

***Unit 2 - Art Media and Technique for Artistic Communication**

Content Area: **Art**
Course(s): **Intro to Art**
Time Period: **NovDec**
Length: **60 Days - Grades 9,10**
Status: **Published**

Title Section

Department of Curriculum and Instruction



Belleville Public Schools

Curriculum Guide

Introduction to Art - Grades 9,10,11

Art Media and Technique for Artistic Communication

Belleville Board of Education

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Board Approved:

Unit Overview

Unit 2 - Art Media and Technique for Artistic Communication

- Media and technique provide the foundation for artistic communication and creation.
- Diversity in media and technique.
- Practice and utilize art media and technique.
- Experimentation with new/innovative ways to use art media.

Enduring Understanding

Enduring understandings:

1. Art requires skills to turn ideas into a product.
2. Elements and principles of design are the language of art.
3. Elements and principles of design are universal in nature.
4. Elements and principles of design help organize ideas and expression.
5. The clarity of a work of art and its ability to communicate can be affected by the manner in which it is shown.
6. Art is present in our daily surroundings.
7. Art helps to bridge the gaps in such areas of learning as Math, History, Science, Technology.
8. Art History reading enhances historical facts.

Essential Questions

Essential Questions:

1. What is art and how is it made?
2. How does art communicate a concept?
3. Why and how does art change?
4. How do we describe our thinking of art?
5. What are elements of art and principles of design, and how do we use them?
6. What is beauty?
7. How does an artwork evolve from concept to product?
8. What role does planning and spontaneity play in art?
9. How does the presentation of an artwork affect its significance and meaning?
10. What is personal style?

Exit Skills

By the end of Unit 2:

- **1.** All students will demonstrate an understanding of artistic communication by:
 - Identifying media, and technique.
 - Recognize that art requires skills to turn ideas into a product.
 - Recognize that different materials and modalities are used to convey their own specific message.
 - Translate the traditional use of materials and methods.
 - Recognize that the clarity of a work of art and its ability to communicate can be affected by the manner in which it is shown.

- 2.** All students will comprehend complex literary and informational texts independently and proficiently.

- 3.** All students will understand the development of media and technique throughout history.
 - Synthesize skill, media, method, and technique appropriate to creating visual art.
 - Manipulate materials and ideas to create an aesthetic object.

- 4.** All students will recognize the unique qualities of art.
 - Techniques and methods
 - Materials
 - Effects
 - Characteristics
 - Tools

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?

Explore

VA.9-12.1.5.12prof.Cr1a

Use multiple approaches to begin creative endeavors.

VA.9-12.1.5.12prof.Cr1b

Shape an artistic investigation of an aspect of present-day life using a contemporary practice of art and design.

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?

Investigate

VA.9-12.1.5.12prof.Cr2a

Engage in making a work of art or design without having a preconceived plan.

VA.9-12.1.5.12prof.Cr2b

Explain how traditional and non-traditional materials may impact human health and the environment, and demonstrate safe handling of materials, tools and equipment.

VA.9-12.1.5.12prof.Cr3

Refining and completing products.

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

What role does persistence play in revising, refining and developing work? How do artists grow and become accomplished in art forms? How does collaboratively reflecting on a work help us experience it more completely?

VA.9-12.1.5.12prof.Cr3a

Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on and plan revisions for works of art and design in progress.

VA.9-12.1.5.12prof.Pr6

Conveying meaning through art.

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.

VA.9-12.1.5.12prof.Pr6a

Analyze and describe the impact that an exhibition or collection has on personal awareness of social, cultural or political beliefs and understandings.

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.9-12.1.5.12prof.Re8

Interpreting intent and meaning.

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?

Interpret

Analyze

VA.9-12.1.5.12prof.Re9a

Establish relevant criteria in order to evaluate a work of art or collection of works.

VA.9-12.1.5.12prof.Cn

Connecting

VA.9-12.1.5.12prof.Cn10

Synthesizing and relating knowledge and personal experiences to create products.

VA.9-12.1.5.12prof.Cn10a

Document the process of developing ideas from early stages to fully elaborated ideas.

VA.9-12.1.5.12prof.Cn11b

Describe how knowledge of global issues, including climate change, may influence personal responses to art.

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

World History:

Global studies.

World Language:

Big ideas, words, phrases, themes.

21st Century Life Skills:

Creative, critical thinking, collaborative problems solving.

LA.K-12.NJSLSA.R2

Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

LA.K-12.NJSLSA.R3

Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

SOC.6.2

World History: Global Studies

| | |
|-------------------------|---|
| SOC.6.1.12.C.16.b | Predict the impact of technology on the global workforce and on entrepreneurship. |
| 9-12.HS-ESS2-2.7 | Stability and change. |
| 9-12.HS-ESS2-2.ESS2.D | Weather and Climate |
| 9-12.HS-ESS2-4.ESS2.D | Weather and Climate |
| 9-12.HS-ESS2-4.ESS2.D.1 | The foundation for Earth’s global climate systems is the electromagnetic radiation from the sun, as well as its reflection, absorption, storage, and redistribution among the atmosphere, ocean, and land systems, and this energy’s re-radiation into space. |
| 9-12.HS-ESS2-4.ESS2.D.2 | Changes in the atmosphere due to human activity have increased carbon dioxide concentrations and thus affect climate. |

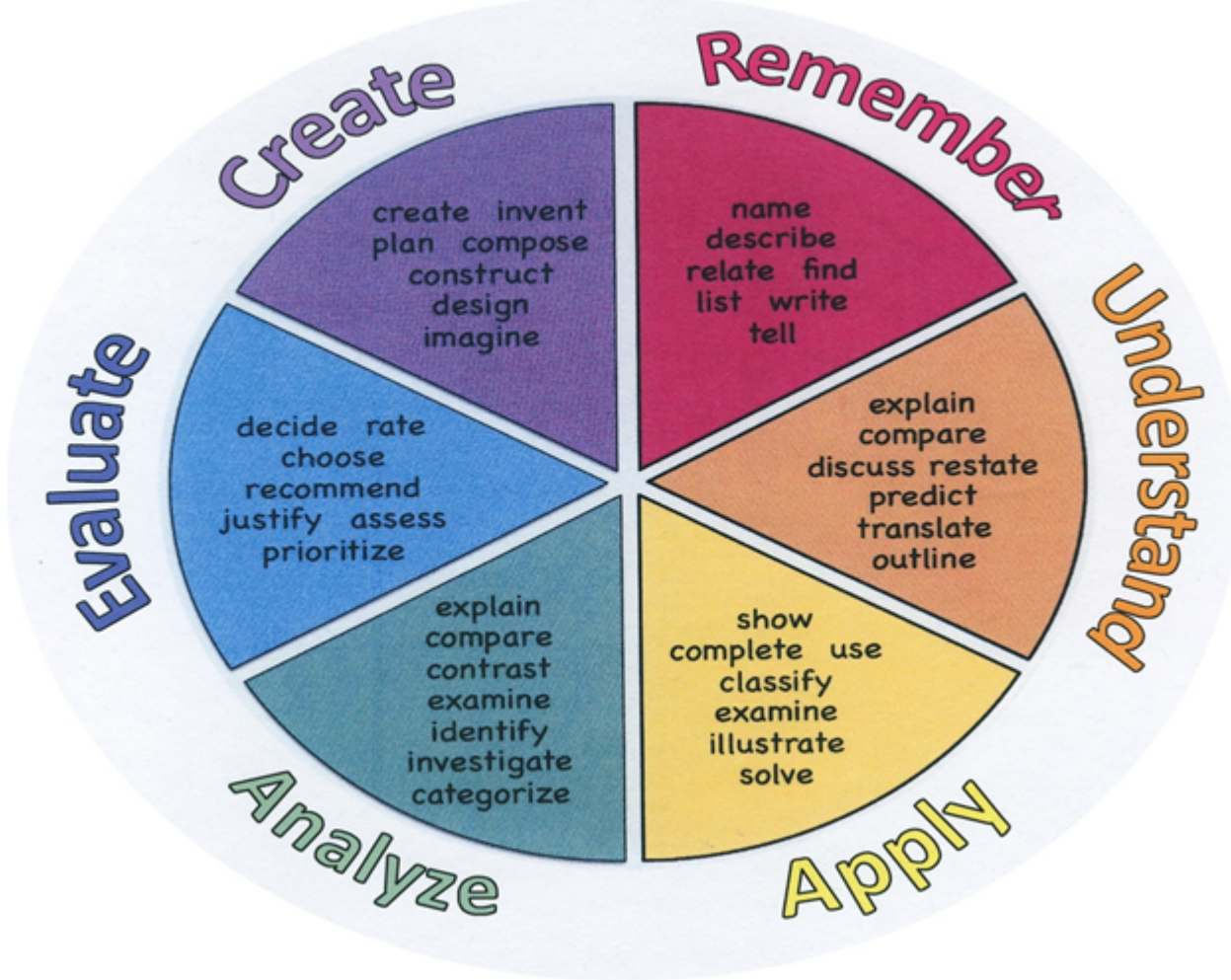
Learning Objectives

1. Identify and utilize media.
2. Practice established procedures/techniques for using art media.
3. Distinguish ground-breaking uses of new mediums and experiment with new approaches to portraying positive and negative space in art installation or new media artwork.
4. Analyze and evaluate how various artists and cultural resources influence our creative ability.
5. Illustrate differentiated media.
6. Compose original works of art using art media and technique.
7. Compare and contrast innovative applications of art media and technique.
8. Differentiate between objective and subjective thoughts.
9. Interrelate proper use of vocabulary verbally and in written form.
10. Distinguish and describe works of art in terms of the use of the design principles and in written materials.

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 Recall Recognize Repeat Reproduce | Rewrite Select Show Summarize Tell Translate Associate Compute Convert Discuss Estimate Extrapolate Generalize Predict | Classify Complete Compute Discover Divide Examine Graph Interpolate Manipulate Modify Operate Subtract | Illustrate Outline Point out Separate | | Integrate Prescribe Propose Reconstruct Revise Rewrite Transform |
|---|---|---|--|--|--|



Suggested Activities & Best Practices

- Demonstrate the clarity of a work of art and its ability to communicate.
- Recognize that art is present in our daily surroundings.

- Recognize that art helps to bridge the gaps in such areas of learning as Math, History, Science, Technology.
- Understand how Art History reading enhances historical facts.
- Daily observation of individual student learning.
- Research disabled artists such as Van Gogh who suffered with epilepsy, Paul Klee who had scleroderma, Chuck Close and Henri Matisse who worked from a wheelchair
- Research artists of color such as Kehinde Wiley, Romare Bearden, Jacob Lawrence
- Research LGBTQ artists such as Andy Warhol, Julie Mehretu, Keith Haring
- Research artists of the Holocaust such as Edgar Ainsworth, Leslie Cole, Eric Taylor

Guidelines for Suggested Activities:

- Includes activities **appropriate & specific** to the development of the Unit;
- Is comprised of the variety of learning activities that will be referenced in lesson plans, constructed/developed and instructionally delivered in the classroom;
- Are authentic;
- Recognizes the learning styles of the students;
- Integrates problem- or project-based learning.

| | |
|------------------------|---|
| VA.9-12.1.5.12acc.Cr1 | Generating and conceptualizing ideas. 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? |
| VA.9-12.1.5.12acc.Cr1b | Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design. |
| VA.9-12.1.5.12acc.Cr2 | Organizing and developing ideas. |
| VA.9-12.1.5.12acc.Cr2a | Through experimentation, practice and persistence, demonstrate acquisition of skills and knowledge in a chosen art form. |

Assessment Evidence - Checking for Understanding (CFU)

- Admit Tickets - formative assessment
- Exit Tickets - formative assessment

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

- *Art Fundamental Theory and Practice*, Ocvirk, Bone, Stinson, Wigg
- *The Complete Book of Drawing*, Barrington Barber
- *Color, A Complete Guide for Artists*, Ralph Fabri
- *Art From Intuition*, Dean Nimmer
- *Artists Journals and Sketchbooks*, Lynn Perrella

Ancillary Resources

- The Getty Institute, getty.edu
- WebArt, webart.com
- Internet, Virtual Museum Tours
- *Anatomy for the Artist*, Tom Flint & Peter Stanyer
- *The Encyclopedia of Drawing Techniques*, Hazel Harrison
- *The Natural Way to Draw*, Kimon Nicolaides
- *The Human Figure in Motion*, Eadweard Muybridge
- *Art Across Time*, Laurie Schneider Adams
- *Art History*, Marilyn Stockstad's

Technology Infusion

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

Alignment to 21st Century Skills & Technology

Creativity and innovation, critical thinking and problem solving, communication, and collaboration are encouraged, taught, and assessed.

Louvre Virtual Tours, Khan Academy, Google.com-cultural institute art collection, Artsonia - World's Largest Student Art Museum.

| | |
|-------------------|---|
| WRK.9.2.12.CAP | Career Awareness and Planning |
| WRK.9.2.12.CAP.2 | Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs. |
| TECH.9.4.12.CI | Creativity and Innovation |
| 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.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). |

21st Century Skills/Interdisciplinary Themes

- Khan Academy
 - Artsonia
 - Google Institute
 - PBS Learning
 - Newsela
 - Art 21
 - Art Web
 - Getty Institute
 - Sketchbook Express
-
- 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 - 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 Phillips Collection - Learn & Collect Pre K-12 Education
-
- 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

- 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
- communication lesson with counselor, parent/guardians
- after school project specific tutoring

- extra one-on-one class time relating to proper usage of media and techniques
- 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 classes
- Communicating with parent/guardian regarding college opportunities
- Offering after school art experiences
- 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

UNIT: Ceramic Luminary Houses

INTERDISCIPLINARY CONNECTION: History of European Medieval Architecture with Gargoyles and Beast.

STATEMENT OF OBJECTIVE: SWBAT develop, formulate, invent, organize, and integrate an original architectural structure, slap construction technique including eliminating air bubbles, slipping and scoring the clay, proper tool usage, student-driven critique, map the goals for the week.

ANTICIPATORY SET/DO NOW: Teacher/Student discussion related to design, clay, hand-building techniques.

LEARNING ACTIVITY: Clarify, describe, discuss, and demonstrate how to design a unique architectural structure that will adapt to hollow clay construction, begin with all of today's objectives, critique progress.

STUDENT ASSESSMENT/CFU's:

MATERIALS: clay, modeling tools

21st CENTURY THEMES & SKILLS: Critical thinking, communicating.

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

INTEGRATION OF TECHNOLOGY: YouTube demo: Make your own Handmade mug with a pulled handle! [Jessica Putnam-Phillips](#)

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

VA.9-12.1.5.12prof.Pr5

Developing and refining techniques and models or steps needed to create products.

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.9-12.1.5.12prof.Cn10

Synthesizing and relating knowledge and personal experiences to create products.

VA.9-12.1.5.12prof.Cn10a

Document the process of developing ideas from early stages to fully elaborated ideas.