



West Windsor-Plainsboro Regional School District
Drawing & Painting II
Grades 10-12

Unit 1: Observational Realism	
Content Area: Visual Art	
Course & Grade Level: Drawing & Painting II, Grades 10-12	
Summary & Rationale	
<p>In Drawing and Painting 2, students continue to build on knowledge learned in Drawing and Painting 1 through exploration in areas of drawing, painting, two-dimensional media, composition, and art history. Students will also learn new and advanced techniques, skills, and explore new media.</p> <p>Emphasis is placed on developing personal voice through their work, revisiting and revising concepts in multiple assignments, pushing the boundaries on themes, approaches, and choice, and developing cohesive narrative/ sequential imagery. Students will also explore greater problem-solving, and advanced critique and presentation methods. Typical areas of study include: modeling, chalk pastel, watercolor, working with tone and ground, multimedia layering, printmaking, and collage.</p> <p>In this unit, students will continue to hone and develop their critical observational skills, focusing on proportions and variations of expression. Inherent at this level is an exploration and understanding of how working against previous “rules” appropriately can lead to new discoveries and desired outcomes</p>	
Recommended Pacing	
15-20 Days	
National Core Arts Standards	
Creating	
VA:Cr1.1.IIa	Individually or collaboratively formulate new creative problems based on student’s existing artwork.
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:Cr2.1.IIa	Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.
VA:Cr2.2.IIa	Demonstrate awareness of ethical implications of making and distributing creative work.
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.
Presenting	
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.
Responding	
VA:Re.7.1.IIa	Recognize and describe personal aesthetic and empathetic responses to the natural world and constructed environments.
VA:Re.7.2.IIa	Evaluate the effectiveness of an image or images to influence ideas, feelings, and behaviors of specific audiences.
VA:Re8.1.IIa	Identify types of contextual information useful in the process of constructing interpretations of an artwork or collection of works.
VA:Re9.1.IIa	Determine the relevance of criteria used by others to evaluate a work of art or collection of works.
Connecting	

VA:Cn10.1.IIa	Utilize inquiry methods of observation, research, and experimentation to explore unfamiliar subjects through artmaking
Interdisciplinary Standards	
NJSLSA.R7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
21st Century Life & Career Standards	
CRP2	Apply appropriate academic and technical skills
CRP4	Communicate clearly and effectively and with reason
CRP6	Demonstrate creativity and innovation
Technology Standards	
8.2	All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
Instructional Focus	
Unit Enduring Understandings	
<ul style="list-style-type: none"> Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches. Artist and designers develop excellence through practice and revision. 	
Unit Essential Questions	
<ul style="list-style-type: none"> How does careful and thorough observation affect our ability to perceive and understand surroundings? 	
Objectives	
<p>When CREATING, Students will know and be able to:</p> <ul style="list-style-type: none"> Utilize thumbnail sketches, lists, charts, and graphic organizers to generate multiple solutions based on previous work experience. Utilize approaches and solutions to concepts/problems that develop through a unit of projects. Develop project/idea drawn from existing contemporary practices or traditional techniques. Identify and utilize appropriate materials to plan and create works of art and design. Use accepted practices and art historical exemplars as motivational springboards for individual interpretations of work. Utilize the art making process as a main driving force of production. Recognize and capitalize on possible solutions that develop as a matter of the working process. Discuss and utilize the correct use of materials and imagery in various situations. Discuss and exercise caution and safety issues with traditional/non-traditional materials. Perform formative assessments (i.e. individual/peer/group critiques) throughout creative process which affect the individual working process to align with original or revised vision. Use group discussion and personal reflection to alter and refine the final product in order to reach a clearer reflection of personal visions and concerns. <p>When PRESENTING, Students will know and be able to:</p> <ul style="list-style-type: none"> Make critical differentiations between levels of quality and clarity of purpose/intention. Utilize specific materials to preserve specific types of artwork. Allow personal life experience to inform individual interpretation of work. <p>When RESPONDING, Students will know and be able to:</p> <ul style="list-style-type: none"> Allow personal life experience to inform individual interpretation of work. Communicate verbally and/or through writing how personal experience can determine meaning within artwork. 	

- Communicate how the formal elements and principles in a work can alter meaning for multiple audiences.
- Analyze how imbedded associations and symbolism can create meaning for the audience.
- Define relevant and common vocabulary for describing, analyzing, interpreting, and judging a work or set of artworks.

When CONNECTING, Students will know and be able to:

- Create awareness and understanding through the artistic processes of observation and research.

Evidence of Learning

Assessment

Teacher created assessments

Competencies for 21st Century Learners

X	Collaborative Team Member	X	Effective Communicator
X	Globally Aware, Active, & Responsible Student/Citizen	X	Information Literate Researcher
X	Innovative & Practical Problem Solver	X	Self-Directed Learner

Resources

- Appropriate Art Materials
- Teacher Exemplars

Unit 2: Traditional Themes (Portrait, Landscape, Still Life)	
Content Area: Visual Art	
Course & Grade Level: Drawing & Painting II, Grades 10-12	
Summary & Rationale	
<p>In Drawing and Painting 2, students continue to build on knowledge learned in Drawing and Painting 1 through exploration in areas of drawing, painting, two-dimensional media, composition, and art history. Students will also learn new and advanced techniques, skills, and explore new media.</p> <p>Emphasis is placed on developing personal voice through their work, revisiting and revising concepts in multiple assignments, pushing the boundaries on themes, approaches, and choice, and developing cohesive narrative/ sequential imagery. Students will also explore greater problem-solving, and advanced critique and presentation methods. Typical areas of study include: modeling, chalk pastel, watercolor, working with tone and ground, multimedia layering, printmaking, and collage.</p> <p>Students will explore traditional themes with a greater emphasis on the individual's unique forms of expression and vision</p>	
Recommended Pacing	
15-20 Days	
National Core Arts Standards	
Creating	
VA:Cr1.1.IIa	Individually or collaboratively formulate new creative problems based on student's existing artwork.
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:Cr2.1.IIa	Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.
VA:Cr2.2.IIa	Demonstrate awareness of ethical implications of making and distributing creative work.
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.
Presenting	
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.
Responding	
VA:Re.7.1.IIa	Recognize and describe personal aesthetic and empathetic responses to the natural world and constructed environments.
VA:Re.7.2.IIa	Evaluate the effectiveness of an image or images to influence ideas, feelings, and behaviors of specific audiences.
VA:Re8.1.IIa	Identify types of contextual information useful in the process of constructing interpretations of an artwork or collection of works.
VA:Re9.1.IIa	Determine the relevance of criteria used by others to evaluate a work of art or collection of works.
Connecting	

VA:Cn10.1.IIa	Utilize inquiry methods of observation, research, and experimentation to explore unfamiliar subjects through artmaking
Interdisciplinary Standards	
NJSLSA.R7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
21st Century Life & Career Standards	
CRP2	Apply appropriate academic and technical skills
CRP4	Communicate clearly and effectively and with reason
CRP6	Demonstrate creativity and innovation
Technology Standards	
8.2	All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
Instructional Focus	
Unit Enduring Understandings	
<ul style="list-style-type: none"> Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches. Knowing the contexts, histories, and traditions of art forms help us to create works of art and design. 	
Unit Essential Questions	
<ul style="list-style-type: none"> How can traditional approaches create opportunities for expansive ideas to form? 	
Objectives	
<p>When CREATING, Students will know and be able to:</p> <ul style="list-style-type: none"> Utilize thumbnail sketches, lists, charts, and graphic organizers to generate multiple solutions based on previous work experience. Utilize approaches and solutions to concepts/problems that develop through a unit of projects. Develop project/idea drawn from existing contemporary practices or traditional techniques. Identify and utilize appropriate materials to plan and create works of art and design. Use accepted practices and art historical exemplars as motivational springboards for individual interpretations of work. Utilize the art making process as a main driving force of production. Recognize and capitalize on possible solutions that develop as a matter of the working process. Discuss and utilize the correct use of materials and imagery in various situations. Discuss and exercise caution and safety issues with traditional/non-traditional materials. Perform formative assessments (i.e. individual/peer/group critiques) throughout creative process which affect the individual working process to align with original or revised vision. Use group discussion and personal reflection to alter and refine the final product in order to reach a clearer reflection of personal visions and concerns. <p>When PRESENTING, Students will know and be able to:</p> <ul style="list-style-type: none"> Make critical differentiations between levels of quality and clarity of purpose/intention. Utilize specific materials to preserve specific types of artwork. Allow personal life experience to inform individual interpretation of work. <p>When RESPONDING, Students will know and be able to:</p> <ul style="list-style-type: none"> Allow personal life experience to inform individual interpretation of work. Communicate verbally and/or through writing how personal experience can determine meaning within artwork. 	

- Communicate how the formal elements and principles in a work can alter meaning for multiple audiences.
- Analyze how imbedded associations and symbolism can create meaning for the audience.
- Identify themes, effects, and concepts within the artwork that inform interpretation.
- Define relevant and common vocabulary for describing, analyzing, interpreting, and judging a work or set of artworks.

When CONNECTING, Students will know and be able to:

- Create awareness and understanding through the artistic processes of observation and
- research.

Evidence of Learning

Assessment

Teacher created assessments

Competencies for 21st Century Learners

X	Collaborative Team Member	X	Effective Communicator
X	Globally Aware, Active, & Responsible Student/Citizen	X	Information Literate Researcher
X	Innovative & Practical Problem Solver	X	Self-Directed Learner

Resources

- Appropriate Art Materials
- Teacher Exemplars

Unit 3: Full Figure	
Content Area: Visual Art	
Course & Grade Level: Drawing & Painting II, Grades 10-12	
Summary & Rationale	
<p>In Drawing and Painting 2, students continue to build on knowledge learned in Drawing and Painting 1 through exploration in areas of drawing, painting, two-dimensional media, composition, and art history. Students will also learn new and advanced techniques, skills, and explore new media.</p> <p>Emphasis is placed on developing personal voice through their work, revisiting and revising concepts in multiple assignments, pushing the boundaries on themes, approaches, and choice, and developing cohesive narrative/ sequential imagery. Students will also explore greater problem-solving, and advanced critique and presentation methods. Typical areas of study include: modeling, chalk pastel, watercolor, working with tone and ground, multimedia layering, printmaking, and collage.</p> <p>In this unit, students will learn proportions and the architecture of the figure, including modeling, movement, gesture, weight, and body language. Thematically, students will explore the potential symbolism, metaphors, personality, and defining qualities that can embody the essence of being human</p>	
Recommended Pacing	
15-20 Days	
National Core Arts Standards	
Creating	
VA:Cr1.1.1Ia	Individually or collaboratively formulate new creative problems based on student's existing artwork.
VA:Cr1.2.1Ia	Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design.
VA:Cr2.1.1Ia	Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.
VA:Cr2.2.1Ia	Demonstrate awareness of ethical implications of making and distributing creative work.
VA:Cr3.1.1Ia	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.
Presenting	
VA:Pr4.1.1Ia	Analyze, select, and critique personal artwork for a collection or portfolio presentation.
VA:Pr5.1.1Ia	Evaluate, select, and apply methods or processes appropriate to display artwork in a specific place.
Responding	
VA:Re.7.1.1Ia	Recognize and describe personal aesthetic and empathetic responses to the natural world and constructed environments.
VA:Re.7.2.1Ia	Evaluate the effectiveness of an image or images to influence ideas, feelings, and behaviors of specific audiences.
VA:Re8.1.1Ia	Identify types of contextual information useful in the process of constructing interpretations of an artwork or collection of works.
VA:Re9.1.1Ia	Determine the relevance of criteria used by others to evaluate a work of art or collection of works.
Connecting	

VA:Cn10.1.IIa	Utilize inquiry methods of observation, research, and experimentation to explore unfamiliar subjects through artmaking
Interdisciplinary Standards	
NJSLSA.R7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
21st Century Life & Career Standards	
CRP2	Apply appropriate academic and technical skills
CRP4	Communicate clearly and effectively and with reason
CRP6	Demonstrate creativity and innovation
Technology Standards	
8.2	All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
Instructional Focus	
Unit Enduring Understandings	
<ul style="list-style-type: none"> Through understanding standard proportions, its variations in structure, and playing with representation we create identity and personal empathic connections that can lead to understanding of self and others. 	
Unit Essential Questions	
<ul style="list-style-type: none"> How does the figure correlate to identity? How can the figure create opportunity for expression of other concepts? 	
Objectives	
<p>When CREATING, Students will know and be able to:</p> <ul style="list-style-type: none"> Utilize thumbnail sketches, lists, charts, and graphic organizers to generate multiple solutions based on previous work experience. Utilize approaches and solutions to concepts/problems that develop through a unit of projects. Develop project/idea drawn from existing contemporary practices or traditional techniques. Identify and utilize appropriate materials to plan and create works of art and design. Use accepted practices and art historical exemplars as motivational springboards for individual interpretations of work. Utilize the art making process as a main driving force of production. Recognize and capitalize on possible solutions that develop as a matter of the working process. Discuss and utilize the correct use of materials and imagery in various situations. Discuss and exercise caution and safety issues with traditional/non-traditional materials. Perform formative assessments (i.e. individual/peer/group critiques) throughout creative process which affect the individual working process to align with original or revised vision. Use group discussion and personal reflection to alter and refine the final product in order to reach a clearer reflection of personal visions and concerns. <p>When PRESENTING, Students will know and be able to:</p> <ul style="list-style-type: none"> Make critical differentiations between levels of quality and clarity of purpose/intention. Utilize specific materials to preserve specific types of artwork. Allow personal life experience to inform individual interpretation of work. <p>When RESPONDING, Students will know and be able to:</p> <ul style="list-style-type: none"> Allow personal life experience to inform individual interpretation of work. Communicate verbally and/or through writing how personal experience can determine meaning within artwork. 	

- Communicate how the formal elements and principles in a work can alter meaning for multiple audiences.
- Analyze how imbedded associations and symbolism can create meaning for the audience.
- Define relevant and common vocabulary for describing, analyzing, interpreting, and judging a work or set of artworks.

When CONNECTING, Students will know and be able to:

- Create awareness and understanding through the artistic processes of observation and research.

Evidence of Learning

Assessment

Teacher created assessments

Competencies for 21st Century Learners

X	Collaborative Team Member	X	Effective Communicator
X	Globally Aware, Active, & Responsible Student/Citizen	X	Information Literate Researcher
X	Innovative & Practical Problem Solver	X	Self-Directed Learner

Resources

- Appropriate Art Materials
- Teacher Exemplars

Unit 4: Abstraction Non-Objective	
Content Area: Visual Art	
Course & Grade Level: Drawing & Painting II, Grades 10-12	
Summary & Rationale	
<p>In Drawing and Painting 2, students continue to build on knowledge learned in Drawing and Painting 1 through exploration in areas of drawing, painting, two-dimensional media, composition, and art history. Students will also learn new and advanced techniques, skills, and explore new media.</p> <p>Emphasis is placed on developing personal voice through their work, revisiting and revising concepts in multiple assignments, pushing the boundaries on themes, approaches, and choice, and developing cohesive narrative/ sequential imagery. Students will also explore greater problem-solving, and advanced critique and presentation methods. Typical areas of study include: modeling, chalk pastel, watercolor, working with tone and ground, multimedia layering, printmaking, and collage.</p> <p>In this unit, students will be able to pinpoint and extract expressive and compositional qualities to convey an understanding of emotions, qualities, societal relationships and other concerns using little to no objective references</p>	
Recommended Pacing	
15-20 Days	
National Core Arts Standards	
Creating	
VA:Cr1.1.IIa	Individually or collaboratively formulate new creative problems based on student's existing artwork.
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:Cr2.1.IIa	Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.
VA:Cr2.2.IIa	Demonstrate awareness of ethical implications of making and distributing creative work.
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.
Presenting	
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.
Responding	
VA:Re.7.1.IIa	Recognize and describe personal aesthetic and empathetic responses to the natural world and constructed environments.
VA:Re.7.2.IIa	Evaluate the effectiveness of an image or images to influence ideas, feelings, and behaviors of specific audiences.
VA:Re9.1.IIa	Determine the relevance of criteria used by others to evaluate a work of art or collection of works.
Connecting	
VA:Cn10.1.IIa	Utilize inquiry methods of observation, research, and experimentation to explore unfamiliar subjects through artmaking

Interdisciplinary Standards	
NJSLSA.R7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
21st Century Life & Career Standards	
CRP2	Apply appropriate academic and technical skills
CRP4	Communicate clearly and effectively and with reason
CRP6	Demonstrate creativity and innovation
Technology Standards	
8.2	All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
Instructional Focus	
Unit Enduring Understandings	
<ul style="list-style-type: none"> Representation can go through levels of realism to abstraction 	
Unit Essential Questions	
<ul style="list-style-type: none"> What is essential in the representation of concepts and subject matter? What is good art? 	
Objectives	
<p>When CREATING, Students will know and be able to:</p> <ul style="list-style-type: none"> Utilize thumbnail sketches, lists, charts, and graphic organizers to generate multiple solutions based on previous work experience. Utilize approaches and solutions to concepts/problems that develop through a unit of projects. Develop project/idea drawn from existing contemporary practices or traditional techniques. Identify and utilize appropriate materials to plan and create works of art and design. Use accepted practices and art historical exemplars as motivational springboards for individual interpretations of work. Utilize the art making process as a main driving force of production. Experiment with new media and ideas to acquire knowledge and skill. Recognize and capitalize on possible solutions that develop as a matter of the working process. Discuss and utilize the correct use of materials and imagery in various situations. Discuss and exercise caution and safety issues with traditional/non-traditional materials. Perform formative assessments (i.e. individual/peer/group critiques) throughout creative process which affect the individual working process to align with original or revised vision. Use group discussion and personal reflection to alter and refine the final product in order to reach a clearer reflection of personal visions and concerns. <p>When PRESENTING, Students will know and be able to:</p> <ul style="list-style-type: none"> Make critical differentiations between levels of quality and clarity of purpose/intention. Utilize specific materials to preserve specific types of artwork. Allow personal life experience to inform individual interpretation of work. <p>When RESPONDING, Students will know and be able to:</p> <ul style="list-style-type: none"> Allow personal life experience to inform individual interpretation of work. Communicate verbally and/or through writing how personal experience can determine meaning within artwork. Communicate how the formal elements and principles in a work can alter meaning for multiple audiences. Analyze how imbedded associations and symbolism can create meaning for the audience. 	

- Define relevant and common vocabulary for describing, analyzing, interpreting, and judging a work or set of artworks.

When CONNECTING, Students will know and be able to:

- Create awareness and understanding through the artistic processes of observation and research.

Evidence of Learning

Assessment

Teacher created assessments

Competencies for 21st Century Learners

X	Collaborative Team Member	X	Effective Communicator
X	Globally Aware, Active, & Responsible Student/Citizen	X	Information Literate Researcher
X	Innovative & Practical Problem Solver	X	Self-Directed Learner

Resources

- Appropriate Art Materials
- Teacher Exemplars

Unit 5: Color Theory	
Content Area: Visual Art	
Course & Grade Level: Drawing & Painting II, Grades 10-12	
Summary & Rationale	
<p>In Drawing and Painting 2, students continue to build on knowledge learned in Drawing and Painting 1 through exploration in areas of drawing, painting, two-dimensional media, composition, and art history. Students will also learn new and advanced techniques, skills, and explore new media.</p> <p>Emphasis is placed on developing personal voice through their work, revisiting and revising concepts in multiple assignments, pushing the boundaries on themes, approaches, and choice, and developing cohesive narrative/ sequential imagery. Students will also explore greater problem-solving, and advanced critique and presentation methods. Typical areas of study include: modeling, chalk pastel, watercolor, working with tone and ground, multimedia layering, printmaking, and collage.</p> <p>In this unit, students will develop complex attributes of color relationships to exploit the language of color, its interactions and symbolism in higher levels of representation and expression.</p>	
Recommended Pacing	
15-20 Days	
National Core Arts Standards	
Creating	
VA:Cr1.1.1.IIa	Individually or collaboratively formulate new creative problems based on student's existing artwork.
VA:Cr1.2.1.IIa	Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design.
VA:Cr2.1.1.IIa	Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.
VA:Cr2.2.1.IIa	Demonstrate awareness of ethical implications of making and distributing creative work.
VA:Cr3.1.1.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.
Presenting	
VA:Pr4.1.1.IIa	Analyze, select, and critique personal artwork for a collection or portfolio presentation.
VA:Pr5.1.1.IIa	Evaluate, select, and apply methods or processes appropriate to display artwork in a specific place.
Responding	
VA:Re.7.1.1.IIa	Recognize and describe personal aesthetic and empathetic responses to the natural world and constructed environments.
VA:Re.7.2.1.IIa	Evaluate the effectiveness of an image or images to influence ideas, feelings, and behaviors of specific audiences.
VA:Re9.1.1.IIa	Determine the relevance of criteria used by others to evaluate a work of art or collection of works.
Connecting	

VA:Cn10.1.IIa	Utilize inquiry methods of observation, research, and experimentation to explore unfamiliar subjects through artmaking
Interdisciplinary Standards	
NJSLSA.R7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
21st Century Life & Career Standards	
CRP2	Apply appropriate academic and technical skills
CRP4	Communicate clearly and effectively and with reason
CRP6	Demonstrate creativity and innovation
Technology Standards	
8.2	All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
Instructional Focus	
Unit Enduring Understandings	
<ul style="list-style-type: none"> Color relationships can influence design, appreciation, and purpose in artwork. Color relationships have symbolic and psychological effects. 	
Unit Essential Questions	
<ul style="list-style-type: none"> How can color relationships affect moods, ideas and perspectives? 	
Objectives	
<p>When CREATING, Students will know and be able to:</p> <ul style="list-style-type: none"> Utilize thumbnail sketches, lists, charts, and graphic organizers to generate multiple solutions based on previous work experience. Utilize approaches and solutions to concepts/problems that develop through a unit of projects. Develop project/idea drawn from existing contemporary practices or traditional techniques. Identify and utilize appropriate materials to plan and create works of art and design. Use accepted practices and art historical exemplars as motivational springboards for individual interpretations of work. Utilize the art making process as a main driving force of production. Recognize and capitalize on possible solutions that develop as a matter of the working process. Discuss and utilize the correct use of materials and imagery in various situations. Discuss and exercise caution and safety issues with traditional/non-traditional materials. Perform formative assessments (i.e. individual/peer/group critiques) throughout creative process which affect the individual working process to align with original or revised vision. Use group discussion and personal reflection to alter and refine the final product in order to reach a clearer reflection of personal visions and concerns. <p>When PRESENTING, Students will know and be able to:</p> <ul style="list-style-type: none"> Make critical differentiations between levels of quality and clarity of purpose/intention. Utilize specific materials to preserve specific types of artwork. Allow personal life experience to inform individual interpretation of work. <p>When RESPONDING, Students will know and be able to:</p> <ul style="list-style-type: none"> Allow personal life experience to inform individual interpretation of work. Communicate verbally and/or through writing how personal experience can determine meaning within artwork. Communicate how the formal elements and principles in a work can alter meaning for multiple audiences. 	

- Analyze how imbedded associations and symbolism can create meaning for the audience.
- Define relevant and common vocabulary for describing, analyzing, interpreting, and judging a work or set of artworks.

When CONNECTING, Students will know and be able to:

- Create awareness and understanding through the artistic processes of observation and research.

Evidence of Learning

Assessment

Teacher created assessments

Competencies for 21st Century Learners

X	Collaborative Team Member	X	Effective Communicator
X	Globally Aware, Active, & Responsible Student/Citizen	X	Information Literate Researcher
X	Innovative & Practical Problem Solver	X	Self-Directed Learner

Resources

- Appropriate Art Materials
- Teacher Exemplars

Unit 6: Design Solutions	
Content Area: Visual Art	
Course & Grade Level: Drawing & Painting II, Grades 10-12	
Summary & Rationale	
<p>In Drawing and Painting 2, students continue to build on knowledge learned in Drawing and Painting 1 through exploration in areas of drawing, painting, two-dimensional media, composition, and art history. Students will also learn new and advanced techniques, skills, and explore new media.</p> <p>Emphasis is placed on developing personal voice through their work, revisiting and revising concepts in multiple assignments, pushing the boundaries on themes, approaches, and choice, and developing cohesive narrative/ sequential imagery. Students will also explore greater problem-solving, and advanced critique and presentation methods. Typical areas of study include: modeling, chalk pastel, watercolor, working with tone and ground, multimedia layering, printmaking, and collage.</p> <p>In this unit, students will focus on solving real and imaginary world and societal issues with a design and imagery emphasis.</p>	
Recommended Pacing	
15-20 Days	
National Core Arts Standards	
Creating	
VA:Cr1.1.IIa	Individually or collaboratively formulate new creative problems based on student's existing artwork.
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:Cr2.1.IIa	Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.
VA:Cr2.2.IIa	Demonstrate awareness of ethical implications of making and distributing creative work.
VA:Cr2.3.IIa	Redesign an object, system, place, or design in response to contemporary issues.
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.
Presenting	
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.
Responding	
VA:Re.7.1.IIa	Recognize and describe personal aesthetic and empathetic responses to the natural world and constructed environments.
VA:Re.7.2.IIa	Evaluate the effectiveness of an image or images to influence ideas, feelings, and behaviors of specific audiences.
VA:Re8.1.IIa	Identify types of contextual information useful in the process of constructing interpretations of an artwork or collection of works.
VA:Re9.1.IIa	Determine the relevance of criteria used by others to evaluate a work of art or collection of works.
Connecting	

VA:Cn10.1.IIa	Utilize inquiry methods of observation, research, and experimentation to explore unfamiliar subjects through artmaking
Interdisciplinary Standards	
NJSLSA.R7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
21st Century Life & Career Standards	
CRP2	Apply appropriate academic and technical skills
CRP4	Communicate clearly and effectively and with reason
CRP6	Demonstrate creativity and innovation
Technology Standards	
8.2	All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
Instructional Focus	
Unit Enduring Understandings	
<ul style="list-style-type: none"> People create and interact with objects, places, and design that define, shape, enhance, and empower their lives 	
Unit Essential Questions	
<ul style="list-style-type: none"> How do artists and designers determine goals and solutions for designing or redesigning objects, places, or systems? 	
Objectives	
<p>When CREATING, Students will know and be able to:</p> <ul style="list-style-type: none"> Utilize thumbnail sketches, lists, charts, and graphic organizers to generate multiple solutions based on previous work experience. Utilize approaches and solutions to concepts/problems that develop through a unit of projects. Develop project/idea drawn from existing contemporary practices or traditional techniques. Identify and utilize appropriate materials to plan and create works of art and design. Use accepted practices and art historical exemplars as motivational springboards for individual interpretations of work. Utilize the art making process as a main driving force of production. Experiment with new media and ideas to acquire knowledge and skill. Recognize and capitalize on possible solutions that develop as a matter of the working process. Discuss and utilize the correct use of materials and imagery in various situations. Discuss the ethics of creating and distributing work for profit and/or purpose. Discuss and exercise caution and safety issues with traditional/non-traditional materials. Understand and harness the transformative power of art in response to contemporary issues. Generate new uses and designs for pre-existing objects, systems, places, or designs, in response to contemporary issues. Perform formative assessments (i.e. individual/peer/group critiques) throughout creative process which affect the individual working process to align with original or revised vision. Use group discussion and personal reflection to alter and refine the final product in order to reach a clearer reflection of personal visions and concerns. <p>When PRESENTING, Students will know and be able to:</p> <ul style="list-style-type: none"> Make critical differentiations between levels of quality and clarity of purpose/intention. Utilize specific materials to preserve specific types of artwork.. Allow personal life experience to inform individual interpretation of work. 	

When RESPONDING, Students will know and be able to:

- Allow personal life experience to inform individual interpretation of work.
- Communicate verbally and/or through writing how personal experience can determine meaning within artwork.
- Communicate how the formal elements and principles in a work can alter meaning for multiple audiences.
- Analyze how imbedded associations and symbolism can create meaning for the audience.
- Define relevant and common vocabulary for describing, analyzing, interpreting, and judging a work or set of artworks.

When CONNECTING, Students will know and be able to:

- Create awareness and understanding through the artistic processes of observation and research.

Evidence of Learning**Assessment**

Teacher created assessments

Competencies for 21st Century Learners

X	Collaborative Team Member	X	Effective Communicator
X	Globally Aware, Active, & Responsible Student/Citizen	X	Information Literate Researcher
X	Innovative & Practical Problem Solver	X	Self-Directed Learner

Resources

- Appropriate Art Materials
- Teacher Exemplars

Unit 7: Narrative/Sequential	
Content Area: Visual Art	
Course & Grade Level: Drawing & Painting II, Grades 10-12	
Summary & Rationale	
<p>In Drawing and Painting 2, students continue to build on knowledge learned in Drawing and Painting 1 through exploration in areas of drawing, painting, two-dimensional media, composition, and art history. Students will also learn new and advanced techniques, skills, and explore new media.</p> <p>Emphasis is placed on developing personal voice through their work, revisiting and revising concepts in multiple assignments, pushing the boundaries on themes, approaches, and choice, and developing cohesive narrative/ sequential imagery. Students will also explore greater problem-solving, and advanced critique and presentation methods. Typical areas of study include: modeling, chalk pastel, watercolor, working with tone and ground, multimedia layering, printmaking, and collage.</p> <p>In this unit, students will develop the ability to capture defining moments within narrative and sequential formats. Students will develop a personal voice and style while answering to a defined set of audience parameters.</p>	
Recommended Pacing	
15-20 Days	
National Core Arts Standards	
Creating	
VA:Cr1.1.1Ia	Individually or collaboratively formulate new creative problems based on student's existing artwork.
VA:Cr1.2.1Ia	Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design.
VA:Cr2.1.1Ia	Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.
VA:Cr2.2.1Ia	Demonstrate awareness of ethical implications of making and distributing creative work.
VA:Cr3.1.1Ia	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.
Presenting	
VA:Pr4.1.1Ia	Analyze, select, and critique personal artwork for a collection or portfolio presentation.
VA:Pr5.1.1Ia	Evaluate, select, and apply methods or processes appropriate to display artwork in a specific place.
Responding	
VA:Re.7.1.1Ia	Recognize and describe personal aesthetic and empathetic responses to the natural world and constructed environments.
VA:Re.7.2.1Ia	Evaluate the effectiveness of an image or images to influence ideas, feelings, and behaviors of specific audiences.
VA:Re8.1.1Ia	Identify types of contextual information useful in the process of constructing interpretations of an artwork or collection of works.
VA:Re9.1.1Ia	Determine the relevance of criteria used by others to evaluate a work of art or collection of works.
Connecting	

VA:Cn10.1.IIa	Utilize inquiry methods of observation, research, and experimentation to explore unfamiliar subjects through artmaking
Interdisciplinary Standards	
NJSLSA.R7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
21st Century Life & Career Standards	
CRP2	Apply appropriate academic and technical skills
CRP4	Communicate clearly and effectively and with reason
CRP6	Demonstrate creativity and innovation
Technology Standards	
8.2	All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
Instructional Focus	
Unit Enduring Understandings	
<ul style="list-style-type: none"> Complex representations of people, concepts, narratives, can be represented in a single image. Personal style and voice is an integral part of storytelling. Sequencing is essential to the perception and comprehension of the audience. . 	
Unit Essential Questions	
<ul style="list-style-type: none"> What narrative qualities capture purpose or intended effect to reach specific audiences? 	
Objectives	
<p>When CREATING, Students will know and be able to:</p> <ul style="list-style-type: none"> Utilize thumbnail sketches, lists, charts, and graphic organizers to generate multiple solutions based on previous work experience. Utilize approaches and solutions to concepts/problems that develop through a unit of projects. Develop project/idea drawn from existing contemporary practices or traditional techniques. Identify and utilize appropriate materials to plan and create works of art and design. Use accepted practices and art historical exemplars as motivational springboards for individual interpretations of work. Utilize the art making process as a main driving force of production. Recognize and capitalize on possible solutions that develop as a matter of the working process. Discuss and utilize the correct use of materials and imagery in various situations. Discuss the ethics of creating and distributing work for profit and/or purpose. Discuss and exercise caution and safety issues with traditional/non-traditional materials. Perform formative assessments (i.e. individual/peer/group critiques) throughout creative process which affect the individual working process to align with original or revised vision. Use group discussion and personal reflection to alter and refine the final product in order to reach a clearer reflection of personal visions and concerns. <p>When PRESENTING, Students will know and be able to:</p> <ul style="list-style-type: none"> Make critical differentiations between levels of quality and clarity of purpose/intention. Utilize specific materials to preserve specific types of artwork. Allow personal life experience to inform individual interpretation of work. <p>When RESPONDING, Students will know and be able to:</p> <ul style="list-style-type: none"> Allow personal life experience to inform individual interpretation of work. Communicate verbally and/or through writing how personal experience can determine meaning within artwork. 	

- Communicate how the formal elements and principles in a work can alter meaning for multiple audiences.
- Analyze how imbedded associations and symbolism can create meaning for the audience.
- Define relevant and common vocabulary for describing, analyzing, interpreting, and judging a work or set of artworks.

When CONNECTING, Students will know and be able to:

- Create awareness and understanding through the artistic processes of observation and research.

Evidence of Learning

Assessment

Teacher created assessments

Competencies for 21st Century Learners

X	Collaborative Team Member	X	Effective Communicator
X	Globally Aware, Active, & Responsible Student/Citizen	X	Information Literate Researcher
X	Innovative & Practical Problem Solver	X	Self-Directed Learner

Resources

- Appropriate Art Materials
- Teacher Exemplars

Unit 8: Non-Traditional Themes	
Content Area: Visual Art	
Course & Grade Level: Drawing & Painting II, Grades 10-12	
Summary & Rationale	
<p>In Drawing and Painting 2, students continue to build on knowledge learned in Drawing and Painting 1 through exploration in areas of drawing, painting, two-dimensional media, composition, and art history. Students will also learn new and advanced techniques, skills, and explore new media.</p> <p>Emphasis is placed on developing personal voice through their work, revisiting and revising concepts in multiple assignments, pushing the boundaries on themes, approaches, and choice, and developing cohesive narrative/ sequential imagery. Students will also explore greater problem-solving, and advanced critique and presentation methods. Typical areas of study include: modeling, chalk pastel, watercolor, working with tone and ground, multimedia layering, printmaking, and collage.</p> <p>This unit focuses on an expanding conceptual approach to rules/ format itself. Students learn to push the boundaries of acceptable and expectations within representation and the range of realism to abstraction. Examples of this are: altered book, incorporating text, sculptural aspects.</p>	
Recommended Pacing	
15-20 Days	
National Core Arts Standards	
Creating	
VA:Cr1.1.IIa	Individually or collaboratively formulate new creative problems based on student's existing artwork.
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:Cr2.1.IIa	Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.
VA:Cr2.2.IIa	Demonstrate awareness of ethical implications of making and distributing creative work.
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.
Presenting	
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.
Responding	
VA:Re.7.1.IIa	Recognize and describe personal aesthetic and empathetic responses to the natural world and constructed environments.
VA:Re.7.2.IIa	Evaluate the effectiveness of an image or images to influence ideas, feelings, and behaviors of specific audiences.
VA:Re8.1.IIa	Identify types of contextual information useful in the process of constructing interpretations of an artwork or collection of works.
VA:Re9.1.IIa	Determine the relevance of criteria used by others to evaluate a work of art or collection of works.
Connecting	

VA:Cn10.1.IIa	Utilize inquiry methods of observation, research, and experimentation to explore unfamiliar subjects through artmaking
Interdisciplinary Standards	
NJSLSA.R7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
21st Century Life & Career Standards	
CRP2	Apply appropriate academic and technical skills
CRP4	Communicate clearly and effectively and with reason
CRP6	Demonstrate creativity and innovation
Technology Standards	
8.2	All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
Instructional Focus	
Unit Enduring Understandings	
<ul style="list-style-type: none"> Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches.. 	
Unit Essential Questions	
<ul style="list-style-type: none"> How do new relationships between multiple techniques and media affect outcomes? In what ways can we expand our expectations of what is possible by embracing the uncommon? 	
Objectives	
<p>When CREATING, Students will know and be able to:</p> <ul style="list-style-type: none"> Utilize thumbnail sketches, lists, charts, and graphic organizers to generate multiple solutions based on previous work experience. Utilize approaches and solutions to concepts/problems that develop through a unit of projects. Develop project/idea drawn from existing contemporary practices or traditional techniques. Identify and utilize appropriate materials to plan and create works of art and design. Use accepted practices and art historical exemplars as motivational springboards for individual interpretations of work. Utilize the art making process as a main driving force of production. Experiment with new media and ideas to acquire knowledge and skill. Recognize and capitalize on possible solutions that develop as a matter of the working process. Discuss and utilize the correct use of materials and imagery in various situations. Discuss and exercise caution and safety issues with traditional/non-traditional materials. Perform formative assessments (i.e. individual/peer/group critiques) throughout creative process which affect the individual working process to align with original or revised vision. Use group discussion and personal reflection to alter and refine the final product in order to reach a clearer reflection of personal visions and concerns. <p>When PRESENTING, Students will know and be able to:</p> <ul style="list-style-type: none"> Make critical differentiations between levels of quality and clarity of purpose/intention. Utilize specific materials to preserve specific types of artwork. Allow personal life experience to inform individual interpretation of work. <p>When RESPONDING, Students will know and be able to:</p> <ul style="list-style-type: none"> Allow personal life experience to inform individual interpretation of work. Communicate verbally and/or through writing how personal experience can determine meaning within artwork. 	

- Communicate how the formal elements and principles in a work can alter meaning for multiple audiences.
- Analyze how imbedded associations and symbolism can create meaning for the audience.
- Identify themes, effects, and concepts within the artwork that inform interpretation.
- Define relevant and common vocabulary for describing, analyzing, interpreting, and judging a work or set of artworks.

When CONNECTING, Students will know and be able to:

- Create awareness and understanding through the artistic processes of observation and research..

Evidence of Learning

Assessment

Teacher created assessments

Competencies for 21st Century Learners

X	Collaborative Team Member	X	Effective Communicator
X	Globally Aware, Active, & Responsible Student/Citizen	X	Information Literate Researcher
X	Innovative & Practical Problem Solver	X	Self-Directed Learner

Resources

- Appropriate Art Materials
- Teacher Exemplars

Unit X: Voice/Concept Development	
Content Area: Visual Art	
Course & Grade Level: Drawing & Painting II, Grades 10-12	
Summary & Rationale	
<p>In Drawing and Painting 2, students continue to build on knowledge learned in Drawing and Painting 1 through exploration in areas of drawing, painting, two-dimensional media, composition, and art history. Students will also learn new and advanced techniques, skills, and explore new media.</p> <p>Emphasis is placed on developing personal voice through their work, revisiting and revising concepts in multiple assignments, pushing the boundaries on themes, approaches, and choice, and developing cohesive narrative/ sequential imagery. Students will also explore greater problem-solving, and advanced critique and presentation methods. Typical areas of study include: modeling, chalk pastel, watercolor, working with tone and ground, multimedia layering, printmaking, and collage.</p> <p>This overarching unit focuses both on the student's ability to create personal approaches, stylistic qualities, and recurring motifs for idea generation, as well as the ability to utilize them in deeper, richer, more layered and complex solutions to project concerns.</p>	
Recommended Pacing	
Throughout the year at teacher's discretion	
National Core Arts Standards	
Creating	
VA:Cr1.1.IIa	Individually or collaboratively formulate new creative problems based on student's existing artwork.
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:Cr2.1.IIa	Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.
VA:Cr2.2.IIa	Demonstrate awareness of ethical implications of making and distributing creative work.
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.
Presenting	
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.
Responding	
VA:Re.7.1.IIa	Recognize and describe personal aesthetic and empathetic responses to the natural world and constructed environments.
VA:Re.7.2.IIa	Evaluate the effectiveness of an image or images to influence ideas, feelings, and behaviors of specific audiences.
VA:Re9.1.IIa	Determine the relevance of criteria used by others to evaluate a work of art or collection of works.
Connecting	

VA:Cn10.1.IIa	Utilize inquiry methods of observation, research, and experimentation to explore unfamiliar subjects through artmaking
VA:Cn11.1.IIa	Compare uses of art in a variety of societal, cultural, and historical contexts and make connections to uses of art in contemporary and local contexts.
Interdisciplinary Standards	
NJSLSA.R7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
21st Century Life & Career Standards	
CRP2	Apply appropriate academic and technical skills
CRP4	Communicate clearly and effectively and with reason
CRP6	Demonstrate creativity and innovation
Technology Standards	
8.2	All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
Instructional Focus	
Unit Enduring Understandings	
<ul style="list-style-type: none"> Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches. Artist and designers develop excellence through practice and revision. 	
Unit Essential Questions	
<ul style="list-style-type: none"> How does careful and thorough observation affect our ability to perceive and understand surroundings? 	
Objectives	
When CREATING, Students will know and be able to: <ul style="list-style-type: none"> Utilize thumbnail sketches, lists, charts, and graphic organizers to generate multiple solutions based on previous work experience. Utilize approaches and solutions to concepts/problems that develop through a unit of projects. Develop project/idea drawn from existing contemporary practices or traditional techniques . Identify and utilize appropriate materials to plan and create works of art and design. Use accepted practices and art historical exemplars as motivational springboards for individual interpretations of work. Utilize the art making process as a main driving force of production. Experiment with new media and ideas to acquire knowledge and skill. Recognize and capitalize on possible solutions that develop as a matter of the working process. Discuss and utilize the correct use of materials and imagery in various situations. Discuss and exercise caution and safety issues with traditional/non-traditional materials. Perform formative assessments (i.e. individual/peer/group critiques) throughout creative process which affect the individual working process to align with original or revised vision. Use group discussion and personal reflection to alter and refine the final product in order to reach a clearer reflection of personal visions and concerns. 	
When PRESENTING, Students will know and be able to: <ul style="list-style-type: none"> Make critical differentiations between levels of quality and clarity of purpose/intention. Allow personal life experience to inform individual interpretation of work. 	

- Describe and analyze how a group of artworks can reflect or develop personal, social, political, and/or cultural beliefs.

When RESPONDING, Students will know and be able to:

- Allow personal life experience to inform individual interpretation of work.
- Communicate verbally and/or through writing how personal experience can determine meaning within artwork.
- Communicate how the formal elements and principles in a work can alter meaning for multiple audiences.
- Analyze how imbedded associations and symbolism can create meaning for the audience.
- Define relevant and common vocabulary for describing, analyzing, interpreting, and judging a work or set of artworks.

When CONNECTING, Students will know and be able to:

- Create awareness and understanding through the artistic processes of observation and research.
- Describe and analyze how art connects us all to a variety of societal, cultural, and historical artistic contexts by drawing comparisons.

Evidence of Learning

Assessment

Teacher created assessments

Competencies for 21st Century Learners

X	Collaborative Team Member	X	Effective Communicator
X	Globally Aware, Active, & Responsible Student/Citizen	X	Information Literate Researcher
X	Innovative & Practical Problem Solver	X	Self-Directed Learner

Resources

- Appropriate Art Materials
- Teacher Exemplars

Unit 0: Art History, Composition, Media Exploration, Critique, Sketchbook	
Content Area: Visual Art	
Course & Grade Level: Drawing & Painting II, Grades 10-12	
Summary & Rationale	
<p>In Drawing and Painting 2, students continue to build on knowledge learned in Drawing and Painting 1 through exploration in areas of drawing, painting, two-dimensional media, composition, and art history. Students will also learn new and advanced techniques, skills, and explore new media.</p> <p>Emphasis is placed on developing personal voice through their work, revisiting and revising concepts in multiple assignments, pushing the boundaries on themes, approaches, and choice, and developing cohesive narrative/ sequential imagery. Students will also explore greater problem-solving, and advanced critique and presentation methods. Typical areas of study include: modeling, chalk pastel, watercolor, working with tone and ground, multimedia layering, printmaking, and collage.</p> <p>This unit is comprised of many subunits to be utilized throughout the year in the areas of Art History, Composition, Media Exploration, Presentation, Critique, and Sketchbook Use. Students will widen their Art Historical knowledge, focusing on connections to themselves, their lives, and other artists. Students will build greater awareness and competency with compositional concerns. Students will explore familiar media in greater depth, and delve into new skills needed for unfamiliar ones. Students will expand their vocabulary and critical skills for discussing their own and others artworks, both for revision and selection for greater presentation methods. Students will become more versed in the possibilities and strengths of their sketchbook as a habitual tool for skill growth, brainstorming and idea generation, and problem solving throughout all stages of art creation</p>	
Recommended Pacing	
15-20 Days	
National Core Arts Standards	
Creating	
VA:Cr1.1.IIa	Individually or collaboratively formulate new creative problems based on student's existing artwork.
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:Cr2.1.IIa	Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.
VA:Cr2.2.IIa	Demonstrate awareness of ethical implications of making and distributing creative work.
VA:Cr2.3.IIa	Redesign an object, system, place, or design in response to contemporary issues.
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.
Presenting	
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:Pr6.1.IIa	Make, explain, and justify connections between artists or artwork and social, cultural, and political history.
Responding	
VA:Re.7.1.IIa	Recognize and describe personal aesthetic and empathetic responses to the natural world and constructed environments.
VA:Re.7.2.IIa	Evaluate the effectiveness of an image or images to influence ideas, feelings, and behaviors of specific audiences.
VA:Re8.1.IIa	Identify types of contextual information useful in the process of constructing interpretations of an artwork or collection of works.
VA:Re9.1.IIa	Determine the relevance of criteria used by others to evaluate a work of art or collection of works.
Connecting	
VA:Cn10.1.IIa	Utilize inquiry methods of observation, research, and experimentation to explore unfamiliar subjects through artmaking
VA:Cn11.1.IIa	Compare uses of art in a variety of societal, cultural, and historical contexts and make connections to uses of art in contemporary and local contexts.
Interdisciplinary Standards	
NJSLSA.R7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
21st Century Life & Career Standards	
CRP2	Apply appropriate academic and technical skills
CRP4	Communicate clearly and effectively and with reason
CRP6	Demonstrate creativity and innovation
Technology Standards	
8.2	All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
Instructional Focus	
Unit Enduring Understandings	
<ul style="list-style-type: none"> • People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art. • Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences. • Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments. • Artists and other presenters consider various techniques, methods, venues, and criteria including evolving technologies when analyzing, selecting, and curating objects artifacts, and artworks for preservation and presentation. • Artist and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time. • Creativity and innovative thinking are essential life skills that can be developed. • Utilize the sketchbook to create a habit of developing skill, cataloging and generating ideas, and problem solving.. 	
Unit Essential Questions	

- Art History - how does understanding art from different times, places, and cultures deepen our understanding of our own time, place, and culture?
- Composition- How do artists and designers determine whether a particular direction in their work is effective?
- Media exploration- How do artists and designers maintain and care for various materials, tools, and equipment?
- Critique - What is value of engaging in the art criticism process?
- Sketchbook -What conditions, attitudes, and behaviors support creativity and innovative thinking?

Objectives

When CREATING, Students will know and be able to:

- Utilize thumbnail sketches, lists, charts, and graphic organizers to generate multiple solutions based on previous work experience.
- Utilize approaches and solutions to concepts/problems that develop through a unit of projects.
- Develop project/idea drawn from existing contemporary practices or traditional techniques.
- Identify and utilize appropriate materials to plan and create works of art and design.
- Use accepted practices and art historical exemplars as motivational springboards for individual interpretations of work.
- Utilize the art making process as a main driving force of production.
- Experiment with new media and ideas to acquire knowledge and skill.
- Recognize and capitalize on possible solutions that develop as a matter of the working process.
- Discuss and utilize the correct use of materials and imagery in various situations.
- Discuss the ethics of creating and distributing work for profit and/or purpose.
- Discuss and exercise caution and safety issues with traditional/non-traditional materials.
- Demonstrate ethics and implications of using pre-existing images and ideas.
- Understand and harness the transformative power of art in response to contemporary issues.
- Generate new uses and designs for pre-existing objects, systems, places, or designs, in response to contemporary issues.
- Perform formative assessments (i.e. individual/peer/group critiques) throughout creative process which affect the individual working process to align with original or revised vision.
- Use group discussion and personal reflection to alter and refine the final product in order to reach a clearer reflection of personal visions and concerns.

When PRESENTING, Students will know and be able to:

- Review current output to determine and select highest quality work for inclusion in select shows and exhibitions.
- Select a group of artworks that work together to communicate a specific message and have a continuous theme.
- Create a professional quality digital portfolio of work with specific intentions of presenting to college admissions.
- Select presentation methods and materials that match the specific needs of the artwork.
- Discuss the decision making process behind creating an exhibition.
- Critique the presentation of an exhibition, including how the presentation and selection of an exhibition affects the viewer's experience.
- Describe and analyze how a group of artworks can reflect or develop personal, social, political, and/or cultural beliefs.
- Choose a historical period/movement/exhibition/collection and explain how it is a reflection of a particular time, place, and set of social, political, and/or cultural beliefs.

- Allow personal life experience to inform individual interpretation of work.

When RESPONDING, Students will know and be able to:

- Allow personal life experience to inform individual interpretation of work.
- Communicate verbally and/or through writing how personal experience can determine meaning within artwork.
- Communicate how the formal elements and principles in a work can alter meaning for multiple audiences.
- Analyze how imbedded associations and symbolism can create meaning for the audience.
- Interpret artworks through various styles and processes used in work.
- Identify themes, effects, and concepts within the artwork that inform interpretation.
- Define relevant and common vocabulary for describing, analyzing, interpreting, and judging a work or set of artworks.
- Design a rubric based on historical interpretations in which to evaluate art.
- Analyze artwork and existing critique by re-examining the relevance of historical and/or contemporary contexts.

When CONNECTING, Students will know and be able to:

- Create awareness and understanding through the artistic processes of observation and research.
- Describe and analyze how art connects us all to a variety of societal, cultural, and historical artistic contexts by drawing comparisons.

Evidence of Learning

Assessment

Teacher created assessments

Competencies for 21st Century Learners

X	Collaborative Team Member	X	Effective Communicator
X	Globally Aware, Active, & Responsible Student/Citizen	X	Information Literate Researcher
X	Innovative & Practical Problem Solver	X	Self-Directed Learner

Resources

- Appropriate Art Materials
- Teacher Exemplars