Department of Accelerated Programs

IB Visual Arts HL Curriculum

10.0 Credits
IB LEARNER PROFILE

IB Programs aim to develop internationally minded people who are striving to become:

**Inquirers**
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.

**Knowledgeable**
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.

**Critical thinkers**
They exercise initiative in applying thinking skills critically and creatively to approach complex problems and make reasoned decisions.

**Communicators**
They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication.

**Risk-takers**
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.

**Principled**
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.

**Caring**
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.

**Open-minded**
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.

**Well-balanced**
They understand the importance of physical and mental balance and personal well being for themselves and others. They demonstrate perseverance and self-discipline.

**Reflective**
They give thoughtful consideration to their own learning and personal development. They are able to analyze their strengths and weaknesses in a constructive manner.
Unit One
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>Process Portfolio Development: Art and the Global Community</td>
<td>8 Weeks</td>
</tr>
<tr>
<td>Unit 2</td>
<td>Process Portfolio Development: Artistic Style and Media Exploration</td>
<td>9 Weeks</td>
</tr>
<tr>
<td>Unit 3</td>
<td>Exhibition and Curatorial Rationale</td>
<td>9 Weeks</td>
</tr>
<tr>
<td>Unit 4</td>
<td>Independent Studio Work</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>
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<table>
<thead>
<tr>
<th>CRP2. Apply appropriate academic and technical skills.</th>
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<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>
</tr>
</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>
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.
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.
<table>
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<th>Career Ready Practices</th>
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<td><strong>CRP12. Work productively in teams while using cultural global competence.</strong></td>
</tr>
<tr>
<td>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.</td>
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</tbody>
</table>
## 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>Provide lecture notes/outline</td>
<td>Reading partners</td>
<td>Emphasize multi-sensory learning</td>
<td></td>
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</tbody>
</table>

### Assistive Technology
- Computer/whiteboard
- Tape recorder
- Spell-checker
- Audio-taped books

### 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

### Organization
- Individual daily planner
- Display a written agenda
- Note-taking assistance
- Color code materials
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
<table>
<thead>
<tr>
<th>English Language Arts</th>
<th>Math</th>
</tr>
</thead>
<tbody>
<tr>
<td>Journal writing</td>
<td>Research industry salaries for a geographic area and juxtapose against local cost of living</td>
</tr>
<tr>
<td>Close reading of industry-related content</td>
<td>Go on a geometry scavenger hunt</td>
</tr>
<tr>
<td>Create a brochure for a specific industry</td>
<td>Track and track various data, such as industry's impact on the GDP, career opportunities or among of individuals currently occupying careers</td>
</tr>
<tr>
<td>Keep a running word wall of industry vocabulary</td>
<td></td>
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<tr>
<th>Social Studies</th>
<th>Fine &amp; Performing Arts</th>
<th>Science</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research the history of a given industry/profession</td>
<td>Create a poster recruiting young people to focus their studies on a specific career or industry</td>
<td>Research the environmental impact of a given career or industry</td>
</tr>
<tr>
<td>Research prominent historical individuals in a given industry/profession</td>
<td>Design a flag or logo to represent a given career field</td>
<td>Research latest developments in industry technology</td>
</tr>
<tr>
<td>Use historical references to solve problems</td>
<td></td>
<td>Investigate applicable-careers in STEM fields</td>
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<th>World Language</th>
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<tr>
<td>Translate industry-content</td>
<td>Research the environmental impact of a given career or industry</td>
</tr>
<tr>
<td>Create a translated index of industry vocabulary</td>
<td>Research latest developments in industry technology</td>
</tr>
<tr>
<td>Generate a translated list of words and phrases related to workplace safety</td>
<td>Investigate applicable-careers in STEM fields</td>
</tr>
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</table>
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:** Process Portfolio Development: Art and the Global Community  
**Grade Level:** 11

**Unit Overview:** This unit will encompass key values and principles that support IB pedagogy. Students will continue to develop skills in thinking, communication, research and self-management. This unit will focus on experimentation and the development of ideas in artwork leading to a successful resolution.

**New Jersey Student Learning Standards (NJSLS):**  

**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>
<thead>
<tr>
<th><strong>Student Learning Objectives (SLOs)</strong></th>
<th><strong>Essential Questions</strong></th>
<th><strong>Content</strong></th>
<th><strong>Activities &amp; Assessments</strong></th>
<th><strong>Resources</strong></th>
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</table>
| Experiment with diverse media and explore techniques for making art.  
NJSLS: 1.2.12.A.1; 1.3.12.D.1; 1.4.12.B.3  
CCSS: CCRA.SL.1; HSG.CO.A.3 | How does an artist find inspiration?  
How do artists and their art intersect with community? | ➢ Development of personal art style in order to create independent artwork with teacher guidance.  
➢ Apply the elements of art and the principles of design using various drawing media. Look at different techniques for | IB Learner Profile: revisit and discuss IB program and expectations to help students become internationally minded people who will create a peaceful world.  
Summer Home Exam: Students will submit independent artwork in art discipline(s) of their choice, art journal sketches and artist research. | SMARTBOARD  
Google Classroom  
Supplies and materials: medium, materials and supplies of their choosing  
Art reproductions, magazines and reference books  
Field trip: MOMA |

**Resources**
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<tr>
<td>Explore ways of communicating through visual and written</td>
<td>How can you communicate ideas through symbols?</td>
<td>➢ Submit additional screens for process portfolios.</td>
<td>Peer Critical Review: of artwork in all stages of creative process must be SMARTBOARD</td>
<td>Google Classroom</td>
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<td>Scholastic Arts magazines</td>
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| **means.**  
**NJSLS:** 1.1.12.D.1; 1.3.12.D.1; 1.4.12.B.2  
**CCSS:** CCRA.SL.1; HSG.MG.A.2 | How did consumerism affect the Pop Art movement in the 1960s? |  
- Experiment, research and refine visual arts skills and techniques.  
- Comparative Study practice through artist research.  
- Identify and describe the sources that artists use for visual reference and to generate ideas for artworks.  
- Reflection and journal writing. | displayed and full participation in activity  
Comparative Study Practice: (Group work) Analyze formal qualities of art; interpret function and purpose; evaluate cultural significance; compare and contrast  
Process Portfolio: Students will begin to develop skills, techniques, and processes through portfolio preparation.  
Art critiques: (Group work) ongoing activity with description, analysis, interpretation, and judgment of works of art.  
Curatorial Statement: (Group work) Well-written to communicate |  
*Supplies and materials:* medium, materials and supplies of their choosing  
*Art reproductions, magazines and reference books*  
*Field trip:* Museo del Barrio in Harlem  
*Invite local artist(s)*  
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| Make artistic choices about how to most effectively communicate knowledge and understanding in the visual arts. **NJSLS:** 1.2.12.A.1; 1.2.12.A.2; 1.3.12.D.2; 1.4.12.A.1 **CCSS:** CCRA.SL.1; HSG.MG.A.2 | How does art influence our everyday lives?  
Do we need art in our lives? | ➢ Art making through a process of independent investigation, critical thinking and media experimentation.  
➢ Apply new techniques to their own developing artwork.  
➢ Art journals will reflect all research to help students refine visual arts skills and techniques.  
➢ Comparative Study practice through artist | Comparative Study: (Individual work)  
Students will demonstrate application; analysis of knowledge; 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 artists and begin brainstorm/writing process in pairs or small groups.  
Art Critique: develop and articulate an informed personal response to artworks created by themselves and exhibitions they have seen and experienced. | SMARTBOARD  
Google Classroom  
**Supplies and materials:** medium, materials and supplies of their choosing  
**Art reproductions, magazines and reference books**  
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| Understand and articulate the intrinsic worth and public value of arts and cultural participation.  
**NJSLS:** 1.3.12.D.4  
**CCSS:** CCRA.SL.2 | What role does art play in a community?  
How do artists contribute to their communities? |  
- Transition to student-centered independent studies. Explore a variety of art media. Individual style exploration  
- Discover and understand how the values of a community affect trends in art.  
- Understand why | Art Journals: ongoing research activities and documentation. Examine ideas represented through words and images. Explore art concepts; artist research; sketches; art styles; process portfolios; and other classroom activities.  
Class attendance and participation: "Do Now" activities, active | SMARTBOARD  
Google Classroom  
*Supplies and materials:* medium, materials and supplies of their choosing  
*Art reproductions, magazines and reference books:* -Clinton, Bill and International Herald |

- Identify and describe the sources that artists use for visual reference and to generate ideas for artworks.  
- Reflection and journal writing. | Inspirational Art Project: Express art influence after museum visit.  
Curatorial Statement Practice: Students will write a curatorial statement about their artwork |
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<td></td>
<td></td>
<td>lifelong learning and engagement in the arts is important.</td>
<td>participation and effort in all learning activities</td>
<td>Tribune. Nov. 6, 2003 “A Global Community: Defining the Mission of the 21st Century”</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Experiment with a variety of media and explore techniques for making art.</td>
<td>Process Portfolio Screens: Submission on a biweekly basis through Google Classrooms and Slides</td>
<td>-Brommer, Gerald F. Discovering Art History 3rd Edition ISBN: 978-08719-2722-4</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Students work individually or in groups. Design and create a work of art that will exist in their community.</td>
<td></td>
<td>-Janson, H.W. History of Art 7th Edition ISBN-13: 978-0131934788</td>
</tr>
</tbody>
</table>

Demonstrate flexibility and reflective habits when creating visual art forms in a variety of artistic contexts and environments.  
**NJSLS:** 1.1.12.D.1; 1.3.12.D.1; 1.4.12.B.2  
**CCSS:** CCRA.SL.1;  
How does one instill lifelong learning in the arts?  
What is the purpose of community art in public spaces?  
Develop concepts through processes informed by skills, techniques and media.  
Consider the nature of final exhibition, and  
Comparative Study: Students will demonstrate application; analysis of knowledge; and understanding after museum visit. Examine two pieces of art from two different art periods. Refer to art timeline and  
SMARTBOARD  
Google Classroom  
**Supplies and materials:** medium, materials and supplies of their choosing
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<p>| Identify the relationship between community or cultural values and trends in the visual arts. NJSLS: 1.2.12.A.1; 1.2.12.A.2; 1.3.12.D.2 | How does public art contribute to a community and the surrounding environment? | Identify and explain trends in art. | SMARTBOARD Google Classroom Supplies and materials: medium, materials and |</p>
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<thead>
<tr>
<th>Student Learning Objectives (SLOs)</th>
<th>Essential Questions</th>
<th>Content</th>
<th>Activities &amp; Assessments</th>
<th>Resources</th>
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<tbody>
<tr>
<td>CCSS: CCRA.SL.1</td>
<td>How do artists find inspiration within his/her environment?</td>
<td>installation or an impermanent work. The artwork may address a particular community issue.</td>
<td>concepts; artist research; sketches; art styles; process portfolios and other classroom activities.</td>
<td>supplies of their choosing</td>
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<td>Document their creative process. Take photographs of their site-specific work to share with classmates.</td>
<td>Class attendance and participation: &quot;Do Now&quot; activities, active participation, and effort in all learning activities</td>
<td><em>Art reproductions, magazines and reference books</em></td>
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<td>Reflection and journal writing.</td>
<td>Process Portfolio Slides: Submission on a biweekly basis through Google Classrooms and Slides</td>
<td><em>Field trip: William Paterson University</em></td>
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<td>Evaluate how their ongoing work communicates meaning and purpose.</td>
<td></td>
<td>-Brommer, Gerald F. Discovering Art History 3rd Edition ISBN: 978-08719-2722-4</td>
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</tbody>
</table>
# Unit 1 Vocabulary

Elements of art (line, shape, form, value, space, texture, color)

Principles of design (balance, emphasis, movement, pattern, repetition, proportion, rhythm, variety, unity)

Italian Renaissance art; conceptualism; realism; Op art; Pop art

Shading techniques: hatching/blending/cross-hatching; stippling

Chiaroscuro
one-point perspective; two-point perspective; linear perspective; aerial perspective
overlap
composition
technique
media
conceptual
three-dimensional
art appreciation
aesthetics
symmetry
TOK Connections

How Does Public Art Contribute to a Community and the Surrounding Environment?

- Students construct and solve problems of personal relevance and interest when expressing themselves within their community.
- Student will apply artistic and reasoning skills to imagine, create and refine their process portfolio in conventional and innovative ways.
- Understand and articulate the intrinsic worth and public value of the arts and cultural participation.
- Draw on a variety of sources to generate ideas to create meaningful art.

Contribution to the Development of Students’ Approaches to Learning Skills

“Explore ways of communicating through visual and written means. Make artistic choices about how to most effectively communicate knowledge and understanding. Produce a body of artwork through a process of reflection and evaluation, showing a synthesis of skill, media and concept.” (IB Visual Arts Guide)
## Contributions to the Development of the Attribute(s) of the Learner Profile

How do you fit into the *IB Learner Profile* traits?

Students will be introduced to each of the IBLP traits. Divide students into small groups. Distribute information sheet with 10 IBLP traits. Have students read over IBLP traits. Then, jot their names under each IBLP trait on large paper posted throughout the classroom. Choose traits that best describe them. Review as a whole class and discuss the relevance with IB visual arts expectations.

### Contribution to the Development of International Mindedness

**COMMUNITY INVOLVEMENT**

Students will be working individually and in groups; focusing on ideas, creating works of art for public spaces in their community. These pieces will address genuine local and global community needs. They will “formulate personal intentions for the planning, development and making of artworks that consider how meaning can be conveyed to an audience.” (IB Visual Arts Guide)