Consider the environmental, social and economic impacts of decisions.
		how an artist's technical proficiency			and apply the elements of			CRP6. Demonstrate

may affect the creation of a or presentation of a work of art, as well as how the context in which a work is performed or shown may impact perceptions of its significance/meaning. National Standards VA: Crl.1.IIa Individually or collaboratively formulate new creative problems based on student's existing artwork. VA:Crl.2.IIIa Choose from a range of materials and methods of traditional and contemporary artistic practices, following or breaking established conventions, to plan the making of multiple works of art and design based on a teme, idea, or concept. VA:Cr2.1.IIIa Experiment, plan, and make multiple works of art and design based on design that explore a personally meaningful theme, idea, or concept.	Т	22 1	T	
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explore a personally meaningful theme,				
meaningful theme,				
Idea, or concept.				
		idea, or concept.		

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	.2.Ia Explain				
	ditional and				
	itional materials				
may im	pact human				
health a	nd the				
	ment and				
	trate safe				
	g of materials,				
	nd equipment.				
tools, at	id equipment.				
VA:Cr2	2.IIIa				
Demons					
	anding of the				
importa					
	ng freedom and				
	ibility in the use				
	es, materials,				
	nd equipment in				
	tion and				
circulati	on of creative				
work.					
	.1.IIIa Reflect				
	ngage, revise,				
	ne works of art				
or desig	n considering				
relevant	traditional and				
	porary criteria				
	as personal				
artistic					
artistic	, 151011.				
VA:Pr4	.1.IIa Analyze,				
	nd critique				
	l artwork for a				
	on or portfolio				
presenta	mon.				
VA:Pr5	1 IIIa				
	ate, compare,				
	trast methods				
and con	uasi memous				

	for preserving and	
	protecting art.	
	VA:Re9.1.IIIa	
	Construct evaluations	
	of a work of art or	
	collection of works	
	based on differing sets	
	of criteria.	
	of criteria.	
	VA:Cn10.1.IIIa	
	Synthesize knowledge	
	of social, cultural,	
	historical, and personal	
	life with art-making	
	approaches to create	
	meaningful works of	
	art or design.	
[art of design.	

Unit of Study	Pacing	NJCCC / National Standards	Essential Questions	Enduring Understandings	Learning Targets	Assessment: Formative & Summative	Interdisciplinary Connections	21st Century Life & Career Standards
Final	5 days	1.3.12.D.3 Organize	To what extent	Artists use a variety	Prepare final	Mini-portfolio	Using proper	CRP1. Act as
Portfolio		an exhibit of personal	does the viewer	of problem solving	portfolio for	parent	conventions and	a responsible
Presentation		works of visual art	properly affect	and decision-making	presentation.	interview to	grammar when	and
and Critique		that convey a high level of	and influence the art and artist and	skills to apply the Elements of Art and	Commons and	appraise	speaking and	contributing citizen and
		understanding of how	to what extent is	Principles of Design	Compare and contrast the	portfolio	writing.	employee.
		the expression of	the art for the	in two-dimensional	merits of	Annotated	Collaborating and	employee.
		ideas relates to the art	artist?	works of art.	digital slide	Portfolio	discussing high	CRP2. Apply
		media, art mediums,	artist:	works of art.	vs. original	(Student	level ideas with	appropriate
		and techniques used.	How can a variety	Visual problem	work	written	classmates and	academic and
		and teeminques asea.	of art	solving is a vital	portfolios.	evaluative	team members.	technical
		1.4.12.B.2 Evaluate	experiences/works	component in art	P	notes)		skills.
		how an artist's	demonstrate an	making.	Present the	,	Integrate and	
		technical proficiency	artist's broad		final portfolio	Student	evaluate multiple	CRP3. Attend
		may affect the	experience and	The critical process of	to the teacher	Portfolio	sources of	to personal
		creation or	artistic	observing, describing,	for 1 to 1	Interview	information	health and
		presentation of a	accomplishment?	analyzing,	critique.		presented in	financial well-
		work of art, as well		interpreting and		Reflections on	diverse formats	being.
		as how the context in	What is the value	evaluating leads to	Present the	various art	and media.	
		which a work is	of participating in	informed judgments	final portfolio	exhibitions		CRP4.
		performed or shown	a group art	regarding the relative	to the class for		Use measuring	Communicate
		may impact	exhibit?	merits of artworks.	a group final		skills and tools to	clearly and
		perceptions of its			critique.		format and mat or	effectively and
		significance/meaning.		Underlying structures	D		mount art works.	with reason.
		N-4'1 C411-		in art can be found	Participate in		Demonstrate	CDD5
		National Standards VA:Cr2.1.IIa		via analysis and inference.	school wide and		Demonstrate safe use of art	CRP5. Consider the
		Through		interence.	local/statewide		materials,	environmental,
		experimentation,			competitions		ingredients, and	social and
		practice, and			and exhibits.		equipment.	economic
		persistence,			und Camons.		equipment.	impacts of
		demonstrate						decisions.
		acquisition of skills						
		and knowledge in a						CRP6.
		chosen art form.						Demonstrate

	A:Cr2.3.Ia ollaboratively			creativity and innovation.
	evelop a proposal			iiiiovation.
	or an installation,			CRP8. Utilize
	twork, or space			critical
	esign that			thinking to
	ansforms the			make sense of
pe pe	erception and			problems and
	sperience of a			persevere in
pa	articular place.			solving them.
	A:Pr4.1.IIIa			CRP11. Use
Cr	ritique, justify, and			technology to
	resent choices in the			enhance
	rocess of analyzing,			productivity.
sel	lecting, curating,			
an	nd presenting			
	twork for a specific thibit or event.			
ex ex	diffort of event.			
V.	A:Pr5.1.IIa			
	valuate, select, and			
ap	oply methods or			
	rocesses appropriate			
	display artwork in			
as	specific place.			
	A:Pr6.1.IIIa Curate			
	collection of			
	ojects, artifacts, or			
art	twork to impact the			
vie	ewer's			
	nderstanding of			
	ocial, cultural,			
	nd/or political			
ex	xperiences.			
V	A:Re.7.2.IIa			
	valuate the			
	fectiveness of an			
im	nage or images to			

influence ideas,			
feelings, and			
behaviors of specific			
audiences.			

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<u>Careers in Art: An Illustrated Guide</u> by Gerald F. Brommer and Joseph A. Gatto Published by Davis Publications, MA

<u>Creating and Understanding Drawings</u> by Gene A. Mittler and James D. Howze Published by Glencoe McGraw-Hill, CA

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<u>Assessment in Art Education</u> by Donna Kay Beattie Published by Davis Publications, MA

Periodicals

American Artist Art in America Art News

DVDs/CDs

Art: 21 Art in the Twenty First Century PBS Series

A library of college and art school catalogs is kept on a bookshelf in the classroom for student reference.

WEBLIOGRAPHY

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http://www.collegesearch.do-something.com/

Google Classroom Site for Portfolio/Advanced Studio students maintained by teacher.

ASSOCIATED JOBS LIST BY UNIT

Unit 1: Visual Arts Career Opportunities	Illustrator Museum Art Educator Museum Photographer Slide Librarian Gallery Assistant Exhibit Coordinator Toy Designer Model Builder Museum Art Educator	Unit 5: Scholarships	Art Critic College Art Instructor Workshop Instructor Art Education Materials Designer Art Reviewer College Admissions Counselor
	Mural Artist Art Restorer Art Reviewer Poster Artist Sign Painter Layout Designer Cartographer Multimedia Graphic Artist Art Education	Unit 6: Portfolio Preparation	Illustrator Museum Art Educator Museum Photographer Slide Librarian Gallery Assistant Exhibit Coordinator Toy Designer Model Builder Museum Art Educator
Unit 2: The Portfolio: Form and Content	Illustrator Museum Art Educator Mural Artist Art Restorer Art Reviewer Art Therapist Art Critic College Art Instructor Workshop Instructor Art Education Materials Designer		Mural Artist Art Restorer Art Reviewer Poster Artist Sign Painter Layout Designer Cartographer Multimedia Graphic Artist Art Education Painter Street Artist
Unit 3: Evaluation of Existing Student Portfolio	Museum Art Educator Mural Artist Art Restorer Art Reviewer Art Therapist Art Critic College Art Instructor Workshop Instructor Art Education Materials Designer	Unit 7: Final Portfolio Presentation and Critique	Collage artist Portrait Artist Printmaker Computer Artist Artist's Agent Private Art Instructor Art Consultant Art Program Director Space Planner Exhibit and Display Designer Art Critic
Unit 4: Visual Arts After High School: Portfolio Requirements for Further Education	Art Critic College Art Instructor Workshop Instructor Art Education Materials Designer Art Reviewer College Admissions Counselor		