Department of Accelerated Programs

IB Visual Arts HL
Curriculum

10.0 Credits
<table>
<thead>
<tr>
<th>Category</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inquirers</td>
<td>Their natural curiosity is nurtured. They acquire the skills necessary to conduct constructive inquiry and research, and become independent active learners. They actively enjoy learning and this love of learning will be sustained throughout their lives.</td>
</tr>
<tr>
<td>Knowledgeable</td>
<td>They explore concepts, ideas and issues, which have global relevance and importance. In so doing, they acquire, and are able to make use of, a significant body of knowledge across a range of disciplines.</td>
</tr>
<tr>
<td>Critical thinkers</td>
<td>They exercise initiative in applying thinking skills critically and creatively to approach complex problems and make reasoned decisions.</td>
</tr>
<tr>
<td>Communicators</td>
<td>They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication.</td>
</tr>
<tr>
<td>Risk-takers</td>
<td>They approach unfamiliar situations with confidence and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are courageous and articulate in defending those things in which they believe.</td>
</tr>
<tr>
<td>Principled</td>
<td>They have a sound grasp of the principles of moral reasoning. They have integrity, honesty, a sense of fairness and justice and respect for the dignity of the individual.</td>
</tr>
<tr>
<td>Caring</td>
<td>They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to action and service to make a positive difference to the environment and to the lives of others.</td>
</tr>
<tr>
<td>Open-minded</td>
<td>Through an understanding and appreciation of their own culture, they are open to the perspectives, values and traditions of other individuals and cultures and are accustomed to seeking and considering a range of points of view.</td>
</tr>
<tr>
<td>Well-balanced</td>
<td>They understand the importance of physical and mental balance and personal well being for themselves and others. They demonstrate perseverance and self-discipline.</td>
</tr>
<tr>
<td>Reflective</td>
<td>They give thoughtful consideration to their own learning and personal development. They are able to analyze their strengths and weaknesses in a constructive manner.</td>
</tr>
</tbody>
</table>
Unit Four

IB Visual Arts HL

Course Description

This is an advanced visual arts class where students create higher-level (HL) artwork in interdisciplinary art areas such as drawing, painting, sculpture and photography. They will develop an art portfolio and maintain an investigative workbook (IW). The visual arts encourages students to research, experiment, understand, as well as develop an appreciation of art history and the creative process. Students will become informed, critical observers and contribute to visual culture and media in a technologically advanced society.
# IB Visual Arts HL

## Pacing Guide

<table>
<thead>
<tr>
<th>Unit</th>
<th>Topic</th>
<th>Suggested Timing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit 1</td>
<td>Foundations of Art: Drawing Basics</td>
<td>8 Weeks</td>
</tr>
<tr>
<td>Unit 2</td>
<td>Painting: Color Theory and Media Exploration</td>
<td>9 Weeks</td>
</tr>
<tr>
<td>Unit 3</td>
<td>Printmaking and Mixed Media Collage</td>
<td>9 Weeks</td>
</tr>
<tr>
<td>Unit 4</td>
<td>Three-Dimensional Design and Pottery</td>
<td>9 Weeks</td>
</tr>
</tbody>
</table>
Educational Technology Standards


- **Technology Operations and Concepts**
  - Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.
  - Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.

- **Creativity and Innovation**
  - Apply previous content knowledge by creating and piloting a digital learning game or tutorial.

- **Communication and Collaboration**
  - Develop an innovative solution to a real world problem or issue in collaboration with peers and experts, and present ideas for feedback through social media or in an online community.

- **Digital Citizenship**
  - Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.
  - Evaluate consequences of unauthorized electronic access and disclosure, and on dissemination of personal information.
  - Compare and contrast policies on filtering and censorship both locally and globally.

- **Research and Information Literacy**
  - Produce a position statement about a real world problem by developing a systematic plan of investigation with peers and experts synthesizing information from multiple sources.

- **Critical Thinking, Problem Solving, Decision Making**
  - Evaluate the strengths and limitations of emerging technologies and their impact on educational, career, personal and or social needs.
Career Ready Practices

Career Ready Practices describe the career-ready skills that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increase college, career, and life success. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study.

<table>
<thead>
<tr>
<th>CRP1. Act as a responsible and contributing citizen and employee</th>
</tr>
</thead>
<tbody>
<tr>
<td>Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CRP2. Apply appropriate academic and technical skills.</th>
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</thead>
<tbody>
<tr>
<td>Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CRP3. Attend to personal health and financial well-being.</th>
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</thead>
<tbody>
<tr>
<td>Career-ready individuals understand the relationship between personal health, workplace performance and personal well-being; they act on that understanding to regularly practice healthy diet, exercise and mental health activities. Career-ready individuals also take regular action to contribute to their personal financial wellbeing, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.</td>
</tr>
</tbody>
</table>
Career Ready Practices

CRP4. Communicate clearly and effectively and with reason.
Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others’ time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.

CRP5. Consider the environmental, social and economic impacts of decisions.
Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.

CRP6. Demonstrate creativity and innovation.
Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.

CRP7. Employ valid and reliable research strategies.
Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation.
Career Ready Practices

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.

CRP9. Model integrity, ethical leadership and effective management.
Career-ready individuals consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others’ action, attitudes and/or beliefs. They recognize the near-term and long-term effects that management’s actions and attitudes can have on productivity, morals and organizational culture.

CRP10. Plan education and career paths aligned to personal goals.
Career-ready individuals take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.

CRP11. Use technology to enhance productivity.
Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.
## Career Ready Practices

**CRP12. Work productively in teams while using cultural global competence.**
Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.
## Differentiated Instruction

### Strategies to Accommodate Students Based on Individual Needs

<table>
<thead>
<tr>
<th>Time/General</th>
<th>Processing</th>
<th>Comprehension</th>
<th>Recall</th>
</tr>
</thead>
<tbody>
<tr>
<td>Extra time for assigned tasks</td>
<td>Extra Response time</td>
<td>Precise step-by-step directions</td>
<td>Teacher-made checklist</td>
</tr>
<tr>
<td>Adjust length of assignment</td>
<td>Have students verbalize steps</td>
<td>Short manageable tasks</td>
<td>Use visual graphic organizers</td>
</tr>
<tr>
<td>Timeline with due dates for reports and projects</td>
<td>Repeat, clarify or reword directions</td>
<td>Brief and concrete directions</td>
<td>Reference resources to promote independence</td>
</tr>
<tr>
<td>Communication system between home and school</td>
<td>Mini-breaks between tasks</td>
<td>Provide immediate feedback</td>
<td>Visual and verbal reminders</td>
</tr>
<tr>
<td>Provide lecture notes/outline</td>
<td>Provide a warning for transitions</td>
<td>Small group instruction</td>
<td>Graphic organizers</td>
</tr>
<tr>
<td></td>
<td>Reading partners</td>
<td>Emphasize multi-sensory learning</td>
<td></td>
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</tbody>
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<tr>
<th>Assistive Technology</th>
<th>Tests/Quizzes/Grading</th>
<th>Behavior/Attention</th>
<th>Organization</th>
</tr>
</thead>
<tbody>
<tr>
<td>Computer/whiteboard</td>
<td>Extended time</td>
<td>Consistent daily structured routine</td>
<td>Individual daily planner</td>
</tr>
<tr>
<td>Tape recorder</td>
<td>Study guides</td>
<td>Simple and clear classroom rules</td>
<td>Display a written agenda</td>
</tr>
<tr>
<td>Spell-checker</td>
<td>Shortened tests</td>
<td>Frequent feedback</td>
<td>Note-taking assistance</td>
</tr>
<tr>
<td>Audio-taped books</td>
<td>Read directions aloud</td>
<td></td>
<td>Color code materials</td>
</tr>
</tbody>
</table>

### Tests/Quizzes/Grading
- Extended time
- Study guides
- Shortened tests
- Read directions aloud

### Behavior/Attention
- Consistent daily structured routine
- Simple and clear classroom rules
- Frequent feedback
### Enrichment

Strategies Used to Accommodate Based on Students Individual Needs:

- Adaption of Material and Requirements
- Evaluate Vocabulary
- Elevated Text Complexity
- Additional Projects
- Independent Student Options
- Projects completed individual or with Partners
- Self Selection of Research
- Tiered/Multilevel Activities
- Learning Centers
- Individual Response Board
- Independent Book Studies
- Open-ended activities
- Community/Subject expert mentorships
## Assessments

### Suggested Formative/Summative Classroom Assessments

- Timelines, Maps, Charts, Graphic Organizers
- Teacher-created Unit Assessments, Chapter Assessments, Quizzes
- Teacher-created DBQs, Essays, Short Answer
- Accountable Talk, Debate, Oral Report, Role Playing, Think Pair, and Share
- Projects, Portfolio, Presentations, Prezi, Gallery Walks
- Homework
- Concept Mapping
- Primary and Secondary Source analysis
- Photo, Video, Political Cartoon, Radio, Song Analysis
- Create an Original Song, Film, or Poem
- Glogster to make Electronic Posters
- Internal and External IB Assessments
## Interdisciplinary Connections

### English Language Arts
- Journal writing
- Close reading of industry-related content
- Create a brochure for a specific industry
- Keep a running word wall of industry vocabulary

### Social Studies
- Research the history of a given industry/profession
- Research prominent historical individuals in a given industry/profession
- Use historical references to solve problems

### World Language
- Translate industry-content
- Create a translated index of industry vocabulary
- Generate a translated list of words and phrases related to workplace safety

### Math
- Research industry salaries for a geographic area and juxtapose against local cost of living
- Go on a geometry scavenger hunt
- Track and track various data, such as industry’s impact on the GDP, career opportunities or among of individuals currently occupying careers

### Fine & Performing Arts
- Create a poster recruiting young people to focus their studies on a specific career or industry
- Design a flag or logo to represent a given career field

### Science
- Research the environmental impact of a given career or industry
- Research latest developments in industry technology
- Investigate applicable-careers in STEM fields
NEW JERSEY STUDENT LEARNING STANDARDS

Standard 1.1.D The Creative Process-Visual Arts:
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.
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.A History of the Arts and Culture-Visual Arts:
1.2.12.A.1 - Determine how dance, music, theatre, and visual art have influenced world cultures throughout history.
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.D Performance-Visual Arts:
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.
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.
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.
1.3.12.D.4 - Analyze the syntax and compositional and stylistic principles of two- and three-dimensional artworks in multiple art media (including computer-assisted artwork), and interpret themes and symbols suggested by the artworks.
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.

Standard 1.4.A. & B. Aesthetic Responses & Critique Methodologies-Visual Arts:
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.
1.4.12.A.2 - Speculate on the artist’s intent, using discipline-specific arts terminology and citing embedded clues to substantiate the hypothesis.
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.
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.
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.

COMMON CORE STATE STANDARDS (CCSS)

CCSS.ELA-LITERACY.CCRA.W.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCSS.ELA-LITERACY.CCRA.W.5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

CCSS.ELA-LITERACY.CCRA.W.8: Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

CCSS.ELA-LITERACY.CCRA.SL.1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.

CCSS.ELA-LITERACY.CCRA.SL.2: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

CCSS.MATH.CONTENT.HSG.MG.A.2: Use geometric shapes, their measures, and their properties to describe objects (e.g., modeling a tree trunk or a human torso as a cylinder).

CCSS.MATH.CONTENT.HSG.CO.A.3: Given a rectangle, parallelogram, trapezoid, or regular polygon, describe the rotations and reflections that carry it onto itself.
**Course:** Visual Art  
**Unit:** Three-Dimensional Design and Pottery  
**Grade Level:** 11

**Unit Overview:** Students will explore three-dimensional design and pottery in this introductory unit. They will continue to critique artwork through the art appreciation and art making process. Students will apply the elements of art and principles of design in their artwork. They will continue to reflect on how their process portfolio has been influenced by exposure to other artists.


**Common Core State Standards (CCSS):** CCRA.W.4; CCRA.W.5; CCRA.W.8; CCRA.SL.1; CCRA.SL.2; HSG.MG.A.2; HSG.CO.A.3

<table>
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<th>Activities &amp; Assessments</th>
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</table>
| Utilize the formal elements of art and design principles to create art in various 3-D media.  
**NJSLS:** 1.1.12.D.1; 1.3.12.D.1; 1.4.12.B.2  
**CCSS:** CCRA.SL.1; HSG.MG.A.2 | Why is Michelangelo’s David so famous?  
What is the connection between sculpture and Greek mythology? | ➢ Create three-dimensional forms using clay and other 3-D media.  
➢ Develop basic sculpting skills and techniques.  
➢ Artist study #1: Michelangelo and other Renaissance sculptors | Art Journals: ongoing research activities and documentation. Examine ideas represented through words and images. Explore art concepts; artists research; sketches; art styles; process portfolios; and other classroom activities.  
**Class attendance and participation:** “Do Now” activities, active | SMARTBOARD  
Google Classroom  
**Supplies & materials:** clay, sculpting tools, pottery wheel, kiln, etc.  
**Art reproductions:** Michelangelo…  
**Field trips:** Grounds for Sculpture  
*Invite local* |
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</table>
| Identify the various concepts, techniques and tools used in the sculpture.  
**NJSLS:** 1.2.12.A.1; 1.3.12.D.1; 1.4.12.B.3  
**CCSS:** CCRA.SL.1; HSG.CO.A.3 | What is chiaroscuro?  
What are the similarities between chiaroscuro and the figurative sculpture of Giacometti? | ➢ Apply the elements of art and the principles of design while experimenting with various 3-D media.  
➢ Reflection and journal writing. | ➢ Create three-dimensional forms using clay and other 3-D media.  
➢ Develop basic sculpting skills and techniques.  
➢ Artist study: Alberto Giacometti  
➢ Apply the elements of art | participation, and effort in all learning activities  
Process Portfolio Slides:  
Screen submissions Google Classrooms and Slides | sculptor/pottery artist  
Scholastic Arts magazines |

SMARTBOARD  
Google Classroom  

**Supplies & materials:** clay, sculpting tools, pottery wheel, kiln, etc.  
**Art reproductions:** Alberto Giacometti  
**Field trip:** Metropolitan Museum of Art  
-Brommer, Gerald F.
<table>
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</table>
| **Analyze and critique sculpture from different art periods.** | **NJSLS:** 1.2.12.A.1; 1.2.12.A.2; 1.3.12.D.2; | and the principles of design while experimenting with various 3-D media.  
➢ Reflection and journal writing.  
➢ Identify and describe the sources artists use for visual reference and to generate ideas for artworks. | Process Portfolio: Students will begin to develop skills, techniques, and processes through portfolio preparation.  
Art critiques: (Group work) ongoing activity, which consists of description, analysis, interpretation, and judgment of works of art.  
Curatorial Statement: (Group work) Well-written to communicate ideas and intentions directly with viewers; which will enhance process portfolios | Discovering Art History 3rd Edition ISBN: 978-08719-2722-4  

What are examples of cultural connections through art?  
How does art reflect our cultural beliefs?  
➢ Create three-dimensional forms using clay and other 3-D media.  
➢ Develop basic | Comparative Study: (Individual work) Students will demonstrate application; analysis of knowledge; and understanding after | SMARTBOARD  
Google Classroom  
**Supplies & materials:** clay, sculpting tools,
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</table>
| 1.4.12.A.1 CCSS: CCRA.SL.1; HSG.MG.A.2 | scultping skills and techniques.  
➢ Artist study: Auguste Rodin  
➢ Apply the elements of art and the principles of design while experimenting with various 3-D media.  
➢ Reflection and journal writing. | museum visit. Examine two pieces of art from two different art periods. Refer to art timeline and guidelines. Take notes and research selected artists and begin brainstorm/writing process in pairs or small groups.  
Art Critique: analyze and discuss artworks created by themselves and others and articulate an informed personal response.  
Inspirational Art Project: Express art influence after museum visit.  
Curatorial Statement Practice: Students will write a curatorial statement about their artwork | pottery wheel, kiln, etc.  
Art reproductions: Auguste Rodin…  
Field trip: Paterson Museum  
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<td>Express aesthetic or conceptual intents in various three dimensional media. <strong>NJSLS:</strong> 1.3.12.D.5</td>
<td>What role does a sculptor play in society? How do I use my knowledge of 3-D art</td>
<td>➢ Create three-dimensional forms using clay and other 3-D media.</td>
<td>Comparative Study: (Individual work) Students will demonstrate application; analysis of knowledge;</td>
<td>SMARTBOARD Google Classroom Supplies &amp; materials:</td>
</tr>
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</table>
| 1.4.12.B.2 CCSS: HSG.MG.A.2       | concepts, skills, and technique to create art? | ➢ Develop basic sculpting skills and techniques.  
➢ Artist study: Alexander Calder  
➢ Apply the elements of art and the principles of design while experimenting with various 3-D media.  
➢ Reflection and journal writing. | and understanding after museum visit. Examine two pieces of art from two different art periods. Refer to art timeline and guidelines. Take notes and research selected artists and begin brainstorm/writing process in pairs or small groups.  
Art Critique: analyze and discuss artworks created by themselves and others and articulate an informed personal response.  
Inspirational Art Project: Express art influence after museum visit.  
Curatorial Statement Practice: Students will write a curatorial statement about their artwork | clay, sculpting tools, pottery wheel, kiln, etc.  
Art reproductions: Alexander Calder…  
Field trip: Storm King Art Center  
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<td>Identify the various concepts, techniques and tools used in the pottery. <strong>NJSLS:</strong> 1.2.12.A.1; 1.3.12.D.1; 1.4.12.B.3 <strong>CCSS:</strong> CCRA.SL.1; HSG.CO.A.3</td>
<td>How is pottery useful in other cultures? What utilitarian purpose does it serve in cultures and/or rituals around the world?</td>
<td>➢ Create clay pots using clay and pottery wheel. ➢ Develop basic sculpting skills and techniques. ➢ Artist study: Alexander Calder ➢ Apply the elements of art and the principles of design while experimenting with various 3-D media. ➢ Reflection and journal writing.</td>
<td>Art Journals: ongoing research activities and documentation. Examine ideas represented through words and images. Explore art concepts; artists research; sketches; art styles; process portfolios; and other classroom activities. Class attendance &amp; participation: “Do Now”. active participation, and effort in all learning activities Process Portfolio Slides: Submission on a biweekly basis through Google Classrooms and Slides</td>
<td>SMARTBOARD Google Classroom Supplies &amp; materials: clay, sculpting tools, pottery wheel, kiln, etc. Art reproductions -Brommer, Gerald F. Discovering Art History 3rd Edition ISBN: 978-08719-2722-4 -Janson, H.W. History of Art 7th Edition ISBN-13: 978-0131934788</td>
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### Unit 4 Vocabulary

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<thead>
<tr>
<th>Elements of art (line, shape, form, value, space, texture, color)</th>
<th>Sculpture, kiln, firing, glaze</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principles of design (balance, emphasis, movement, pattern, repetition, proportion, rhythm, variety, unity)</td>
<td>Chiaroscuro composition technique media</td>
</tr>
<tr>
<td>Italian Renaissance art; conceptualism; realism; Op art</td>
<td>conceptual three-dimensional art appreciation aesthetics symmetry</td>
</tr>
</tbody>
</table>

### TOK Connections

**As you explore non-Western artworks, what similarities/differences do you find in the organization of the artwork?**

- Students will explore and value the diversity of the arts across time, place and cultures and develop perceptual and analytical skills in the process.
### Contribution to the Development of Students’ Approached to Learning Skills

The goal of the IB visual arts program is to expose students to a variety of art making opportunities, and theoretical practices. Students will be able to explain and relate influences that contribute to an artist’s exploration of identity.

### Contributions to the Development of the Attribute(s) of the Learner Profile

**PRINCIPLED**

“We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.” *(From IB Learner Profile in Visual Arts Guide)*
CONTRIBUTION TO THE DEVELOPMENT OF INTERNATIONAL MINDEDNESS

CULTURAL AWARENESS

How does exhibiting and sharing artwork influence and shape ideas, beliefs, and experiences?

The visual arts "may have sociopolitical impact as well as ritual, spiritual, decorative and functional value; they can be persuasive and subversive in some instances, enlightening and uplifting in others."

- Ensure that students will be able to:
  1. explore and value the diversity of the arts across time, place and cultures
  2. describe and analyze the characteristics of a culture and its people to create personal art reflecting daily life and/or the specified environment.