

**NEW MILFORD BOARD OF EDUCATION  
New Milford Public Schools  
25 Sunny Valley Road, Suite A  
New Milford, Connecticut 06776**

**COMMITTEE ON LEARNING SUB-COMMITTEE  
MEETING NOTICE**

RECEIVED  
TOWN CLERK  
2023 AUG 31 P 2:55  
NEW MILFORD, CT

**DATE: September 5 , 2023  
TIME: 7:30 P.M.  
PLACE: Sarah Noble Intermediate School Library Media Center**

**AGENDA**

**New Milford Public Schools 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.

**1. Call to Order**

**2. Public Comment**

An individual may address the Board concerning any item on the agenda for the meeting subject to the following provisions:

- A. A three-minute time limit may be allocated to each speaker with a maximum of twenty minutes being set aside per meeting. The Board may, by a majority vote, cancel or adjust these time limits.
- B. If a member of the public comments about the performance of an employee or a Board member, whether positive, negative, or neutral, and whether named or not, the Board shall not respond to such comments unless the topic is an explicit item on the agenda and the employee or the Board member has been provided with the requisite notice and due process required by law. Similarly, in accordance with federal law pertaining to student confidentiality, the Board shall not respond to or otherwise discuss any comments that might be made pertaining to students.

**3. Items for Discussion and Approval**

- A. Curriculum
  - Ceramics
  - AP Art & Design
  - Traditional Crafts
- B. Five Year Curriculum Plan

**4. Items of Information**

- A. Science of Reading Update
- B. Schaghticoke Middle School World Language Program 2023-2024 Update

**5. Public Comment**

An individual may address the Board concerning any item on the agenda for the meeting subject to the following provisions:



NEW MILFORD PUBLIC SCHOOLS

New Milford, Connecticut



Ceramics 1

July 2023



## **New Milford Board of Education**

Pete Helmus, Chairperson

Wendy Faulenbach, Vice Chairperson

Leslie Sarich, Secretary

Tammy McInerney, Assistant Secretary

Eric Hansell

Brian McCauley

Tom O'Brien

Olga Rella

Keith A. Swanhall Jr.

### **Superintendent of Schools**

Dr. Janet Parlato

### **Assistant Superintendent**

Ms. Holly Hollander

### **Authors of Course Guide**

Jennifer Amodeo

## **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.

# Ceramics 1

9-12

A brief description of the course..

The goal of this curriculum is to integrate artistic literacy as the foundation for 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 Visual Art Ceramics 1 Curriculum will provide students with a comprehensive overview of the major Elements and Principles of Artistic Design, Studio Habits of Mind, The Creative Process, and with an emphasis on personal choice, self-assessment, and critical thinking as well as preparing clay, basic hand-building techniques, glazing techniques, art history, art exhibition participation and academic vocabulary. Excellent craftsmanship will be stressed and students will take part in an all district Art Department Show. This document provides a sequential study for students using these overarching artistic processes: create, present, respond, and connect.

The curriculum is aligned with the concepts, knowledge, and skills, described in the National Core Arts Standards.

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



Cr

Creating

Conceiving and developing new artistic ideas and work.



Pr

Performing  
Presenting  
Producing

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



Re

Responding

Understanding and evaluating how the arts convey meaning.



Cn

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.

COMMUNICATION	CRITICAL THINKING	CREATIVITY	PROBLEM SOLVING	POSITIVE RELATIONSHIPS/SOCIAL AWARENESS	SELF MANAGEMENT	GROWTH MINDSET
Clearly articulate and express themselves orally, through various modes of written expression and other forms of communication.	The intellectually disciplined process of actively and skillfully conceptualizing, applying, analyzing, synthesizing, and/or evaluating information.	The ability to think innovatively, generate original ideas, alternatives, possibilities and apply them in solving problems, creating solutions and communicating with others.	Defining a problem; determining the cause of the problem; identifying, prioritizing, and selecting alternatives for a solution; and implementing a solution.	The ability to demonstrate an understanding, acceptance, and respect of others' differences	The ability to set and pursue personal and professional goals through self-advocacy, time-management, preparation, and organization.	The ability to improve one's skills and/or situation through self-reflection, perseverance, and hard work

# VISION OF A GRADUATE

*LIFE, LEARNING, AND CAREERS BEYOND*

## Communication

Recognizing audience. Actively listens. Advocates for themselves. Allowing productive discourse

## Critical Thinking

The ability to use information in original and creative ways to solve problems

## Problem Solving

The ability to define a problem, evaluate options, and persevere through to find a solution



## Growth Mindset

The ability to set goals, develop an action plan and seeks opportunities for personal growth

## Personal Relationships & Social Awareness

The ability to demonstrate an understanding, acceptance, and respect of others' differences

## Self-management

The ability to set and pursue personal and professional goals through self-advocacy, time-management, preparation, and organization.

*LEADING WITH*

FOCUS | HEART | COMMUNICATION | CREATIVITY



## Pacing/Implementation Guide

Include a list of the units and the approximate number of days/weeks it will take to teach the unit.

<b>Unit Title</b>	<b>Days</b>	<b>Pages</b>
1. Introduction	Ongoing	9-14
2. Creation	Ongoing	16- 23
3. Presentation	Ongoing	24-29
4. Mid-term/Final Exam	end of semester including Mid-term/Final Exam week	31-37

<p><b>ESTABLISHED GOALS</b>  <b><u>NCAS Anchor Standard 1:</u></b>                  Generate and conceptualize artistic ideas and work.</p> <p><b><u>NCAS Anchor Standard 10:</u></b>                  Synthesize and relate knowledge and personal experiences to make art.</p> <p><b><u>SEL Competency-</u></b>                  04 Self Awareness</p> <p>07 Self Management</p>	<b><i>Transfer</i></b>	
	<p style="text-align: center;"><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> <li>- <b>HS Proficient VA:Cr1.1.Ia-</b> Use multiple approaches to begin creative endeavors.</li> <li>- <b>HS Proficient VA:Cn10.1.Ia-</b> Document the process of developing ideas from early stages to fully elaborated ideas</li> <li>- <b>04 SEL Competency-</b> Recognize the importance of self-confidence in handling daily tasks and challenges</li> <li>- <b>07 SEL Competency-</b> Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals</li> </ul>	
	<b><i>Meaning</i></b>	
	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 5px;"> <p style="text-align: center;"><b>UNDERSTANDINGS</b>  <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>- Creativity and innovative thinking are essential life skills that can be developed.</li> <li>- Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.</li> <li>- The creative process is iterative and requires perseverance and strategies to overcome obstacles in order to successfully execute the artist's vision.</li> </ul> </td> <td style="width: 50%; padding: 5px;"> <p style="text-align: center;"><b>ESSENTIAL QUESTIONS</b>  <i>Students will keep considering...</i></p> <p style="text-align: center;">Further Information:</p> <ul style="list-style-type: none"> <li>- What conditions, attitudes, and behaviors support creativity and innovative thinking?</li> <li>- How does engaging in creating art enrich people's lives?</li> <li>- How does self-confidence in handling daily tasks and challenges inform the process of refining and completing a work of art?</li> <li>- How does overcoming obstacles during the creative process impact the refinement and completion of an artistic work?</li> </ul> </td> </tr> </table>	<p style="text-align: center;"><b>UNDERSTANDINGS</b>  <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>- Creativity and innovative thinking are essential life skills that can be developed.</li> <li>- Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.</li> <li>- The creative process is iterative and requires perseverance and strategies to overcome obstacles in order to successfully execute the artist's vision.</li> </ul>
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<b>Acquisition</b>	
	<p style="text-align: center;"><i>Students will know...</i></p> <p style="text-align: center;">Creativity, thinking, life skills, art-making, people, meaning, awareness, perceptions, knowledge, experiences, work, thoughts, feelings, influence, analysis, process, perseverance, strategies, obstacles, vision</p>
	<p style="text-align: center;"><i>Students will be skilled at...</i></p> <p style="text-align: center;">Supporting, engaging, creating, responding, informing, overcoming, and impacting, handling, informing, refining and completing.</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	-Student identifies The 8 Studio Habits of Mind.	
(A)Acquisition	-Student identifies the Creative Process.	-Demonstrating the role of a novice studio artist.
(A)Acquisition	-Student identifies the Elements of Design.	
(T) Transfer	-Artwork applies a synthesis of skill, technique, original thought, personal choice using correct technique.	-Application of the creative process, Inspiration, Idea, Research, Production, Critique, Rework, Evaluation, Presentation, in concert with the 8 Studio Habits of Mind, Develop Craft, Engage and Persist, envision, express, observe, reflect, stretch and explore, and Understand the Art World.
(T) Transfer	-Artwork applies the appropriate use of Element(s) of Design, line, form, volume & mass.	- Application and incorporation of concepts of the Elements of Art.
(M) Meaning	-Artwork supports knowledge of various technique(s) and proper use of clay and tools.	- Investigative and experimental techniques through method and studio practice of design ideas.
(T) Transfer	-Artwork supports knowledge of various technique(s) and proper use of clay and tools.	- Identify one's strengths, and next steps for reinforcing areas of need.
(T) Transfer	-Student applies the steps in the clay process of recycling, forming, and firing clay.	- Demonstrating and applying line, form, volume & mass
(A)Acquisition	-Use technical vocabulary of ceramics.	- Effective use of clay tools such as Recycling bats, canvas mats, hand-building tools, and other studio machinery.
(A)Acquisition	-Operates ceramic studio machinery safely.	-Students and peers will evaluate each other regarding required criteria based on their trial and error.
(T) Transfer	-Demonstrates responsible behavior in a communal Ceramic Studio.	-Students will correctly apply clay techniques to appropriately produce their original artwork.
(T) Transfer	--Demonstrates use of appropriate safety techniques and care of materials.	-Evaluating progress and adjusting plans when there is little to no progress.
(T) Transfer	-Applies trial and error with clay.	-Assess lessons learned from experiences and mistakes.
(T) Transfer		-Collaboration with reflection and revision of each other's artwork.
(T) Transfer		-Log/journal of project progress through the initial concept, execution, and

(T) Transfer	-Students apply the creative process and how it involves their work of art.	final stages.
(M) Meaning	-Explaining personal choice, using art/ceramic vocabulary.	-Weighing the decision to present their artwork(s) in the student art show viewed by the public, student body, and faculty and staff.
(T) Transfer	-Reflecting and revising their artwork through the clay process.	<p><b>Suggested activities:</b> Introduction to, but not limited to going over contracts and have them signed, icebreakers to get to know one another, tour of the studio, intro to the clay process, intro to The Creative Process, intro to the 8 Studio Habits of Mind, read “The Pottery Place”, Hodden and Stoughton, London, Introduce 1987 Global Art Timeline, Ceramic Innovations, Maureen Mackey, Davis, Worcester, MA, 2002, Play “Pass the clay” <a href="https://www.teambuildingportal.com/games/pass-clay">https://www.teambuildingportal.com/games/pass-clay</a> Create cut-off wire tools, pinch pots, Japanese tea bowls.</p>
(T) Transfer	-Evaluating and describing their own and peers' work accurately, and effectively.	
(A)Acquisition	-Identify one’s strengths and next steps for reinforcing areas of need	



		<p><b>OTHER EVIDENCE:</b> <i>Students will show they have achieved Stage 1 goals by...</i></p> <p>using correct art vocabulary in reflection, artist statements, or “I can...” to discuss their original artwork.</p> <p>Assessments: Self or peer assessment rubrics must link to unit standards and objectives.</p>
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stage 3

stage 3		
Code	<b>Pre-Assessment</b>	
(M)Meaning	<p>Teacher will check students' prior knowledge with the District-Wide Baseline Assessment.</p> <p>Teacher will check students' prior knowledge of clay through formative assessment.</p>	
(A)Acquisition	<p style="text-align: center;">Summary of Key Learning Events and Instruction <i>Student success at transfer meaning and acquisition depends on...</i></p> <p>-Teacher introduces clay studio, tools, discusses contracts.</p> <p><b>WHETO</b></p>	<p style="text-align: center;">Progress Monitoring</p> <ul style="list-style-type: none"> <li>● Students will get feedback from the teacher by formative assessment.</li> <li>● Return and review homework.</li> <li>● Evaluate vocabulary notes.</li> <li>● Direct observation</li> <li>● Specific feedback</li> <li>● One-on-one instruction</li> <li>● Comparison peer critique</li> <li>● Students will collaboratively reflect on learning through their project based rubric and end goal.</li> <li>● Presentation</li> </ul>
(T)Transfer	<p>-Teacher introducesThe 8 Studio Habits of Mind and The Creative Process.<b>WHERE TO</b></p>	
(T)Transfer	<p>-Teacher and students analyze the use of Elements of Design and Clay techniques throughout history and cultures. <b>WHETO</b></p>	
(A)Acquisition	<p>- Teacher demonstrates hand building techniques. <b>WHEO</b></p>	
(A)Acquisition	<p>- Teacher demonstrates additive and subtractive building methods to create cohesive 3 dimensional artwork. <b>WHEO</b></p>	
(M)Meaning	<p>-Students will synthesize their subject for a studio project according to project requirements. <b>HERT</b></p>	
(T)Transfer	<p>- Students apply the appropriate method for joining clay together. <b>ERT</b></p>	
Meaning	<p>- Students practice following directions in sequence for clay and creative processes, classroom procedure and clean-up.</p> <p style="text-align: center;"><b>WEO</b></p>	

- students maintain and safely use tools and equipment. **WEO**
- Teacher will coach students to enhance their artwork through individual skill, personal choice and student collaboration. **TER**
- Students will self assess, and each other's work while in progress for further revision. **TER**

Essential Resources:

Artroom with Smartboard, appropriate artist prints, white paper, pencils, erases, markers, colored pencils, clay, glazes, kilns, sinks, clay tools (mats, modeling tools, sponges, rolling pins, scoring tools, rib tools, and texture stamps/rollers), Recycling bats, Kaolin, storage shelves, tables, bins, paint brushes.

<p><b>ESTABLISHED GOALS</b> Include any national/state/or school goals (Power standards).</p> <p><b><u>NCAS Anchor Standard 1 :</u></b> Generate and conceptualize artistic ideas and work.</p> <p><b><u>NCAS Anchor Standard 8:</u></b> Interpret intent and meaning in artistic work.</p> <p><b><u>NCAS Anchor Standard 10:</u></b> Synthesize and relate knowledge and personal experiences to make art.</p> <p><b><u>SEL Competency:</u></b> 10 Social Awareness</p>	<p style="text-align: center;"><b><i>Transfer</i></b></p> <p style="text-align: center;"><i>Students will be able to independently use their learning to...</i></p> <p><b>HS Proficient VA:Cr1.2.1a-</b> Shape an artistic investigation of an aspect of present day life using a contemporary practice of art or design.</p> <p><b>HS Proficient VA:Re9.1.1a-</b> Establish relevant criteria in order to evaluate a work of art or collection of works.</p> <p><b>HS Proficient VA:Cn10.1.1a-</b>Document the process of developing ideas from early stages to fully elaborated ideas.</p> <p><b>SEL Competency 10:</b> Demonstrate an understanding of the need for mutual respect when viewpoints differ.</p> <p style="text-align: center;"><b><i>Meaning</i></b></p>
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	<p><b>UNDERSTANDINGS</b>  <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>-Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art making goals.</li> <li>-People evaluate art based on various criteria.</li> <li>- Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.</li> <li>-Openness and mutual respect for differing viewpoints impact one’s perception, analysis or interpretation of artistic works.</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b>  <i>Students will keep considering...</i></p> <ul style="list-style-type: none"> <li>-How does knowing the contexts, histories, and traditions of art forms help us create works of art and design? Why do artists follow or break from established traditions? How do artists determine what resources and criteria are needed to formulate artistic investigations?</li> <li>-How does one determine criteria to evaluate a work of art? How and why might criteria vary? How is a personal preference different from an evaluation?</li> <li>-How does engaging in creating art enrich people's lives?</li> <li>-How does understanding the need of mutual respect for differing viewpoints impact the way an artist or audience perceives, analyzes, interprets artistic works?</li> </ul>
<b>Acquisition</b>		
	<p><i>Students will know...</i></p> <p>Artists, designers, investigations, traditions, goals, art, criteria, meaning, perceptions, knowledge, experiences, ideas, openness, respect, viewpoints, analysis, interpretation, works.</p>	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li>- knowing the contexts, histories, and traditions of art forms.</li> <li>-follow or break from established traditions</li> <li>-determining what resources and criteria are needed to formulate artistic investigations.</li> <li>-determine criteria to evaluate a work of art</li> <li>-engaging in creating art to enrich their lives.</li> <li>-understanding the need for mutual respect for differing viewpoints.</li> <li>-perceiving, analyzing, interpreting artistic works</li> </ul>

STAGE 2

Code	Evaluative Criteria	Assessment Evidence
(M) Meaning	-Artwork that demonstrates a synthesis of skill, technique, original thought, personal choice using correct technique.	<p style="text-align: center;"><b>PERFORMANCE TASK(S):</b> <i>Students will show that they really understand evidence of...</i></p> <ul style="list-style-type: none"> <li>-Demonstrating the role of a developing artist.</li> <li>-Incorporating the creative process: Inspiration, Idea, Research, Production, Critique, Rework, Evaluation, Presentation.</li> <li>- Application and incorporation of concepts of the Elements of Art.</li> <li>- Investigative and experimental techniques through method and studio practice of design ideas.</li> <li>- Identify one's strengths, and next steps for reinforcing areas of need.</li> <li>- Demonstrating and applying line, form, volume &amp; mass</li> <li>- Incorporate effective use of clay tools such as Recycling bats, canvas mats, hand-building tools, and other studio machinery.</li> <li>-Determine what culture(s) inspired their artwork.</li> <li>-Students and peers will evaluate each other regarding required criteria based on their trial and error.</li> <li>-Students will correctly apply clay techniques to appropriately produce their original artwork.</li> <li>-Assess lessons learned from experiences and mistakes.</li> <li>-Collaboration with reflection and revision of each other's artwork.</li> <li>-Logging/journaling project progress through the initial concept, execution, and final stages.</li> </ul>
(T) Transfer	-Artwork demonstrates the appropriate use of Element(s) of Design, line, form, volume & mass.	
(M) Meaning	-Investigates options for personal subjects.	
(A) Acquisition	-Artwork supports knowledge of various technique(s) and proper use of clay and tools.	
(T) Transfer	-Student applies the steps in the process of recycling, forming, and firing clay.	
(A) Acquisition	-Use technical vocabulary of ceramics.	
(A) Acquisition	-Operates ceramic studio machinery safely.	
(T) Transfer	-Demonstrates responsible behavior in a communal Ceramic Studio.	
(A) Acquisition	--Demonstrates use of appropriate safety techniques and care of materials.	
(T) Transfer	-Demonstrate the capacity to maintain concentration on a task.	
(T) Transfer	-Relate subjects to various cultures.	
(T) Transfer	-Apply trial and error concept with clay.	

(T) Transfer	-Artwork is done neatly, and with focus.	<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> <p><b>Suggested activities:</b> Introduction to, but not limited to, the genres of Greek, Japanese, US Southwest Native American and Chinese histories of ceramic art. Incorporate current ceramic artists such as <a href="#">Hitomi Hosono</a>, Tony Marsh, <a href="#">Hae Won Sohn</a>, Zemer Peled, etc. <a href="https://theartling.com/en/artzine/contemporary-ceramic-artists/">https://theartling.com/en/artzine/contemporary-ceramic-artists/</a></p> <p>Create chops/stamps, slab bowls, mugs, “mugimals”, mugs with thrown lips, goblets, coil vessels, Effigy Vessel, Intro to wheel throwing. formative assessment, exit sips, thumbs up/down, etc.</p>
(T) transfer (T) Transfer	-Demonstrate the creative process and how it involves their work of art.	
(M) Meaning	-Apply personal choice, using art/ceramic vocabulary.	
(T) Transfer	-Reflecting and revising their artwork through the clay process and meaning.	
(A) Acquisition/ (T) Transfer	--Recognize and understand opposing viewpoints and demonstrate the skills needed to relate to, and reflect on, and respectfully disagree with other’s perspectives.	
(T) Transfer	-Evaluating and describing their own and peers' work accurately, and effectively.	

		<p><b>OTHER EVIDENCE:</b> <i>Students will show they have achieved Stage 1 goals by...</i></p> <p>using correct art vocabulary in reflections, artist statements, or "I Can..." to discuss their original artwork.</p> <p>Assessments: Self or peer assessment rubrics must link to unit standards and objectives.</p> <p>Participation in either, but not limited to, showcase display, HS Art Show, Sr. Art Show, District Wide Art Show, K-12 National Ceramic Exhibition.</p>
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Pre-Assessment		
Code	<u>Questions to help complete this portion:</u>	
Meaning	<p>Teacher will check students' prior knowledge with the District-Wide Baseline Assessment.</p> <p>Teacher will check students' prior knowledge of clay through formative assessment.</p>	
	<p>Summary of Key Learning Events and Instruction</p> <p><i>Student success at transfer meaning and acquisition depends on...</i></p>	<p>Progress Monitoring</p>
(A)Acquisition	-Teacher introduces processes of projects. <b>WHETO</b>	<ul style="list-style-type: none"> <li>● Students will get feedback from the teacher by formative assessment.</li> <li>● Return and review homework.</li> <li>● Evaluate vocabulary notes.</li> <li>● Direct observation</li> <li>● Specific feedback</li> <li>● One-on-one instruction</li> <li>● Comparison peer critique</li> <li>● Students will collaboratively reflect on learning through their project based rubric and end goal.</li> <li>● Presentation</li> </ul>
(T) Transfer	-Teacher and students analyze the use of Elements of Design and Clay techniques. <b>WHETO</b>	
(A)Acquisition	- Teacher demonstrates hand building techniques. <b>WHEO</b>	
(A)Acquisition	- Teacher demonstrates additive and subtractive building methods to create cohesive 3 dimensional artwork. <b>WHEO</b>	
(M) Meaning	-Students will synthesize their subject for a studio project according to project requirements. <b>HERT</b>	
(T) Transfer	- Students apply the appropriate method for joining clay together. <b>ERT</b>	
(T) Transfer	- Students perform the appropriate sequence for clay and creative processes, classroom procedure and clean-up. <b>WEO</b>	
(A)Acquisition	- Students maintain and safely use tools and equipment. <b>WEO</b>	
(T) Transfer	- Teacher will coach students to enhance their artwork through individual skill, personal choice and student collaboration. <b>TER</b>	
(T) Transfer	-Students will self assess, and peers work while in progress	

for further revision. **TER**

Essential Resources:

Artroom with Smartboard, appropriate artist prints, white paper, pencils, erases, markers, colored pencils, clay, glazes, underglazes, kilns, sinks, clay tools (mats, modeling tools, sponges, rolling pins, scoring tools, rib tools, and texture stamps/rollers, handle forms, shape punches, sponge on a stick, hair dryer/heat gun), Recycling bats, Kaolin, storage shelves, tables, bins, paint brushes.

<p><b><u>NCAS Anchor Standard 3:</u></b> Refine and complete artistic work.</p> <p><b><u>NCAS Anchor Standard 4:</u></b> Select, analyze, and interpret artistic work for presentation.</p> <p><b><u>NCAS Anchor Standard 9:</u></b> Apply criteria to evaluate artistic work</p> <p><b><u>SEL Competency:</u></b> 13 Relationship Skills and Presenting</p>	<b><i>Transfer</i></b>	
	<i>Students will be able to independently use their learning to...</i>	
	<p><b>HS Proficient VA:Cr3.1.Ia:</b> 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><b>HS Proficient VA:Pr4.1.Ia:</b> Analyze, select, and curate artifacts and/or artworks for presentation and preservation</p> <p><b>HS Proficient VA:Re9.1.Ia:</b> Establish relevant criteria in order to evaluate a work of art or collection of works.</p> <p><b>SEL Competency 13:</b> Utilize positive communication and social skills to interact effectively with others.</p>	
	<b><i>Meaning</i></b>	
	<p><b>UNDERSTANDINGS</b> <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>- Artists and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time.</li> <li>- Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting, and curating artworks for preservation and presentation.</li> <li>- People evaluate art based on various criteria.</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b> <i>Students will keep considering...</i></p> <ul style="list-style-type: none"> <li>-What role does persistence play in revising, refining, and developing work? How do artists grow and become accomplished in art forms?</li> <li>- How are artworks cared for and by whom? What criteria, methods, and processes are used to select work for preservation or presentation?</li> <li>-How does one determine criteria to evaluate a work of art? How is a personal preference different from an evaluation?</li> </ul>

	<p>-Maintaining professional communication, sustaining healthy relationships, and fostering collaboration can greatly enhance the presentation of an artistic work.</p>	<p>-How can an artist's relationship with others impact the presentation of artistic works?</p>
<b>Acquisition</b>		
	<p><i>Students will know...</i></p> <p>Artists, designers, excellence, practice, critique, work, time, techniques, methods, venues, criteria, artworks, preservation, presentation, communication, relationships, collaboration.</p>	<p><i>Students will be skilled at...</i></p> <p>Revising, refining, developing, growing and becoming accomplished, caring for artworks, selecting, determining, impacting.</p>

STAGE 2

Code	Evaluative Criteria	Assessment Evidence
(M) Meaning,	-Artwork that demonstrates a synthesis of skill, technique, personal choice using correct glazing technique.	<p style="text-align: center;"><b>PERFORMANCE TASK(S):</b> <i>Students will show that they really understand evidence of...</i></p> <ul style="list-style-type: none"> <li>-Accepting the role of a developing artist.</li> <li>-Incorporating the creative process: Inspiration, Idea, Research, Production, Critique, Rework, Evaluation, Presentation.</li> <li>- Application and incorporation of concepts of the Elements of Art.</li> <li>- Investigative and experimental techniques through method and studio practice of design ideas.</li> <li>- Identify one's strengths, and next steps for reinforcing areas of need.</li> <li>- Applying line, &amp; color.</li> <li>- Incorporate effective use of glazing/underglazing tools such as paint brushes, sponges, wax resist, sgraffito tools.</li> <li>-Students and peers will evaluate each other regarding required project criteria.</li> <li>-Students will correctly apply glazing techniques to finish their piece.</li> <li>-Assess lessons learned from experiences and mistakes.</li> <li>-Collaboration with reflection and revision of each other's artwork.</li> <li>-Logging/journal of project progress through the initial concept, execution, and final stages.</li> <li>-Weighing the decision to present their artwork(s) in the student art show viewed by the public, student body, and faculty and staff.</li> </ul>
(T) Transfer	-Artwork demonstrates the appropriate use of Element(s) of Design, line, and color.	
(M) Meaning	-Investigates options for personal subjects.	
(T) Transfer	-Apply the process of construction, drying, bisque firing, glaze application, and glaze firing.	
(A) Acquisition	-Artwork supports knowledge of various decorative glazing technique(s) and proper use of glaze and tools.	
(A) Acquisition	-Observe change of color of fired glaze when compared to glaze color in container.	
(A) Acquisition	- Note and duplicate the effect of two overlapping glazes.	
(A) Acquisition	- Recognize and use different techniques of glaze application	
(A) Acquisition	-Use technical vocabulary of glazing.	
(A) Acquisition	-Operates ceramic studio machinery safely.	
(T) Transfer	-Demonstrates responsible behavior in a communal Ceramic Studio.	
(T) Transfer	-Demonstrates use of appropriate safety techniques and care of materials.	
(T) Transfer	-Demonstrate the capacity to maintain concentration on a task.	

<p>(T) Transfer</p> <p>(T) Transfer</p> <p>(M) Meaning</p> <p>(T) Transfer/(M) Meaning</p> <p>(T) Transfer</p> <p>(T) Transfer</p> <p>(T) Transfer</p> <p>(T) Transfer</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>-Apply personal choice using art/ceramic vocabulary.</p> <p>-Reflecting on their artwork through the clay process and meaning.</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 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><b>Suggested activities:</b> Introduction to, but not limited to, glazing and underglazing, wax resist, sgraffito, engraving, incising, stamping. Evaluation, rubric, group critique, peer critique, participation in student art shows.</p>
		<p><b>OTHER EVIDENCE:</b>  <i>Students will show they have achieved Stage 1 goals by...</i></p> <p>using correct art vocabulary in reflections, logs/journals, artist statements, or "I Can..." to discuss their original artwork.</p> <p>Assessments: Self or peer assessment rubrics must link to unit standards and objectives.</p> <p>Participation in either, but not limited to, showcase display, HS Art Show, Sr. Art Show, District Wide Art Show, K-12 National Ceramic Exhibition.</p>

Code		
(M) Meaning	<b>Pre-Assessment</b>	
	Teacher will check students' prior knowledge with the District-Wide Baseline Assessment.	
	Teacher will check students' prior knowledge of clay through formative assessment.	
	<p>Summary of Key Learning Events and Instruction</p> <p><i>Student success at transfer meaning and acquisition depends on...</i></p>	<p>Progress Monitoring</p>
(A) Acquisition	<p>-Teacher shows students test tiles and leads discussion of how the color of glaze in a container is different than that of fired color. <b>WHETO</b></p>	<ul style="list-style-type: none"> <li>● Students will get feedback from the teacher by formative assessment.</li> <li>● Evaluate vocabulary notes.</li> <li>● Formative assessments.</li> <li>● Direct observation.</li> <li>● Specific feedback.</li> <li>● One-on-one instruction.</li> <li>● Peer critique.</li> <li>● Students will reflect on learning through their project based rubric and end goal.</li> <li>● Presentation/Display</li> </ul>
(A) Acquisition	<p>-Teacher explains the result of flux in glaze in relation to how a piece is placed in the kiln (clean or bottom stilt). <b>WHETO</b></p>	
(A) Acquisition	<p>-Teacher discusses the firing cycle and temperature. <b>WHETO</b></p>	
(A) Acquisition	<p>-Teacher discusses the chemistry of glaze, including melting point and kiln atmosphere. <b>WHETO</b></p>	
(A) Acquisition	<p>- Teacher introduces new glazing vocabulary and concepts. <b>WHETO</b></p>	
(A) Acquisition	<p>-Teacher conferences with students to help choose the best glaze(s) and application method(s) for their selected piece. <b>HERT</b></p>	
(T) Transfer	<p>- Students incorporate the use of Elements of Design in their glaze applications. <b>WHETO</b></p>	
(T) Transfer	<p>- Students practice following directions in sequence for the</p>	

(T) Transfer	creative processes, classroom procedure and clean-up. <b>WEO</b>	
(M) Meaning	- Students maintain and safely use tools and equipment. <b>WEO</b>	
	- Teacher will coach students to enhance their artwork through individual skill, personal choice and student collaboration. <b>TER</b>	
	-Students will self/peer assess work while in progress for further revision. <b>TER</b>	
(T) Transfer	-Teacher coaches students in preparation for and set up display of selected piece(s). <b>WHERE TO</b>	
(M) Meaning	-Students will select and defend their piece(s) for a student art exhibit. <b>WHERE TO</b>	
(T) Transfer	-Students will evaluate their finished project. <b>E</b>	
	<u>Essential Resources:</u>	
	Artroom with Smartboard, appropriate artist prints, white paper, pencils, erases, markers, colored pencils, glazes, underglazes, kilns, sinks, glazing tools (paint brushes, sponges, wax resist, scoring tools, rib tools, texture stamps/rollers, shape punches), whisks, hand held blender, storage shelves, tables, bins.	



<p><b><u>NCAS Anchor Standard 2:</u></b> Organize and develop artistic ideas and work</p> <p><b><u>NCAS Anchor Standard 8:</u></b> Interpret intent and meaning in artistic work.</p> <p><b><u>NCAS Anchor Standard 10:</u></b> Synthesize and relate knowledge and personal experiences to make art.</p>	<b><i>Transfer</i></b>	
	<i>Students will be able to independently use their learning to...</i>	
	<ul style="list-style-type: none"> <li>- <b>HS Accomplished VA:Cr2.1.IIa-</b>Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.</li> <li>- <b>HS Proficient VA:Re8.1.Ia-</b> Interpret an artwork or collection of works, supported by relevant and sufficient evidence found in the work and its various contexts.</li> <li>- <b>HS Proficient VA:Cn10.1.Ia-</b> Document the process of developing ideas from early stages to fully elaborated ideas.</li> </ul>	
	<b><i>Meaning</i></b>	
<p><b>UNDERSTANDINGS</b> <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>- Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches.</li> <li>- People gain insights into meanings of artworks by engaging in the process of art criticism.</li> <li>- Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b> <i>Students will keep considering...</i></p> <ul style="list-style-type: none"> <li>- How do artists work? How do artists and designers determine whether a particular direction in their work is effective?</li> <li>- How does knowing and using visual art vocabularies help us understand and interpret works of art?</li> <li>- How does engaging in creating art enrich people's lives?</li> </ul>	

<b>Acquisition</b>		
	<p><i>Students will know...</i></p> <p>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></p> <p>working, determining, using vocabularies, understanding, interpreting, engaging, enriching.</p>

STAGE 2

Code	Evaluative Criteria	Assessment Evidence
(T) Transfer	<p>Further information: -Student constructs initial proposal of final project.</p>	<p>PERFORMANCE TASK(S): <i>Students will show that they really understand evidence of...</i></p>
(A) Acquisition /(M) Meaning/ (T) Transfer	<p>-Artwork that demonstrates a synthesis of skill, technique, original thought, personal choice using correct technique.</p>	<p>-Incorporating the creative process: Inspiration, Idea, Production, Critique, Rework, Evaluation.</p> <p>- Application and incorporation of concepts of the Elements of Art.</p>
(T) Transfer	<p>-Artwork demonstrates the appropriate use of Element(s) of Design, line, form, volume &amp; mass.</p>	<p>- Investigative and experimental techniques through method and studio practice of design ideas.</p>
(M) Meaning	<p>-Artwork supports knowledge of various technique(s) and proper use of clay and tools.</p>	<p>- Identify one's strengths, and areas of weakness, for reinforcement.</p>
(T) Transfer	<p>-Student demonstrates the appropriate steps in the clay and creative processes.</p>	<p>- Incorporate effective use of the clay process from recycling, building, firing, and glazing.</p>
(T) Transfer	<p>-Use technical vocabulary of ceramics.</p>	<p>-Log/journal of project progress through the initial concept, execution, and final stages.</p>
(A) Acquisition	<p>-Operates ceramic studio machinery safely.</p>	<p>-Teacher will evaluate student work regarding required project criteria.</p>
(A) Acquisition	<p>-Demonstrates responsible behavior in a communal Ceramic Studio.</p>	
(T) Transfer	<p>-Demonstrates use of appropriate safety techniques and care of materials.</p>	<p><b>Suggested activities:</b> Possible, but not limited to, the students proposing to create, any 3-D ceramic form combining pinch, slab, and coil method of hand-building, and/or throwing on the wheel. Log/journals may include a form of electronic visual and written portfolio such as Canva, Flip-grid, See-Saw, etc.</p>
(T) Transfer	<p>-Demonstrates trial and error with clay.</p>	<p>Evaluation/rubric will be provided by the teacher. Participation in student art shows when appropriate.</p>
(T) Transfer	<p>-Defend their creative process and how it involves their work of art.</p> <p>-Analyze personal choice, using art/ceramic</p>	

<p>(M) Meaning</p> <p>(M) Meaning</p> <p>(T) Transfer</p> <p>(A) Acquisition</p>	<p>vocabulary.</p> <p>-Reflecting their artwork through the clay process.</p> <p>-Evaluating and describing their own work accurately, and effectively.</p> <p>-Identify one’s strengths and areas of improvement.</p>	
		<p>OTHER EVIDENCE:</p> <p><i>Students will show they have achieved Stage 1 goals by...</i></p> <p>using correct art vocabulary in reflections, logs/journals, artist statements, or “I Can...” to discuss their original artwork.</p> <p>A rubric must link to unit standards and objectives.</p> <p>Participation in either, but not limited to, showcase display, HS Art Show, District Wide Art Show, K-12 National Ceramic Exhibition.</p>

Pre-Assessment		
Code	<i>Pre-Assessment</i>	
(M) Meaning	-Teacher will consider students initial project proposal. - Teacher will check students' prior knowledge of clay through prior formative assessments.	
	Summary of Key Learning Events and Instruction <i>Student success at transfer meaning and acquisition depends on...</i>	Progress Monitoring
(A)Acquisition	-Teacher and students discuss criteria requirements for the final project. <b>WHETO</b>	<ul style="list-style-type: none"> <li>● Students will get feedback from the teacher by formative assessment upon initial proposal completion.</li> <li>● Direct observation.</li> <li>● Specific feedback.</li> <li>● One-on-one instruction.</li> <li>● Peer critique.</li> <li>● Teacher will evaluate final projects through project based rubric and student end goal.</li> <li>● Presentation/Display when appropriate during Midterms/Final Exams.</li> </ul>
(M) Meaning	- Students incorporate the use of Elements of Design, Creative Process, and Clay process in their final projects. <b>WHETO</b>	
(M) Meaning	-Students will construct an initial proposal of their final project. <b>WHETO</b>	
(T) Transfer	-Teacher conferences with students on final projects throughout the entire process. <b>WHETO</b>	
(T) Transfer	-Students create their final project. <b>WHERE TO</b>	
(T) Transfer	-Students keep a log/journal of the entire clay and creative processes. <b>WHETO</b>	
(T) Transfer	- Students maintain and safely use tools and equipment. <b>WEO</b>	
(T) Transfer	-Students will self assess work while in progress for further	

<p>(M) Meaning</p>	<p>revision. <b>TER</b></p> <p>-Teacher will evaluate the completed project. <b>E</b></p> <p><u>Essential Resources:</u></p> <p>Artroom with Smartboard, Technology devices such as chromebooks, ipads, etc. with access to Canva, See-Saw, Flip-Grid, etc. appropriate artist prints, white paper, pencils, erases, markers, colored pencils, clay, glazes, underglazes, kilns, sinks, clay tools (mats, modeling tools, sponges, rolling pins, scoring tools, rib tools, and texture stamps/rollers, handle forms, shape punches, sponge on a stick, hair dryer/heat gun, paint brushes, sponges, wax resist), whisks, hand held blender, recycling bats, Kaolin, storage shelves, tables, bins.</p>	
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NEW MILFORD PUBLIC SCHOOLS

New Milford, Connecticut



Advanced Placement Art & Design

August/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.

# **Advanced Placement Art and Design**

## **Grades 11 and 12**

The goal of this curriculum is to integrate artistic literacy as the foundation for 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.”

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.

The AP Art and Design program consists of three different courses and AP Portfolio Exams—AP 2-D Art and Design, AP 3-D Art and Design, and AP Drawing—corresponding to college and university foundations courses. Students may choose to submit any or all of the AP Portfolio Exams. Students create a portfolio of work for evaluation based on specific criteria, which include skillful synthesis of materials, processes, and ideas and sustained investigation through practice, experimentation, and revision, guided by questions. Students may choose to submit any or all of the AP Portfolio Exams. College Course Equivalent The AP 2-D Art and Design, AP 3-D Art and Design, and AP Drawing courses are designed to be the equivalent of a one-semester, introductory college course in 2-D art and design, 3-D art and design, and drawing, respectively.

This course is designed for the advanced student that has taken at least 2 courses in one artistic discipline. For example, Design Foundations 1 and Design Foundations 2 (Drawing), Ceramics 1 and Ceramics 2 (3D), Advertising Art & Design and Graphic Design (2D). Evaluation of a student portfolio of artwork by the art department is recommended to determine the most appropriate level art course for individual students.

This is a full year 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

Cr

Creating

Conceiving and developing new artistic ideas and work.

Pr

Performing  
Presenting  
Producing

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

Re

Responding

Understanding and evaluating how the arts convey meaning.

Cn

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.

COMMUNICATION	CRITICAL THINKING	CREATIVITY	PROBLEM SOLVING	POSITIVE RELATIONSHIPS/SOCIAL AWARENESS	SELF MANAGEMENT	GROWTH MINDSET
Clearly articulate and express themselves orally, through various modes of written expression and other forms of communication.	The intellectually disciplined process of actively and skillfully conceptualizing, applying, analyzing, synthesizing, and/or evaluating information.	The ability to think innovatively, generate original ideas, alternatives, possibilities and apply them in solving problems, creating solutions and communicating with others.	Defining a problem; determining the cause of the problem; identifying, prioritizing, and selecting alternatives for a solution; and implementing a solution.	The ability to demonstrate an understanding, acceptance, and respect of others' differences	The ability to set and pursue personal and professional goals through self-advocacy, time-management, preparation, and organization.	The ability to improve one's skills and/or situation through self-reflection, perseverance, and hard work

## Pacing Guide

Unit Title	Days	Pages
1. Inquiry and Investigation	Ongoing	8-14
2. Making through Practice, Experimentation, and Revision	Ongoing	15- 20
3. Communication and Reflection	Ongoing	21-27

The Advanced Placement Art and Design curriculum focuses on big ideas that encompass core principles and processes of art and design. Teachers are encouraged to adapt the framework to their own and their students' diverse needs and interests; there are many different ways to organize and present a successful AP Art and Design course.

<p><b>ESTABLISHED GOALS</b></p> <p><b><u>NCAS Anchor Standard 1:</u></b> Generate and conceptualize artistic ideas and work.</p> <p><b><u>SELArts Competency:</u></b> 03 Self Awareness and Connecting: Recognize one’s personal traits, strengths and limitations.</p> <p><b><u>AP Framework Course Skill 1:</u></b> Investigate materials, processes, and ideas.</p>	<b>Transfer</b>
<p><i>Students will be able to independently use their learning to...</i></p> <p><b>HS Advanced VA:Cr1.2.IIIa-</b> Choose from a range of materials and methods of traditional and contemporary artistic practices, following or breaking established conventions, to plan the making of multiple works of art and design based on a theme, idea, or concept.</p> <p><b>03 Self Awareness and Connecting-</b> Recognize and analyze how one’s personal traits and qualities contribute to the work and outcomes of a group.</p> <p><b>1.B-</b> Describe how inquiry guides investigation through art and design.</p> <p><b>1.C-</b> Describe how materials, processes, and ideas in art and design relate to context.</p> <p><b>1.D-</b> Interpret works of art and design based on materials, processes, and ideas used.</p>	
<b>Meaning</b>	
<p><b>UNDERSTANDINGS</b> <i>Students will understand that...</i></p> <p>Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art making goals.</p> <p>Through individual connections in the arts personal strengths, traits and challenges are recognized.</p> <p>Perspectives about societal, cultural and historical concepts in the arts reveal one’s own traits, strengths and limitations.</p>	<p><b>ESSENTIAL QUESTIONS</b> <i>Students will keep considering...</i></p> <p>How does knowing the contexts, histories, and traditions of art forms help us create works of art and design? Why do artists follow or break from established traditions? How do artists determine what resources and criteria are needed to formulate artistic investigations?</p> <p>How does the recognition of one’s personal traits, strengths and challenges influence the creative process?</p> <p>What informs why, how and what artists and</p>

	<p>Artists and designers investigate how materials, processes, and ideas within a work relate to each other, how they relate to interpretations of the work, to art and design traditions, and to other disciplines.</p> <p>Artists and designers select materials, processes, and ideas to investigate as potential components for making.</p>	<p>designers make?</p>
<b>Acquisition</b>		
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>● various artists and designers</li> <li>● various artistic materials, processes, and traditions</li> <li>● interpretations and components of art</li> <li>● personal art making goals, traits, strengths, values, and challenges</li> </ul>	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li>● thinking innovatively</li> <li>● formulating, organizing, developing and and shaping questions, investigations, and creative ideas</li> <li>● recognizing personal strengths, traits and challenges</li> <li>● investigation and relating to interpretations, traditions, and other disciplines</li> <li>● selecting materials, processes, and ideas to investigate</li> </ul>



STAGE 2

Code	Evaluative Criteria	Assessment Evidence
Acquisition	<ul style="list-style-type: none"> <li>Evaluates and describes own and others work-effectively using accurate art vocabulary.</li> </ul>	<p>PERFORMANCE TASK(S): <i>Students will show that they really understand evidence of...</i></p> <ul style="list-style-type: none"> <li>Investigating and experimenting with materials, processes and ideas including those traditionally and not traditionally used to make art and</li> <li>Imagining abstract and fictional concepts</li> <li>Discovering and verifying information about various traditional and contemporary artists and cultures via magazines, books, online sources and social media</li> <li>Carefully and methodically observing artwork</li> <li>Interacting with people and surroundings</li> <li>Associating what they perceive in a work with their own experiences, affecting their interpretation of artwork</li> <li>Considering inherent and interpreted attributes</li> <li>Confirming and challenging thinking, revealing connections and opportunities</li> <li>Sharing constructive feedback formally and informally</li> <li>Talking with viewer and/or artist to learn how they interpret a specific material used in an artwork</li> <li>Observing and reflecting on individual and combined effects of components within an work</li> <li>Considering how visual evidence of skills used in a work could be strengthened</li> <li>Formulating questions or areas of inquiry that guide a sustained investigation through art and design.</li> </ul> <p>SUGGESTED ACTIVITIES:</p> <p>Exploring original ideas by creating Mind Maps, Tree of Influence, sketchbook evaluations, peer critiques, self evaluations, artist</p>
Acquisition	<ul style="list-style-type: none"> <li>Identifies materials, processes and ideas</li> </ul>	
Acquisition	<ul style="list-style-type: none"> <li>Demonstrates knowledge of various artistic techniques</li> </ul>	
Meaning	<ul style="list-style-type: none"> <li>Uses specific evidence to compare work with a specific criteria</li> </ul>	
Meaning	<ul style="list-style-type: none"> <li>Identifies and evaluates the use of specific 2D, 3D and drawing skills</li> </ul>	
Meaning	<ul style="list-style-type: none"> <li>Notes similarities and differences between artworks presented</li> </ul>	
Meaning	<ul style="list-style-type: none"> <li>Highlights distinctive aspects of each work</li> </ul>	
Meaning	<ul style="list-style-type: none"> <li>Recognizes and demonstrates the skills needed to relate to, and reflect on, and respectfully disagree with other's perspectives</li> </ul>	
Meaning	<ul style="list-style-type: none"> <li>Records questions, lines of inquiry and investigative processes, and outcomes</li> </ul>	
Acquisition	<ul style="list-style-type: none"> <li>Clearly identifies questions or areas of inquiry that guide and further a sustained investigation</li> </ul>	
Acquisition	<ul style="list-style-type: none"> <li>Provides documentation including drawings, photos, diagrams, videos, samples, models, verbal description and sound</li> </ul>	
Acquisition	<ul style="list-style-type: none"> <li>Acknowledges references and influences</li> </ul>	
Transfer	<ul style="list-style-type: none"> <li>Demonstrates responsible behavior in a communal Art Studio</li> </ul>	

<p>Transfer</p>	<ul style="list-style-type: none"> <li>• Demonstrates the capacity to maintain concentration on a task</li> </ul>	<p>interviews, and more.</p> <p>Completing self directed and teacher directed projects which incorporate exploration of materials, processes and ideas. For example: self portrait drawing with a fork, layered printmaking abstraction, digital architectural collage, and ceramic vessels.</p> <p>Viewing, investigating and discussing artwork by traditional artists such as Impressionists, Baroque artists, artists of the Harlem Renaissance, Renaissance artists, the Hudson River School, early 20th century artists, Realists, and more.</p> <p>Viewing, investigating and discussing work by diverse contemporary and/or local artists such as Joy Brown, Elizabeth MacDonald, Anda Styler, Alexander Calder, Christo, Maya Lin, Xu Bing, Cindy Sherman, Faith Ringgold, Jaune Quick-to-see-Smith, Shirin Neshat, Pepón Osorio, Frank Gehry, Ai Wei Wei, J.C. Leyendecker, Carol Moore, Souby Boski, Joel Spector, Vesper Stamper, contemporary animation artists and more.</p> <p>Attending virtual or in person visits to museums and galleries such as Hill-stead Museum, Aldrich, Wadsworth Atheneum, Norman Rockwell Museum, Gallery 25, Google Arts and Culture, Institute for American Indian Studies, Yale University Art Gallery, The Clark, Metropolitan Museum of Art, Museum of Modern Art, and more.</p>
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		<p>OTHER EVIDENCE: <i>Students will show they have achieved Stage 1 goals by...</i></p> <p><u>Visual evidence</u> can include but is not limited to process photos, videos, preliminary sketches, and completed artwork.</p> <p><u>Written evidence</u> can include but is not limited to journals, research notes, written critiques, self evaluations, inventories and artist statements.</p> <p><u>Materials</u> are physical substances that artists and designers use to make works of art and design. <u>Processes</u> are physical and conceptual activities involved with making works of art and design. <u>Ideas</u> are concepts used to make works of art and design.</p>
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STAGE 3		
Code	<b>Pre-Assessment</b>	
	<ul style="list-style-type: none"> <li>● Teacher evaluation of individual student’s skill level based on previous art courses taken</li> <li>● Teacher evaluation of summer art work</li> <li>● Student list of known artists</li> </ul>	
<p>Transfer</p> <p>Acquisition</p> <p>Meaning</p> <p>Meaning</p> <p>Acquisition</p> <p>Transfer</p> <p>Acquisition</p> <p>Meaning</p> <p>Acquisition</p> <p>Acquisition</p> <p>Acquisition</p> <p>Acquisition</p>	<p>Summary of Key Learning Events and Instruction <i>Student success at transfer meaning and acquisition depends on...</i></p> <p>Student is introduced to the Studio Habits of Mind; Develop craft, engage and persist, envision, express, observe, reflect, stretch and explore, understand the art world. <b>WO</b></p> <p>Teacher presentations and class discussion of the requirements for the AP Digital Portfolio for 2D, 3D and Drawing. <b>WE</b></p> <p>Teacher presentations and class research and discussion of student portfolio examples and scoring guide. <b>HW</b></p> <p>Student explores and documents selection and investigation of materials, processes, and ideas. <b>E</b></p> <p>Student researches artists of interest to them and documents how works of art and design relate to art and design traditions. <b>HET</b></p> <p>Through activities such as creating a Mind Map, students will formulate questions or areas of inquiry. <b>T</b></p> <p>Student evaluates the commonalities in the use of Elements and Principles of Design in personal artwork created previously. <b>T</b></p> <p>Student creates preliminary sketches to envision new artwork. <b>OW</b></p> <p>Student organizes and creates a plan for beginning an artwork and artistic investigation. <b>O</b></p> <p>Teacher demonstrates various art techniques. <b>E</b></p> <p>Student applies, practices and develops art skills. <b>R</b></p> <p>Innovatively solve visual challenges provided by the teacher.</p>	<p>Progress Monitoring</p> <ul style="list-style-type: none"> <li>● Feedback from the teacher by formative assessment</li> <li>● Return and review homework</li> <li>● Direct observation</li> <li>● Specific feedback</li> <li>● One-on-one instruction</li> <li>● Comparison peer critique</li> <li>● Students will collaboratively reflect on learning through their project based rubric and end goal.</li> <li>● Presentations</li> <li>● Review of journals/sketchbooks</li> </ul>

<p>Transfer</p> <p>Transfer</p> <p>Meaning</p> <p>Transfer</p>	<p><b>TE</b>  Student actively participates in class critiques. <b>RE</b>  Student documents investigation of viewer's interpretations of art and design. <b>E</b>  Teacher will coach students to enhance their artwork through individual skill, personal choice and student collaboration. <b>R</b>  Students maintain and safely use materials, tools and equipment appropriate to their interests and abilities. <b>O</b></p> <p><u>Essential Resources:</u>  Artroom with equipment and tools including but not limited to Smartboard, computer with internet connection, sinks, easels, large desks or tables, storage, spot lights, scissors, and mat cutter</p> <p>Various drawing supplies including but not limited to various pencils, erasers, markers, colored pencils, charcoal and pastels.</p> <p>Various painting supplies including but not limited to watercolor, acrylic, gouache and oil and appropriate brushes.</p> <p>Various substrates including white paper, charcoal paper, canvas boards, canvas with stretchers, printing paper, tissue paper, magazines, newsprint paper, watercolor paper, colored paper, mat board.</p> <p>Various sculpting supplies including but not limited to clay, glazes, kilns, clay tools (mats, modeling tools, sponges, rolling pins, scoring tools, rib tools, and texture stamps/rollers), wire, pliers, jigs, balsa wood, saws, adhesives, hammers, carving tools, plaster, plaster wrap, and rasps.</p>	
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<p>ESTABLISHED GOALS</p> <p><b><u>NCAS Anchor Standard 2:</u></b> Organize and develop artistic ideas and work.</p> <p><b><u>NCAS Anchor Standard 3:</u></b> Refine and complete artistic work.</p> <p><b><u>SELArts Competency:</u></b> 07 Self-management and Creating: Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one’s goals.</p> <p><b><u>AP Framework Course Skill 2:</u></b> Make works of art and design by practicing, experimenting, and revising.</p>	<p><i>Transfer</i></p>		
	<p><i>Students will be able to independently use their learning to...</i></p> <p><b>HS Advanced VA:Cr2.1.IIIa-</b> Experiment, plan, and make multiple works of art and design that explore a personally meaningful theme, idea, or concept.</p> <p><b>HS Advanced VA:Cr3.1.IIIa</b> -Reflect on, re-engage, revise, and refine works of art or design considering relevant traditional and contemporary criteria as well as personal artistic vision.</p> <p><b>07 Self Management and Creating-</b> Use creativity, problem solving and innovation to generate multiple possible solutions when experiencing obstacles.</p> <p><b>2.C-</b>Make works of art and design that demonstrate synthesis of materials, processes, and ideas.</p> <p><b>2.D-</b> Make works of art and design that demonstrate 2-D, 3-D, or drawing skills.</p>		
	<p><i>Meaning</i></p>		
	<table border="1" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <p>UNDERSTANDINGS</p> <p><i>Students will understand that...</i></p> <p>Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches.</p> <p>Artists and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time.</p> <p>Artists’ and designers’ work is often driven by inquiry. Artists and designers generate</p> </td> <td style="width: 50%; vertical-align: top;"> <p>ESSENTIAL QUESTIONS</p> <p><i>Students will keep considering...</i></p> <p>How do artists and designers make works of art and design?</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>What role does persistence play in revising, refining, and developing work? How do artists grow and become accomplished in art forms?</p> </td> </tr> </table>	<p>UNDERSTANDINGS</p> <p><i>Students will understand that...</i></p> <p>Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches.</p> <p>Artists and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time.</p> <p>Artists’ and designers’ work is often driven by inquiry. Artists and designers generate</p>	<p>ESSENTIAL QUESTIONS</p> <p><i>Students will keep considering...</i></p> <p>How do artists and designers make works of art and design?</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>What role does persistence play in revising, refining, and developing work? How do artists grow and become accomplished in art forms?</p>
<p>UNDERSTANDINGS</p> <p><i>Students will understand that...</i></p> <p>Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches.</p> <p>Artists and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time.</p> <p>Artists’ and designers’ work is often driven by inquiry. Artists and designers generate</p>	<p>ESSENTIAL QUESTIONS</p> <p><i>Students will keep considering...</i></p> <p>How do artists and designers make works of art and design?</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>What role does persistence play in revising, refining, and developing work? How do artists grow and become accomplished in art forms?</p>		

	<p>questions related to their experiences. They select materials, processes, and ideas to investigate, guided by their questions.</p> <p>The creative process is iterative and requires perseverance and strategies to overcome obstacles in order to successfully execute the artist's vision.</p>	<p>How does collaboratively reflecting on a work help us experience it more completely?</p> <p>How does overcoming obstacles during the creative process impact the refinement and completion of an artistic work?</p>
<b>Acquisition</b>		
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>● multiple works of art and design</li> <li>● various artistic methods</li> <li>● traditional criteria</li> <li>● contemporary criteria</li> <li>● personal artistic goals</li> <li>● barriers to creating successful art</li> <li>● personally meaningful theme, idea, or concept</li> </ul>	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li>● experimenting with forms, structures, materials, concepts, media, and art-making approaches</li> <li>● developing excellence through practice and constructive critique</li> <li>● reflecting on, revising, and refining work over time</li> <li>● developing a sustained investigation through art and design</li> <li>● persevering and overcoming obstacles in order to successfully execute personal artistic vision</li> </ul>

STAGE 2

Code	Evaluative Criteria	Assessment Evidence
Meaning  Transfer  Acquisition  Meaning  Acquisition  Transfer  Transfer  Meaning	<ul style="list-style-type: none"> <li>● Demonstrates visual relationships among materials, processes, and ideas that are <i>clearly evident</i> and demonstrate synthesis.</li> <li>● Clearly identifies and demonstrates <i>development</i> of a sustained investigation through clear written and visual evidence of practice, experimentation, and revision.</li> <li>● Demonstrates advanced 2-D, 3-D, OR drawing skills.</li> <li>● Demonstrates knowledge of various technique(s) as well as proper and safe use of materials and tools.</li> <li>● Uses descriptive and accurate art vocabulary.</li> <li>● Demonstrates responsible behavior in a communal Art Studio.</li> <li>● Demonstrates the capacity to maintain concentration on a task.</li> <li>● Relates personal artwork to various traditional and contemporary artists and cultures.</li> <li>● Recognizes and understands opposing viewpoints and demonstrates the skills needed to relate to, and reflect on, and respectfully disagree with other's perspectives.</li> <li>● Evaluates and describes own and peers' work accurately, and effectively.</li> </ul>	<p>PERFORMANCE TASK(S): <i>Students will show that they really understand evidence of...</i></p> <ul style="list-style-type: none"> <li>● Accepting the role of a developing artist.</li> <li>● Incorporating the Studio Habits of Mind: Develop Craft, Engage &amp; Persist, Envision, Express, Observe, Reflect, Stretch &amp; Explore, Understand Art World.</li> <li>● Applying knowledge of materials and processes from previous experimentation.</li> <li>● Consider traditions, ideas and techniques used by various cultures, historical and contemporary artists.</li> <li>● Developing areas of inquiry that guide a sustained investigation through art and design.</li> <li>● Assessing lessons learned from experiences and mistakes to solve visual problems.</li> <li>● Incorporating and describing concepts of the Elements and Principles of Art and Design.</li> <li>● Demonstrating advanced 2D, 3D or Drawing skills.</li> <li>● Relating and expressing personal experience.</li> <li>● Synthesizing ideas, materials and processes to clearly express personal ideas.</li> <li>● Design, produce sketches for and create a series of original, finished artworks that explore a personally meaningful theme, idea, or concept.</li> <li>● Collaborating with peers reflect and revise artwork while evaluating the effectiveness of artistic choices and being open to new ideas.</li> <li>● Documenting project progress through the initial concept, execution, and final stages.</li> </ul> <p>SUGGESTED ACTIVITIES: Exploring themes such as Still Life, Landscape, Figure in Art, Thinking Inside the Box, Thinking Outside the Box, Narrative in Art, Personal Journey, Voyeurism, Decay, Portraiture.</p>



		<p>Exploring processes such as book making, mark making, collage, drawing, painting, printmaking, photography, video, sculpture, pottery, assemblage, installation, and traditional crafts.</p> <p>Exploring art concepts such as emphasis, contrast, texture, color, positive and negative space, balance, perspective, anatomy, form, structure, mood, sound, time, appropriation, movement, originality, unity, variety, composition, craftsmanship, sequence, value, shading, abstraction.</p>
		<p>OTHER EVIDENCE:  <i>Students will show they have achieved Stage 1 goals by...</i></p> <p><u>Visual evidence</u> can include but is not limited to process photos, videos, preliminary sketches, and completed artwork.  <u>Written evidence</u> can include but is not limited to journals, research notes, written critiques, self evaluations, inventories and artist statements.</p> <p><u>2-D skills:</u> use of two-dimensional elements and principles—point, line, shape, plane, layer, form, space, texture, color, value, opacity, transparency, time; unity, variety, rhythm, movement, proportion, scale, balance, emphasis, contrast, repetition, figure/ground relationship, connection, juxtaposition, hierarchy</p> <p><u>3-D skills:</u> use of three-dimensional elements and principles—point, line, shape, plane, layer, form, space, mass, volume, texture, color, value, opacity, transparency, time; unity, variety, rhythm, movement, proportion, scale, balance, emphasis, contrast, repetition, figure/ground relationship, connection, juxtaposition, hierarchy</p> <p><u>Drawing skills:</u> use of mark-making, line, surface, space, light and shade, composition</p>

STAGE 3		
Code	<i>Pre-Assessment</i>	
	<ul style="list-style-type: none"> <li>● Teacher evaluation of individual student’s skill level based on previous art courses taken</li> <li>● Teacher evaluation of summer art work</li> <li>● Teacher, student and peer evaluation of documentation of research, experimentation, and areas of inquiry</li> </ul>	
<p>Acquisition Acquisition Meaning, Transfer Meaning</p> <p>Transfer Transfer</p> <p>Meaning</p> <p>Acquisition</p> <p>Transfer</p> <p>Transfer</p>	<p>Summary of Key Learning Events and Instruction <i>Student success at transfer meaning and acquisition depends on...</i></p> <p><i>Teacher demonstrates various artistic techniques. <b>H</b></i> <i>Students experiment with materials, processes and ideas. <b>E</b></i> <i>Students design and produce artwork based on a sustained investigation. <b>R</b></i> <i>Students document the process of art making and finished artwork via visual and written evidence. <b>EO</b></i></p> <p><i>Teacher and students participate in group critiques. <b>WE</b></i> <i>Teacher and students analyze the use and effectiveness of elements of design and artistic processes in their own and each other’s work. <b>W</b></i></p> <p><i>Teacher suggests relevant historical and contemporary artists and techniques for the student to research and experiment with. <b>HT</b></i></p> <p><i>Students explore artwork virtually or in person at galleries and museums. <b>H</b></i></p> <p><i>Teacher provides feedback via verbal instruction and written evaluation based on the AP College Board rubrics. <b>E</b></i> <i>Students maintain and safely use tools, materials and equipment. <b>O</b></i></p> <p>ESSENTIAL RESOURCES:</p> <ul style="list-style-type: none"> <li>● Digital camera and a computer equipped with image editing software and an internet connection (required for submitting digital portfolios through the AP Digital Portfolio)</li> </ul>	<p>Progress Monitoring</p> <ul style="list-style-type: none"> <li>● Students will get feedback from the teacher via formative assessment.</li> <li>● Return and review homework.</li> <li>● Evaluate student’s written and visual documentation.</li> <li>● Direct observation.</li> <li>● One-on-one instruction.</li> <li>● Peer critique.</li> </ul>

- Digital projector and screen for viewing and discussing works of art and design with students
- Art and design materials and resources necessary to meet the requirements for the portfolio each student chooses to submit
- Instructional materials that support the formulation of a creative problem and its comprehensive investigation, including, but not limited to, art and design books, periodicals, reproductions, digital images, and online and resources

Students need time and resources to engage with art and design in the classroom, school, and in the local community as well as in museums and galleries (in person and virtually). Such experiences are invaluable for supporting student inquiry and developing understanding of context, interpretation, and how their work relates to art and design traditions. Possibilities for thinking and making are expanded by frequent interactions with diverse works of art and design.

<p>ESTABLISHED GOALS</p> <p><b><u>NCAS Anchor Standard 5:</u></b> Develop and refine artistic techniques and work for presentation.</p> <p><b><u>NCAS Anchor Standard 8:</u></b> Interpret intent and meaning in artistic work.</p> <p><b><u>SELArts Competency:</u></b> 17 Responsible decision-making and Presenting: Develop, implement and model effective problem solving and critical thinking skills</p> <p><b><u>AP Framework Course Skill 3:</u></b> Communicate ideas about art and design.</p>	<p><i>Transfer</i></p>
	<p><i>Students will be able to independently use their learning to...</i></p> <p><b>8th Grade VA:Pr5.1.8a-</b> Collaboratively prepare and present selected theme-based artwork for display, and formulate exhibition narratives for the viewer.</p> <p><b>HS Proficient VA:Re8.1.Ia-</b> Interpret an artwork or collection of works, supported by relevant and sufficient evidence found in the work and its various contexts.</p> <p><b>17 Responsible Decision-making and Presenting-</b> Regularly demonstrate use of systematic decision-making, by identifying a decision, gathering information, and assessing alternative resolutions.</p> <p><b>3.B-</b> Describe how a sustained investigation through art and design shows evidence of practice, experimentation, and revision guided by questions or inquiry.</p> <p><b>3.D-</b>Describe how works of art and design demonstrate synthesis of materials, processes, and ideas.</p> <p><b>3.E-</b> Describe how works of art and design demonstrate 2-D, 3-D, or drawing skills.</p> <p><b>3.F-</b> Present works of art and design for viewer interpretation.</p>
	<p><i>Meaning</i></p>
<p>UNDERSTANDINGS</p> <p>Artists, curators and others consider a variety of factors and methods including evolving technologies when preparing and refining artwork for display and or when deciding if and how to preserve and protect it. People gain insights into meanings of</p>	<p>ESSENTIAL QUESTIONS</p> <p>What methods and processes are considered when preparing artwork for presentation or preservation? How does refining artwork affect its meaning to the viewer? What criteria are considered when selecting work for presentation, a portfolio, or a collection?</p>

	<p>artworks by engaging in the process of art criticism.</p> <p>Artists develop practices for decision making that enable them to realize their creative work in constructive ways.</p> <p>By presenting their work and documenting viewer responses, artists and designers learn how viewers interpret materials, processes, and ideas used to make the work. Understanding viewer interpretations can inform thinking and making.</p>	<p>What is the value of engaging in the process of art criticism? How can the viewer "read" a work of art as text? How does knowing and using visual art vocabularies help us understand and interpret works of art?</p> <p>How do artists use problem solving and critical thinking skills to impact the quality of their presentation?</p> <p>How do choices made in the process of preparing and presenting artistic works affect the intended impact on the audience?</p> <p>Why and how do artists and designers present their work to viewers?</p>
<b>Acquisition</b>		
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>● a variety of factors and methods for displaying artwork</li> <li>● insights into meanings of artworks</li> <li>● practices for decision making</li> <li>● constructive criticism</li> <li>● documentation techniques</li> </ul>	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li>● analyzing and selecting personal artwork</li> <li>● identifying, considering and assessing alternative resolutions</li> <li>● preparing and refining artwork</li> <li>● engaging in the process of art criticism</li> <li>● demonstrating use of systematic decision making</li> <li>● realizing their creative work in constructive ways.</li> <li>● presenting their work and documenting viewer responses</li> <li>● interpreting materials, processes, and ideas</li> <li>● understanding viewer interpretations</li> </ul>

Code	Evaluative Criteria	Assessment Evidence
Transfer	<p>The <b>AP Art and Design Portfolio</b> will be evaluated collectively and holistically. The most successful portfolio submission:</p> <p>Demonstrates visual relationships among materials, processes, and ideas that are <i>clearly evident</i> and demonstrate synthesis.</p>	<p>PERFORMANCE TASK(S): Students will show evidence of understanding by...</p> <p>Carefully and methodically observe works of art or design.</p> <p>Exchange constructive feedback about clarity and effectiveness of writing about materials, ideas, and processes.</p>
Meaning	<p>Clearly identifies questions or areas of inquiry that guide and further a sustained investigation.</p>	<p>Point out, list, discuss and cite visual evidence from the work to support descriptions of skills that are shown in a work of art or design.</p>
Transfer	<p>Demonstrates <i>development</i> of a sustained investigation through clear written and visual evidence of practice, experimentation, and revision.</p>	<p>Analyze, describe and articulate information about their work.</p> <p>Consider connections between the words within the description and visual evidence within the work of art or design.</p>
Transfer	<p>Demonstrates advanced 2-D, 3-D, OR drawing skills.</p>	<p>Try different approaches to writing and evaluate their effectiveness and alignment with the work in the portfolio.</p>
Transfer	<p>Present accurate representations of work and work processes using digital images that have clear lighting, focus and overall clarity.</p>	<p>Consider, evaluate, and decide which of their artworks will be submitted for the Sustained Investigation and Selected Works sections of the AP Digital Portfolio Submission.</p>
Acquisition	<p>When identifying and describing relationships among materials, processes, and ideas of a work of art or design in writing, it is important to:</p> <ul style="list-style-type: none"> <li>● Identify components individually</li> <li>● Consider which components are used, as well as why and how they are used</li> <li>● Use clear, concise words to provide essential information about materials,</li> </ul>	<p>Choose one of the three portfolios. AP 2-D Art and Design Portfolio AP 3-D Art and Design Portfolio AP Drawing Portfolio</p> <p>Students submit digital images to the College Board for possible college credit. Scores are based on AP Art and Design scoring rubrics (available on AP Central). This portfolio also serves as the end of the year summative.</p>

Acquisition	<p>processes, and ideas</p> <ul style="list-style-type: none"> <li>● Compare characteristics of one component with another, identifying similarities and differences</li> <li>● Describe relationships among all three types of components (materials, processes, and ideas), giving examples of visual evidence of their connections</li> </ul> <p>To identify, in writing, questions or <u>inquiry that guided a sustained investigation</u>:</p> <ul style="list-style-type: none"> <li>● Reference documentation of questions or inquiry that were recorded</li> <li>● Reflect on the questions or inquiry that were initially formulated, and on how they changed as the sustained investigation took place</li> <li>● Communicate the inquiry that guided the work</li> </ul>	<p><b>The AP Art and Design Portfolio Exam Submission includes:</b>  <u>SELECTED WORKS SECTION: (40% of Total Score)</u></p> <p>Submit five works that demonstrate:</p> <ul style="list-style-type: none"> <li>● 2-D/3-D/drawing skills (depending on type of portfolio submitted)</li> <li>● Synthesis of materials, processes, and ideas</li> </ul> <p>For each work, state the following in writing:</p> <ul style="list-style-type: none"> <li>● Idea(s) visually evident (100 characters maximum,</li> <li>● Materials used (100 characters maximum,</li> <li>● Processes used (100 characters maximum,</li> </ul> <p><u>SUSTAINED INVESTIGATION SECTION:(60% of Total Score)</u>  Submit 15 images that demonstrate:</p> <ul style="list-style-type: none"> <li>● Sustained investigation through practice, experimentation, and revision</li> <li>● Sustained investigation of materials, processes, and ideas</li> <li>● Synthesis of materials, processes, and ideas</li> <li>● 2-D/3-D/drawing skills (depending on type of portfolio submitted)</li> </ul>
Meaning, Transfer	<p>To describe in writing how a sustained investigation through art and design <u>shows evidence of practice, experimentation, and revision guided by a question</u> or inquiry:</p> <ul style="list-style-type: none"> <li>● Reference documentation of practice, experimentation, and revision guided by questions or inquiry</li> <li>● Write about what was done, how it was done, and why it was done</li> <li>● make strong connections between visual evidence seen in the work and the words used in writing.</li> </ul>	<p>State the following in writing:</p> <ul style="list-style-type: none"> <li>● Identify the questions or inquiry that guided your sustained investigation (600 characters maximum)</li> <li>● Describe how your sustained investigation shows evidence of practice, experimentation, and revision guided by your questions or inquiry (600 characters maximum)</li> <li>● Questions that guide the sustained investigation</li> </ul> <p>Identify the following for each image:</p> <ul style="list-style-type: none"> <li>● Materials used (100 characters maximum, including spaces)</li> <li>● Processes used (100 characters maximum, including spaces)</li> <li>● Size (height × width × depth, in inches)</li> </ul>
Transfer	<p>Uses descriptive and accurate art vocabulary.</p>	

Meaning	Demonstrates responsible behavior in a communal Art Studio.	<p>Weigh the decision to present their artwork(s) in the student art show viewed by the public, student body, and faculty and staff.</p> <p>Select original work for public display.</p> <p><b>Suggested Activities:</b>  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> <p>Rough drafts of written evidence for the AP Submission, class oral and written critiques, showcase displays to gain community feedback, lesson on taking and editing quality digital photos, lessons on technology use to upload and send digital photos, instructional lessons based on AP Classroom videos, plagiarism vs. appropriation lesson, compare AP requirements and uploading to college submissions</p>
Transfer	Demonstrates the capacity to maintain concentration on a task.	
Meaning Acquisition	Recognizes and understands opposing viewpoints and demonstrates the skills needed to relate to, and reflect on, and respectfully disagree with other's perspectives.	
Acquisition	Evaluates and describes own and peers' work accurately, and effectively.	
Acquisiton	Supports and curates the gallery process during exhibitions.	
Acquisition	Supports one another to create an attractive display.	
		<p>OTHER EVIDENCE:</p> <p><i>Students will show they have achieved Stage 1 goals by...</i></p> <p>Artwork can be produced in art classes or on the student's own time and may cover a period of time longer than a single school year.</p> <p>Google Drive folders, inventory sheets, sketchbooks, interaction with art and artists outside of school community</p> <p>AP Digital Submission account</p>



Pre-Assessment		
	<p>Teacher and student evaluate the number and quality of student art pieces created.                      Teacher and student evaluate digital photographs taken previously.                      Teacher and student evaluate previous written documentation.</p>	
	<p>Summary of Key Learning Events and Instruction  <i>Student success at transfer meaning and acquisition depends on...</i></p>	<p>Progress Monitoring</p> <ul style="list-style-type: none"> <li>● Students will get feedback from the teacher via formative assessment.</li> <li>● Return and review homework.</li> <li>● Evaluate student's written and visual documentation.</li> <li>● Direct observation.</li> <li>● One-on-one instruction.</li> <li>● Comparison peer critique</li> <li>● Presentations</li> <li>● Review of journals/sketchbooks</li> <li>● Evaluate digital submission sites.</li> </ul>
Meaning	Teacher and students review AP requirements/expectations* and student examples of comprehensive portfolios. <b>WE</b>	
Meaning	Students investigate, explore, and analyze a body of work by artist(s) of interest and inspiration to themselves. <b>EHT</b>	
Meaning	Students view a body of work by a professional artist either virtually or in person. <b>EHT</b>	
Acquisition	Students work collaboratively to view and rehearse ideas by critiquing peer portfolios. <b>R</b>	
Acquisition	Students create and gather visual documentation in the form of photographs, videos, sketches, digital presentations and exploratory artwork. <b>TO</b>	
Acquisition	Students create and gather written evidence in the form of notes, journals, rough drafts, self evaluations, and digital presentations. <b>TO</b>	
Meaning	Students work collaboratively to reflect on the questions or inquiry that were initially formulated. <b>WR</b>	
Meaning	Students rethink, select, and refine artwork to better conform to inquiry and AP requirements.* <b>R</b>	

Acquisition	Students convert and upload digital photographs to AP Digital Submission portal. <b>WEO</b>	
Meaning	Students use google or word documents to keep track of word count and submit rough drafts of written evidence to teacher and peers for review. <b>EREO</b>	
Meaning	Students work collaboratively to evaluate connections between visual evidence seen in the work and the words used in writing. <b>E</b>	
Transfer	Students revise written evidence using clear and accurate art vocabulary. <b>R</b>	
Transfer	<p>Students enter written criteria into AP Digital Submission portal in the correct format.* <b>W</b></p> <p><i>*Note- Though all AP students will be submitting a portfolio to the College Board as their exam, some students may also opt to submit a portfolio to specific colleges or scholarships. These requirements will also be considered during these lessons.</i></p> <p><i>These lessons also apply to the selection and documenting of artwork for display in school or community exhibitions.</i></p> <p><u>Essential Resources:</u></p> <ul style="list-style-type: none"> <li>● Digital camera and a computer equipped with image editing software and an internet connection (required for submitting digital portfolios through the AP Digital Portfolio)</li> <li>● Digital projector and screen for viewing and discussing works of art and design with students</li> <li>● Area outside of the classroom to display artwork</li> <li>● Matting and framing materials for display of artwork</li> </ul>	

NEW MILFORD PUBLIC SCHOOLS

New Milford, Connecticut



**Traditional Crafts - Fine Arts**

**August 2023**

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Nicole DuVerger

## **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



Cr

Creating

Conceiving and developing new artistic ideas and work.



Pr

Performing  
Presenting  
Producing

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



Re

Responding

Understanding and evaluating how the arts convey meaning.



Cn

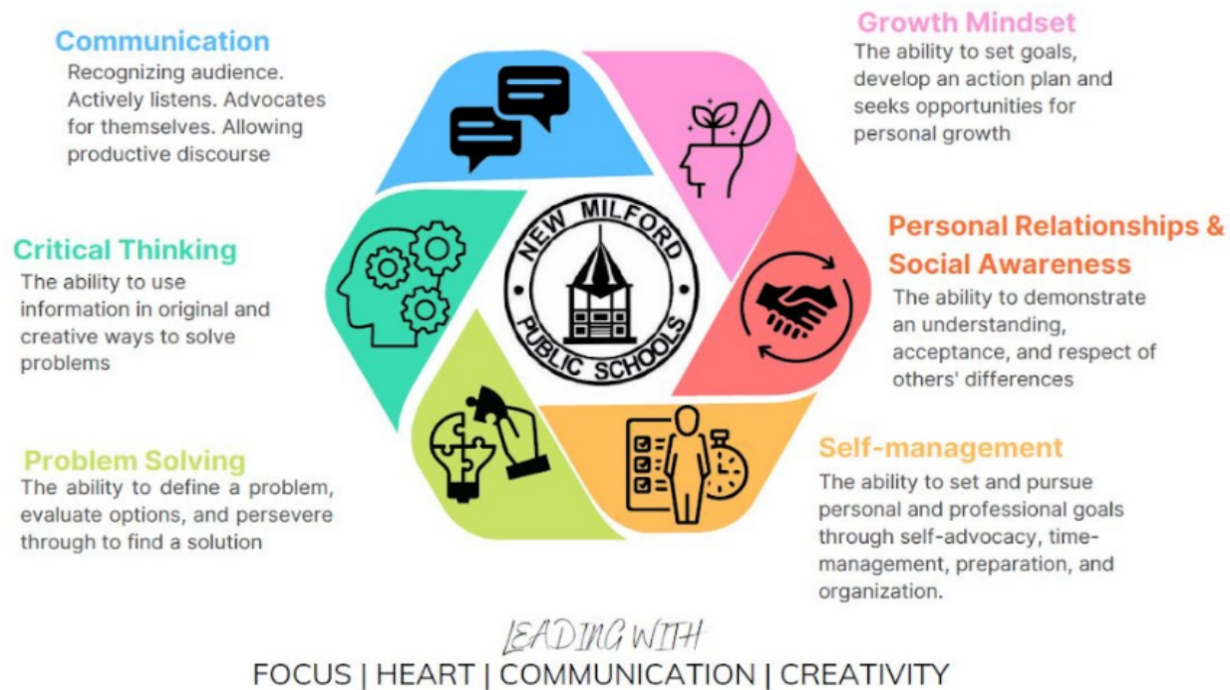
Connecting

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
<p>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</p> <p><i>Elements of Design</i> - Line, Shape, Color, Value, Texture, Space, Form</p> <p><i>Principles of Design</i> - Balance, Movement, Pattern, Rhythm, Unity, Contrast, Emphasis</p>		<p>3 - Presenting - Ongoing (District Wide Art Show - Cumulative - End of Year)</p> <p>4 - Mid-term/Final Assessment (mid-term/final exam week)</p>
		<p>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>

<p><b><u>NCAS Anchor Standard 1:</u></b> Generate and conceptualize artistic ideas and work.</p> <p><b><u>NCAS Anchor Standard 10:</u></b> Synthesize and relate knowledge and personal experiences to make art.</p> <p><b><u>SEL Competency-</u></b> 05 Responsible Decision Making and Connecting</p> <p>01 Self Management and Creating</p>	<i>Transfer</i>	
	<p><b><i>Students will be able to independently use their learning to...</i></b></p> <p><b>HS Proficient VA:Cr1.1.Ia</b> - Use multiple approaches to begin creative endeavors.</p> <p><b>HS Proficient VA:Cn10.1.Ia</b> - Document the process of developing ideas from early stages to fully elaborated ideas.</p> <p><b>17 SEL Learning Competency</b> - Develop, implement and model effective problem solving and critical thinking skills</p> <p><b>06 SEL Learning Competency</b> - Recognize the skills needed to establish and achieve personal and educational goals</p>	
	<i>Meaning</i>	
	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 5px;"> <p><b>UNDERSTANDINGS</b> <b><i>Students will understand that...</i></b> 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> </td> <td style="width: 50%; padding: 5px;"> <p><b>ESSENTIAL QUESTIONS</b> <b><i>Students will keep considering...</i></b> 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> </td> </tr> </table>	<p><b>UNDERSTANDINGS</b> <b><i>Students will understand that...</i></b> 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>
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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>
<b>Acquisition</b>		
	<p><b>Students will know...</b>  Creativity, thinking, life skills, art making, people, meaning, awareness, perceptions, knowledge, experiences, artists, problem, thinking, perspective, choices, impact, decisions, process</p>	<p><b>Students will be skilled at...</b>  Developing, making, investigating, solving, and considering</p>

STAGE 2

Code	Evaluative Criteria	Assessment Evidence
(A) Acquisition	<p><b>FURTHER INFORMATION:</b>            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><b>PERFORMANCE TASK(S):</b>  <i>Students will show that they really understand evidence of...</i>            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>

	<p>supplies and techniques and proper use of media with a focus on appropriate safety techniques and care of materials. 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><b>6 Facets of Understanding</b></u></p> <p><b>GRASPS</b></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><b>Suggested Activities:</b></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><b>OTHER EVIDENCE:</b> 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

STAGE 3		
(M) Meaning	<b>Pre-Assessment</b>	
	<p>District wide baseline assessments to check prior knowledge</p> <p>Formative assessments</p>	
<p>(M) Meaning</p> <p>(A) Acquisition</p> <p>(T) Transfer</p>	<p><b>Summary of Key Learning Events and Instruction</b>  <i>Student success at transfer meaning and acquisition depends on...</i>  <a href="#">WHERE TO</a></p> <p>Students will synthesize their subject for a studio project according to project requirements. HERT</p> <p>Compare and contrast specific language and vocabulary of crafts            WHER</p> <p>Introduction to class studio, tools, discusses contracts and portfolios. WHETO</p> <p>Teacher introduces different possible projects and the processes            WHETO</p> <p>Students maintain and safely use tools and equipment. WEO</p> <p>Teacher and students analyze the use of Elements and principles of Design and techniques. WHETO</p> <p>Students perform the appropriate sequence for studio work and creative processes, classroom procedure and clean-up. WEO</p> <p>Teacher will coach students to enhance their artwork through individual skill, personal choice and student collaboration. TER</p> <p>Students will self assess, and peers work while in progress for further revision. TER</p>	<p>Progress Monitoring</p> <p>Formative assessments • Teacher feedback through the planning and creating processes • Review and conferencing of sketchbooks/portfolios • Evaluate vocabulary usage • Teacher rubrics</p> <p>• Summative assessments : • Direct observation of student work • Specific feedback • One-on-one instruction • Student/peer rubric • Presentations • Reflections and feedback during discussions and critiques •</p>

**Essential Resources:**

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><b><u>NCAS Anchor Standard 2:</u></b> Organize and develop artistic ideas and work.</p> <p><b><u>NCAS Anchor Standard 11:</u></b> Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding</p> <p><b><u>SEL Learning Competency -</u></b> 05 Responsible Decision Making and Connecting</p> <p>02 Self Management and Perform/Present/Produce</p>	<b>Transfer</b>	
	<p><i>Students will be able to independently use their learning to...</i></p> <p><b>HS Proficient VA:Cr2.1.1a</b> - Engage in making a work of art or design without having a preconceived plan.</p> <p><b>HS Proficient VA:Cn11.1.1a</b> - Describe how knowledge of culture, traditions, and history may influence personal responses to art.</p> <p><b>18 SEL Learning Competency</b> Identify the consequences associated with one’s actions in order to make constructive choices</p> <p><b>07 SEL Learning Competency</b> Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one’s goals</p>	
	<b>Meaning</b>	
	<p><b>UNDERSTANDINGS</b> <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><b>ESSENTIAL QUESTIONS</b> <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>

<b>Acquisition</b>	
	<p><b><i>Students will know...</i></b></p> <p>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,</p>
	<p><b><i>Students will be skilled at...</i></b></p> <p>Making, developing, relying, solving, considering, implementing</p>

STAGE 2

<b>Code</b>	<b>Evaluative Criteria</b>	<b>Assessment Evidence</b>
(A) Acquisition	<p>Students identify the Creative Process.</p> <p>Artworks supports proper use and knowledge of various techniques</p> <p>Use of academic language</p> <p>(M) Meaning</p> <p>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.</p> <p>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.</p> <p>Artwork that demonstrates a synthesis of skill, technique, personal choice using correct technique.</p> <p>Artwork demonstrates the appropriate use of the Elements and Principles of Design</p> <p>(T) Transfer</p> <p>Students apply the proper steps in creating design.</p> <p>Demonstrates the creative process and how it involves their work.</p> <p>Demonstrates the capacity to maintain concentration and stay on task.</p> <p>Relates subjects to various cultures and differences</p>	<p>PERFORMANCE TASK(S):</p> <p><i>Students will show that they really understand evidence of...</i></p> <p>Students will correctly apply media techniques to appropriately produce their original artwork.</p> <p>Application and incorporation of the Elements and Principles of Design.</p> <p>Identify helpful questions to use when determining consequences of decisions.</p> <p>Demonstrating the role of a developing artist. Determine the steps needed to reflect a personal design and determine what culture inspires their work.</p> <p>Can independently utilize a decision-making model to provide rationale for a decision.</p> <p>Assess lessons learned from experiences and mistakes.</p> <p>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.</p> <p>Use creativity, problem solving, and innovation to generate multiple possible solutions when experiencing obstacles.</p> <p>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.</p> <p>Logging/journaling/sketching progress through each stage of design.</p> <p>Weighing the decision to present their artwork(s) in a District Wide art show viewed by the school community and the public</p>

<p>(T) Transfer</p>	<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><a href="#">6 Facets of Understanding</a></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><b>Suggested Activities</b></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><b>OTHER EVIDENCE:</b> <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	
(M) Meaning	<p>District wide baseline assessments to check prior knowledge</p> <p>Formative assessments</p>
(A) Acquisition	<p><b>Summary of Key Learning Events and Instruction</b>  <i>Student success at transfer meaning and acquisition depends on...</i>  <a href="#">WHERE TO</a></p> <p>Teacher introduces different possible projects and the processes            WHETO</p> <p>Teacher introduces new vocabulary and concepts. WHETO</p> <p>Teacher demonstrates the steps needed to design 2-D or 3-D designs. WHEO</p> <p>Teacher conferences with students to help choose the best design and application for their selected piece. HERT</p>
(M) Meaning	
(T) Transfer	
(M) Meaning	
(M) Meaning	<p><b>Progress Monitoring</b></p> <p>Formative assessments • Teacher feedback through the planning and creating processes • Review and conferencing of sketchbooks/portfolios • Evaluate vocabulary usage • Teacher rubrics</p> <p>• Summative assessments : • Direct observation of student work • Specific feedback • One-on-one instruction • Student/peer rubric • Presentations • Reflections and feedback during discussions and critiques •</p>
(M) Meaning	<p>Analyze why art is made and will discuss different cultural approaches and materials used to create art. WHERT</p> <p>Students will synthesize their subject for a studio project according to project requirements. WHERTO</p> <p>Students will compare and contrast a variety of art from different time periods and cultures. WHERT</p> <p>Students will experience and apply working with new materials. WHET</p> <p>Students will design and execute artwork that integrates interdisciplinary knowledge. WHERTO</p>

<p>(T) Transfer</p>	<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 &amp; glue guns, variety of markers, colored pencils, variety of paints, brushes and canvases, pastels, and ink.</p>	
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<p><b>NCAS Anchor Standard 3:</b> Refine and complete artistic work.</p> <p><b>NCAS Anchor Standard 4:</b> Select, analyze, and interpret artistic work for presentation</p> <p><b>SEL Learning Competency -</b> 02 Self Management and Perform/Present/Produce</p>	<b>Transfer</b>	
	<p><b>Students will be able to independently use their learning to...</b></p> <p><b>HS Proficient VA:Cr3.1.Ia</b> - 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><b>HS Proficient VA:Pr4.1.Ia</b> - Analyze, select, and curate artifacts and/or artworks for presentation and preservation</p> <p><b>05 SEL Learning Competency</b> - Understand and practice strategies for managing one’s own emotions, thoughts and behaviors</p>	
	<b>Meaning</b>	
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STAGE 2

Code	Evaluative Criteria	Assessment Evidence
<p>(A) Acquisition</p> <p>(M) Meaning</p> <p>(T) Transfer</p>	<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>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>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>	<p><b>PERFORMANCE TASK(S):</b>  <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> <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>

<p>(T) Transfer</p>	<p>situations. Evaluating and describing their own and peers' work accurately, and effectively.</p> <p>Select artwork for the student art show.</p>	<p><a href="#">6 Facets of Understanding</a></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><b>Suggested Activities:</b>          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: <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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<b>(M) Meaning</b>	<b><i>Pre-Assessment</i></b>	
	Teacher will check students' prior knowledge with the District-Wide Baseline Assessment.	
	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.	
(A) Acquisition	<p><b>Summary of Key Learning Events and Instruction</b>  <b><i>Student success at transfer meaning and acquisition depends on...</i></b>  <a href="#">WHERE TO</a></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>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 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>● 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>

<p>(T) Transfer</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 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><b><u>Essential Resources:</u></b></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 &amp; glue guns, variety of markers).</p>	
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<p><b>NCAS Anchor Standard 2:</b> Organize and develop artistic ideas and work</p> <p><b>NCAS Anchor Standard 8:</b> Interpret intent and meaning in artistic work.</p> <p><b>NCAS Anchor Standard 10:</b> Synthesize and relate knowledge and personal experiences to make art.</p>	<b>Transfer</b>	
	<i>Students will be able to independently use their learning to...</i>	
	<p><b>HS Accomplished VA:Cr2.1.IIa-</b>Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.</p> <p><b>HS Proficient VA:Re8.1.Ia-</b> Interpret an artwork or collection of works, supported by relevant and sufficient evidence found in the work and its various contexts.</p> <p><b>HS Proficient VA:Cn10.1.Ia-</b> Document the process of developing ideas from early stages to fully elaborated ideas.</p>	
	<b>Meaning</b>	
	<p><b>UNDERSTANDINGS</b> <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><b>ESSENTIAL QUESTIONS</b> <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>
	<b>Acquisition</b>	
	<p style="text-align: center;"><i>Students will know...</i></p> <p>Artists and designers, forms, structures, materials, concepts, media, approaches, insights, meanings, artworks, criticism, awareness, perceptions, knowledge, and experiences.</p>	<p style="text-align: center;"><i>Students will be skilled at...</i></p> <p>working, determining, using vocabularies, understanding, interpreting, engaging, enriching.</p>

STAGE 2

Code	Evaluative Criteria	Assessment Evidence
<p>(A) Acquisition /(M) Meaning/ (T) Transfer</p> <p>(A) Acquisition</p> <p>(M) Meaning</p> <p>(T) Transfer</p>	<p>Further information: Artwork that demonstrates a synthesis of skill, technique, original thought, personal choice using correct technique.</p> <p>Selects and states proposal of final assessment</p> <p>Identify one's strengths and areas of improvement.</p> <p>Demonstrates use of appropriate safety techniques and care of materials.</p> <p>Applies appropriate studio behavior.</p> <p>Artwork supports knowledge of various techniques and proper use of materials and tools.</p> <p>Summarizes their artwork through the creative process.</p> <p>Evaluating and describing their own work accurately, and effectively.</p> <p>Student constructs initial proposal of final project.</p> <p>Artwork demonstrates the appropriate use of the Elements and/or Principles of Design.</p>	<p>PERFORMANCE TASK(S): <i>Students will show that they really understand evidence of...</i></p> <p>Application and incorporation of concepts of the Elements and Principles of Art.</p> <p>Investigative and experimental techniques through method and studio practice of design ideas.</p> <p>Identify one's strengths, and areas of weakness, for reinforcement.</p> <p>Incorporate effective use of the artistic process</p> <p>Log/journal/sketch of project progress through the initial concept, execution, and final stages.</p> <p>Teacher will evaluate student work regarding required project criteria.</p> <p><b>Suggested activities:</b> 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.</p>



<p>(T) Transfer</p>	<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:  <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		<i>Pre-Assessment</i>
(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</p> <p><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>• 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> <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>(T) Transfer</p>	<p>Teacher conferences with students on final projects throughout the entire process. WHETO</p> <p>Students create their final project. WHERETO</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 &amp; glue guns, variety of markers, colored pencils, variety of paints, brushes and canvases, pastels, and ink.</p>	
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# New Milford Public Schools Office of the Assistant Superintendent Five-Year Curriculum Plan (2023-2028)

Not BOE Approved

Subject/Area	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028
<p style="text-align: center;"><b>Business &amp; Practical Arts/ Technology</b></p>	<p>Intro to Business Technology 6-8 Marketing I Accounting I Web Design II Freshman Seminar</p>	<p>Website Design I Adv. Auto CAD Machine Drafting Computer Science (SMS) AP Computer Science Principles Personal Finance II</p>	<p>Arch Drafting I Intro to Programming Personal Finance I Accounting II College AP Computer Science A</p>	<p>Basic Auto CAD Business Computer App. Arch. Drafting I Marketing II General Woodworking Intro to Woodworking</p>	<p>Computer Literacy Sports &amp; Entertainment Business Law Projects Unlimited Arch. Drafting II Arch. Drafting III</p>
<p style="text-align: center;"><b>English/ Language Arts K-12</b></p>	<p>Creative Writing Advanced Creative Writing Theater Workshop Science Fiction</p>	<p>Any not written 2021-2024</p> <p>Journalism I Journalism II AP Lit and Composition</p>	<p>English I, II, III CP and Honors Literature and Media Studies Intro to Video Production Public Speaking</p>	<p>AP Lang. &amp; Composition Advance Video Production Sports Literature Graphic Novels Studies</p>	<p>Children's Literature CP/Honors Modern and Contemporary Poetry World Literature and Culture Diverse Voices Writing &amp; Research Workshop'</p>

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<p style="text-align: center;"><b>Fine Arts K-12</b></p>		<p>Advertising Art &amp; Design Sculpture Portfolio     Digital Photography Graphic Design</p>	<p>Design Foundations I &amp; II AP Art History Honors AP Art History</p>	<p>K-2 Art 3-5 Art Grade 8 Art Grade 7 Art Grade 6 Art</p>	<p>Crafts Ceramics I Ceramics II  Sculpture AP Studio Art Honors Studio Art</p>
<p style="text-align: center;"><b>Library Media K-12</b></p>		<p>K-2 Library Media 3-5 Library Media 6-8 Library Media '' 9-12 Library Media</p>			
<p style="text-align: center;"><b>Mathematics K-12</b></p>	<p>Intro to Alg II Alg II CP Alg II Honors</p>	<p>Pre-Algebra (SMS) Intro. to Alg 1 (NMHS) Algebra I Honors Algebra I CP AP Statistics Statistics CP Statistics Honors Grades K-5 (grade level bands)</p>	<p>AP Calc AB AP Calc BC Calc Honors Pre-Calc Honors Adv. Algebra &amp; Trig. Algebra III * ½ Geo CP * ½ Geo Honors * ½ Statistics CP 1 * ½ Statistics CP 2 * ½ Statistics H 1 * ½ Statistics H 2</p>	<p>Practical Math Percent: Practical Math Statistics: Practical Math Measure: ' Practical Math Probability: Grades 6 Grade 7 Grade 8</p>	<p>Intro to Geometry Geometry CP Honors Geometry Accel 6 Accel 7</p>

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<b>Music K-12</b>	Grade 6-8 General Music Grade 9-12 Instr. Music	Grades K-2 Gen. Music Grades 3-5 Gen. Music	Advanced Chorus Grades 9-12 Chorus	History of Am. Music Theater Music Appreciation Music Theory Elec. Music Tech. Orchestra Wind Ensemble Honors	Grades 3-5 Choral Grades 6-8 Choral Music
<b>Guidance PE Health K-12</b>	Health K-2 Health 3-5	All in grade bands Guidance 3-5 Guidance 6-8 Guidance 9-12 (grade bands)	Allied Health. Careers Health I Health II Health 6-8 Sports Medicine	PE I PE II PE III & IV K-2 PE 3-5 PE 6-8 PE	EMT Medical Technology
<b>Science K-12</b>	Ecology I Fall Ecology II Spring Physics CP & Honors AP Physics I AP Physics II Integrated Science CP & Honors	Digital Electronics (PLTW) Engineering Design & Development (PLTW) Principles of Engineering"(PLTW) Civil Engineering & Architecture (PLTW)	Anat./Phys Honors I Anat./Phys Honors II Forensic Science Plant Science I Plant Science II	Biology CP Biology Honors AP Biology Astronomy	AP Environmental Science AP Chemistry Exper. Chemistry CP Chemistry Chemistry Honors Introduction to Engineering Design (PLTW)

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Subject/Area	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028
<b>Social Studies K-12</b>	AP Psychology Russian Studies Honors AP Government	Grades K-2 Grades 3-5 Grades 6-8 Sociology Chinese Studies Honors Forensic Psychology AP World History	Intellectual History Honors Intro to Psychology Middle East Studies	AP US History World History Grade 9 Modern World History Grade 10 World History Honors	US History Modern America Economics Civics AP Microeconomics AP Human Geography
<b>World Languages 7-12</b>	French I CP German I CP Spanish I CP French 1a French 1b Spanish 1a Spanish 1b	French II CP French II Honors German II CP German II Honors Spanish II CP Spanish II Honors	French III CP French III Honors German III CP German III Honors Spanish III CP Spanish III Honors	AP French AP German AP Spanish	French IV CP French IV Honors German IV CP German IV Honors Spanish IV CP Spanish IV Honors