

NEW MILFORD PUBLIC SCHOOLS

New Milford, Connecticut



Traditional Crafts - Fine Arts

August 2023

BOE Approved September 2023

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New Milford's Mission Statement

The mission of the New Milford Public Schools, a collaborative partnership of students, educators, family and community, is to prepare each and every student to compete and excel in an ever-changing world, embrace challenges with vigor, respect and appreciate the worth of every human being, and contribute to society by providing effective instruction and dynamic curriculum, offering a wide range of valuable experiences, and inspiring students to pursue their dreams and aspirations.

Crafts

9th -12th Grade

The goal of this curriculum is to integrate artistic literacy as the foundation for the overarching artistic processes: creating, presenting, responding, and connecting, as defined in the National and Connecticut Core Arts Standards: “Fluency in the language of the arts is the ability to create, perform, present, respond and connect through symbolic and metaphoric forms that are unique to the arts. An artistically literate person has the ability to transfer arts knowledge, skills, experiences and capacities to other subjects, settings and contexts to promote and enhance lifelong learning.” This document provides a sequential study for students to use the overarching artistic processes that are aligned with the National Core Arts Standards concepts, knowledge, and skills.

This Visual Art Crafts Curriculum will provide students with a comprehensive overview of the major Elements and Principles of artistic design with an emphasis on personal choice, self-assessment, critical thinking, and academic vocabulary, as well as hands-on, functional, and decorative art through 2-dimensional and 3-dimensional designs. Excellent craftsmanship will be stressed and students will take part in an all district art department show. Instruction is led through a sequentially/vertically aligned standards based, concept driven, student centered learning activities, that include social emotional learning competencies so that students can discover their creativity and become proficient in applying the knowledge and skills in order to innovate and create aesthetic visual compositions. Students will apply academic language and vocabulary within the context of critical thinking, communication, collaboration, and creativity required of 21st century citizens. Students will be assessed to demonstrate evidence of their learning and success.

This is a one semester course in which students will attend an 80 minute class period every other day based on the high school's A/B rotating schedule.

NATIONAL CORE ARTS STANDARDS



Creating

Conceiving and developing new artistic ideas and work.



Performing Presenting Producing

Presenting (visual arts): Interpreting and sharing artistic work.



Responding

Understanding and evaluating how the arts convey meaning.



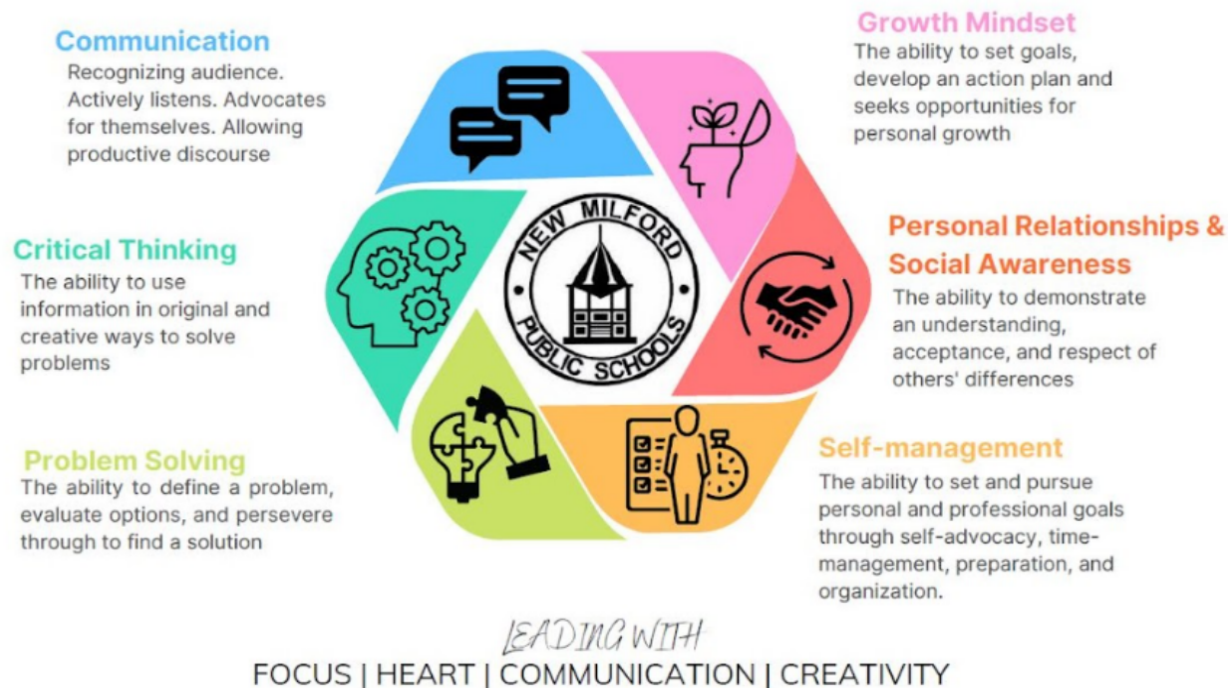
Connecting

Relating artistic ideas and work with personal meaning and external context.

The **Vision of the Graduate** articulates the school district, community and the Art Department aspirations for each student by developing and communicating the skills, dispositions, and specific attitudes which identify desired outcomes for students who graduate from New Milford Public Schools.

VISION OF A GRADUATE

LIFE, LEARNING, AND CAREERS BEYOND



Pacing/Implementation Guide

| Units | Pages | Timeline |
|---|-------------|--|
| Unit 1 - Introduction/SEL | Pages 8-14 | Semester 1 September - January |
| Unit 2 - Creating and Connecting | Pages 15-21 | Semester 2 January-June |
| Unit 3 - Presenting | Pages 22-29 | 1- Introduction/SEL- Ongoing |
| Unit 4 - Mid-term/Final Assessments | Pages 30-33 | 2 - Creating and Connecting - Ongoing |
| A comprehensive overview of the Elements and Principles of artistic design with an emphasis on personal choice, self-assessment, critical thinking, and academic vocabulary through 2-dimensional and 3-dimensional art | | 3 - Presenting - Ongoing (District Wide Art Show - Cumulative - End of Year) |
| <i>Elements of Design</i> - Line, Shape, Color, Value, Texture, Space, Form | | 4 - Mid-term/Final Assessment (mid-term/final exam week) |
| <i>Principles of Design</i> - Balance, Movement, Pattern, Rhythm, Unity, Contrast, Emphasis | | The estimated time may be revised. It is to assist teachers for planning purposes, mid semester check in, and final exams. The developers recognize the task has many purposes and implementation strategies and times are highly teacher dependent. In all cases, time estimates are to be used as a guideline. |

| <p><u>NCAS Anchor Standard 1:</u> Generate and conceptualize artistic ideas and work.</p> <p><u>NCAS Anchor Standard 10:</u> Synthesize and relate knowledge and personal experiences to make art.</p> <p><u>SEL Competency-</u> 05 Responsible Decision Making and Connecting</p> <p>01 Self Management and Creating</p> | Transfer | |
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| | <p><i>Students will be able to independently use their learning to...</i></p> <p>HS Proficient VA:Cr1.1.Ia - Use multiple approaches to begin creative endeavors.</p> <p>HS Proficient VA:Cn10.1.Ia - Document the process of developing ideas from early stages to fully elaborated ideas.</p> <p>17 SEL Learning Competency - Develop, implement and model effective problem solving and critical thinking skills</p> <p>06 SEL Learning Competency - Recognize the skills needed to establish and achieve personal and educational goals</p> | |
| | Meaning | |
| | <p>UNDERSTANDINGS <i>Students will understand that...</i> Creativity and innovative thinking are essential life skills that can be developed.</p> <p>Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.</p> <p>Artists rely upon problem solving, critical thinking, and personal perspective when making creative choices.</p> <p>Artists consider the impact of decisions made during the creative process.</p> | <p>ESSENTIAL QUESTIONS <i>Students will keep considering...</i> What conditions, attitudes, and behaviors support creativity and innovative thinking?</p> <p>What factors prevent or encourage people to take creative risks?</p> <p>How does collaboration expand the creative process?</p> <p>How does engaging in creating art enrich people's lives?</p> <p>How does making art attune people to their surroundings?</p> <p>How do people contribute to awareness and understanding of their lives and the lives of their communities through art-making?</p> |
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| | | <p>How does the recognition of one's feelings, thoughts, strengths and challenges impact the iterative process of preparing for a performance/presentation and inform the final product?</p> <p>How do varying degrees of self-confidence affect the performance/presentation/production of artistic works?</p> |
| | Acquisition | |
| | <p>Students will know... Creativity, thinking, life skills, art making, people, meaning, awareness, perceptions, knowledge, experiences, artists, problem, thinking, perspective, choices, impact, decisions, process</p> | <p>Students will be skilled at... Developing, making, investigating, solving, and considering</p> |

STAGE 2

| Code | Evaluative Criteria | Assessment Evidence |
|-----------------|---|---|
| (A) Acquisition | <p>FURTHER INFORMATION:</p> <p>Students identify and apply the Elements and Principles of Design to their planning of artwork.</p> <p>Plan and select designs that demonstrate a synthesis of well-organized, original, quality designs.</p> <p>Identify one's strengths and next steps for reinforcing areas of need.</p> | <p>PERFORMANCE TASK(S):</p> <p><i>Students will show that they really understand evidence of...</i></p> <p>Investigative and experimental techniques through method and studio practice of design ideas.</p> <p>Application and incorporation of concepts of the Elements and Principles of Design.</p> <p>Demonstrating the role of a novice studio artist.</p> <p>Students and peers will evaluate each other regarding required criteria based on their trial and error.</p> <p>Students will collaboratively reflect and revise each other's artwork. Log/journal of project progress through the initial concept, execution, and final stages.</p> |
| (M) Meaning | <p>Use personal choice, correct technique and academic language while demonstrating and supporting knowledge of the planning process.</p> <p>Responsible decision making is needed to work successfully in a communal studio.</p> <p>Evaluating and describing their own and peers' work accurately, and effectively.</p> | <p>Evaluate how expressing one's emotions in different situations affects oneself and others</p> <p>Investigative and experimental techniques through method and studio practice of design ideas.</p> <p>Students and peers will evaluate each other regarding required criteria based on their trial and error.</p> |
| (T) Transfer | <p>Through critical analysis and curating a collection of artwork based on differing sets of criteria, students will consider the impact of works of art on the values and behaviors of society. Students will investigate methods for displaying, preserving, and protecting art.</p> <p>Applies and supports knowledge of various technique(s) through trial and error of various</p> | <p>Regularly demonstrate use of systematic decision-making by identifying a decision, gathering information, and assessing alternative resolutions</p> |

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| | <p>supplies and techniques and proper use of media with a focus on appropriate safety techniques and care of materials.</p> <p>Students apply the creative process and how it involves their work of art.</p> <p>Self assessing and revising artwork throughout the artmaking process.</p> <p>Apply academic language.</p> <p>Reflecting and adjusting their artwork through detailed rubrics</p> | <p><u>6 Facets of Understanding</u></p> <p>GRASPS</p> <p>Goal/challenge - To be successful and responsible in a communal studio. Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design.</p> <p>Role - High school art student</p> <p>Audience - Your target audience is your teacher and our school community.</p> <p>Situation - School community. Art studio</p> <p>Products and performances generated by students - To become familiar with the art studio. To plan and design hand-made works of usable art</p> <p>Standards/criteria for judging success - Rubrics, Ongoing formative/summative assessments, feedback</p> <p>Suggested Activities:</p> <p>Discuss class contracts and syllabus. Introduction to the room and class expectations. Participate in group discussions of studio rules. Design an artist's portfolio and folder with craft vocabulary. Introduction to, but not limited to cultural traditions of mandalas textile design, stenciling, jewelry, calligraphy, weaving, mosaics, fabric painting, sculptures, cultural masks, and embroidered samplers. Students may be introduced to the Byzantine, Roman and Greek styles of art, Hindu and Buddhist designs. Visual artists Sonia King and Maurice Bennett - mosaic artists. Shannon Rankin and Armelie Caron - textile artists. Students may experiment with any variety of appropriate art materials to generate an original and organized artwork incorporating the elements and principles.</p> |
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| | | <p>OTHER EVIDENCE:</p> <p>Students will show they have achieved Stage 1 goals by... Using academic language in reflection, artists statements, or “I can...” to discuss artwork</p> <p>Assessments: Rubrics, self/peer assessments, ongoing formative/summative assessments, feedback, all linked to unit standards and objectives</p> |
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STAGE 3

| (M) Meaning | Pre-Assessment District wide baseline assessments to check prior knowledge Formative assessments | |
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| (M) Meaning | Summary of Key Learning Events and Instruction <i>Student success at transfer meaning and acquisition depends on...</i> WHERE TO Students will synthesize their subject for a studio project according to project requirements. HERT | Progress Monitoring Formative assessments • Teacher feedback through the planning and creating processes • Review and conferencing of sketchbooks/portfolios • Evaluate vocabulary usage • Teacher rubrics • Summative assessments : • Direct observation of student work • Specific feedback • One-on-one instruction • Student/peer rubric • Presentations • Reflections and feedback during discussions and critiques • |
| (A) Acquisition | Compare and contrast specific language and vocabulary of crafts WHER Introduction to class studio, tools, discusses contracts and portfolios. WHETO Teacher introduces different possible projects and the processes WHETO | |
| (T) Transfer | Students maintain and safely use tools and equipment. WEO Teacher and students analyze the use of Elements and principles of Design and techniques. WHETO Students perform the appropriate sequence for studio work and creative processes, classroom procedure and clean-up. WEO Teacher will coach students to enhance their artwork through individual skill, personal choice and student collaboration. TER Students will self assess, and peers work while in progress for further revision. TER | |

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| | <p><u>Essential Resources:</u></p> <p>Artroom equipped with sinks and a large enough individual workspace, and storage shelves. Smartboard, appropriate artist prints, white paper, pencils, erasers, rulers, scissors, fabric, poly stuffing, thread, embroidery floss, plastic and/or metal sewing needles, pom-poms, assorted crafts supplies (pipe cleaners, foam, yarn, sequins, beads, feathers, glitter, hemp cord, wire, gimp and gemstones) crafting glue, hot glue & glue guns, variety of markers, colored pencils, variety of paints, brushes and canvases, pastels, and ink.</p> | |
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| <p>NCAS Anchor Standard 2: Organize and develop artistic ideas and work.</p> <p>NCAS Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding</p> <p>SEL Learning Competency - 05 Responsible Decision Making and Connecting</p> <p>02 Self Management and Perform/Present/Produce</p> | Transfer | |
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| | <p><i>Students will be able to independently use their learning to...</i></p> <p>HS Proficient VA:Cr2.1.1a - Engage in making a work of art or design without having a preconceived plan.</p> <p>HS Proficient VA:Cn11.1.1a - Describe how knowledge of culture, traditions, and history may influence personal responses to art.</p> <p>18 SEL Learning Competency Identify the consequences associated with one's actions in order to make constructive choices</p> <p>07 SEL Learning Competency Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals</p> | |
| | Meaning | |
| | <p>UNDERSTANDINGS <i>Students will understand that...</i></p> <p>Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches</p> <p>People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art.</p> <p>Artists rely upon problem solving, critical thinking, and personal perspective when making creative choices.</p> <p>Artists consider the impact of decisions made during the creative process.</p> | <p>ESSENTIAL QUESTIONS <i>Students will keep considering...</i></p> <p>How do artists work? How do artists and designers determine whether a particular direction in their work is effective? How do artists and designers learn from trial and error?</p> <p>How does art help us understand the lives of people of different times, places, and cultures? How is art used to impact the views of a society? How does art preserve aspects of life?</p> <p>In what ways does an artist consider personal, ethical, safety, and civic impact when making decisions as part of the creative process?</p> <p>How do perceptions, interpretations, and application of criteria affect one's view of artistic works?</p> |
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| | Acquisition | |
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| | <i>Students will know...</i> | <i>Students will be skilled at...</i> |
| | Artists, designers, experiment, forms, structures, materials, concepts, media, art, people, ideas, understandings of society, cultures, and history, interactions, analysis, thinking skills, perspective, choices, artists, impacts, decisions, process, | Making, developing, relying, solving, considering, implementing |

STAGE 2

| Code | Evaluative Criteria | Assessment Evidence |
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| (A) Acquisition | Students identify the Creative Process. | PERFORMANCE TASK(S): <i>Students will show that they really understand evidence of...</i> |
| (M) Meaning | Artworks supports proper use and knowledge of various techniques | Students will correctly apply media techniques to appropriately produce their original artwork. |
| | Use of academic language | Application and incorporation of the Elements and Principles of Design. |
| | Artwork supports multiple approaches, and a range of materials and methods, to formulate new directions for art work to influence perceptions and understanding of human experiences. | Identify helpful questions to use when determining consequences of decisions. |
| | Students will plan concept-based, personally meaningful artwork and analyze how the world is affected by visual imagery in a variety of local, cultural, and historical contexts. | Demonstrating the role of a developing artist. Determine the steps needed to reflect a personal design and determine what culture inspires their work. |
| (T) Transfer | Artwork that demonstrates a synthesis of skill, technique, personal choice using correct technique. | Can independently utilize a decision-making model to provide rationale for a decision. |
| | Artwork demonstrates the appropriate use of the Elements and Principles of Design | Assess lessons learned from experiences and mistakes. |
| | | Continue to build upon and strengthen the ability to identify strategies that will make use of available resources to assist in overcoming obstacles and achieving goals. |
| | Students apply the proper steps in creating design. | Use creativity, problem solving, and innovation to generate multiple possible solutions when experiencing obstacles. |
| | Demonstrates the creative process and how it involves their work. | Students and peers will evaluate each other's progress regarding criteria based on trial and error. Collaborate with reflection and revision of each other's work. |
| | Demonstrates the capacity to maintain concentration and stay on task. | Logging/journaling/sketching progress through each stage of design. |
| | Relates subjects to various cultures and differences | Weighing the decision to present their artwork(s) in a District Wide art show viewed by the school community and the public |

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| (T) Transfer | <p>Applies trial and error while reflecting and revising</p> <p>Performs in a safe and responsible manner.</p> <p>Works neatly and with focus</p> <p>Understand and be able to demonstrate how to effectively communicate with others in a variety of situations.</p> <p>Evaluating and describing their own and peers' work accurately, and effectively.</p> <p>Select artwork for the student art show.</p> | <p>6 Facets of Understanding</p> <p>GRASPS</p> <p>Goal/challenge - Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.</p> <p>Role - High school art student</p> <p>Audience - Your target audience is your teacher and our school community.</p> <p>Situation - School community. Art studio.</p> <p>Products and performances generated by students - To develop usable and functional art based on either an idea, emotion, or social issue.</p> <p>Standards/criteria for judging success - Rubrics, Ongoing formative/summative assessments, feedback</p> <p>Suggested Activities</p> <p>Introduction to, but not limited to cultural traditions of Mandalas and Masks from around the world. Textile designs and embroidered samplers influenced by Ancient Chinese artists, Early American and European Art. Stenciling, fabric painting, jewelry, calligraphy, weaving as usable and functional art. Plan, research the history of Mosaics and create a decorative and functional piece. Students may be introduced to the Byzantine, Roman and Greek styles of art, Hindu and Buddhist designs. Visual artists Sonia King and Maurice Bennett - mosaic artists. Shannon Rankin and Armelie Caron - textile artists. Students may experiment with the basic art tools and materials such as markers (permanent and washable, various types of paints, palette, brushes, embroidery materials (hoop, floss, and needles), mosaic supplies (tesserae, backer board, tile nips, grout), xacto knife, pliers, scissors, textiles, adhesives (rubber cement, white glue, glue gun, tape, tile adhesive) wire, beads, carving tools, plaster, yarn, fabrics etc. to generate an original and organized artwork incorporating the elements and principles.</p> |
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| | | <p>OTHER EVIDENCE:</p> <p><i>Students will show they have achieved Stage 1 goals by...</i></p> <p>Using academic language in reflection, artists statements, or “I can...” to discuss artwork</p> <p>Assessments: Rubrics, self/peer assessments, ongoing formative/summative assessments, feedback, all linked to unit standards and objectives</p> <p>Preparation and planning to present semester work in either, but not limited to, showcase display, District Wide Art Show, Senior Art Show, State and/or National Exhibitions.</p> |
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| | Pre-Assessment | |
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| (M) Meaning | District wide baseline assessments to check prior knowledge Formative assessments | |
| (A) Acquisition | Summary of Key Learning Events and Instruction <i>Student success at transfer meaning and acquisition depends on...</i> WHERE TO Teacher introduces different possible projects and the processes WHETO Teacher introduces new vocabulary and concepts. WHETO Teacher demonstrates the steps needed to design 2-D or 3-D designs. WHEO Teacher conferences with students to help choose the best design and application for their selected piece. HERT | Progress Monitoring Formative assessments • Teacher feedback through the planning and creating processes • Review and conferencing of sketchbooks/portfolios • Evaluate vocabulary usage • Teacher rubrics • Summative assessments : • Direct observation of student work • Specific feedback • One-on-one instruction • Student/peer rubric • Presentations • Reflections and feedback during discussions and critiques • |
| (M) Meaning | Analyze why art is made and will discuss different cultural approaches and materials used to create art. WHERT Students will synthesize their subject for a studio project according to project requirements. WHERTO | |
| (T) Transfer | Students will compare and contrast a variety of art from different time periods and cultures. WHERT Students will experience and apply working with new materials. WHET Students will design and execute artwork that integrates interdisciplinary knowledge. WHERTO | |

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| (T) Transfer | <p>Coach students to enhance their artwork through individual skill, personal choice and student collaboration. TER</p> <p>Students incorporate the use of the Elements and Principles within their design. WHETO</p> <p>Students practice following directions in sequence for the creative processes, classroom procedure and clean-up. WEO</p> <p>Students maintain and safely use tools and equipment. WEO</p> <p>Students apply the appropriate tools and techniques according to project requirements. HERT</p> <p>Students will evaluate their finished project. E</p> <p>Students will self/peer assess work while in progress for further revision. TER</p> <p><u>Essential Resources:</u> Artroom equipped with sinks and a large enough individual workspace, and storage shelves. Smartboard, appropriate artist prints, white paper, pencils, erasers, rulers, scissors, fabric, poly stuffing, thread, embroidery floss, plastic and/or metal sewing needles, pom-poms, assorted crafts supplies (pipe cleaners, foam, yarn, sequins, beads, feathers, glitter, hemp cord, wire, gimp and gemstones) crafting glue, hot glue & glue guns, variety of markers, colored pencils, variety of paints, brushes and canvases, pastels, and ink.</p> | |
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| <p><u>NCAS Anchor Standard 3:</u> Refine and complete artistic work.</p> <p><u>NCAS Anchor Standard 4:</u> Select, analyze, and interpret artistic work for presentation</p> <p><u>SEL Learning Competency -</u> 02 Self Management and Perform/Present/Produce</p> | <i>Transfer</i> | |
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| | <p><i>Students will be able to independently use their learning to...</i></p> <p>HS Proficient VA:Cr3.1.1a - Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on, and plan revisions for works of art and design in progress</p> <p>HS Proficient VA:Pr4.1.1a - Analyze, select, and curate artifacts and/or artworks for presentation and preservation</p> <p>05 SEL Learning Competency - Understand and practice strategies for managing one's own emotions, thoughts and behaviors</p> | |
| | <i>Meaning</i> | |
| | <p>UNDERSTANDINGS <i>Students will understand that...</i></p> <p>Artists and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time.</p> <p>Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting, and curating artworks for preservation and presentation.</p> <p>Artists analyze, evaluate, and refine their presentation/performance/production over time through openness to new ideas, persistence, and the application of appropriate criteria</p> | <p>ESSENTIAL QUESTIONS <i>Students will keep considering...</i></p> <p>What role does persistence play in revising, refining, and developing work?</p> <p>How do artists grow and become accomplished in art forms?</p> <p>How does collaboratively reflecting on a work help us experience it more completely?</p> <p>How do artists' processes and skills for managing emotions impact practice/rehearsal/refinement strategies and the quality of their presentation, production or performance?</p> |

| | Acquisition | |
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| | <i>Students will know...</i> | <i>Students will be skilled at...</i> |
| | Artists, designers, excellence, practice, critique, refining work, time, techniques, methods, venues, criteria, artworks, preservation, presentation, performance, production, openness to new ideas, persistence, application, criteria | Revising, reflecting, refining, developing, analyzing, curating, selecting, evaluating |

STAGE 2

| Code | Evaluative Criteria | Assessment Evidence |
|-----------------|--|--|
| (A) Acquisition | <p>Selecting original work for public display</p> <p>Apply personal choice using academic language</p> <p>Reflecting on their artwork through the clay process and meaning.</p> | <p>PERFORMANCE TASK(S):</p> <p><i>Students will show that they really understand evidence of...</i></p> <p>Accepting the role of a developing artist.</p> <p>Application and incorporation of concepts of the Elements of Art.</p> <p>Investigative and experimental techniques through method and studio practice of design ideas.</p> <p>Identify one's strengths, and next steps for reinforcing areas of need.</p> <p>Students and peers will evaluate each other regarding required project criteria.</p> <p>Assess lessons learned from experiences and mistakes.</p> <p>Collaboration with reflection and revision of each other's artwork.</p> |
| (M) Meaning | <p>Analyze and evaluate works of other artists.</p> <p>Support and curate the gallery process.</p> <p>Supporting each other to create an attractive display.</p> | <p>Logging/journaling/sketching of project progress through the initial concept, execution, and final stages.</p> <p>Weighing the decision to present their artwork(s) in the student art show viewed by the public, student body, and faculty and staff.</p> |
| (T) Transfer | <p>Demonstrate the capacity to maintain concentration on a task.</p> <p>Artwork is done neatly, and with focus.</p> <p>Demonstrate the creative process and how it involves their work of art</p> <p>Recognize and understand opposing viewpoints and demonstrate the skills needed to relate to, and reflect on, and respectfully disagree with other's perspectives.</p> <p>Understand and be able to demonstrate how to effectively communicate with others in a variety of</p> | |

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| (T) Transfer | <p>situations. Evaluating and describing their own and peers' work accurately, and effectively.</p> <p>Select artwork for the student art show.</p> | <p>6 Facets of Understanding</p> <p>GRASPS Goal/challenge - To prepare and participate in a high quality group art exhibit Role for student - High School Student Audience for student work - Teacher, the school community and the New Milford Community Situation - School Community. Art Studio Products and performances generated by student - Standards/criteria for judging success - Rubrics, ongoing formative/summative assessments, feedback</p> <p>Suggested Activities: Introduction to, but not limited to discussion of preparing work for display, Set up display panels and tables, Creating individual labels and naming work for display, assist visitors and the art making process, assist in striking the exhibit and storing display materials and equipment, writing about the exhibit, creating invitations, response to community</p> |
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| | | <p>OTHER EVIDENCE:</p> <p><i>Students will show they have achieved Stage 1 goals by...</i></p> <p>Using academic language in reflection, artists statements, or “I can...” to discuss artwork</p> <p>Assessments: Rubrics, self/peer assessments, ongoing formative/summative assessments, feedback, all linked to unit standards and objectives</p> <p>Preparation and planning to present semester work in either, but not limited to, showcase display, District Wide Art Show, Senior Art Show, State and/or National Exhibitions.</p> |
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| (M) Meaning | <p style="text-align: center;"><i>Pre-Assessment</i></p> <p>Teacher will check students' prior knowledge with the District-Wide Baseline Assessment.</p> <p>Teacher will check students' prior knowledge through prior formative assessments. Prior knowledge of the major Elements and Principles of artistic design with an emphasis on personal choice, self-assessment, critical thinking, and use of academic vocabulary, as well as hands-on, functional, and decorative art through 2-dimensional and/or 3-dimensional designs. Excellent craftsmanship will be stressed through formative assessment.</p> | |
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| (A) Acquisition | <p>Summary of Key Learning Events and Instruction <i>Student success at transfer meaning and acquisition depends on...</i> <u>WHERE TO</u></p> <p>Teacher conferences with students to help choose their best piece. HERT</p> <p>Criteria requirements for a final assessment is discussed. WHETO</p> <p>Students summarize the use of Elements and Principles of Design, creative process and process of mediums used in their final project. WHETO</p> <p>Teacher will coach students to enhance their artwork through individual skill, personal choice and student collaboration. TER</p> <p>Teacher will evaluate their finished presentation. E</p> <p>Students will self assess work by journaling/logging/sketching of the process for further revision. WHERE TO</p> <p>Students will select and defend their piece(s) for a student art exhibit. WHERE TO</p> | <p>Progress Monitoring</p> <p>Formative assessments • Teacher feedback through the planning and creating processes • Review and conferencing of journaling/sketchbooks/portfolios • Evaluate vocabulary usage • Teacher rubrics evaluations</p> <p>• Summative assessments • Direct observation of student work • Specific feedback • One-on-one instruction • Student/peer rubric • Presentations/Display when appropriate during Midterm and Final exams</p> |
| (M) Meaning | | |

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| (T) Transfer | <p>Students practice following directions in sequence for the creative processes, classroom procedure and clean-up. WEO</p> <p>Students maintain and safely use tools and equipment. WEO</p> <p>Students create a proposal for a final project. WHERE TO</p> <p>Teacher coaches students in preparation for and set up display of selected piece(s). WHERE TO</p> <p><u>Essential Resources:</u></p> <p>Artroom equipped with sinks and a large enough individual workspace, and storage shelves. Smartboard, tape, matte board, railroad board, labels, string, staples, display panels, boxes and shelving. White paper, pencils, erasers, rulers, scissors, fabric, assorted crafts supplies (hemp cord, wire crafting glue, hot glue & glue guns, variety of markers).</p> | |
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| <p><u>NCAS Anchor Standard 2:</u> Organize and develop artistic ideas and work</p> <p><u>NCAS Anchor Standard 8:</u> Interpret intent and meaning in artistic work.</p> <p><u>NCAS Anchor Standard 10:</u> Synthesize and relate knowledge and personal experiences to make art.</p> | Transfer | |
|---|--|---|
| | <i>Students will be able to independently use their learning to...</i> | |
| | <p>HS Accomplished VA:Cr2.1.IIa-Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.</p> <p>HS Proficient VA:Re8.1.Ia- Interpret an artwork or collection of works, supported by relevant and sufficient evidence found in the work and its various contexts.</p> <p>HS Proficient VA:Cn10.1.Ia- Document the process of developing ideas from early stages to fully elaborated ideas.</p> | |
| | Meaning | |
| | <p>UNDERSTANDINGS <i>Students will understand that...</i> Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches.</p> <p>People gain insights into meanings of artworks by engaging in the process of art criticism.</p> <p>Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experience</p> | <p>ESSENTIAL QUESTIONS <i>Students will keep considering...</i></p> <p>How do artists work? How do artists and designers determine whether a particular direction in their work is effective?</p> <p>How does knowing and using visual art vocabularies help us understand and interpret works of art?</p> <p>How does engaging in creating art enrich people's lives?</p> |
| | Acquisition | |
| | <p><i>Students will know...</i> Artists and designers, forms, structures, materials, concepts, media, approaches, insights, meanings, artworks, criticism, awareness, perceptions, knowledge, and experiences.</p> | <p><i>Students will be skilled at...</i> working, determining, using vocabularies, understanding, interpreting, engaging, enriching.</p> |

STAGE 2

| Code | Evaluative Criteria | Assessment Evidence |
|--|---|--|
| | Further information: | PERFORMANCE TASK(S): <i>Students will show that they really understand evidence of...</i> |
| (A) Acquisition /(M) Meaning/ (T) Transfer | Artwork that demonstrates a synthesis of skill, technique, original thought, personal choice using correct technique. | Application and incorporation of concepts of the Elements and Principles of Art. |
| (A) Acquisition | Selects and states proposal of final assessment | Investigative and experimental techniques through method and studio practice of design ideas. |
| | Identify one's strengths and areas of improvement. | Identify one's strengths, and areas of weakness, for reinforcement. |
| | Demonstrates use of appropriate safety techniques and care of materials. | Incorporate effective use of the artistic process |
| (M) Meaning | Applies appropriate studio behavior. | Log/journal/sketch of project progress through the initial concept, execution, and final stages. |
| | Artwork supports knowledge of various techniques and proper use of materials and tools. | Teacher will evaluate student work regarding required project criteria. |
| | Summarizes their artwork through the creative process. | Suggested activities: Possible, but not limited to, the students proposing to reflect their artwork through the creative process. Log/journals/sketches may include a form of electronic visual and written portfolio such as Canva, Flip-grid, See-Saw, etc. Evaluation/rubric will be provided by the teacher. Participation in student art shows when appropriate. |
| (T) Transfer | Evaluating and describing their own work accurately, and effectively. | |
| | Student constructs initial proposal of final project. | |
| | Artwork demonstrates the appropriate use of the Elements and/or Principles of Design. | |

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| (T) Transfer | <p>Students demonstrate the appropriate steps in the artmaking processes.</p> <p>Defend their creative process and how it involves their work of art.</p> <p>Demonstrates trial and error with medium.</p> <p>Use of academic language.</p> | |
| | | <p>OTHER EVIDENCE:</p> <p><i>Students will show they have achieved Stage 1 goals by...</i></p> <p>Using academic language in reflection, artists statements, or “I can...” to discuss artwork</p> <p>Assessments: Rubrics, self/peer assessments, ongoing formative/summative assessments, feedback, all linked to unit standards and objectives</p> <p>Preparation and planning to present semester work in either, but not limited to, showcase display, District Wide Art Show, Senior Art Show, State and/or National Exhibitions.</p> |

| Code | Pre-Assessment | |
|----------------|---|---|
| (M) Meaning | <p>Teacher will consider students' initial project proposals.</p> <p>Teacher will check students' prior knowledge of the major Elements and Principles of artistic design with an emphasis on personal choice, self-assessment, critical thinking, and use of academic vocabulary, as well as hands-on, functional, and decorative art through 2-dimensional and/or 3-dimensional designs. Excellent craftsmanship will be stressed through formative assessment.</p> | |
| (A)Acquisition | <p>Summary of Key Learning Events and Instruction <i>Student success at transfer meaning and acquisition depends on...</i></p> <p>Teacher and students discuss criteria requirements for the final project. WHETO</p> | <p>Progress Monitoring</p> <p>Formative assessments • Teacher feedback through the planning and creating processes • Review and conferencing of journaling/sketchbooks/portfolios • Evaluate vocabulary usage • Teacher rubrics evaluations</p> |
| (M) Meaning | <p>Students incorporate the use of Elements and/or Principles of Design, Creative Process, and Clay process in their final projects. WHETO</p> <p>Students will construct an initial proposal of their final project. WHETO</p> <p>Teacher will evaluate the completed project. E</p> <p>Students will self assess work while in progress for further revision. TER</p> | <p>• Summative assessments : • Direct observation of student work • Specific feedback • One-on-one instruction • Student/peer rubric •Presentations/Display when appropriate during Midterm and Final exams •</p> |

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| (T) Transfer | <p>Teacher conferences with students on final projects throughout the entire process. WHETO</p> <p>Students create their final project. WHERE TO</p> <p>Students keep a log/journal of the entire clay and creative processes. WHETO</p> <p>Students maintain and safely use tools and equipment. WEO</p> <p><u>Essential Resources:</u></p> <p>Artroom equipped with sinks and a large enough individual workspace, and storage shelves. Smartboard, appropriate artist prints, white paper, pencils, erasers, rulers, scissors, fabric, poly stuffing, thread, embroidery floss, plastic and/or metal sewing needles, pom-poms, assorted crafts supplies (pipe cleaners, foam, yarn, sequins, beads, feathers, glitter, hemp cord, wire, gimp and gemstones) crafting glue, hot glue & glue guns, variety of markers, colored pencils, variety of paints, brushes and canvases, pastels, and ink.</p> | |
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