

Department of Curriculum & Instruction

# Visual Arts

## Curriculum Guide

Grades 9 – 12



**Montclair Public Schools**

Approved by the Montclair Board of Education: 2015

## Introduction – Visual Arts

The Montclair Public Schools believes in celebrating the rich history of our magnet school system while ensuring consistent, high quality instruction for all learners. The Visual Arts curriculum is built upon this belief by incorporating the New Jersey Core Curriculum Visual Arts Grade Level Standards within the components of a balanced literacy framework. This approach provides all students with equitable access to the same learning goals while allowing teachers the flexibility to adapt to the needs of their learners.

The School of Visual and Performing Arts at Montclair High School offers a major course of study and training in one or more of the Fine and Performing Arts. The school provides its students with an exposure to the arts in a challenging and professional atmosphere where individual commitment and responsibility to group are paramount. All courses offered by the School of Visual and Performing Arts are available to all students of Montclair High School as electives.

The standards below are overarching. While these standards may not appear specifically in any unit, they are the collective goals of all units.

By the end of Grade 12, Visual Arts students in the Montclair Public Schools:

- Can 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.1)
- Can translate literary, musical, theatrical, and dance compositions by using them as stimulus/inspiration for corresponding visual artworks. (1.1.12.D.2)
- Can determine how dance, music, theatre, and visual art have influenced world cultures throughout history. (1.2.12.A.1)
- Can 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. (1.2.12.A.2)
- Can 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.1)
- Can 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.2)
- Can 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.3)
- Can 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.4)

- Can 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. (1.3.12.D.5)
- Can 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.1)
- Can speculate on the artist's intent, using discipline-specific arts terminology and citing embedded clues to substantiate the hypothesis. (1.4.12.A.2)
- Can 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. (1.4.12.A.3)
- Can evaluate how exposure to various cultures influences individual, emotional, intellectual, and kinesthetic responses to artwork. (1.4.12.A.4)
- Can formulate criteria for arts evaluation using the principles of positive critique and observation of the elements of art and principles of design. (1.4.12.B.1)
- Can evaluate how an artist's technical proficiency may affect the creation or presentation of a work of art. (1.4.12.B.2)
- Can 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. (1.4.12.B.3)

## Scope and Sequence

Unit	Visual Arts
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.
2	Performing: All students will synthesize skills, media, methods, and technologies that are appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.
3	Performing: All students will synthesize skills, media, methods, and technologies that are appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.
4	Aesthetic Responses & Critique Methodologies: All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art
5	History of the Arts and Culture: All students will understand the role, development, and influence of the arts throughout history and across cultures.

## Montclair Public Schools Instructional Unit

<b>Content:</b>	VISUAL ARTS	<b>Grade:</b>	9-12
<b>Marking Period:</b>	SEMESTER/FULL YEAR	<b>Unit Title:</b>	THE CREATIVE PROCESS
		<b>Pacing:</b>	UNIT 1

### ESSENTIAL QUESTIONS

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.

### TARGET STANDARDS

NJCCCS	Student Learning Objective
1.1.12.D.1	Compare and contrast innovative applications of line as an element of art (i.e., complexity of emotive line) associated with masterworks that cross the boundaries of traditional visual art making. Execute innovative approaches to line as a compositional tool to express movement in original two-or three-dimensional artwork, installation art and/or new media art using linear masterworks as a source of inspiration.
1.1.12.D.1	Compare and contrast innovative applications of shape in two-dimensional masterworks that cross the boundaries of traditional visual art making. Design a mixed media work focusing on shape that breaks traditional art making boundaries.
1.1.12.D.1	Analyze innovative uses of hue, value and intensity of color in contemporary visual art masterworks and experiment with color and value to define space in original two or three-dimensional or new media art.
1.1.12.D.1	Distinguish the characteristics of texture employed in innovative contemporary sculptures and art and explore approaches to creating textual works of art utilizing common or repurposed materials.
1.1.12.D.1	Study inventive derivations of form used by contemporary artists. Create artwork that illustrates innovative uses of form.
1.1.12.D.1	Examine ground-breaking uses of space in traditional and new mediums and experiment with new approaches to portraying positive and negative space in an art installations, sculptures, or new media artwork.
1.1.12.D.1	Differentiate innovative applications symmetrical, asymmetrical and radial balance by known master. Extrapolate approaches to innovative applications symmetrical, asymmetrical or radial balance in the creation of original two or three-dimensional artwork.
1.1.12.D.1	Observe overlapping proportion exemplified in diverse examples of cutting edge two and three-dimensional art and use overlapping proportion in unusual ways in original artwork.
1.1.12.D.1	Survey innovative applications of rhythm & repetition in artwork from culturally diverse contemporary artists and produce original two or three-dimensional artwork emphasizing rhythm.
1.1.12.D.1	Identify emphasis & variety in in diverse visual arts masterworks and employ emphasis & variety in inventive ways in original artwork.
1.1.12.D.1	Evaluate unity & harmony in cutting edge two and three-dimensional masterworks of and apply the principles of unity and harmony in design in inventive original artworks.
1.1.12.D.1 1.1.12.D.2	Use new media approaches to creating a visual narrative, installation and/or computer generated artwork that illustrates a literary work of art.

1.1.12.D.1	Compare and contrast western and non-western art pertaining to culturally specific application of metaphor, symbolism, and allegory and identify specific cross-cultural themes.
1.1.12.D.2	
INSTRUCTIONAL PROGRESSION	
Concept/Skill	Evidence of Learning
Common themes exist in artwork from a variety of cultures across time and are communicated through metaphor, symbolism, and allegory.	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.
Stimuli for the creation of artworks can come from many places, including other arts disciplines.	Translate literary, musical, theatrical, and dance compositions by using them as stimulus/inspiration for corresponding visual artworks.

## Montclair Public Schools Instructional Unit

<b>Content:</b>	VISUAL ARTS	<b>Grade:</b>	9-12
<b>Marking Period:</b>	SEMESTER/FULL YEAR	<b>Unit Title:</b>	PERFORMING
		<b>Pacing:</b>	UNIT 2

### ESSENTIAL QUESTION

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.

### TARGET STANDARDS

NJCCCS	Student Learning Objective
1.3.12.D.1 1.3.12.D.2 1.3.12.D.5	Create a series of artworks using the elements of shape and value, and that employ the principle of balance. Explore the structural and stylistic formal approaches of artists such as Horace Pippin, Cabin in the Cotton, Mid-1930's, and Georgia O'Keeffe, White Rose and Larkspur, No.2, 1927) on which to base this body of work.
1.3.12.D.1 1.3.12.D.2 1.3.12.D.5	Create a series of thematic artworks using the elements of line and color as well as the principle of harmony that demonstrates fluency in a traditional and/or digital media
1.3.12.D.1 1.3.12.D.2 1.3.12.D.5	Create abstract or expressionist multimedia artworks that employ the principle variety for inclusion in a group exhibition.
1.3.12.D.1 1.3.12.D.2 1.3.12.D.5	Examine historically significant examples though culturally influenced masterworks. Create personal iconography to explore cultural heritage and cultural influence from personal perspectives in a series of artworks emphasizing the principles of unity and the art element of texture.
1.3.12.D.1 1.3.12.D.4	Synthesize the elements of art, color and space (positive & negative), and the principle of design emphasis in an original portfolio of two-dimensional artworks that reflects an expressive personal style with a high degree of technical proficiency.
1.3.12.D.3	Participate in the organization an exhibit of peer visual artwork along a cohesive them in one of a variety of roles (e.g., curator, publicist, installer, critique, artist, etc.).

### INSTRUCTIONAL PROGRESSION

Concept/Skill	Evidence of Learning
How individuals manipulate the elements of art and principles of design results in original portfolios that reflect choice and personal stylistic nuance	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.
Culturally and historically diverse art media, art mediums, techniques, and styles impact originality and interpretation of the artistic statement.	Produce an original body of artwork in one or more art mediums that demonstrates mastery of visual literacy, methods, techniques, and cultural understanding.

<p>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.</p>	<p>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.</p>
<p>Artists interpret/render themes using traditional art media and methodologies as well as new art media and methodologies.</p>	<p>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.</p>
<p>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.</p>	<p>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.</p>



## Montclair Public Schools Instructional Unit

<b>Content:</b>	VISUAL ARTS		<b>Grade:</b>	9-12
<b>Marking Period:</b>	SEMESTER/FULL YEAR	<b>Unit Title:</b>	PERFORMING	<b>Pacing:</b> UNIT 3
<b>ESSENTIAL QUESTION</b>				
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>TARGET STANDARDS</b>				
<b>NJCCCS</b>	<b>Student Learning Objective</b>			
1.3.12.D.1	Create artworks from observation that reflect personal style and expressive qualities of continuous line contour of the whole object (i.e., face, body, animal, landscape).			
1.3.12.D.1	Synthesize the element of art, form, and the principle of proportion in an original portfolio of three-dimensional artwork that reflects personal style, technical proficiency and expressivity.			
1.3.12.D.1	Synthesize the element of art, shape and value, and the principle of balance in an original portfolio of three-dimensional artwork that reflects personal style, technical proficiency and expressivity.			
1.3.12.D.1	Synthesize the element of art, color, and the principle of rhythm/movement in an original portfolio of three-dimensional artwork that reflects personal style, technical proficiency and expressivity.			
1.3.12.D.3	Organize a group exhibit of individual works and concepts unified by a central theme.			
1.3.12.D.4	Analyze the compositional and stylistic principles, themes and symbols suggested by 20th century and contemporary artworks rendered in traditional and new media and reinterpret to create new works in available media (e.g., non-objective forms created with two and three-dimensional media).			
1.3.12.D.5	Create artwork using personal iconography, which explores personal perspective and the influences of culture and cultural heritage on art making such as in the work of installation art or use of found objects.			
<b>INSTRUCTIONAL PROGRESSION</b>				
<b>Concept/Skill</b>			<b>Evidence of Learning</b>	
How individuals manipulate the elements of art and principles of design results in original portfolios that reflect choice and personal stylistic nuance.			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.	
Culturally and historically diverse art media, art mediums, techniques, and styles impact originality and interpretation of the artistic statement.			Produce an original body of artwork in one or more art mediums that demonstrates mastery of visual literacy, methods, techniques, and cultural understanding.	

<p>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.</p>	<p>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.</p>
<p>Artists interpret/render themes using traditional art media and methodologies as well as new art media and methodologies.</p>	<p>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.</p>
<p>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.</p>	<p>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.</p>

## Montclair Public Schools Instructional Unit

<b>Content:</b>	VISUAL ARTS		<b>Grade:</b>	9-12
<b>Marking Period:</b>	SEMESTER/FULL YEAR	<b>Unit Title:</b>	AESTHETIC RESPONSES AND CRITIQUE METHODOLOGIES	<b>Pacing:</b> UNIT 4

### ESSENTIAL QUESTION

All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.

### TARGET STANDARDS

NJCCCS	Student Learning Objective
1.4.12.A.1 1.4.12.A.2	Create an original three-dimensional work of art in a culturally specific style, reflecting current cultural implications.
1.4.12.A.3	Curate a thematic exhibition of Master Works using historical significance, craftsmanship, cultural context, and originality as criteria for selecting the artwork.
1.4.12.A.4	Compare and contrast similarly themed visual art masterworks from a variety of cultures and historical eras and describe, analyze, interpret, and evaluate how exposure to various cultures influences individual, emotional, intellectual, and kinesthetic responses to artwork. Use the analysis as inspiration for the creation of original artwork.
1.4.12.B.1	Develop and apply rubrics and holistic scoring guides to evaluate multiple dimensions of archetypal subject matter in self-generated original artwork, peer artwork, and multicultural visual art anchor works as a mechanism for positive critique.
1.4.12.B.2 1.4.12.B.3	Compare and contrast the artistic processes and contextual content of two and three-dimensional works of art from diverse cultures and historical eras. Discuss how an artist's cultural background can influence the subject, media and technological processes

### INSTRUCTIONAL PROGRESSION

Concept/Skill	Evidence of Learning
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.	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.
Contextual clues within artworks often reveal artistic intent, enabling the viewer to hypothesize the artist's concept.	Speculate on the artist's intent, using discipline-specific arts terminology and citing embedded clues to substantiate the hypothesis.
Artistic styles, trends, movements, and historical responses to various genres of art evolve over time.	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.
Criteria for assessing the historical significance, craftsmanship, cultural context, and originality of art are often expressed in qualitative, discipline-specific arts terminology.	Evaluate how exposure to various cultures influences individual, emotional, intellectual, and kinesthetic responses to artwork.

<p>Archetypal subject matter exists in all cultures and is embodied in the formal and informal aspects of art.</p>	<p>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.</p>
<p>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.</p>	<p>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.</p>
<p>Art and art-making reflect and affect the role of technology in a global society.</p>	<p>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.</p>

## Montclair Public Schools Instructional Unit

<b>Content:</b>	VISUAL ARTS		<b>Grade:</b>	9-12
<b>Marking Period:</b>	SEMESTER/FULL YEAR	<b>Unit Title:</b>	HISTORY OF THE ARTS AND CULTURE	<b>Pacing:</b> UNIT 5
<b>ESSENTIAL QUESTION</b>				
All students will understand the role, development, and influence of the arts throughout history and across cultures				
<b>TARGET STANDARDS</b>				
<b>NJCCCS</b>	<b>Student Learning Objective</b>			
1.2.12.A.1	Create a two or three-dimensional work of art which embodies cultural and historical references to a specific event in. Include a proposal for your town council members to get approval to create this work.			
1.2.12.A.2	Based in the twentieth century, identify the innovations in conceptual art, according to stylistic criteria and research museum collections containing the same. Present your findings to an audience using a power point presentation.			
1.2.12.A.2	Analyze the innovative technological approaches for line in two and three-dimensional works of art, which reflect the social norms and habits of mind and are chronicled, throughout the histories of diverse cultures.			
1.2.12.A.1 1.2.12.A.2	Differentiate the innovative technological approaches for shape and form in two and three-dimensional works of art, which reflect the social norms and habits of mind and are chronicled, throughout the histories of diverse cultures.			
1.2.12.A.1 1.2.12.A.2	Compare and Contrast the innovative technological approaches and stylistic criteria for color and value in two and three-dimensional works of art, which reflect the social norms and habits of mind and are chronicled, throughout the histories of diverse cultures.			
1.2.12.A.1 1.2.12.A.2	Distinguish the characteristics and innovative technological approaches for texture in two and three-dimensional works of art, which reflect the social norms and habits of mind and are chronicled, throughout the histories of diverse cultures.			
1.2.12.A.1 1.2.12.A.2	Analyze the innovative stylistic approaches for space in two and three-dimensional works of art, which reflect the social norms and habits of mind and are chronicled, throughout the histories of diverse cultures.			
1.2.12.A.1	Determine how the use of symmetrical, asymmetrical and radial balance in visual art to communicate an idea has influenced world cultures.			
1.2.12.A.2	Justify the impact of innovations in the arts and the use of rhythm in master works that have an effect on societal norms and habits of mind in various historical eras.			
1.2.12.A.1	Determine how the use of unity and harmony in visual arts communicate an idea and has an influenced world cultures.			
<b>INSTRUCTIONAL PROGRESSION</b>				
<b>Concept/Skill</b>			<b>Evidence of Learning</b>	
Cultural and historical events impact art-making as well as how audiences respond to works of art.			Determine how dance, music, theatre, and visual art have influenced world cultures throughout history.	
Access to the arts has a positive influence on the quality of an individual's lifelong learning, personal expression, and contributions to community and global citizenship.			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.	

DIFFERENTIATION			
Special Education	ELL	Rtl	
<ul style="list-style-type: none"> <li>• Modifications &amp; accommodations as listed in the student's IEP</li> <li>• Assign a peer to help keep student on task</li> <li>• Modified or reduced assignments</li> <li>• Reduce length of assignment for different mode of delivery</li> <li>• Increase one to one time</li> <li>• Working contract between you and student at risk</li> <li>• Prioritize tasks</li> <li>• Think in concrete terms and provide hands on tasks</li> <li>• Position student near helping peer or have quick access to teacher</li> <li>• Anticipate where needs will be</li> <li>• Break tests down in smaller increments</li> <li>• NJDOE resources</li> </ul>	<ul style="list-style-type: none"> <li>• Strategy groups</li> <li>• Teacher conferences</li> <li>• Graphic organizers</li> <li>• Modification plan</li> <li>• NJDOE resources</li> <li>• Adapt a Strategy-Adjusting strategies for ESL students: <a href="http://www.teachersfirst.com/content/esl/adaptstrat.cfm">http://www.teachersfirst.com/content/esl/adaptstrat.cfm</a></li> </ul>	<ul style="list-style-type: none"> <li>• Tiered Interventions following Rtl framework</li> <li>• Rtl Intervention Bank</li> <li>• Foundations Double-Dose (Tier II)</li> <li>• LLI (Tier III)</li> <li>• NJDOE resources</li> </ul>	
ALIGNMENT TO 21 <sup>st</sup> CENTURY SKILLS AND TECHNOLOGY			
21 <sup>st</sup> Century/ Interdisciplinary Themes: Bold all that apply		21 <sup>st</sup> Century Skills: Bold all that apply	
<b>Global Awareness</b> Financial, Economic, Business and Entrepreneurial Literacy Civic Literacy Health Literacy Environmental Literacy		<b>Creativity &amp; Innovation</b> <b>Critical Thinking &amp; Problem Solving</b> <b>Communication &amp; Collaboration</b> <b>Media Literacy</b> <b>Information Literacy</b> <b>Information, Communication &amp; Technology</b> <b>Life &amp; Career Skills</b>	
Technology Infusion			
<ul style="list-style-type: none"> <li>• Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</li> <li>• Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</li> <li>• Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</li> <li>• Epson Interactive Whiteboard Applications</li> </ul>			
Evidence of Student Learning			
<ul style="list-style-type: none"> <li>• Common benchmark</li> <li>• Evaluation rubrics</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher-student conferences</li> <li>• Running records</li> </ul>	<ul style="list-style-type: none"> <li>• Students' published work</li> <li>• Unit tests</li> </ul>	<ul style="list-style-type: none"> <li>• Quizzes</li> <li>• Performance Assessments</li> </ul>