

*** Unit 4 - Being an Artist and Art Careers Copied from: Studio 2D Honors, Copied on: 12/15/21**

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Belleville Public Schools

Curriculum Guide

Studio 2D Honors - Grade 12

BEING AN ARTIST AND ART CAREERS

Belleville Board of Education

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Unit Overview

Unit 4 – Being an Artist & Art Careers

1. Allow students to discover the diversity in and connections among forms of artistic expression throughout history and from around the globe.
2. Allow students to learn about how people have responded to and communicated their experiences through art making by exploring art in its historic and cultural contexts.
3. Welcome students into the global art world as active participants, engaging with its forms and content as they research, discuss, read, and write about art, artists, art making, and responses to and interpretations of art.
4. Explore global art with the development of deep conceptual understandings and art historical skills.

Enduring Understanding

1. Artists can create change in cultural ideas.
2. Aesthetic knowledge fosters artistic appreciation and critical analysis.
3. Aesthetic knowledge facilitates interpretation of both one's individuality and that of others.
4. An artist's style is developed by constant and thorough exploration of different media and techniques.
5. Artists take risks by questioning the traditional use of materials and methods.
6. Artists take risks by questioning social norms and cultural traditions.
7. Some people choose careers in art.

Essential Questions

1. How does one develop one's own aesthetic?
2. What role does the artist play in society?
3. What are the career options for an artist?
4. What role will art play in your life?
6. Why should you care about the arts?
5. How do you know if you want to be an artist?
6. What careers are available in the area of art?

Exit Skills

By the end of Unit 4:

1. Allow students to discover the diversity in and connections among forms of artistic expression throughout history and from around the globe.
2. Allow students to learn about how people have responded to and communicated their experiences through art making by exploring art in its historic and cultural contexts.
3. Welcome students into the global art world as active participants, engaging with its forms and content as they research, discuss, read, and write about art, artists, art making, and responses to and interpretations of art.
4. Explore global art with the development of deep conceptual understandings and art historical skills.

New Jersey Student Learning Standards (NJSL)

Creativity and innovative thinking are essential life skills that can be developed. Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art-making goals.

What conditions, attitudes and behaviors support creativity and innovative thinking? What factors prevent or encourage people to take creative risks? How does collaboration expand the creative process? 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?

Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches. Artists and designers balance experimentation and safety, freedom and responsibility, while developing and creating artworks. People create and interact with objects, places and design that define, shape, enhance, and empower their lives.

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? How do artists and designers care for and maintain materials, tools and equipment? Why is it important, for safety and health, to understand and follow correct procedures in handling materials, tools and equipment? What responsibilities come with the freedom to create? How do objects, places and design shape lives and communities? How do artists and designers determine goals for designing or redesigning objects, places or systems? How do artists and designers create works of art or design that effectively communicate?

VA.9-12.1.5.12acc.Cr2b

Demonstrate awareness of ethical implications of making and distributing creative work.

VA.9-12.1.5.12acc.Cr2c

Redesign an object, system, place, or design in response to contemporary issues.

Artists and designers develop excellence through practice and constructive critique, reflecting on, revising and refining work over time.

Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting and curating objects, artifacts and artworks for preservation and presentation.

How are artworks cared for and by whom? What criteria, methods and processes are used to select work for preservation or presentation? Why do people value objects, artifacts and artworks, and select them for presentation?

VA.9-12.1.5.12acc.Pr4a

Analyze, select and critique personal artwork for a collection or portfolio presentation.

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.

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?

VA.9-12.1.5.12acc.Pr5a

Evaluate, select and apply methods or processes appropriate to display artwork in a specific place.

Objects, artifacts and artworks collected, preserved, or presented either by artists, museums, or other venues communicate meaning and a record of social, cultural and political experiences resulting in the cultivating of appreciation and understanding.

What is an art museum? How does the presenting and sharing of objects, artifacts and artworks influence and shape ideas, beliefs and experiences? How do objects, artifacts and artworks collected, preserved, or presented, cultivate appreciation and understanding?

VA.9-12.1.5.12acc.Pr6a

Make, explain and justify connections between artists or artwork and social, cultural and political history.

Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments. Visual arts influences understanding of and responses to the world.

How do life experiences influence the way you relate to art? How does learning about art impact how we perceive the world? What can we learn from our responses to art? What is visual art? Where and how do we encounter visual arts in our world? How do visual arts influence our views of the world?

VA.9-12.1.5.12acc.Re7a

Recognize and describe personal aesthetic and empathetic responses to the natural world and constructed environments.

VA.9-12.1.5.12acc.Re7b

Evaluate the effectiveness of visual artworks to influence ideas, feelings, and behaviors of specific audiences.

People gain insights into meanings of artworks by engaging in the process of art criticism.

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 vocabulary help us understand

	and interpret works of art?
VA.9-12.1.5.12acc.Re8a	Identify types of contextual information useful in the process of constructing interpretations of an artwork or collection of works. 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?
VA.9-12.1.5.12acc.Re9a	Determine the relevance of criteria used by others to evaluate a work of art or collection of works. How does engaging in creating art enrich people's lives? How does making art attune people to their surroundings? How do people contribute to awareness and understanding of their lives and the lives of their communities through artmaking? People develop ideas and understandings of society, culture and history through their interactions with and analysis of art. 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?
VA.9-12.1.5.12acc.Cn11a	Compare uses of art in a variety of societal, cultural and historical contexts and make connections to uses of art in contemporary and local contexts.
VA.9-12.1.5.12acc.Cn11b	Compare uses of art in a variety of societal, cultural and historical contexts and make connections to global issues, including climate change.

Interdisciplinary Connections

1st Century Skills:

Choose a career path in the field of art.

World History:

Global studies.

World Language:

Big ideas, words, phrases, themes.

21st Century Life Skills:

Creative, critical thinking, collaborative problems solving.

MA.G-CO.A.1	Know precise definitions of angle, circle, perpendicular line, parallel line, and line segment, based on the undefined notions of point, line, distance along a line, and distance around a circular arc.
LA.RH.11-12.7	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, qualitatively, as well as in words) in order to address a question or solve a problem.
LA.RST.11-12.3	Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.
MA.G-CO.D.12	Make formal geometric constructions with a variety of tools and methods (compass and straightedge, string, reflective devices, paper folding, dynamic geometric software, etc.).
LA.WHST.11-12.2.A	Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
CRP.K-12.CRP1.1	Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.
CRP.K-12.CRP2.1	Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.
CRP.K-12.CRP5.1	Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.
CRP.K-12.CRP7.1	Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation.
SOC.6.2.12.A.5.e	Assess the progress of human and civil rights around the world since the 1948 U.N. Declaration of Human Rights.
SOC.6.2.12.C.6.a	Evaluate efforts of governmental, nongovernmental, and international organizations to address economic imbalances and social inequalities.
SOC.6.2.12.D.5.c	Assess the influence of television, the Internet, and other forms of electronic communication on the creation and diffusion of cultural and political information, worldwide.

Learning Objectives

1. Describe, analyze, interpret, and evaluate their own and other works of art.
2. Create and analyze imagery for its communicative nature.

3. Recognize and express personal feelings through visual imagery.
4. Recognize the effect of visual elements on everyday decision making and personal taste.
5. Discover careers in art.
6. Explore the role of art in one's life and the different career paths art can offer.
7. Develop artistic behaviors, such as keeping a personal sketchbook.
8. Examine ground-breaking uses of space in traditional and new mediums and experiment with new approaches to portraying positive and negative space in art installation or new media artwork.
9. Incorporate proper use of vocabulary throughout the painting and printing process.

Action Verbs: Below are examples of action verbs associated with each level of the Revised Bloom's Taxonomy.

Remember	Understand	Apply	Analyze	Evaluate	Create
Choose	Classify	Choose	Categorize	Appraise	Combine
Describe	Defend	Dramatize	Classify	Judge	Compose
Define	Demonstrate	Explain	Compare	Criticize	Construct
Label	Distinguish	Generalize	Differentiate	Defend	Design
List	Explain	Judge	Distinguish	Compare	Develop
Locate	Express	Organize	Identify	Assess	Formulate
Match	Extend	Paint	Infer	Conclude	Hypothesize
Memorize	Give Examples	Prepare	Point out	Contrast	Invent
Name	Illustrate	Produce	Select	Critique	Make
Omit	Indicate	Select	Subdivide	Determine	Originate
Recite	Interrelate	Show	Survey	Grade	Organize
Select	Interpret	Sketch	Arrange	Justify	Plan
State	Infer	Solve	Breakdown	Measure	Produce
Count	Match	Use	Combine	Rank	Role Play
Draw	Paraphrase	Add	Detect	Rate	Drive
Outline	Represent	Calculate	Diagram	Support	Devise
Point	Restate	Change	Discriminate	Test	Generate
Quote	Rewrite	Classify	Illustrate		Integrate
Recall	Select	Complete	Outline		Prescribe
Recognize	Show	Compute	Point out		Propose
Repeat	Summarize	Discover	Separate		Reconstruct
Reproduce	Tell	Divide			Revise
	Translate	Examine			Rewrite
	Associate	Graph			Transform
	Compute	Interpolate			
	Convert	Manipulate			
	Discuss	Modify			
	Estimate	Operate			
	Extrapolate	Subtract			
	Generalize				
	Predict				



Suggested Activities & Best Practices

- Demonstrate and display objects for the understanding of partial relationships, proportions, ratios.
- Discussion related to the shadows cast when objects overlap, ratios and proportions.
- Daily observation of individual student learning.

Assessment Evidence - Checking for Understanding (CFU)

- * Sketchbooks/Journals - formative assessment
 - * Individual critiques- formative assessment
 - * Group critiques - alternative assessment
 - * Admit tickets - formative assessment
 - * Exit Tickets - formative assessment
 - *Creating Study Guides - alternative assessment
 - * Teacher Daily Observations - formative assessment
 - * Summary Questions - alternative assessment
 - * Cooperative structured learning activities - alternative assessment
 - * Do-Now Activities - formative assessment
 - * Portfolio Review - summative assessment

- Admit Tickets
- Anticipation Guide
- Common Benchmarks
- Compare & Contrast
- Create a Multimedia Poster
- DBQ's
- Define
- Describe
- Evaluate
- Evaluation rubrics
- Exit Tickets
- Explaining
- Fist- to-Five or Thumb-Ometer

- Illustration
- Journals
- KWL Chart
- Learning Center Activities
- Multimedia Reports
- Newspaper Headline
- Outline
- Question Stems
- Quickwrite
- Quizzes
- Red Light, Green Light
- Self- assessments
- Socratic Seminar
- Study Guide
- Surveys
- Teacher Observation Checklist
- Think, Pair, Share
- Think, Write, Pair, Share
- Top 10 List
- Unit review/Test prep
- Unit tests
- Web-Based Assessments
- Written Reports

Primary Resources & Materials

- *On Becoming an Artist*, Ellen Langer
- *The Business of Being an Artist*, Daniel Grant

Ancillary Resources

- *Art Across Time*, Laurie Schneider Adams
- *Art History*, Marilyn Stockstad's
- The Getty Institute, getty.edu
- WebArt, webart.com
- Internet, Virtual Museum Tours

Technology Infusion

- Khan Academy
- Artsonia
- Google Institute
- Wikipedia
- Artweb
- Getty Institute of Discipline Based Art Education
- Sketchbook Express

Win 8.1 Apps/Tools Pedagogy Wheel

Podcasts
 Photostory 3
 Kid Story Builder
 Music Maker Jam
 Paint A Story
 Office 365
 MS PowerPoint
 Stack 'Em Up
 NqSquared Numbers
 Physamajig
 Xylophone 8

Wikipedia
 Skydrive
 Lync
 SkyMap
 Skype
 Office 365
 Puzzle Touch
 Easy QR
 Memorylage
 Life Moments
 Word Cloud Maker

Where's Waldo?
 MS Excel
 Flipboard
 Office 365
 Nova Mindmapping

Ted Talks
 Record Voice Pen



Originally taken from <http://www.coetail.com/zimmer/files/2013/02/iPadagogy-Wheel.001.jpg>
 And adapted for Windows 8.1 devices by Charlotte Beckhurst @CharBeckhurst

Alignment to 21st Century Skills & Technology

Key SUBJECTS AND 21st CENTURY THEMES

- Creativity and innovation, critical thinking and problem solving, communication, and collaboration are encouraged, taught, and assessed.
- Khan Academy, Ufizi Gallery Website, Google.com-cultural institute art collection.

CRP.K-12.CRP2	Apply appropriate academic and technical skills.
CRP.K-12.CRP4	Communicate clearly and effectively and with reason.
CRP.K-12.CRP6	Demonstrate creativity and innovation.
CRP.K-12.CRP10	Plan education and career paths aligned to personal goals.
CRP.K-12.CRP11	Use technology to enhance productivity.
CRP.K-12.CRP12	Work productively in teams while using cultural global competence.
TECH.8.1.12.A	Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations.
TECH.8.1.12.A.1	Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.
TECH.8.1.12.A.3	Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue.
TECH.8.1.12.A.CS1	Understand and use technology systems.
TECH.8.1.12.A.CS2	Select and use applications effectively and productively.

21st Century Skills/Interdisciplinary Themes

- Global awareness
 - Environmental literacy
 - Civic literacy
 - Communication and Collaboration
 - Creativity and Innovation
 - Life and Career Skills
 - Critical Thinking and Problem Solving
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- Communication and Collaboration
 - Creativity and Innovation
 - Critical thinking and Problem Solving
 - ICT (Information, Communications and Technology) Literacy
 - Information Literacy

- Life and Career Skills
- Media Literacy

21st Century Skills

- Career paths in the field of art.
 - Communication and Collaboration
 - Information Literacy
 - ICT (Information, Communications and Technology) Literacy
 - Life and Career Skills
 - Creativity and Innovation
 - Critical Thinking and Problem Solving
-
- Civic Literacy
 - Environmental Literacy
 - Financial, Economic, Business and Entrepreneurial Literacy
 - Global Awareness
 - Health Literacy

Differentiation

- - Students will have the same subject matter but will have different outcomes.
 - Progress will be the same but the product will be different.
 - Guided instruction, direct instruction, group instruction.
 - Assist students with IEP & 504 guidelines.
 - Study guides, group and peer instruction, extended time/ test time, oral testing
 - Small group instruction
 - Small group assignments
 - Extra time to complete assignments
 - Pairing oral instruction with visuals
 - Repeat directions
 - Scheduled breaks
 - Rephrase written directions

- Alternative formative and summative assessment
- Leveled rubrics
- Project-based learning

- Exploration by interest
- Open-ended activities

Special Education Learning (IEP's & 504's)

- additional time for skill mastery
 - preview of content, concepts, and vocabulary
 - behavior management plan
 - have student repeat directions to check for understanding
 - teacher initiated weekly assignment sheet
 - assistive technology
 - check work frequently for understanding
 - secure attention before giving instruction/directions
 - multi-sensory presentation
 - preferential seating
 - Reduced/shortened written assignments
 - printed copy of board work/notes provided
 - peer tutoring
 - testing with counselor
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- printed copy of board work/notes provided
 - additional time for skill mastery
 - assistive technology
 - behavior management plan
 - Center-Based Instruction
 - check work frequently for understanding
 - computer or electronic device utilizes
 - extended time on tests/ quizzes
 - have student repeat directions to check for understanding
 - highlighted text visual presentation
 - modified assignment format
 - modified test content
 - modified test format

- modified test length
- multi-sensory presentation
- multiple test sessions
- preferential seating
- preview of content, concepts, and vocabulary
- Provide modifications as dictated in the student's IEP/504 plan
- reduced/shortened reading assignments
- Reduced/shortened written assignments
- secure attention before giving instruction/directions
- shortened assignments
- student working with an assigned partner
- teacher initiated weekly assignment sheet
- Use open book, study guides, test prototypes

English Language Learning (ELL)

- using videos, illustrations, pictures, and drawings to explain or clarify
 - teaching key aspects of a topic. Eliminate nonessential information
 - having peers take notes or providing a copy of the teacher's notes
 - providing study guides
 - allowing students to correct errors (looking for understanding)
 - reducing or omitting lengthy outside reading assignments
 - allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning;
 - provide an interpreter
 - translate study guides
-
- teaching key aspects of a topic. Eliminate nonessential information
 - using videos, illustrations, pictures, and drawings to explain or clarify
 - allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning;
 - allowing students to correct errors (looking for understanding)
 - allowing the use of note cards or open-book during testing
 - decreasing the amount of work presented or required
 - having peers take notes or providing a copy of the teacher's notes
 - modifying tests to reflect selected objectives
 - providing study guides
 - reducing or omitting lengthy outside reading assignments
 - reducing the number of answer choices on a multiple choice test
 - tutoring by peers
 - using computer word processing spell check and grammar check features
 - using true/false, matching, or fill in the blank tests in lieu of essay tests

At Risk

- decreasing the amount of work presented or required
 - using videos, illustrations, pictures, and drawings to explain or clarify
 - tutoring by peers
 - having peers take notes or providing a copy of the teacher's notes
 - providing study guides
 - allowing students to correct errors (looking for understanding)
 - marking students' correct and acceptable work, not the mistakes
 - reducing or omitting lengthy outside reading assignments
 - allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning
 - modifying tests to reflect selected objectives
 - allowing the use of note cards or open-book during tests
 - communicating with parent/guardians
 - after school tutoring
 - extra one-on-one class time relating to career paths
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- allowing students to correct errors (looking for understanding)
 - teaching key aspects of a topic. Eliminate nonessential information
 - allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning
 - allowing students to select from given choices
 - allowing the use of note cards or open-book during testing
 - collaborating (general education teacher and specialist) to modify vocabulary, omit or modify items to reflect objectives for the student, eliminate sections of the test, and determine how the grade will be determined prior to giving the test.
 - decreasing the amount of work presented or required
 - having peers take notes or providing a copy of the teacher's notes
 - marking students' correct and acceptable work, not the mistakes
 - modifying tests to reflect selected objectives
 - providing study guides
 - reducing or omitting lengthy outside reading assignments
 - reducing the number of answer choices on a multiple choice test
 - tutoring by peers
 - using authentic assessments with real-life problem-solving
 - using true/false, matching, or fill in the blank tests in lieu of essay tests
 - using videos, illustrations, pictures, and drawings to explain or clarify

Talented and Gifted Learning (T&G)

- Create a blog or social media page about their unit
- Debate issues with research to support arguments
- Complete activities aligned with above grade level text using Benchmark results

- Advanced problem-solving
 - Above grade level placement option for qualified students
 - Higher order, critical & creative thinking skills, and discovery
 - Flexible skill grouping within a class or across grade level for rigor
 - Teacher-selected instructional strategies that are focused to provide challenge, engagement, and growth opportunities
 - Multi-disciplinary unit and/or project
 - Allow students to work at a faster pace
 - Communicating with parent/guardian regarding after school museum workshops
 - Communicating with parent/guardian regarding college opportunities
 - Offer after school art experiences in district
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- Above grade level placement option for qualified students
 - Advanced problem-solving
 - Allow students to work at a faster pace
 - Cluster grouping
 - Complete activities aligned with above grade level text using Benchmark results
 - Create a blog or social media page about their unit
 - Create a plan to solve an issue presented in the class or in a text
 - Debate issues with research to support arguments
 - Flexible skill grouping within a class or across grade level for rigor
 - Higher order, critical & creative thinking skills, and discovery
 - Multi-disciplinary unit and/or project
 - Teacher-selected instructional strategies that are focused to provide challenge, engagement, and growth opportunities
 - Utilize exploratory connections to higher-grade concepts
 - Utilize project-based learning for greater depth of knowledge

Sample Lesson
