

MIDDLE TOWNSHIP PUBLIC SCHOOLS  
CAPE MAY COURT HOUSE, NJ 08210  
CURRICULUM GUIDE

**DISCIPLINE: Arts Standards GRADE LEVEL/COURSE: High School Grades 9-12/Art 1**

Anchor Standard	Essential Questions	Activities for Differentiation & *Modifications	Interdisciplinary Connections	21 <sup>st</sup> Century Skills Integration	Benchmark Assessments	Instructional Materials	Timeframe
1. Generate and conceptualize artistic ideas and work. VA:Cr1.1.HSI VA:Cr1.2.HSI	What is the Visual Language of Art?  How do the Elements of Art function in a work of Art?	Expressive Lines & Texture, Color Theory, Printmaking, Perspective Drawing, Sculpture, Ceramics, <b>*Lessen the scope of each project, Teacher assist</b>	Math-measuring, using appropriate tools, proportion, scale Science – color and light, glaze technology	9.1.12.B.2 9.1.12.B.3	Completed Projects with Rubric for self assessment Written reflections Portfolio Scales	Power point Handouts Teacher Demos	All year
2. Organize and develop artistic ideas and work. VA:Cr2.1.HSI VA:Cr2.2 HSI VA:Cr2.3HSIII	What steps do you need to take to create a work of art?  Why is important to understand how to use tools and materials properly?	Sketches, models <b>*Teacher assist</b> Painting, Printmaking, Sculpture, Ceramics <b>*Teacher assist, Redirect, Pair with students who are at higher level</b> Functional Ceramics, Art Show	Language Arts-listening and modeling	9.1.12.B.2 9.1.12.B.3	Preparatory work for projects (sketches, models, students list steps)  Proper handling of tools, materials and media	Teacher Demo Varied media	All year

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	How does design affect our lives?						
3.Refine and complete artistic work VA:Cr3.1.1a	What is the process of critique?  How can it help me to grow as an artist?	1234 Critique Traditional Group Critique Describe, Interpret, Analyze, Judge written worksheets Self reflection <i>*Lessen the amount of writing required;; help students to verbalize written thoughts</i>	Language Arts-written and verbal presentation of ideas and thoughts	9.1.12.D.1	Participation in Critique Written Reflections	Handouts Teacher guided instruction	At the end of each unit or project  Individually ongoing throughout the year with students one on one

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4. Select, analyze and interpret artistic work for presentation. VA:Pr4.1.1a	What is the role of a curator?  How do we interpret a work of Art?	The 4 essential components to interpreting a work of Art – Describe, Interpret, Analyze, Judge  <i>*Lessen the amount of writing required;; help students to verbalize written thoughts</i>	Language Arts- written and verbal presentation of ideas and thoughts		Writing about art component in SGO	Works of Art	3 – 4 times a year
5. Develop and refine artistic techniques and work for presentation VA:Pr5.1.1a	How does a curator determine art to be considered and presented in an exhibition?	Collaborative student created exhibition presented in a mini museum form  <i>*Teacher assist, Redirect, Pair with students who are at higher level</i>	Math – Scale, measuring, proportion Language Arts- written and verbal presentation of ideas and thoughts	9.1.12.C.4 9.1.12.C.5 9.1.12.E.1	Collaborative team work Completed project and presentation	Handouts Visuals	2 weeks

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6. Convey meaning through the presentation of artistic work. VA:Pr6.1.1.a	How do objects and artifacts preserve the meaning of a culture?	Looking and writing about art Ceramics of pueblo potter Maria Martinez	Language Arts- written and verbal presentation of ideas and thoughts		Written assessment	You tube clips of Maria Martinez and her work	2 days
7. Perceive and analyze artistic work VA:Re7.1.1a VA:Re7.2.1a	How does learning about art change and or inform our perceptions about the world?  What is visual culture?	Modern Art, Rauschenberg, Keith Haring, Collage, Kandinsky, Stella, Delauney, Bauhauaus, Albrecht Durer, Renaissance, Red Grooms,  <i>* Information copied and given to students</i>	History- Artist connection with the world, examining relevance of simultaneous happenings, one affects another Language Arts- Conveying ideas and thoughts in written format		Comparison Contrast writing	Power points Books Handouts	Within each unit

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8. Interpret meaning in artistic work VA:Re8.1.1a	What is visual literacy?	Determining relevant criteria Building a visual vocabulary Being able to assign meaning to a work of Art  * Information copied and given to students	Language Arts-developing an enriching vocabulary		Critiques	Visuals Books Web based assignments	Ongoing in conjunction with units
9. Apply criteria to evaluate artistic work VA:Re9.1.1a	How will using criteria better enable you to evaluate artwork?	Using appropriate terminology and visual vocabulary to interpret and assign meaning to a work of art  * Information copied and given to students	Language Arts-using vocabulary specific to art		Critiques Writing assignments	Handouts	Ongoing in conjunction with units
10. Synthesize and relate knowledge and personal experiences	How does the making of art enrich peoples' lives?	Sketchbooks			3-2-1	Teacher demos	All year

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to make art VA: Cn10.1a							
11. Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding VA:Cn11.1.HSI	How can art promote social justice and peace?	Bansky, Basquiat grafitti, political cartoons, Collaborative Graffiti Bullying harassment intimidation	History popular culture- art reflecting history and ideas of social justice	9.1.12.A.1 9.1.12.F.5	Completed Collaborative project hung throughout the school Written reflection	Power point Youtube clips visuals	2 weeks

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<b>VA:Cr1.1.11a</b>  <b>HS Accomplished</b> Use multiple approaches to begin creative endeavors	<i>What is the language of design?</i>	Present instruction verbally & visually. Adjust timelines	Math, Layout design and special organization and reasoning	9.1.12.B.1  9.1.12.B.2  9.1.12.B.3	Sketch book Individual Critiques Scales  Group Critique  Project checklist/ rubric	Power point  Handouts  Examples	4-6 weeks
<b>VA:Cr1.2.11a</b>  <b>HS Accomplished</b>  Choose from a range of materials and methods to plan works of art and design	<i>What is an expressive Self-Portrait?</i>	Present instruction verbally & visually. Adjust timelines	History & society how man has chosen to reflect upon his portrayal of his own image throughout time	9.1.12.E.1	Sketch book Individual Critiques Scales  Group Critique  Project checklist/ rubric	Power point  Handouts  Examples	3 weeks
<b>VA:Cr2.1.11a</b>  <b>HS Accomplished</b>  Through experimentation, practice and	<i>How to I begin to understand how to draw a portrait?</i>	Present instruction verbally & visually. Adjust timelines. Individual help as	Science/ technology,  Math- measuring proportional	9.1.12.B.1	Sketch book Individual Critiques Scales	Old Master's Drawings  Power point	4 weeks

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persistence demonstrate acquisition of skills and knowledge		needed.	relationships		Group Critique  Written reflection	Examples Handouts Demonstrations	
<b>VA:Cr2.2.11a</b>  <b>HS Accomplished</b>  Demonstrate the awareness of ethical implications of making and distributing creative work	<i>What is copyright law? Why is it important to understand what is fair and what is not in copying art resources? How free is creative freedom?</i>	Individual help, revising concept understanding, chunking material	Language Arts-presenting understanding materials and ideas	9.1.12.B.1	Sketchbook drawings	Power point  Handouts  Examples	Ongoing
<b>VA:Cr2.3.11a</b>  <b>HS Accomplished</b>  Redesign an object, place or design in response to	<i>What are functional ceramic wares? Why is design aesthetic important in the making of</i>	Present instruction verbally &	History-Sociology	9.1.12.B.1	Sketch book Individual	Power point	8 weeks

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contemporary issues  <b>VA:Pr6.1.11a</b>  <b>HS Accomplished</b>  Make, explain and justify connections between artist or artwork and social, cultural and political history.	<i>them?</i>  <i>How can you create a repeated design responding to a specific cultural influence in a contemporary style?</i>	visually. Adjust timelines. Individual help as needed.	Researching ideas, function and use	9.1.12.E.1	Critiques Scales  Group Critique  Written reflection  Comparison contrast past and present usage design significance	Handouts  Examples  Demonstrations	
<b>VA:Cr3.1.11a</b>  <b>HS Accomplished</b>  Engage in constructive criticism with peers, then	<i>How can the process of group and individual critiques help me to grow as an artist and</i>	Individual help, revising concept understanding, chunking material	Language Arts-presenting, speaking, reflecting	9.1.12.B2  9.1.12.E.1	How to do a visual analysis  Give one get one	Completed Art works or works in progress	Ongoing

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reflect on, reengage, refine and revise works of art and design in response to personal vision	<i>strengthen my personal artistic vision.</i>				Traditional group critiques Reflective writing Peer led critiques		
<b>VA:Pr4.1.11a</b> <b>HS Accomplished</b> Evaluate, select, and critique artwork for a portfolio. <b>VA:Pr5.1.11a</b> <b>HS Accomplished</b> Evaluate, select, and apply methods or processes appropriate to display artwork in a specific place.	<i>What does it take to prepare your portfolio? How should art work be cared for? What does it mean to organize your art work for a show</i>	Individual help as needed	Language Arts-presenting, speaking, reflecting	9.1.12.F.2	Individually assess ongoing throughout the year	Completed Art works or works in progress	Ongoing and at the end of the year Art show

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<p><b>VA:Re.7.1.11a</b></p> <p><b>HS Accomplished</b></p> <p>Recognize and describe personal aesthetic and empathetic responses to the natural world and constructed response.</p>	<p><i>How can you reflect on the work of woman artist like, Georgia O'Keefe, Frida Kahlo, Elizabeth Murray Judy Chicago</i></p>	<p>Individual help, revising concept understanding, chunking material</p>	<p>History</p>	<p>9.1.12.B.1</p>	<p>Research information presented in conjunction with completed piece</p> <p>Written component to address rationale, similarities and</p>	<p>Power point</p> <p>Books Ipads</p> <p>Examples</p>	<p>3-4 Weeks</p>

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<p><b>VA:Cn10.1.11a</b></p> <p><b>HS Accomplished</b></p> <p>Utilize inquiry methods of observation, research and experimentation to explore unfamiliar subjects through art making</p>					<p>inspiration</p> <p>Critique</p>		
<p><b>VA:Re.7.2.11a</b></p> <p><b>HS Accomplished</b></p> <p>Evaluate the effectiveness of an image to influence the ideas feelings and behaviors of a specific audience.</p>	<p><i>What steps are necessary to design an appealing effective image that will communicate a specific intended message?</i></p>	<p>Individual help, understanding concept, chunking material</p>	<p>Language Arts- gathering, researching presenting information</p> <p>Math – the golden mean</p>	<p>9.1.12.E.1</p>	<p>Sketches</p> <p>Research and ideas</p> <p>Completed poster design or media illustration</p>	<p>YouTube ads</p> <p>Commercials print ad</p> <p>The golden Mean</p>	<p>2 weeks</p>

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<p><b>VA:Re.8.1.11a</b> <b>HS Accomplished</b> Identify types of contextual information used in the process of interpreting art work</p> <p><b>VA:Re.9.1.11a</b> <b>HS Accomplished</b> Determine the relevance of material used by others to evaluate a work of art or collection of works.</p>	<p><i>What have you synthesized from the contextual information presented about the artwork that you experienced? How can looking at art in its real environment influence your own work, processes or imagination?</i></p>	<p>Individual help</p> <p>Restating information, simplifying content</p> <p>Help with organizing ideas</p>	<p>Language Arts- Listening, writing, reflecting</p>	<p>9.1.12..B.1 9.1.12.B.2</p>	<p>Pair and Share</p> <p>Sketchbook journal entry</p> <p>Written reflection</p>	<p>Museum Trip</p>	<p>2 Days</p>

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<p><b>VA:Cn11.1.11a</b></p> <p><b>HS Accomplished</b></p> <p>Compare uses of art in a variety of societal, cultural and historical contexts and make connections to uses of art in contemporary and local context.</p>	<p><i>How can I design a portion of a mural that will work cohesively with my peers and still reflect my individuality and concepts that I want a viewer to feel and experience?</i></p>	<p>Individual help</p> <p>Restating information, simplifying content</p> <p>Help with organizing ideas</p>	<p>Language Arts- gathering, researching presenting</p>	<p>9.1.12..B.1</p> <p>9.1.12.B.2</p>	<p>Research</p> <p>Sketchbook ideas and drawings</p> <p>Completed piece</p>	<p>Power point Examples</p>	<p>3 weeks</p>

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