



MIDLAND PARK PUBLIC SCHOOLS
Midland Park, New Jersey
CURRICULUM

Art II

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Approved by the Midland Park Board of Education on
October 7, 2014

Art II

Course Description:

Art II is a one-year art course, which serves as a follow-up for Art I. Art history, the works and lives of notable artists, and various art techniques will be explored. Much of what is covered and created in class will be from an art historical viewpoint. Knowing that not everyone will choose to become a professional artist, emphasis is placed on effort and trying. Quality of work also has bearing on a student's grade. Weekly homework assignments are required.

Suggested Course Sequence

The length of time devoted to each unit can vary depending on the level of interest in the class as well as the availability of materials.

- Unit 1: Two-point perspective
- Unit 2: Contemporary art history
- Unit 3: Figure drawing
- Unit 4: Painting
- Unit 5: Ceramics
- Unit 6: Collage
- Unit 7: Still life and landscape drawing
- Unit 8: 3-D

Course Pre-requisite: Art I

Unit Overview	
Content Area:	Art II
Unit Title:	Art History
Target Course/Grade Level:	10-12
Unit Summary: Students will study the artists and the works of art through the ages that have shaped man's perception of what art is. Students will study specific artists such as Michelangelo, Goya, the cave artists, Native American artists, world cultural artists, Medieval artists, Impressionist artists, Expressionist artists, and contemporary artists. Students will create original works in the styles of the studied artists. Various mediums will be explored such as watercolors, acrylic paint, printing techniques, ceramics, pencil drawing, collage, and combinations of those mediums. Internet based images as well as book images and video will be used to study the works of the past. A visit to an important NY museum will expose the students to the original works towards the end of the course.	
21st century themes:	Creativity and Innovation, Critical Thinking and Problem Solving
Learning Targets	
Standards: 1.1 The creative process: All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre and visual art. 1.2 History of the Arts and Culture: All students will understand the role, development and influence of the arts throughout history and across cultures. 1.4 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.	
CPI#	Cumulative Progress Indicator (CPI)
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.
1.2.12.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.
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.A.3	Develop informed personal responses to an assortment of artworks across the four arts disciplines (dance, music, theatre, and visual art), using historical significance, craftsmanship, cultural context, and originality as criteria for assigning value to the works.
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
Unit Essential Questions <ul style="list-style-type: none"> How has art changed through history? What are artists saying through their art? 		Unit Enduring Understandings <ul style="list-style-type: none"> Understanding art movements and their significance in the art world as well as their historical, social and political influence is essential for any artist.
Unit Learning Targets <i>Students will...</i> <ul style="list-style-type: none"> Understand specific artists and movements in history Analyze the significance of famous works of art. Identify major works of art. Create art in the style of specific artists they learn about. 		
Evidence of Learning		
Summative Assessment: Performance Tasks		
Equipment Needed:	Pencils, paint, paper collage materials.	
Teacher Resources:	Books, posters, computer resources, galleries.	
Formative Assessments <ul style="list-style-type: none"> Discussion Q&A Observation 		<ul style="list-style-type: none"> Projects Critique
Lesson Plans		
Lesson #	Lesson Name	Time frame (hours/days)
1	Introduce the artists/movement - discuss and show images	2 days
2	Students will draw from the studied artists or movements works and add color	10 days
3	Students will make an original artwork in the style studied in class and add color	10 days
Teacher Notes: some students may need more time then suggested above		
Curriculum Development Resources Click links below to access additional resources used to design this unit: images from the internet and videos		

Unit Overview		
Content Area:	Art II	
Unit Title:	Ceramics	
Target Course/Grade Level:	10-12	
Unit Summary		
Students will study famous ceramicists from the past – they will discuss their works and techniques in relation to the study of art history – then the students will create their own original works in ceramics.		
21 st century themes:	Creativity and Innovation, Critical Thinking and Problem Solving	
Learning Targets		
Standards:		
1.1 The Creative Process: All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.		
1.3 Performance: All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre and visual art.		
1.4 Aesthetic Responses and 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.		
CPI#	Cumulative Progress Indicator (CPI)	
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 cultured themes.	
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 in 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.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.	
1.4.12.A.1	Use contextual clues to differentiate between unique and common properties and to discern the cultural implications of the works of dance, music, theatre and visual art.	
1.4.12.A.2	Speculate on the artists intent, using discipline specific arts terminology and citing embedded clues to substantiate the hypothesis.	
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 cultured themes.	
Unit Essential Questions		Unit Enduring Understandings
<ul style="list-style-type: none">How is a contemporary life depicted in ceramics?What artists in contemporary art history		<ul style="list-style-type: none">Students will understand how contemporary art affects ceramics today.

have depicted ceramics and how have they dealt with it?		
Unit Learning Targets <i>Students will...</i> <ul style="list-style-type: none"> • Understand the lives of contemporary artists and their works • Utilize the techniques of ceramics • Form original opinions about contemporary ceramics • Create an original ceramic piece 		
Evidence of Learning		
Summative Assessment: Performance Tasks		
Equipment Needed:	Pencils, paper, clay and glaze.	
Teacher Resources:	Visual examples, books, videos, posters, computer resources, galleries, professional potters	
Formative Assessments <ul style="list-style-type: none"> • Discussion • Q&A • Observation 		<ul style="list-style-type: none"> • Projects • Critique
Lesson Plans		
Lesson #	Lesson Name	Time frame (hours/days)
1	Introduce the artist and the ceramics technique.	1 day
2	Discuss the artist's work and approach to ceramics	1 day
3	Students will begin their interpretation of the artist's work by creating a ceramic piece and adding color.	10 days
4	Students will create an original work in the artists' style	10 days
Teacher Notes: link contemporary artist's works to the work created by students		
Curriculum Development Resources Click links below to access additional resources used to design this unit: internet examples		

Unit Overview		
Content Area:	Art II	
Unit Title:	Collage	
Target Course/Grade Level:	10-12	
Unit Summary: Students will study the use of collage in the history of art. They will study specific artist’s works and then create their own original works using collage. Much of this unit will coincide with the unit of art history.		
21 st century themes:	Creativity and Innovation, Critical Thinking and Problem Solving	
Learning Targets		
Standards:		
1.1 The Creative Process: All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.		
1.2 History of the Arts and Culture: All students will understand the role, development, and influence of the arts throughout history and across cultures.		
1.3 Performance: All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.		
CPI#	Cumulative Progress Indicator (CPI)	
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.	
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.	
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.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.	
Unit Essential Questions <ul style="list-style-type: none">• What is collage?• What artists create collages?		Unit Enduring Understandings <ul style="list-style-type: none">• Who is Picasso?• What can collage do for a picture?

Unit Learning Targets <i>Students will...</i> <ul style="list-style-type: none"> • Understand the origins of contemporary collage in art. • Apply knowledge to create their own successful collages. • Identify famous artists who use collage. • Show the difference between art that uses collage and art that does not. 		
Evidence of Learning		
Summative Assessment: Performance Tasks		
Equipment Needed:	Paper, pencils, collage materials	
Teacher Resources:	Visual examples, books, posters, computer resources, galleries	
Formative Assessments <ul style="list-style-type: none"> • Discussion • Q&A • Observation 		<ul style="list-style-type: none"> • Projects • Critique
Lesson Plans		
Lesson #	Lesson Name	Time frame (hours/days)
1	Introduce the art form of collage, discuss it's contemporary history, discuss several artists who make collages	3 days
2	Show examples of several collages - students will begin to make their own collages	15 days
Teacher Notes:		
Curriculum Development Resources Click links below to access additional resources used to design this unit: Picasso, Kurt Schwiters		

Unit Overview		
Content Area:	Art II	
Unit Title:	Figure Drawing	
Target Course/Grade Level:	10-12	
Unit Summary		
As a follow up to Art I figure drawing, students will continue to study the figure by looking at famous drawings and paintings of the human figure and then by drawing and painting the model in the class. Various mediums will be used such as pencil, colored pencil, watercolors, acrylic paint, and collage.		
21 st century themes:	Creativity and Innovation, Critical Thinking and Problem Solving	
Learning Targets		
Standards:		
1.1 The Creative Process: All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.		
1.2 History of the Arts and Culture: All students will understand the role, development, and influence of the arts throughout history and across cultures.		
1.3 Performance: All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.		
CPI#	Cumulative Progress Indicator (CPI)	
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.	
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.	
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.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.	

Unit Essential Questions <ul style="list-style-type: none"> • How is the human figure drawn? • What artists in contemporary art history have the figure and how have they dealt with it? 		Unit Enduring Understandings <ul style="list-style-type: none"> • Students will understand what contemporary artists say about the figure today
Unit Learning Targets <i>Students will...</i> <ul style="list-style-type: none"> • Understand the lives of contemporary artists and identify their works. • Demonstrate specific drawing techniques. • Demonstrate their ability to form opinions about contemporary figure drawings. • Produce original figure drawings. 		
Evidence of Learning		
Summative Assessment: Performance Tasks		
Equipment Needed:	Pencils, paper, colored pencils, paint	
Teacher Resources:	Visual examples, books, videos, posters, computer resources, galleries	
Formative Assessments <ul style="list-style-type: none"> • Discussion • Q&A • Observation 		<ul style="list-style-type: none"> • Projects • Critique
Lesson Plans		
Lesson #	Lesson Name	Time frame (hours/days)
1	Introduce the artist and the figure drawing technique.	2 days
2	Discuss the artist's work and approach to the figure.	3 days
3	Students will begin their interpretation of the artist's work by creating a drawing and adding color.	8 days
4	Students will create an original work in the artist's style.	8 days.
Teacher Notes: link contemporary artist's works to the work created by students		
Curriculum Development Resources Click links below to access additional resources used to design this unit:		

Unit Overview		
Content Area:	Art II	
Unit Title:	Painting	
Target Course/Grade Level:	10-12	
Unit Summary Students will study famous paintings throughout history and then will create their own original works in the style of the studied works. Much of this unit will be in sync with the study of art history.		
21 st century themes:	Creativity and Innovation, Critical Thinking and Problem Solving	
Learning Targets		
Standards 1.1 The Creative Process: All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art. 1.2 History of the Arts and Culture: All students will understand the role, development, and influence of the arts throughout history and across cultures. 1.3 Performance: All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.		
CPI#	Cumulative Progress Indicator (CPI)	
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.	
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.	
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.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.	

Unit Essential Questions <ul style="list-style-type: none"> • How is a contemporary life painted? • What artists in contemporary art history have depicted painting and how have they dealt with it? 		Unit Enduring Understandings <ul style="list-style-type: none"> • Students will understand what contemporary artists say about painting today?
Unit Learning Targets <i>Students will...</i> <ul style="list-style-type: none"> • Understand the lives of contemporary artists and their works • Apply the techniques of painting • Form opinions about contemporary painting • Create an original painting 		
Evidence of Learning		
Summative Assessment: Performance Tasks		
Equipment Needed:	Pencils, paper, paint, canvas	
Teacher Resources:	Visual examples, books, videos, posters, computer resources, galleries	
Formative Assessments <ul style="list-style-type: none"> • Discussion • Q&A • Observation 		<ul style="list-style-type: none"> • Projects • Critique
Lesson Plans		
Lesson #	Lesson Name	Time frame (hours/days)
1	Introduce the artist and the painting technique	1 day
2	Discuss the artist's work and approach to the painting	2 days
3	Students will begin their interpretation of the artist's work by creating a painting and adding color	8 days
4	Students will create an original work in the artist's style	8 days
Teacher Notes: link contemporary artist's works to the work created by students		
Curriculum Development Resources Click links below to access additional resources used to design this unit: use images from the internet		

Unit Overview		
Content Area:	Art II	
Unit Title:	Two Point Perspective	
Target Course/Grade Level:	10-12	
Unit Summary: Students will study famous works using two-point perspective. They will create works in pencil of geometric shapes using two-point perspective. Students will also create works depicting the school’s hallways, rooms and/or of the outside of the building using two-point perspective. They will add color to make the works more realistic.		
21 st century themes:	Creativity and Innovation, Critical Thinking and Problem Solving	
Learning Targets		
Standards 1.1 The Creative Process: All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art. 1.2 History of the Arts and Culture: All students will understand the role, development, and influence of the arts throughout history and across cultures. 1.3 Performance: All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.		
CPI#	Cumulative Progress Indicator (CPI)	
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.	
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.	
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.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.	
Unit Essential Questions <ul style="list-style-type: none">What is two-point perspective?How can it be used?		Unit Enduring Understandings <ul style="list-style-type: none">Students will understand how to use two-point perspective and when it is appropriate to use it.

Unit Learning Targets <i>Students will...</i> <ul style="list-style-type: none"> • Understand the origins of two-point perspective. • Manipulate a drawing using two-point perspective. • Identify major works of art that use two-point perspective. • Design an effective composition using two-point perspective. 		
Evidence of Learning		
Summative Assessment: Performance Tasks		
Equipment Needed:	Pencils, rules, paper, colored pencils	
Teacher Resources:	Visual examples, books, videos, posters, computer resources, galleries	
Formative Assessments <ul style="list-style-type: none"> • Discussion • Q&A • Observation 		<ul style="list-style-type: none"> • Projects • Critique
Lesson Plans		
Lesson #	Lesson Name	Time frame (hours/days)
1	Introduce two-point perspective - show examples	2 days
2	Students will draw shapes in two point perspective	6 days
3	Students will draw the hallways in two point perspective	7 days
4	Students will color hallway drawings using colored pencil	5 days
5	Students will draw a section of the school building in two-point perspective	8 days
Teacher Notes: some students may take longer then the time suggested above 		
Curriculum Development Resources Click links below to access additional resources used to design this unit: internet images 		

Unit Overview	
Content Area:	Art II
Unit Title:	Sculpture & 3-Dimensional Works
Target Course/Grade Level:	10-12
Unit Summary: Students will study the works of famous artists and sculptors throughout history. Students will create their own original works in the styles of the studied artists using various materials such as ceramic, wood, plaster, found objects, etc. This unit will coincide with the study of art history.	
21st century themes:	Creativity and Innovation, Critical Thinking and Problem Solving
Learning Targets	
Standards: 1.1 The Creative Process: All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art. 1.2 History of the Arts and Culture: All students will understand the role, development, and influence of the arts throughout history and across cultures. 1.3 Performance: All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.	
CPI#	Cumulative Progress Indicator (CPI)
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.
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.
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.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.
Unit Essential Questions <ul style="list-style-type: none"> What is sculpture? How do I make a sculpture? 	
Unit Enduring Understandings <ul style="list-style-type: none"> Three-dimensional art must be interesting no matter how it is viewed so it is important to understand spatial relationships. 	

		<ul style="list-style-type: none"> You must be willing and able to adapt to changes and flow with them.
Unit Learning Targets <i>Students will...</i> <ul style="list-style-type: none"> Understand the history of sculpture. Recognize the works of several contemporary sculptors. Create several sculptures and other 3-D works using various materials. Describe the difference between 2-D and 3-D artwork. Distinguish between additive and subtractive sculpture. 		
Evidence of Learning		
Summative Assessment: Performance Tasks		
Equipment Needed:	Cardboard, wood, glue, found objects, paint	
Teacher Resources:	Visual examples, books, videos, posters, computer resources, galleries	
Formative Assessments		
<ul style="list-style-type: none"> Discussion Q&A Observation 		<ul style="list-style-type: none"> Projects Critique
Lesson Plans		
Lesson #	Lesson Name	Time frame (hours/days)
1	Introduce 3-D sculpture - show examples and discuss	2 days
2	Demonstrate how to make an additive sculpture - then students will begin making theirs	8 days
3	Discuss contemporary sculptors and show videos	4 days
4	Discuss subtractive sculpture and demonstrate - then students will begin their own	10 days
Teacher Notes:		
Curriculum Development Resources Click links below to access additional resources used to design this unit: contemporary and historical sculptures		

Unit Overview	
Content Area:	Art II
Unit Title:	Still Life Drawing
Target Course/Grade Level:	10-12
Unit Summary Students will study the works of famous artists who drew and painted still lifes and landscapes. Students will create their own original still life and landscape works using various materials and mediums. Much of this unit will coincide with the art history unit.	
21st century themes:	Creativity and Innovation, Critical Thinking and Problem Solving
Learning Targets	
Standards: 1.1 The Creative Process: All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art. 1.2 History of the Arts and Culture: All students will understand the role, development, and influence of the arts throughout history and across cultures. 1.3 Performance: All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.	
CPI#	Cumulative Progress Indicator (CPI)
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.
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.
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.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.

Unit Essential Questions <ul style="list-style-type: none"> • How is a contemporary still life drawn? • What artists in contemporary art history have depicted still lifes and how have they dealt with it? 		Unit Enduring Understandings <ul style="list-style-type: none"> • Students will understand what contemporary artists say about still lifes today. • Students will be able to differentiate between a landscape and a still life.
Unit Learning Targets <i>Students will...</i> <ul style="list-style-type: none"> • Understand the lives of contemporary artists and their works • Apply drawing techniques • Form opinions about contemporary still life drawings • Demonstrate their ability to draw the still life 		
Evidence of Learning		
Summative Assessment: Performance Tasks		
Equipment Needed:	Pencils, paper, colored pencils, paint	
Teacher Resources:	Visual examples, books, videos, posters, computer resources, galleries	
Formative Assessments <ul style="list-style-type: none"> • Discussion • Q&A • Observation 		<ul style="list-style-type: none"> • Projects • Critique
Lesson Plans		
Lesson #	Lesson Name	Time frame (hours/days)
1	Introduce the artist and the still life drawing technique	1 day
2	Discuss the artist's work and approach to the still life	2 days
3	Students will begin their interpretation of the artist's work by creating a drawing and adding color	7 days
4	Students will create an original work in the artist's style	8 days
Teacher Notes: link contemporary artist's works to the work created by students		
Curriculum Development Resources Click links below to access additional resources used to design this unit: use internet images		