Unit 2: Presenting

Content Area: **Fine Arts**
Course(s):
Time Period: **Trimester 1**
Length: **full year**
Status: **Published**

Summary

Introduction

In this unit, students will actively engage in the process of analyzing, selecting, and sharing artwork. They will explore the roles of artists and curators in preparing, refining, and preserving creative pieces for public display. By examining different techniques, methods, and venues, students will understand the necessary criteria to carefully build an art portfolio or collection. Ultimately, they will discover how the presentation of these artifacts communicates cultural meaning and cultivates appreciation, understanding, and tolerance within a community

Revision Date

July 2026

Standards

In accordance with New Jersey's Chapter 32 Diversity and Inclusion Law, this unit includes instructional materials that highlight and promote diversity, including: economic diversity, equity, inclusion, tolerance, and belonging in connection with gender and sexual orientation, race and ethnicity, disabilities, and religious tolerance.

ELD standards:https://docs.google.com/document/d/1wdmsiGOdCHlrjU-WPvAtENnEgi0EStZXo0uiFYv1Nu4/edit

1.5.2.Pr	Presenting
1.5.2.Pr4	Selecting, analyzing, and interpreting work.
	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?
	Analyze
1.5.2.Pr4a	Select artwork for display, and explain why some work, objects and artifacts are valued

	over others. Categorize artwork based on a theme or concept for an exhibit.
1.5.2.Pr5	Developing and refining techniques and models or steps needed to create products.
	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?
	Select
1.5.2.Pr5a	Explain the purpose of a portfolio or collection. Ask and answer questions regarding preparing artwork for presentation or preservation.
1.5.2.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.
	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?
	Share
1.5.2.Pr6a	Explain what an art museum is and identify the roles and responsibilities of the people who work in and visit museums and exhibit spaces. Analyze how art exhibits inside and outside of schools (such as museums, galleries, virtual spaces, and other venues) contribute to communities.

Essential Questions/Enduring Understandings

Essential Questions

- How are artworks protected or preserved and by whom? What criteria, methods, and processes are necessary to care for artworks?

- Why do people value objects, artifacts, and artworks? How do people select objects, artifacts, and artworks for presentation?
- How does the presenting and sharing of art influence and shape a culture, society, or community?
- How do preserved artworks cultivate apprecation, understanding, and tolerance?
- How does refining an artwork affect its meaning to the viewer?
- What criteria are important when selecting artwork for presentation?
- How does the environment or venue (e.g., a formal museum, a virtual gallery, or a public outdoor space) change the way we experience and value an artwork?

- What role does technology play in how we curate, share, and preserve art for future generations?

Enduring Understandings

Many factors are addressed and considered when choosing mediums, techniques, methods, venues, criteria, and spaces to preserve or present artwork. Artists analyze, select, and curate objects and artifacts to prepare and refine completed artwork to display. Selected objects and artworks influence a society, culture, or

community and ultimately cultivate an appreciation, understanding, and tolerance.

Students Will Know/ Students Will be Skilled At

Content Area Knowledge

- Students will know artists consider various factors when analyzing and selecting artworks to present.
- Students will know artworks are cared for safely and effectively.
- Students will know a portfolio or collection of artwork is carefully built.
- Students will know a curator's responsibilities in preserving and presenting artwork.

Skills

- Students will be skilled at defining the responsibilities of a curator in preserving and presenting artwork.
- Students will be skilled at preparing and presenting artwork safely and effectively.
- Students will be skilled at identifying how exhibits and museums provide information and experiences about topics, subject matter, and concepts
- Students will be skilled at writing or verbally articulating the meaning and process behind their refined artwork.

Learning Plan

- Present and discuss essential questions, making connections to these questions throughout the unit.
- Discuss a curator and their responsibilities in preserving art.
- Implement a "Mock Museum" classroom activity where students take on specific roles (curator, guide, conservator) to organize a thematic exhibit of their peers' artwork.
- Introduce the many factors that are considered when preserving and presenting art.
- Discuss refining an artwork and how it may affect its meaning to the viewer.
- Introduce a portfolio or collection and what criteria is considered to build one.
- Teacher will guide students through the physical matting, mounting, and labeling process for their artwork to give them hands-on experience with professional presentation standards.
- Provide opportunities for students to share prior knowledge through small groups, pairs, etc.
- Create a safe space for discussion and debate about artwork and critique.
- Allow for brainstorming activities to aid the creative process.
- Design a range of themes to appeal to all students and encourage students to recognize art is all around us.

Evidence/ Performance Tasks

- Pre-assess student knowledge and understanding of elements of presenting and preserving artwork.
- Ongoing assessment of safe preservation and presentation of artwork.
- Formative assessment through verbal and visual check-ins, Google Forms, exit slips, informal peer check-ins.
- Communication through discussion, critique, and dialogue of artwork.
- Collaboration and dialogue with peers about process, product, and opinions on artwork.
- Rubrics provided as needed for craftsmanship, student objectives, etc.
- Student Self-Reflection (written or verbal) where students reflect on the evolution of their artwork from draft to final display.

Materials

Classroom sets per school of the following:

- Pencils
- Erasers
- Markers
- Crayons
- Colored pencils
- Oil pastels
- Chalk
- Watercolors
- Tempera paint
- Washable tempera cakes
- Glue bottles
- Glue sticks
- Cups

- Paper towels
- Sharpies
- Scissors
- Clay
- Tape
- Modeling dough
- Fabric
- Yarn
- Found objects
- Tools
- Various paper: construction paper, drawing paper, watercolor paper, newspaper, magazines, etc.
- Chromebooks

At least one per school of the following:

- Document camera
- Color printer
- Smartboard

Resources:

- Color wheel
- Sample artworks
- Art and Education publications

Integrated Accommodations and Modifications

Click HERE to view K-2 Art Accommodations and Modifications.