

# Unit 3 - Revision

Content Area: **Art**  
Course(s): **AP Art & Design**  
Time Period:  
Length: **30 days overlapping**  
Status: **Published**

## **Title Section**

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## **Department of Curriculum and Instruction**



**Belleville Public Schools**

**Curriculum Guide**

**AP Art and Design - Grade 12**

**Revision**

**Belleville Board of Education**

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**Belleville, NJ 07109**

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Board Approved:

## **Unit Overview**

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1. Discover the diversity in and connections among forms of artistic expression throughout history and from around the globe.
2. Learn 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, write and create art and interpretations of art.
4. Explore form and function with the development of deep conceptual understandings and skills.
5. Make works of art through revision.

## **Enduring Understanding**

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EU1 Creativity and innovative thinking are essential life skills that can be developed.

EU2 Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches.

EU3 Artists and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time.

EU4 Objects, artifacts, and artworks collected, preserved, or presented either by artists, museum, or other venues communicate meaning and a record of social, cultural, and political experiences resulting in the cultivating of appreciation and understanding.

EU5 Visual imagery influences understand of and responses to the world.

EU6 Through art making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.

EU7a Artists' and designers' work is often driven by inquiry.

EU7b Artists and designers generate questions related to their experiences.

EU8a Artists' and designers' experiences inform their thinking and making.

EU8b Artists and designers use practice, experimentation and revision to investigate how materials, processes, and ideas within a work relate to each other, to art and design traditions, and to other disciplines.

EU9a Artists and designers make choices about how they present their work.

EU9b Understanding viewer interpretations can inform thinking and making.

## **Essential Questions**

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EQ1 What conditions, attitudes, and behaviors support creativity and innovative thinking?

EQ2 How do artists work?

EQ3 What role does persistence play?

EQ4 What is an art museum?

EQ5 What is an image?

EQ6 How does engaging in creating art enrich people's lives?

EQ7 How do artists and designers make works of art and design?

EQ8 What informs why, how, and what artists and designers make?

EQ9 Why and how do artists and designers present their work to viewers?

## **Exit Skills**

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By the end of Unit 3:

Creating:

- Visualize and hypothesize to generate plans for ideas and directions for creating art and design that can affect social change.
- 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.
- Experiment, plan, and make multiple works of art and design that explore a personally meaningful theme, idea, or concept.
- Demonstrate understanding of the importance of balancing freedom and responsibility in the use of images, materials, tools, and equipment in the creation and circulation of creative work.
- Demonstrate in works of art or design how visual and material culture defines, shapes, enhances, inhibits, and/or empowers people's lives.
- Reflect on, reengage, revise, and refine works of art or design considering relevant traditional and contemporary criteria as well as personal artistic vision.

Presenting:

- Critique, justify, and present choices in the process of analyzing, selecting, curating, and presenting artwork for a specific exhibit or event.
- Investigate, compare, and contrast methods for preserving and protecting art.
- Curate a collection of objects, artifacts, or artwork to impact the viewer's understanding of social, cultural, and/or political

experiences.

#### Responding:

- Analyze how responses to art develop over time based on knowledge of and experience with art and life.
- Determine the commonalities within a group of artists or visual images attributed to a particular type of art, timeframe, or culture.
- Analyze differing interpretations of an artwork or collection of works in order to select and defend a plausible critical analysis.
- Construct evaluations of a work of art or collection of works based on differing sets of criteria.

#### Connecting

- Synthesize knowledge of social, cultural, historical, and personal life with art-making approaches to create meaningful works of art or design.

\* Appraise the impact of an artist or a group of artists on the beliefs, values, and behaviors of a society.

VA.9-12.1.5.12adv.Cr2	Organizing and developing ideas.
VA.9-12.1.5.12adv.Cr2a	Experiment, plan and make multiple works of art and design that explore a personally meaningful theme, idea, or concept.
VA.9-12.1.5.12adv.Cr2c	Demonstrate in works of art or design how visual and material culture defines, shapes, enhances, inhibits, and/or empowers people's lives.
VA.9-12.1.5.12adv.Cr3	Refining and completing products.
VA.9-12.1.5.12adv.Cr3a	Reflect on, re-engage, revise and refine works of art or design considering relevant traditional and contemporary criteria as well as personal artistic vision.
VA.9-12.1.5.12adv.Pr4	Selecting, analyzing, and interpreting work.
VA.9-12.1.5.12adv.Pr4a	Critique, justify and present choices in the process of analyzing, selecting, curating, and presenting artwork for a specific exhibit or event.
VA.9-12.1.5.12adv.Pr5	Developing and refining techniques and models or steps needed to create products.
VA.9-12.1.5.12adv.Pr5a	Investigate, compare and contrast methods for preserving and protecting art.
VA.9-12.1.5.12adv.Pr6	Conveying meaning through art.
VA.9-12.1.5.12adv.Pr6a	Curate a collection of objects, artifacts or artwork to impact the viewer's understanding of social, cultural and/or political experiences.
VA.9-12.1.5.12adv.Re7	Perceiving and analyzing products.
VA.9-12.1.5.12adv.Re7a	Analyze how responses to art develop over time based on knowledge of and experience with art and life.
VA.9-12.1.5.12adv.Re7b	Determine the commonalities within a group of artists or visual arts attributed to a particular type of art, timeframe, or culture.
VA.9-12.1.5.12adv.Re8	Interpreting intent and meaning.
VA.9-12.1.5.12adv.Re8a	Analyze differing interpretations of an artwork or collection of works in order to select and defend a plausible critical analysis.
VA.9-12.1.5.12adv.Cn10	Synthesizing and relating knowledge and personal experiences to create products.
VA.9-12.1.5.12adv.Cn10a	Synthesize knowledge of social, cultural, historical, and personal life with artmaking approaches to create meaningful works of art or design.
VA.9-12.1.5.12adv.Cn11	Relating artistic ideas and works within societal, cultural and historical contexts to deepen understanding.
VA.9-12.1.5.12adv.Cn11a	Assess the impact of an artist or a group of artists on the beliefs, values and behaviors of a society.
VA.9-12.1.5.12adv.Cn11b	Assess the impact of an artist or group of artists on global issues, including climate change.

## Interdisciplinary Connections

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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.11-12.1	Accurately cite strong and thorough textual evidence, (e.g., via discussion, written

	response, etc.), to support analysis of primary and secondary sources, connecting insights gained from specific details to develop an understanding of the text as a whole.
LA.RST.11-12.1	Accurately cite strong and thorough evidence from the text to support analysis of science and technical texts, attending to precise details for explanations or descriptions.
LA.RST.11-12.2	Determine the central ideas, themes, or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.
LA.WHST.11-12.6	Use technology, including the Internet, to produce, share, and update writing products in response to ongoing feedback, including new arguments or information.
LA.WHST.11-12.10	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
SOC.6.2	World History: Global Studies
SOC.6.2.6	Contemporary Issues

## Learning Objectives

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1. Define artwork that communicates personal opinions, thoughts, and ideas that emphasize the elements of design organized using the principles of design.
2. Define, plan, and provide solutions to design problems.
3. Differentiate how various artists and cultural resources influence printmaking.
4. Identify differentiated components of form, function, content and/or context of a work of art.
5. Produce original works of art using elements and principles of art.
6. Compare and contrast innovative applications of line as an element of art.
7. Recognize the famous artists who employed these techniques.
8. Create original works of art using elements and principles of art.
9. Compare and contrast innovative applications of line as an element of art.
10. Differentiate between objective and subjective thoughts.
11. Identify 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.
12. Incorporate proper use of vocabulary throughout the printing process.
13. Document experiences to generate possibilities for making art and design.
14. Formulate questions that guide a sustained investigation through art and design.



15. Make works of art and design that demonstrate synthesis of materials, processes, and ideas.

16. Describe how works of art and design demonstrate 2-D, 3-D, or drawing skills.

17. Document presentation of works of art and design for viewer interpretation.

- **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**

- The sketchbook shows evidence of revision through thinking, decision-making, and problem-solving
- Rea ScholasticART magazine
- Video: Artist Molly Springfield uses the copy machine to make revisions in her artwork
- Students experiment with their approach and document the revisions through photography
- Students work will be guided by inquiry that involves revision through markmaking and and documentation
- research the work of - Disabled artists such as Christy Brown
  - Holocaust artists such as Doris Zinkeisen
  - Artists of color such as Bisa Butler

- LGBTQ+ artists such as Andy Warhol

## **Assessment Evidence - Checking for Understanding (CFU)**

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- Admit Tickets (formative assessment)
- Exit Tickets (formative assessment)
- Evaluation rubrics (alternative assessment)
- Journals (formative assessment)
- Explaining (formative assessment)
- Evaluate (formative assessment)
- Define (formative assessment)
- Describe (formative assessment)
- Create a Study Guide (alternative assessment)
- Teacher Daily Observations (formative assessment)
- Review Questions (formative assessment)
- Vocabulary (formative assessment)
- Summary Questions (summative assessment)
- Quizzes/Tests (summative assessment)
- Cooperative structured learning activities (formative 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

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- Books:     *Launching the Imagination: A Comprehensive Guide to Basic Design* by Mary Stewart  
                   *Design Through Discovery: The Elements and Principles* by Marjorie Elliot Bevin  
                   *Art and Fear* by David Bayles and Ted Orland  
                   *A Short Guide to Writing About Art* by Sylvan Barnet  
                   *Artforms: Introduction to Visual Art* by Patrick Frank and Sarah Preble  
                   *On Becoming an Artist*, Ellen Langer  
                   *The Business of Being an Artist*, Daniel Grant  
                   *Artforms: Introduction to Visual Art* by Patrick Frank and Sarah Preble

*Universal Principles of Art: 100 Key Concepts for Understanding, Analyzing and Practicing Art*, John A Parks

- Magazines: *ScholasticART: Portrait Art Today*, *Spotlight on Kahinde Wiley*

*ScholasticART: Wayne Thiebaud, Working with Composition*

*ARTnews*

*Sculpture Review*

*Juxtapose*

## **Ancillary Resources**

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- Hand-outs such as: Studio Habits of Mind
- Historical and contemporary references such as: *The Art of Polynesia: The Art of Hawaii, New Zealand, and Easter Island* and *American Pop Art: Working With Ideas*, William Kentridge, Sara Sze, Brice Marden
- Internet use for research, image boards such as Pinterest, blog sites
- Barbara Moody Drawing Video, YouTube

## **Technology Infusion**

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- Khan Academy
- Artsonia
- Google Institute
- Wikipedia
- Artweb
- Getty Institute
- Sketchbook Express
- Quizlet
- Kahoot

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

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

Ted Talks  
Record Voice Pen



## Alignment to 21st Century Skills & Technology

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Mastery and infusion of **21st Century Skills & Technology** and their Alignment to the core content areas is essential to student learning. The core content areas include:

- English Language Arts;
- Mathematics;
- Science and Scientific Inquiry (Next Generation);
- Social Studies, including American History, World History, Geography, Government and Civics, and Economics;
- World languages;
- Technology;
- Visual and Performing Arts.

WRK.9.2.12.CAP	Career Awareness and Planning
WRK.9.2.12.CAP.3	Investigate how continuing education contributes to one's career and personal growth.
WRK.9.2.12.CAP.5	Assess and modify a personal plan to support current interests and post-secondary plans.
TECH.9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
TECH.9.4.12.CI.2	Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).
TECH.9.4.12.CI.3	Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).
TECH.9.4.12.CT.1	Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).
TECH.9.4.12.CT.4	Participate in online strategy and planning sessions for course-based, school-based, or other project and determine the strategies that contribute to effective outcomes.
TECH.9.4.12.DC.1	Explain the beneficial and harmful effects that intellectual property laws can have on the creation and sharing of content (e.g., 6.1.12.CivicsPR.16.a).
TECH.9.4.12.DC.2	Compare and contrast international differences in copyright laws and ethics.
TECH.9.4.12.TL.3	Analyze the effectiveness of the process and quality of collaborative environments.
TECH.9.4.12.TL.4	Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem (e.g., 7.1.AL.IPERS.6).
TECH.9.4.12.GCA.1	Collaborate with individuals to analyze a variety of potential solutions to climate change effects and determine why some solutions (e.g., political, economic, cultural) may work better than others (e.g., SL.11-12.1., HS-ETS1-1, HS-ETS1-2, HS-ETS1-4, 6.3.12.GeoGI.1, 7.1.IH.IPERS.6, 7.1.IL.IPERS.7, 8.2.12.ETW.3).
TECH.9.4.12.IML.3	Analyze data using tools and models to make valid and reliable claims, or to determine optimal design solutions (e.g., S-ID.B.6a., 8.1.12.DA.5, 7.1.IH.IPRET.8).

## **21st Century Skills/Interdisciplinary Themes**

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- Creativity and innovation, critical thinking and problem solving, communication, and collaboration are encouraged, taught, and assessed.
  - Khan Academy
  - Artsonia
  - Google Institute
  - PBS Learning Media
  - Newsela
  - ART 21
  - Artweb
  - Getty Institute
  - Sketchbook Express
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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**

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Career paths in the field of art - research artists on ART 21 website

Communication and Collaboration

Information Literacy - Read about Visual Arts current events on Newsela

ICT (Information, Communications and Technology) Literacy

Life and Career Skills

Creativity and Innovation

Critical Thinking and Problem Solving - Using the Philips Collection - Learn&Collect PreK-12 Education Art As Informational Text



- Civic Literacy
- Environmental Literacy
- Financial, Economic, Business and Entrepreneurial Literacy
- Global Awareness
- Health Literacy

## **Differentiation**

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- 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

### **Differentiations:**

- Small group instruction
- Small group assignments
- Extra time to complete assignments
- Pairing oral instruction with visuals
- Repeat directions
- Use manipulatives
- Center-based instruction
- Token economy

- Study guides
- Teacher reads assessments allowed
- Scheduled breaks
- Rephrase written directions
- Multisensory approaches
- Additional time
- Preview vocabulary
- Preview content & concepts
- Story guides
- Behavior management plan
- Highlight text
- Student(s) work with assigned partner
- Visual presentation
- Assistive technology
- Auditory presentations
- Large print edition
- Dictation to scribe
- Small group setting

#### **Hi-Prep Differentiations:**

- Alternative formative and summative assessments
- Choice boards
- Games and tournaments
- Group investigations
- Guided Reading
- Independent research and projects
- Interest groups
- Learning contracts
- Leveled rubrics
- Literature circles
- Multiple intelligence options
- Multiple texts
- Personal agendas
- Project-based learning
- Problem-based learning
- Stations/centers
- Think-Tac-Toes
- Tiered activities/assignments
- Tiered products
- Varying organizers for instructions

#### **Lo-Prep Differentiations**

- Choice of books or activities
- Cubing activities
- Exploration by interest
- Flexible grouping
- Goal setting with students
- Jigsaw
- Mini workshops to re-teach or extend skills
- Open-ended activities
- Think-Pair-Share

- Reading buddies
- Varied journal prompts
- Varied supplemental materials

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

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- 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
- multiple test sessions
- multi-sensory presentation
- 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)**

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- 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

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- 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 printmaking lesson with counselor, parent/guardians
  - after school printmaking technique tutoring
  - extra one-on-one class time relating to printmaking
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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)**

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Debate issues with research to support arguments

- Create a plan to solve an issue presented in the class or in a text
- Advanced problem-solving
- Higher order, critical & creative thinking skills, and discovery
- Teacher-selected instructional strategies that are focused to provide challenge, engagement, and growth opportunities
- Utilize project-based learning for greater depth of knowledge
- Allow students to work at a faster pace

Communicating with parent/guardian regarding after school printmaking classes

Communicating with parent/guardian regarding college opportunities

Offer after school printmaking art experiences in district

- 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

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**Unit Name:** REVISION - The Relationship between Practice, Revision and Synthesis

**NJSLS:** linked below

**Interdisciplinary Connection:** ELA - reading & writing informational text, History - Global/Cultural Perspectives, 21st century career - career goals, entrepreneur opportunities

**Statement of Objective:** SWDAT use revision for their artwork to have a stronger synthesis with investigation and the materials & processes being used through class discussion and critiques, watching a video, revising existing artwork and writing informational text.

**Anticipatory Set/Do Now:** What is the relationship between practice and synthesis? Should work be revised?

**Learning Activity:** After a completed piece, have students answer the "Do Now" question individually. Have a discussion about how the investigation is not about 15 finished pieces....It is about the journey that takes you to your idea. Have students watch the AP Classroom video 2.C.4.2 by Brice McCasland that discusses how revision leads to synthesis of materials, processes, and ideas. After the video, ask the Do Now questions again and compare the differences in the responses.

**Student Assessment/CFU's:** participation/discussion, teacher observation, suggestion lists, critiques

**Materials:** various media for each student, display area, paper/post-its for writing, chrome books

**21st Century Themes and Skills:** Communication and Collaboration, Creativity and Innovation, Critical Thinking and Problem Solving, Information Literacy, Media Literacy

**Differentiation/Modifications:** added time to complete assignments, independent research, modified expectations for task completion, reinforcing on-task behaviors and skill acquisition, repeat directions as needed

**Integration of Technology:** Google Classroom, access to the internet for research, Smart TV for display, Art21 videos and stories such as *Ellen Gallagher- Play*.

VA.9-12.1.5.12adv.Cr1	Generating and conceptualizing ideas.
VA.9-12.1.5.12adv.Cr1a	Visualize and generate art and design that can affect social change.
VA.9-12.1.5.12adv.Cr1b	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.
VA.9-12.1.5.12adv.Cr2	Organizing and developing ideas.
VA.9-12.1.5.12adv.Cr2a	Experiment, plan and make multiple works of art and design that explore a personally meaningful theme, idea, or concept.
VA.9-12.1.5.12adv.Cr2c	Demonstrate in works of art or design how visual and material culture defines, shapes, enhances, inhibits, and/or empowers people's lives.
VA.9-12.1.5.12adv.Cr3	Refining and completing products.
VA.9-12.1.5.12adv.Cr3a	Reflect on, re-engage, revise and refine works of art or design considering relevant traditional and contemporary criteria as well as personal artistic vision.
VA.9-12.1.5.12adv.Pr4	Selecting, analyzing, and interpreting work.
VA.9-12.1.5.12adv.Pr4a	Critique, justify and present choices in the process of analyzing, selecting, curating, and presenting artwork for a specific exhibit or event.
VA.9-12.1.5.12adv.Pr5	Developing and refining techniques and models or steps needed to create products.

VA.9-12.1.5.12adv.Pr5a	Investigate, compare and contrast methods for preserving and protecting art.
VA.9-12.1.5.12adv.Pr6	Conveying meaning through art.
VA.9-12.1.5.12adv.Pr6a	Curate a collection of objects, artifacts or artwork to impact the viewer's understanding of social, cultural and/or political experiences.
VA.9-12.1.5.12adv.Re7	Perceiving and analyzing products.
VA.9-12.1.5.12adv.Re7a	Analyze how responses to art develop over time based on knowledge of and experience with art and life.
VA.9-12.1.5.12adv.Re7b	Determine the commonalities within a group of artists or visual arts attributed to a particular type of art, timeframe, or culture.
VA.9-12.1.5.12adv.Re8	Interpreting intent and meaning.
VA.9-12.1.5.12adv.Re8a	Analyze differing interpretations of an artwork or collection of works in order to select and defend a plausible critical analysis.
VA.9-12.1.5.12adv.Cn10	Synthesizing and relating knowledge and personal experiences to create products.
VA.9-12.1.5.12adv.Cn10a	Synthesize knowledge of social, cultural, historical, and personal life with artmaking approaches to create meaningful works of art or design.
VA.9-12.1.5.12adv.Cn11	Relating artistic ideas and works within societal, cultural and historical contexts to deepen understanding.
VA.9-12.1.5.12adv.Cn11a	Assess the impact of an artist or a group of artists on the beliefs, values and behaviors of a society.
VA.9-12.1.5.12adv.Cn11b	Assess the impact of an artist or group of artists on global issues, including climate change.