

## Pine Hill Public Schools Curriculum

Content Area:	<b>Electives – Fine Art</b>		
Course Title/ Grade Level:	Art 3		
Unit 1:	Book Arts/Typography	Month:	Sept
Unit 2:	Observational Drawing	Month:	Oct
Unit 3:	3-D /Paper Arts/ Recycled Materials as Art	Month:	Nov -Dec
Unit 4:	Color-Painting/Printing	Month:	Jan - Feb -Mar
Unit 5:	Making the Book	Month:	April –1 <sup>st</sup> 1/2 May
Unit 6:	Portfolio/ Art Show Presentation	Month:	2 <sup>nd</sup> 1/2 May
Unit 7:	Career Opportunities	Month:	June
Date Created or Revised:	August 2012		
BOE Approval Date:	8/28/12		

**Pine Hill Public Schools  
Curriculum**

<b>Unit Title: Book Arts/ Typography</b>		<b>Unit #: 1</b>
<b>Course or Grade Level: 11-12</b>		<b>Length of Time: September</b>
<b>Date Created: 8-8-12</b>		<b>BOE Approval Date:</b>
<b>Pacing</b>	15 days	
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>• What are the various book binding techniques and how are they executed?</li> <li>• What about Typography sets it apart from everyday writings and makes it art?</li> <li>• How can a book be personal, expressive, inventive, artistic?</li> </ul>	
<b>Content</b>	<ul style="list-style-type: none"> <li>• History-Evolution of the book and Typography</li> <li>• Text as Art</li> <li>• Modern day uses</li> </ul>	
<b>Skills</b>	<ul style="list-style-type: none"> <li>• Evaluate-Books as Art-Thinking outside the “Book”</li> <li>• Explore various types of books to be created</li> <li>• Create a book that is a reflection of personal theme/current event/world topic</li> <li>• Demonstrate appropriate use of bookbinding tools in the creation of various books</li> <li>• Experimenting with ideas with typography/materials/ techniques for personalized books</li> <li>• Produce a concept-oriented body of work due by Art Show</li> <li>• Self evaluate individual pieces</li> <li>• Photograph artwork for digital portfolio</li> <li>• Produce a journal (sketchbook) that records creative process, challenges and solutions</li> </ul>	
<b>Assessments</b>	<ul style="list-style-type: none"> <li>• Group critique</li> <li>• Journal Entries</li> <li>• Sketchbook Assignments</li> <li>• Rubric</li> <li>• Project</li> <li>• Book Project-end of year presentation of works at Art Show</li> <li>• Self evaluations</li> <li>• Quiz/Test</li> <li>• Photograph artwork for digital portfolio</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> </ul>	
<b>Lesson resources / Activities</b>	<ul style="list-style-type: none"> <li>• References</li> <li>• Samples</li> <li>• Handouts</li> <li>• PowerPoint presentations/Visual aids</li> <li>• Websites</li> <li>• Fieldtrip- Philadelphia Center for the Book –philadelphiacenterforthebook.org</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  
Curriculum**

<b>Unit Title:</b> Observational Drawing		<b>Unit #: 2</b>
<b>Course or Grade Level:</b> 11-12		<b>Length of Time:</b> October
<b>Date Created:</b> 8/8/12		<b>BOE Approval Date:</b>
<b>Pacing</b>	15 days	
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>• What are the five basic skills of drawing?</li> <li>• What is the difference between one, two and three point perspective?</li> <li>•</li> </ul>	
<b>Content</b>	<ul style="list-style-type: none"> <li>• Composition</li> <li>• Value</li> <li>• Linear Perspective- One Point, Two Point, Three Point (Pencil)</li> <li>• Figure Drawing</li> <li>• Self Representation</li> </ul>	
<b>Skills</b>	<ul style="list-style-type: none"> <li>• Looking and drawing from life</li> <li>• Continue to use Elements of Art and Principles of Design and Composition</li> <li>• Continue to develop drawing skills</li> <li>• Applying Five Skills of Drawing, Elements /Principles of Art/Design and Composition to works</li> <li>• Produce a journal (sketchbook) that records creative process, challenges and solutions.</li> </ul>	
<b>Assessments</b>	<ul style="list-style-type: none"> <li>• Group critique</li> <li>• Journal Entries</li> <li>• Sketchbook Assignments</li> <li>• Rubric</li> <li>• Project</li> <li>• Book Project-end of year presentation of works at Art Show</li> <li>• Self evaluations</li> <li>• Quiz/Test</li> <li>• Photograph artwork for digital portfolio</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> <li>• Math</li> </ul>	
<b>Lesson resources / Activities</b>	<ul style="list-style-type: none"> <li>• References</li> <li>• Websites</li> <li>• Power Point Presentations</li> <li>• Text: The New Drawing on the Right Side of the Brain- By Betty Edwards 1999</li> <li>• Text: Drawing for Older Children and Teens-By Mona Brooks 1991</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  
Curriculum**

<b>Unit Title: 3-D/ Paper Arts/ Recycled Materials as Art</b>		<b>Unit #: 3</b>
<b>Course or Grade Level: 11-12</b>		<b>Length of Time: Nov –Dec</b>
<b>Date Created: 8/8/12</b>		<b>BOE Approval Date:</b>
<b>Pacing</b>	27 days	
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>• How can we as artists recycle materials to elevate environmental issues through the arts?</li> <li>• What are the steps to make paper?</li> </ul>	
<b>Content</b>	<ul style="list-style-type: none"> <li>• Subtractive Sculpture</li> <li>• Paper Making</li> <li>• Recycling materials and found objects</li> </ul>	
<b>Skills</b>	<ul style="list-style-type: none"> <li>• Manipulate materials to be reused for art purposes</li> <li>• Create custom marbled papers</li> <li>• Produce artworks from recycled materials.</li> <li>• Perception of 3-D space</li> <li>• Carving</li> <li>• Visualize Positive and Negative Space</li> <li>• Produce a journal (sketchbook) that records creative process, challenges and solutions.</li> </ul>	
<b>Assessments</b>	<ul style="list-style-type: none"> <li>• Group critique</li> <li>• Journal Entries</li> <li>• Sketchbook Assignments</li> <li>• Rubric</li> <li>• Project</li> <li>• Book Project-end of year presentation of works at Art Show</li> <li>• Self evaluations</li> <li>• Photograph artwork for digital portfolio</li> <li>• Quiz/Test</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> <li>• Math</li> </ul>	
<b>Lesson resources / Activities</b>	<ul style="list-style-type: none"> <li>• References</li> <li>• Websites</li> <li>• Power Point Presentations</li> <li>• Text: 300 Lessons In Art-By Robert Henkes 1981</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  
Curriculum**

<b>Unit Title: Color-Painting/Printing</b>		<b>Unit #: 4</b>
<b>Course or Grade Level: 11-12</b>		<b>Length of Time: Jan- Feb- Mar</b>
<b>Date Created: 8/8/12</b>		<b>BOE Approval Date:</b>
<b>Pacing</b>	34 days	
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>• How does and artist create portfolio quality color artwork?</li> <li>• What are the types of printmaking?</li> </ul>	
<b>Content</b>	<ul style="list-style-type: none"> <li>• Acrylic Painting Techniques</li> <li>• Color</li> <li>• Printmaking</li> <li>• Subtractive Sculpture</li> </ul>	
<b>Skills</b>	<ul style="list-style-type: none"> <li>• Painting a series of work</li> <li>• Mixing Color</li> <li>• Composition</li> <li>• Drawing</li> <li>• Painting in layers and progression</li> <li>• Stretching a canvas</li> <li>• Carving</li> <li>• Produce a journal (sketchbook) that records creative process, challenges and solutions.</li> </ul>	
<b>Assessments</b>	<ul style="list-style-type: none"> <li>• Group critique</li> <li>• Journal Entries</li> <li>• Sketchbook Assignments</li> <li>• Rubric</li> <li>• Project</li> <li>• Book Project-end of year presentation of works at Art Show</li> <li>• Self evaluations</li> <li>• Quiz/Test</li> <li>• Photograph artwork for digital portfolio</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> <li>• Math</li> </ul>	
<b>Lesson resources / Activities</b>	<ul style="list-style-type: none"> <li>• References</li> <li>• Samples</li> <li>• Websites</li> <li>• Power Point Presentations</li> <li>• Text: The Visual Experience Davis Publications 2005</li> <li>• Text:300 Lesson Ideas- By Robert Henkes 1981</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: Making the Book</b>		<b>Unit #: 5</b>
<b>Course or Grade Level: 11-12</b>		<b>Length of Time: April – 1<sup>st</sup> 1/2 May</b>
<b>Date Created: 8/8/12</b>		<b>BOE Approval Date:</b>
<b>Pacing</b>	20 days	
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>• How does an artists sketchbook (journal) contribute to the process of creating a concept oriented body of work?</li> <li>• What is the importance of keeping a sketchbook (journal)?</li> <li>• How does an artist construct and display portfolio quality work?</li> </ul>	
<b>Content</b>	<ul style="list-style-type: none"> <li>• Collage</li> <li>• Color</li> <li>• Value</li> <li>• Composition</li> <li>• Design</li> <li>• Texture/Pattern</li> </ul>	
<b>Skills</b>	<ul style="list-style-type: none"> <li>• Personalizing the book</li> <li>• Designing a cohesive product</li> <li>• Image Manipulation</li> <li>• Sewing and binding a book</li> <li>• Produce a journal (sketchbook) that records creative process, challenges and solutions.</li> </ul>	
<b>Assessments</b>	<ul style="list-style-type: none"> <li>• Finished project- Collection of works and Presentation of Book</li> <li>• Rubric</li> <li>• Sketchbook Assignments</li> <li>• Journal Entries</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> <li>• Math</li> <li>• Science</li> </ul>	
<b>Lesson resources / Activities</b>	<ul style="list-style-type: none"> <li>• References</li> <li>• Samples</li> <li>• Websites</li> <li>• Power Point Presentations</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>	

<b>Pine Hill Public Schools Curriculum</b>	
<b>Unit Title: Portfolio/Art Show Presentation</b>	
<b>Unit #: 6</b>	
<b>Course or Grade Level: 11-12</b>	<b>Length of Time: 2<sup>nd</sup> 1/2 of May</b>
<b>Date Created: 8-8-12</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>• What is the proper way to measure and cut a mat for a piece of artwork?</li> <li>• How does one critically assess one's own work?</li> </ul>
<b>Content</b>	<ul style="list-style-type: none"> <li>• Self-Evaluation</li> <li>• Presentation</li> <li>• Photograph work</li> </ul>
<b>Skills</b>	<ul style="list-style-type: none"> <li>• Properly measure and cut the opening of the mat.</li> <li>• Scan artwork for digital portfolio.</li> <li>• Professionally display artwork at show</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 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.



**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.

**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</b>	
<b>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</b>	
<b>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 3 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.

Art 4 Content: Artists interpret/render themes using traditional art media and methodologies as well as new art media and

1.3.12.D.4Analyze the syntax and compositional and stylistic principles of two- and three-dimensional artworks in multiple

methodologies.	art media (including computer-assisted artwork), and interpret themes and symbols suggested by the artworks.
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. 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.
<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.1 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.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.
<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>
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.

**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
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X	Media Literacy		ICT Literacy	X	Life and Career Skills
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