

## Pine Hill Public Schools Curriculum

Content Area:	<b>Electives – Fine Art</b>		
Course Title/ Grade Level:	Art 2		
Unit 1:	<b>Introduction to Book Arts Elements of Art and Principles of Design</b>	Month:	<b>Sept</b>
Unit 2:	<b>Line &amp; Shape</b>	Month:	<b>Oct-Nov</b>
Unit 3:	<b>Form &amp; Space</b>	Month:	<b>Dec-Jan</b>
Unit 4:	<b>Color, Value, Pattern</b>	Month:	<b>Feb-Mar</b>
Unit 5:	<b>Texture-Collage/Montage/Assemblage</b>	Month:	<b>April-1/2 May</b>
Unit 6:	<b>Image Presentation/Matting/Exhibit</b>	Month:	<b>2<sup>nd</sup> 1/2 of May</b>
Unit 7:	<b>Media Exploration/Career Opportunities</b>	Month:	<b>June</b>
Date Created or Revised:	8-7-12		
BOE Approval Date:	8/28/12		

**Pine Hill Public Schools  
Curriculum**

<b>Unit Title: Introduction to Book Arts Elements of Art and Principles of Design</b>		<b>Unit #: 1</b>
<b>Course or Grade Level: 10-12</b>		<b>Length of Time: September</b>
<b>Date Created: 8-7-12</b>		<b>BOE Approval Date:</b>
<b>Pacing</b>	15 days	
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>• What is an artist’s book?</li> <li>• What do artists include in their book?</li> <li>• How does the content relate to form?</li> <li>• What is the process and materials used to make a book?</li> <li>• How can a book be personal, expressive, inventive, artistic?</li> </ul>	
<b>Content</b>	<ul style="list-style-type: none"> <li>• Book History</li> <li>• Books as Art</li> <li>• Book Anatomy</li> <li>• Creation of a book</li> </ul>	
<b>Skills</b>	<ul style="list-style-type: none"> <li>• Discuss a brief history of books and books as art. (both historical and contemporary)</li> <li>• Identify and demonstrate an understanding of book anatomy.</li> <li>• Experiment with materials and techniques for backgrounds/projects.</li> <li>• Create a book – by physically assembling paper and other materials.</li> </ul>	
<b>Assessments</b>	<ul style="list-style-type: none"> <li>• Group critique</li> <li>• Notes in Journal</li> <li>• Quiz</li> <li>• Summary &amp; Review Questions</li> <li>• Book-end of year presentation of works</li> </ul>	
<b>Interventions / differentiated instruction</b>	<ul style="list-style-type: none"> <li>• Matching with Visuals (examples)</li> <li>• One-on-One Instruction with Teacher</li> </ul>	
<b>Inter-disciplinary Connections</b>	<ul style="list-style-type: none"> <li>• History</li> <li>• Language Arts</li> <li>• Math</li> </ul>	
<b>Lesson resources / Activities</b>	<ul style="list-style-type: none"> <li>• Handouts</li> <li>• PowerPoint presentations/Visual aids</li> <li>• Website/Fieldtrip- Philadelphia Center for the Book –philadelphiacenterforthebook.org</li> <li>• Drawing for Older Children and Teens- By Mona Brooks 1991</li> <li>• The New Drawing on the Right Side of the Brain- By Betty Edwards 1999</li> <li>• Text: The Visual Experience Davis Publications 2005</li> </ul>	
<b>*****</b>	<b>Core Curriculum Standards are located at the end of the final Unit</b>	

**Pine Hill Public Schools  
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<b>Unit Title: Line &amp; Shape</b>		<b>Unit #: 2</b>
<b>Course or Grade Level: 10-12</b>		<b>Length of Time: October-November</b>
<b>Date Created: 8-7-12</b>		<b>BOE Approval Date:</b>
<b>Pacing</b>	30 days	
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>• How does line influence one's perception?</li> <li>• How can an artist vary line?</li> <li>• How can lines show value, emotion and movement?</li> </ul>	
<b>Content</b>	<ul style="list-style-type: none"> <li>• Descriptive &amp; Expressive Line</li> <li>• Outline</li> <li>• Contour Line</li> <li>• Hatching</li> <li>• Crosshatching</li> <li>• Implied Line</li> <li>• Shapes: figure &amp; ground, positive &amp; negative space</li> </ul>	
<b>Skills</b>	<ul style="list-style-type: none"> <li>• Demonstrate understanding of the measurements of a ruler.</li> <li>• Continue to develop drawing skills by identifying and drawing a variety of lines, shapes and forms.</li> <li>• Create 2D artworks using direct observation and imagination.</li> <li>• Discuss and interpret artistic decisions when using shapes, forms, and space in personal artwork.</li> <li>• Review and discuss composition</li> <li>• Develop and experiment with materials for backgrounds and pages for book making.</li> </ul>	
<b>Assessments</b>	<ul style="list-style-type: none"> <li>• Journal (Sketchbook) Entries</li> <li>• Teacher Observation</li> <li>• Project</li> </ul>	
<b>Interventions / differentiated instruction</b>	<ul style="list-style-type: none"> <li>• Matching with Visuals</li> <li>• One-on-One Instruction with Teacher</li> </ul>	
<b>Inter-disciplinary Connections</b>	<ul style="list-style-type: none"> <li>• History</li> <li>• Math</li> </ul>	
<b>Lesson resources / Activities</b>	<ul style="list-style-type: none"> <li>• PowerPoint Presentations/Websites</li> <li>• Handouts</li> <li>• Text: The Visual Experience Davis Publications 2005</li> <li>• Drawing for Older Children and Teens- By Mona Brooks 1991</li> <li>• The New Drawing on the Right Side of the Brain- By Betty Edwards 1999</li> </ul>	
<b>*****</b>	<b>Core Curriculum Standards are located at the end of the final Unit</b>	

**Pine Hill Public Schools  
Curriculum**

<b>Unit Title: Form &amp; Space</b>		<b>Unit #: 3</b>
<b>Course or Grade Level: 10-12</b>		<b>Length of Time: December-January</b>
<b>Date Created: 8-7-12</b>		<b>BOE Approval Date:</b>
<b>Pacing</b>	25 days	
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>• How do artists use foreshortening to suggest 3d form on a flat surface?</li> <li>• How can an artist achieve a real sense of space in 2d works of art?</li> </ul>	
<b>Content</b>	<ul style="list-style-type: none"> <li>• Form: Forms &amp; Pictures, Foreshortening, Organic vs. Geometric, Closed vs. Open</li> <li>• Space: 2D &amp; 3D</li> </ul>	
<b>Skills</b>	<ul style="list-style-type: none"> <li>• Discuss and demonstrate how figure &amp; ground (positive &amp; negative shapes) are effectively used in artworks</li> <li>• Discuss how artists use foreshortening to suggest a 3d form on a flat surface</li> <li>• Create 2D and 3D artworks using direct observation and imagination.</li> <li>• Explain how geometric &amp; organic shapes(forms -open &amp; closed), can be used to express emotion in artworks</li> <li>• Draw, paint, or sculpt an artwork featuring positive-negative shapes &amp; forms</li> <li>• Develop and experiment with materials/techniques for backgrounds and pages for book making.</li> </ul>	
<b>Assessments</b>	<ul style="list-style-type: none"> <li>• Journal (Sketchbook) Entries</li> <li>• Teacher Observation</li> <li>• Project</li> </ul>	
<b>Interventions / differentiated instruction</b>	<ul style="list-style-type: none"> <li>• Matching with Visuals</li> <li>• One-on-One Instruction with Teacher</li> </ul>	
<b>Inter-disciplinary Connections</b>	<ul style="list-style-type: none"> <li>• History</li> <li>• Math</li> <li>• Science</li> </ul>	
<b>Lesson resources / Activities</b>	<ul style="list-style-type: none"> <li>• PowerPoint Presentations/Websites</li> <li>• Handouts</li> <li>• Text: The Visual Experience Davis Publications 2005</li> <li>• Drawing for Older Children and Teens- By Mona Brooks 1991</li> <li>• The New Drawing on the Right Side of the Brain- By Betty Edwards1999</li> </ul>	
<b>*****</b>	<b>Core Curriculum Standards are located at the end of the final Unit</b>	

**Pine Hill Public Schools  
Curriculum**

<b>Unit Title: Color, Value, Pattern</b>		<b>Unit #: 4</b>
<b>Course or Grade Level: 10-12</b>		<b>Length of Time: February-March</b>
<b>Date Created: 8-7-12</b>		<b>BOE Approval Date:</b>
<b>Pacing</b>	21 days	
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>• What are the relationships between colors on the color wheel?</li> <li>• What are the primary, secondary &amp; tertiary colors? How are they mixed?</li> <li>• How do planned or random repetition of colors, lines, values and textures create patterns?</li> <li>• How do artists use color, value, texture &amp; pattern to express emotions?</li> <li>• What are the Elements of Art and Principles of Design?</li> <li>• How are the Elements of Art and Principles of Design being implemented in ones own artwork?</li> </ul>	
<b>Content</b>	<ul style="list-style-type: none"> <li>• Color Theory</li> <li>• Color Harmonies</li> <li>• Color Mixing</li> <li>• Value scales-grayscale &amp; color</li> <li>• Pattern-symmetrical/asymmetrical, random/planned, natural vs. manmade</li> <li>• Introduction to painting</li> <li>• Elements of Art and Principles of Design</li> </ul>	
<b>Skills</b>	<ul style="list-style-type: none"> <li>• Review color theory/value</li> <li>• Demonstrate skills (learned in Art 1) in color theory and mixing.</li> <li>• Demonstrate skills (learned in Art 1) value scale using grayscale and color media.</li> <li>• Create artwork demonstrating and understanding of Elements of Art and Principles of Design.</li> <li>• Continue to develop compositional skills</li> <li>• Develop painting skills/techniques</li> </ul>	
<b>Assessments</b>	<ul style="list-style-type: none"> <li>• Journal (Sketchbook) Entries</li> <li>• Art quiz</li> <li>• Summary &amp; Review Questions</li> <li>• Teacher Observation</li> <li>• Project</li> </ul>	
<b>Interventions / differentiated instruction</b>	<ul style="list-style-type: none"> <li>• Matching with Visuals</li> <li>• One-on-One Instruction with Teacher</li> </ul>	
<b>Inter-disciplinary Connections</b>	<ul style="list-style-type: none"> <li>• History</li> <li>• Science</li> </ul>	
<b>Lesson resources / Activities</b>	<ul style="list-style-type: none"> <li>• PowerPoint Presentations/Websites</li> <li>• Handouts</li> <li>• Text: The Visual Experience Davis Publications 2005</li> <li>• Video: Light &amp; Color</li> <li>• Projects</li> </ul>	
<b>*****</b>	<b>Core Curriculum Standards are located at the end of the final Unit</b>	

**Pine Hill Public Schools  
Curriculum**

<b>Unit Title: Recycled Crafts-Texture-Collage/Montage/Assemblage</b>		<b>Unit #: 5</b>
<b>Course or Grade Level: 10-12</b>		<b>Length of Time: April-1/2 May</b>
<b>Date Created: 8-7-12</b>		<b>BOE Approval Date:</b>
<b>Pacing</b>	20 days	
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>• How does texture influence perception?</li> <li>• In what ways can an artist create texture in a work of art?</li> <li>• Define the principle of design element known as Unity.</li> <li>• How can the addition of texture contribute to an artist's work and create a sense of unity?</li> <li>• What is the difference between Collage, Montage and Assemblage?</li> <li>• How can found objects become transformed into artwork?</li> <li>• How can we as artists recycle materials to elevate environmental issues through the arts?</li> </ul>	
<b>Content</b>	<ul style="list-style-type: none"> <li>• Texture-actual vs simulated</li> <li>• Collage</li> <li>• Montage</li> <li>• Assemblage</li> <li>• Recycled Art</li> </ul>	
<b>Skills</b>	<ul style="list-style-type: none"> <li>• Create 2 &amp; 3 d works of art that explore texture using collage, montage or assemblage techniques.</li> <li>• Create a unified piece of work using found objects.</li> <li>•</li> </ul>	
<b>Assessments</b>	<ul style="list-style-type: none"> <li>• Teacher Observation</li> <li>• Project</li> <li>• Presentation</li> </ul>	
<b>Interventions / differentiated instruction</b>	<ul style="list-style-type: none"> <li>• Matching with Visuals</li> <li>• One-on-One Instruction with Teacher</li> </ul>	
<b>Inter-disciplinary Connections</b>	<ul style="list-style-type: none"> <li>• History</li> <li>• Current Events</li> <li>• Language Arts</li> </ul>	
<b>Lesson resources / Activities</b>	<ul style="list-style-type: none"> <li>• PowerPoint Presentations/Websites</li> <li>• Handouts</li> <li>• Text: The Visual Experience Davis Publications 2005</li> <li>• Projects</li> </ul>	
<b>*****</b>	<b>Core Curriculum Standards are located at the end of the final Unit</b>	

<b>Pine Hill Public Schools Curriculum</b>	
<b>Unit Title: Image Presentation/Matting/Exhibit</b>	
<b>Unit #: 6</b>	
<b>Course or Grade Level: 10-12</b>	<b>Length of Time: 2<sup>nd</sup> 1/2 of May</b>
<b>Date Created: 8-7-12</b>	<b>BOE Approval Date:</b>
<b>Pacing</b>	10 days
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>• What is it important to display work professionally?</li> <li>• is the proper way to measure and cut a mat for a piece of artwork?</li> <li>• What are the standard sizes for a mat?</li> <li>• What is the difference between mounting and matting a work of art?</li> </ul>
<b>Content</b>	<ul style="list-style-type: none"> <li>• Measure the artwork to determine the opening size of the mat</li> <li>• Cut the mat</li> <li>• Mount artwork</li> </ul>
<b>Skills</b>	<ul style="list-style-type: none"> <li>• Use a ruler to properly measure the opening of the mat.</li> <li>• Cut the mat using a Logan mat cutter</li> <li>• Mount a piece of work to an acid free base.</li> <li>• Label the artwork for display</li> </ul>
<b>Assessments</b>	<ul style="list-style-type: none"> <li>• Teacher Observation</li> <li>• Product</li> </ul>
<b>Interventions / differentiated instruction</b>	<ul style="list-style-type: none"> <li>• Matching with Visuals</li> <li>• One-on-One Instruction with Teacher</li> </ul>
<b>Inter-disciplinary Connections</b>	<ul style="list-style-type: none"> <li>• Mathematics</li> </ul>
<b>Lesson resources / Activities</b>	<ul style="list-style-type: none"> <li>• Text: The Visual Experience Davis Publications 2005</li> </ul>
<b>Unit 6 Core Curriculum Standards</b>	
<b>2009 NJCCCS VISUAL &amp; PERFORMING ARTS</b>	
<b>Standard: 1.3 Performance All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.</b>	
<b>Strand(s): D. Visual Art</b>	
<b>Content Statement(s):</b>	<b>CPI # / CPI(s):</b>
Content: How individuals manipulate the elements of art and principles of design results in original portfolios that reflect choice and personal stylistic nuance	1.3.12.D.1 Synthesize the elements of art and principles of design in an original portfolio of two- and three-dimensional artworks that reflects personal style and a high degree of technical proficiency and expressivity.
Content: Culturally and historically diverse art media, art mediums, techniques, and styles impact originality and interpretation of the artistic statement.	1.3.12.D.2 Produce an original body of artwork in one or more art mediums that demonstrates mastery of visual literacy, methods, techniques, and cultural understanding.
<b>Standard: 1.4 Aesthetic Responses and Critique Methodologies All students will demonstrate and apply an</b>	

<b>understanding of art philosophies, judgment, and analysis to works of art in dance, music, theatre and visual art.</b>	
<b>Strand(s): B Critique Methodologies</b>	
<b>Content Statement(s):</b>	<b>CPI # / CPI(s):</b>
Content: Archetypal subject matter exists in all cultures and is embodied in the formal and informal aspects of art.	1.4.12.B.1 Formulate criteria for arts evaluation using the principles of positive critique and observation of the elements of art and principles of design, and use the criteria to evaluate works of dance, music, theatre, visual, and multimedia artwork from diverse cultural contexts and historical eras.
Content: The cohesiveness of a work of art and its ability to communicate a theme or narrative can be directly affected by the artist's technical proficiency as well as by the manner and physical context in which it is performed or shown.	1.4.12.B.2 Evaluate how an artist's technical proficiency may affect the creation or presentation of a work of art, as well as how the context in which a work is performed or shown may impact perceptions of its significance/meaning.
<b>2009 NJCCCS 21<sup>st</sup> CENTURY LIFE &amp; CAREERS</b>	
<b>Standard: 9.1 21st-Century Life &amp; Career Skills All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.</b>	
<b>Strand(s): A. Critical Thinking and Problem Solving</b>	
<b>Content Statement(s):</b>	<b>CPI # / CPI(s):</b>
The ability to recognize a problem and apply critical thinking and problem-solving skills to solve the problem is a lifelong skill that develops over time.	9.1.12.A.1 Apply critical thinking and problem-solving strategies during structured learning experiences.
<b>2009 NJCCCS Career &amp; Technical Education</b>	
<b>9.4 Career and Technical Education All students who complete a career and technical education program will acquire academic and technical skills for careers in emerging and established professions that lead to technical skill proficiency, credentials, certificates, licenses, and/or degrees.</b>	
<b>Strand(s): C. Arts, A/V Technology, &amp; Communications Career Cluster</b>	
<b>Content Statement(s):</b>	<b>CPI # / CPI(s):</b>
*Roles within teams, work units, departments, organizations, inter-organizational systems and the larger environment impact business operation. *Key organizational systems impact organizational performance and the quality of products and services. * Understanding the global context of 21st-century industries and careers impacts business operations.	9.4.12.C. (3). Demonstrate knowledge of the printing process, including customer service and sales, scheduling, and quality control, to deliver products that meet customer needs and expectations.
Technical Skills: Technical knowledge and skills play a role in all careers within all cluster and pathway.	9.4.12.C. (3). 5 Employ processes required for the production of various printed products to build an understanding of print technologies.
Academic foundations: Academic concepts lay the foundation for the full range of careers and post secondary education opportunities within the career cluster.	9.4.12.C. (6). 3 Explain what and how specific works of art communicate meaning and how they are used as a means to express ideas.
Employability skills and career and entrepreneurship opportunities build the capacity for successful careers in a global economy.	9.4.12.C.9 Develop and deliver formal and informal presentations using appropriate media to engage and inform audiences.



Technology is used to access, manage, integrate, and disseminate information.	9.4.12.C.19 Employ technological tools to expedite workflow.
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**2009 NJCCCS Technology**

**8.1. Educational technology. All students will use digital tools to access, manage, evaluate, and synthesis information in order to solve problems individually and collaboratively and to create and communicate knowledge**

**Strand(s): D. Digital Citizenship**

<b>Content Statement(s):</b>	<b>CPI # / CPI(s):</b>
Technological advancements create societal concerns regarding the practice of safe, legal and ethical behaviors.	8.1.12.D.2 Demonstrate appropriate use of copyrights as well as fair use and creative commons guidelines.

**21<sup>st</sup> Century Themes**

	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy		Health Literacy
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**21<sup>st</sup> Century Skills**

X	Creativity and Innovation	X	Critical Thinking and Problem Solving	X	Communication and Collaboration		Information Literacy
X	Media Literacy		ICT Literacy	X	Life and Career Skills		

<b>Pine Hill Public Schools Curriculum</b>	
<b>Unit Title: Media Exploration/Career Opportunities</b>	<b>Unit #: 7</b>
<b>Course or Grade Level: 9-12</b>	<b>Length of Time: June</b>
<b>Date Created: 8-6-12</b>	<b>BOE Approval Date:</b>
<b>Pacing</b>	5 days
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>• What are the five major career categories?</li> <li>• What is the difference between fine art and design careers?</li> <li>• What are the skills and responsibilities associated with specific art careers?</li> <li>• Why is it important to maintain a portfolio? (actual, dvd, or web based)</li> <li>• Why is it important to maintain a dignified persona when using social media?</li> <li>• How does one use social media to network?</li> </ul>
<b>Content</b>	<ul style="list-style-type: none"> <li>• <b>5 Career Categories</b></li> <li>• <b>Environmental design:</b> Architecture, Interior Design, Display Design</li> <li>• <b>Communications:</b> Graphic Design, Illustration, Photography, Game Design</li> <li>• <b>Product &amp; Fashion Design:</b> Industrial Design, Fashion design</li> <li>• <b>Entertainment:</b> Multi Media Design, Set Design, Costume Design</li> <li>• <b>Cultural Enrichment:</b> Teaching, Museum Careers</li> </ul>
<b>Skills</b>	<ul style="list-style-type: none"> <li>• Career awareness</li> <li>• Career Preparation</li> <li>• Portfolio</li> <li>• Social Media Literacy</li> </ul>
<b>Assessments</b>	<ul style="list-style-type: none"> <li>• Teacher Observation</li> <li>• Presentation</li> <li>• Project</li> </ul>
<b>Interventions / differentiated instruction</b>	<ul style="list-style-type: none"> <li>• Matching with Visuals</li> <li>• One-on-One Instruction with Teacher</li> </ul>
<b>Inter-disciplinary Connections</b>	<ul style="list-style-type: none"> <li>• History</li> <li>• Language Arts</li> </ul>
<b>Lesson resources / Activities</b>	<ul style="list-style-type: none"> <li>• Text: The Visual Experience Davis Publications 2005</li> <li>• Internet</li> <li>• Career Videos</li> <li>• Guest Speakers</li> </ul>
<b>Unit 7 Core Curriculum Standards</b>	
<b>2009 NJCCCS 21<sup>st</sup> CENTURY LIFE &amp; CAREERS</b>	
<b>Standard: 9.3 Career Awareness, Exploration, and Preparation All students will apply knowledge about and engage in the process of career awareness, exploration, and preparation in order to navigate the globally competitive work environment of the information age.</b>	
<b>Strand(s): C. Career Preparation</b>	
<b>Content Statement(s):</b>	<b>CPI # / CPI(s):</b>

Career preparation requires purposeful planning based on research, self-knowledge, and informed choices.	9.3.12.C. Assess and modify Personalized Student Learning Plans to support declared career goals.
	9.3.12.C.2 Characterize education and skills needed to achieve career goals, and take steps to prepare for postsecondary options, including making course selections, preparing for and taking assessments, and participating in extra-curricular activities.
	9.3.12.C.3 Develop personal interests and activities that support declared career goals and plans.
	9.3.12.C.4 Use online resources to examine licensing, certification, and credentialing requirements at the local, state, and national levels to maintain compliance with industry requirements in areas of career interest.
	9.3.12.C.6 Develop job readiness skills by participating in structured learning experiences and employment seeking opportunities.
	9.3.12.C.21 Determine the extent to which an individual's online behavior (e.g., social networking, photo exchanges, video postings) may impact opportunities for employment, job retention, or job advancement.
	9.3.12.C.23 Determine job entrance criteria (e.g., education credentials, math/writing/reading comprehension tests, drug tests) used by employers in various industry sectors.

**2009 NJCCCS Career & Technical Education**

**9.4 Career and Technical Education All students who complete a career and technical education program will acquire academic and technical skills for careers in emerging and established professions that lead to technical skill proficiency, credentials, certificates, licenses, and/or degrees.**

**Strand(s): C. Arts, A/V Technology, & Communications Career Cluster**

<b>Content Statement(s):</b>	<b>CPI # / CPI(s):</b>
All clusters rely on effective oral and written communication strategies for creating, expressing, and interpreting information and ideas that incorporate technical terminology and information.	9.4.12.C.4 Select and employ appropriate reading and communication strategies to learn and use technical concepts and vocabulary in practice.
Academic foundations: Academic concepts lay the foundation for the full range of careers and post secondary education opportunities within the career cluster.	9.4.12.C. (6). 1 Research the history of the visual arts and analyze the role of the visual arts in society to develop a broad understanding of the nature and scope of the pathway.

**2009 NJCCCS Technology**

**8.1. Educational technology. All students will use digital tools to access, manage, evaluate, and synthesis information in order to solve problems individually and collaboratively and to create and communicate knowledge**

**Strand(s): D. Digital Citizenship**

<b>Content Statement(s):</b>	<b>CPI # / CPI(s):</b>
Technological advancements create societal concerns regarding the practice of safe, legal and ethical behaviors.	8.1.12.D.2 Demonstrate appropriate use of copyrights as well as fair use and creative commons guidelines.

21<sup>st</sup> Century Themes

X	Global Awareness	X	Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy		Health Literacy
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21<sup>st</sup> Century Skills

X	Creativity and Innovation	X	Critical Thinking and Problem Solving	X	Communication and Collaboration	X	Information Literacy
X	Media Literacy		ICT Literacy	X	Life and Career Skills		

## Art 2 Units 1-5

### Pine Hill Public Schools Core Curriculum Standards

#### 2009 NJCCCS VISUAL & PERFORMING ARTS

**Standard: 1.1 The Creative Process All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.**

**Strand(s): D. Visual Art**

**Content Statement(s):**

**CPI # / CPI(s):**

Content: Common themes exist in artwork from a variety of cultures across time and are communicated through metaphor, symbolism, and allegory.

1.1.12.D.1 Distinguish innovative applications of the elements of art and principles of design in visual artworks from diverse cultural perspectives and identify specific cross-cultural themes

Content: Stimuli for the creation of artworks can come from many places, including other arts disciplines.

1.1.12. D.2 Translate literary, musical, theatrical, and dance compositions by using them as stimulus/inspiration for corresponding visual artworks.

**Standard: 1.2 History of the Arts & Culture All students will understand the role, development and influence of the arts throughout history and across cultures.**

**Strand(s): D. Visual Art**

**Content Statement(s):**

**CPI # / CPI(s):**

Content: Common themes exist in artwork from a variety of cultures across time and are communicated through metaphor, symbolism, and allegory.

1.2.12.A.1 Determine how dance, music, theatre, and visual art have influenced world cultures throughout history.

Content: Stimuli for the creation of artworks can come from many places, including other arts disciplines.

1.2.12.A.2 Justify the impact of innovations in the arts (e.g., the availability of music online) on societal norms and habits of mind in various historical eras.

**Standard: 1.3 Performance All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.**

**Strand(s): D. Visual Art**

**Content Statement(s):**

**CPI # / CPI(s):**

Content: How individuals manipulate the elements of art and principles of design results in original portfolios that reflect choice and personal stylistic nuance

1.3.12.D.1 Synthesize the elements of art and principles of design in an original portfolio of two- and three-dimensional artworks that reflects personal style and a high degree of technical proficiency and expressivity.

Content: Culturally and historically diverse art media, art mediums, techniques, and styles impact originality and interpretation of the artistic statement.

1.3.12.D.2 Produce an original body of artwork in one or more art mediums that demonstrates mastery of visual literacy, methods, techniques, and cultural understanding.

Content: The artist's understanding of the relationships among art media, methodology, and visual statement allows the artist to use expressionism, abstractionism (nonobjective art), realism/naturalism, impressionism, and other genre styles to convey ideas to an audience.

1.3.12.D.3 Organize an exhibit of personal works of visual art that convey a high level of understanding of how the expression of ideas relates to the art media, art mediums, and techniques used.

Content: Two and three -dimensional artworks can be rendered culturally specific by using the tools techniques, styles, materials, and methodologies that are germane to a particular cultural style.

1.3.12.D.5 Identify the styles and artistic processes used in the creation of culturally and historically diverse two and three-dimensional artworks, and emulate those styles by creating an original body of work.

<b>Standard: 1.4 Aesthetic Responses and Critique Methodologies All students will demonstrate and apply an understanding of art philosophies, judgment, and analysis to works of art in dance, music, theatre and visual art.</b>	
<b>Strand(s): A. Aesthetic Responses</b>	
<b>Content Statement(s):</b>	<b>CPI # / CPI(s):</b>
Content: Recognition of fundamental elements within various arts disciplines (dance, music, theatre, and visual art) is dependent on the ability to decipher cultural implications embedded in artworks.	1.4.12.A.1 Use contextual clues to differentiate between unique and common properties and to discern the cultural implications of works of dance, music, theatre, and visual art.
Content: Contextual clues within artworks often reveal artistic intent, enabling the viewer to hypothesize the artist's concept.	1.4.12.A.2 Speculate on the artist's intent, using discipline-specific arts terminology and citing embedded clues to substantiate the hypothesis.
Content: Artistic styles, trends, movements, and historical responses to various genres of art evolve over time.	1.4.12.A.3 Develop informed personal responses to an assortment of artworks across the four arts disciplines (dance, music, theatre, and visual art), using historical significance, craftsmanship, cultural context, and originality as criteria for assigning value to the works.
<b>Strand(s): B Critique Methodologies</b>	
<b>Content Statement(s):</b>	<b>CPI # / CPI(s):</b>
Content: Archetypal subject matter exists in all cultures and is embodied in the formal and informal aspects of art.	1.4.12.B.1 Formulate criteria for arts evaluation using the principles of positive critique and observation of the elements of art and principles of design, and use the criteria to evaluate works of dance, music, theatre, visual, and multimedia artwork from diverse cultural contexts and historical eras.
Content: The cohesiveness of a work of art and its ability to communicate a theme or narrative can be directly affected by the artist's technical proficiency as well as by the manner and physical context in which it is performed or shown.	1.4.12.B.2 Evaluate how an artist's technical proficiency may affect the creation or presentation of a work of art, as well as how the context in which a work is performed or shown may impact perceptions of its significance/meaning.
Content: Art and art-making reflect and affect the role of technology in a global society.	1.4.12.B.3 Determine the role of art and art-making in a global society by analyzing the influence of technology on the visual, performing, and multimedia arts for consumers, creators, and performers around the world.
<b>2009 NJCCCS 21<sup>st</sup> CENTURY LIFE &amp; CAREERS</b>	
<b>Standard: 9.1 21st-Century Life &amp; Career Skills All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.</b>	
<b>Strand(s): A. Critical Thinking and Problem Solving</b>	
<b>Content Statement(s):</b>	<b>CPI # / CPI(s):</b>
The ability to recognize a problem and apply critical thinking and problem-solving skills to solve the problem is a lifelong skill that develops over time.	9.1.12.A.1 Apply critical thinking and problem-solving strategies during structured learning experiences.
<b>Strand(s): C. Collaboration, Teamwork, and Leadership</b>	
<b>Content Statement(s):</b>	<b>CPI # / CPI(s):</b>
Collaboration and teamwork enable individuals or groups to achieve common goals with greater efficiency.	9.1.12.C.1 Enlist input from experts in the field, community members, and other stakeholders to design a service-learning activity that addresses a local, national, or worldwide need.

**Standard: 9.3 Career Awareness, Exploration, and Preparation All students will apply knowledge about and engage in the process of career awareness, exploration, and preparation in order to navigate the globally competitive work environment of the information age.**

**Strand(s): C. Career Preparation**

<b>Content Statement(s):</b>	<b>CPI # / CPI(s):</b>
Career preparation requires purposeful planning based on research, self-knowledge, and informed choices.	9.3.12.C.2 Characterize education and skills needed to achieve career goals, and take steps to prepare for postsecondary options, including making course selections, preparing for and taking assessments, and participating in extra-curricular activities.
	9.3.12.C.3 Develop personal interests and activities that support declared career goals and plans.
	9.3.12.C.21 Determine the extent to which an individual's online behavior (e.g., social networking, photo exchanges, video postings) may impact opportunities for employment, job retention, or job advancement.
	9.3.12.C.23 Determine job entrance criteria (e.g., education credentials, math/writing/reading comprehension tests, drug tests) used by employers in various industry sectors.

**2009 NJCCCS Career & Technical Education**

**9.4 Career and Technical Education All students who complete a career and technical education program will acquire academic and technical skills for careers in emerging and established professions that lead to technical skill proficiency, credentials, certificates, licenses, and/or degrees.**

**Strand(s): C. Arts, A/V Technology, & Communications Career Cluster**

<b>Content Statement(s):</b>	<b>CPI # / CPI(s):</b>
Academic Foundations: Academic concepts lay the foundation for the full range of career and postsecondary education opportunities within the career cluster.	9.4.12.C.1 Demonstrate language arts knowledge and skills required to pursue the full range of postsecondary education and career opportunities.
Technical Skills: Technical knowledge and skills play a role in all careers within all cluster and pathway.	
All clusters rely on effective oral and written communication strategies for creating, expressing, and interpreting information and ideas that incorporate technical terminology and information.	9.4.12.C.4 Select and employ appropriate reading and communication strategies to learn and use technical concepts and vocabulary in practice.
Academic foundations: Academic concepts lay the foundation for the full range of careers and post secondary education opportunities within the career cluster.	9.4.12.C.(6).1 Research the history of the visual arts and analyze the role of the visual arts in society to develop a broad understanding of the nature and scope of the pathway.
	9.4.12.C.(6).2 Analyze how elements and principles are applied in a broad range of specific works of art.
	9.4.12.C.(6).3 Explain what and how specific works of art communicate meaning and how they are used as a means to express ideas.
Employability skills and career and entrepreneurship opportunities build the capacity for successful careers in a global economy.	9.4.12.C.(6).4 Research careers and the qualifications they require to build an understanding of opportunities of the pathway.

	9.4.12.C.8 Use correct grammar, punctuation, and terminology to write and edit documents.
	9.4.12.C.9 Develop and deliver formal and informal presentations using appropriate media to engage and inform audiences.
Technology is used to access, manage, integrate, and disseminate information.	9.4.12.C.19 Employ technological tools to expedite workflow.
	9.4.12.C.21 Operate Internet applications to perform tasks.
	9.4.12.C.23 Operate presentation applications to prepare and deliver presentations.

**2009 NJCCCS Technology**

**8.1. Educational technology. All students will use digital tools to access, manage, evaluate, and synthesis information in order to solve problems individually and collaboratively and to create and communicate knowledge**

**Strand(s): D. Digital Citizenship**

**Content Statement(s):**

**CPI # / CPI(s):**

Technological advancements create societal concerns regarding the practice of safe, legal and ethical behaviors.	8.1.12.D.2 Demonstrate appropriate use of copyrights as well as fair use and creative commons guidelines.
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**21<sup>st</sup> Century Themes**

X	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy	X	Civic Literacy		Health Literacy
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**21<sup>st</sup> Century Skills**

X	Creativity and Innovation	X	Critical Thinking and Problem Solving	X	Communication and Collaboration		Information Literacy
X	Media Literacy		ICT Literacy	X	Life and Career Skills		