

HILLSBOROUGH TOWNSHIP SCHOOL DISTRICT

HILLSBOROUGH TOWNSHIP HIGH SCHOOL

ART CURRICULUM

PORTFOLIO / ADVANCED STUDIO

AUGUST 2019

Portfolio / Advanced Studio
Grades 11 & 12
Course Overview

This is an advanced semester art course for the student who intends to go to a specific art school, take art in college, or make a career in the world of art. Further development of the skills already acquired in other art courses is stressed. Since creating a portfolio requires careful planning with an overall strategy, upon entry to the class, the student's existing portfolio of collected artwork is reviewed. Each student is then guided to enhance the portfolio with diverse works to fulfill college and art school requirements. A variety of media, styles, techniques and subject matter is covered. College and school selection, and the interview process are explored.

This 2.5 credit semester course helps fulfill the state graduation requirements for at least 5 credits in Visual and Performing Arts.

The curriculum is aligned to the New Jersey Core Curriculum Content Standards and the National Core Arts Standards for Visual and Performing Arts.

2019 HTPS Visual Arts Curriculum Map – Portfolio / Advanced Studio

Unit of Study	Pacing	NJCCC / National Standards	Essential Questions	Enduring Understandings	Learning Targets	Assessment: Formative & Summative	Interdisciplinary Connections	21 st Century Life & Career Standards
Visual Arts Career Opportunities	10 days	<p>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.</p> <p>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.</p> <p>1.4.12.B.3 Determine the role of art and artmaking in a global society by analyzing the influence of technology on the visual, performing, and multimedia arts for consumers, creators, and</p>	<p>What do artists do?</p> <p>Why should I care about a career in the arts?</p> <p>How does creating and performing in the arts differ from viewing the arts?</p> <p>What roles do art makers fulfill in society?</p> <p>What training, responsibilities and rewards are involved in a career in art?</p>	<p>The relationship of the arts and culture are mutually dependent; culture affects the arts and the arts reflect and preserve culture.</p> <p>Aesthetics fosters artistic appreciation, interpretation, imagination, significance and value.</p> <p>Building 2-D design technique and skill is necessary for pursuing career pathways in visual arts.</p> <p>Career insights are gained through the integration of knowledge and ideas from readings,</p>	<p>Identify and discuss possible visual arts careers which employ a variety of media and design approaches.</p> <p>Create a research file of visual art careers, guidelines, agencies, activities, and contacts.</p> <p>Through research and critiques students will select for themselves different kinds of potential careers in relation to their own design and expressive interests.</p> <p>Study careers through such things as reports, library and internet research, posters, literature, videos, video conferencing, and virtual field trips.</p> <p>Discuss and reflect upon the financial, psychological and</p>	<p>Journal reflection regarding individual potential careers in relation to their own design and expressive interests.</p> <p>Research paper on visual arts careers.</p> <p>Written summative assessment</p>	<p>Using proper conventions and grammar when speaking and writing.</p> <p>Collaborating and discussing high level ideas with classmates and team members.</p> <p>Engage in multiple forms of discussion in order to process, make sense of, and learn from others' ideas, observations, and experiences.</p> <p>Integrate and evaluate multiple sources of information presented in diverse formats and media.</p>	<p>CRP3. Attend to personal health and financial well-being.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP7. Employ valid and reliable research strategies.</p> <p>CRP10. Plan education and career paths aligned to personal goals.</p>

	<p>performers around the world.</p> <p><i>National Standards</i> VA:Cr2.2.IIIa Demonstrate understanding of the importance of balancing freedom and responsibility in the use of images, materials, tools, and equipment in the creation and circulation of creative work.</p> <p>VA:Cr2.3.IIIa Demonstrate in works of art or design how visual and material culture defines, shapes, enhances, inhibits, and/or empowers people's lives.</p> <p>VA:Pr6.1.IIa Make, explain, and justify connections between artists or artwork and social, cultural, and political history.</p> <p>VA:Re.7.1.Ia Hypothesize ways in which art influences perception and understanding of human experiences.</p>		<p>observations and hands-on-work.</p>	<p>social rewards of becoming a visual artist.</p> <p>Visit colleges, galleries, studios and places of business to gain insight into visual art career opportunities and working conditions. Identify and discuss routes to become a visual artist.</p> <p>Compare various school's art department offerings and visual art career possibilities through teacher invitation of college admissions officers to the classroom.</p> <p>Discuss current portfolios of visual artwork with guest speakers (past graduates currently in art schools and colleges, people in the business).</p>			
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		<p>VA:Re.7.2.Ia Analyze how one's understanding of the world is affected by experiencing visual imagery.</p> <p>VA:Re.7.2.IIa Evaluate the effectiveness of an image or images to influence ideas, feelings, and behaviors of specific audiences.</p> <p>VA:Cn11.1.IIa Compare uses of art in a variety of societal, cultural, and historical contexts and make connections to uses of art in contemporary and local contexts.</p>						
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The Portfolio: Form and Content	10 days	<p>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.</p> <p>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.</p> <p>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.</p> <p>1.4.12.B.3 Determine the role of art and artmaking in</p>	<p>What is a portfolio? How can a portfolio reveal an artist’s growth and development?</p> <p>What informs why, how, and what artists and designers make?</p> <p>How do artists and designers make works of art and design?</p> <p>Why and how do artists and designers present their work to viewers?</p> <p>How do underlying structures guide the creation of works of art?</p>	<p>Artists use a variety of problem solving and decision-making skills to apply the Elements of Art and Principles of Design in two-dimensional works of art.</p> <p>Visual problem solving is a vital component in art making.</p> <p>The critical process of observing, describing, analyzing, interpreting and evaluating leads to informed judgments regarding the relative merits of artworks. Underlying structures in art can be found via analysis and inference.</p>	<p>Discuss the goals and objectives of a portfolio and how a portfolio can undergo revision to explore career goals.</p> <p>Identify items that students may include in various types of portfolios.</p> <p>Analyze how to write a resume.</p> <p>Write a resume.</p> <p>Analyze and discuss the specific portfolio requirements and recommendations of various art schools and colleges.</p>	<p>Rubric on the form and content of a resume.</p> <p>Checklist of portfolio elements.</p> <p>Student portfolio interview to assess current works</p>	<p>Using proper conventions and grammar when speaking and writing.</p> <p>Collaborating and discussing high level ideas with classmates and team members.</p> <p>Integrate and evaluate multiple sources of information presented in diverse formats and media.</p>	<p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP7. Employ valid and reliable research strategies.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP10. Plan education and career paths aligned to personal goals.</p> <p>CRP11. Use technology to enhance productivity.</p>

a global society by analyzing the influence of technology on the visual, performing, and multimedia arts for consumers, creators, and performers around the world.

National Standards

VA:Cr1.2.IIa Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design.

VA:Cr3.1.IIa Engage in constructive critique with peers, then reflect on, re-engage, revise, and refine works of art and design in response to personal artistic vision.

VA:Pr4.1.IIa Analyze, select, and critique personal artwork for a collection or portfolio presentation.

VA:Pr5.1.IIa Evaluate, select, and apply methods or processes appropriate to display artwork in a specific place.

VA:Re8.1.IIIa Analyze differing interpretations of an artwork or collection of works in order to select and defend a plausible critical analysis.

		VA:Re9.1.IIIa Construct evaluations of a work of art or collection of works based on differing sets of criteria.						
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2019 HTPS Visual Arts Curriculum Map – Portfolio / Advanced Studio

Unit of Study	Pacing	NJCCC / National Standards	Essential Questions	Enduring Understandings	Learning Targets	Assessment: Formative & Summative	Interdisciplinary Connections	21 st Century Life & Career Standards
Evaluation of Existing Student Portfolio	5 days	<p>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.</p> <p>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.</p> <p>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.</p> <p>1.4.12.B.1 Formulate criteria for arts evaluation using the principles of positive critique and</p>	<p>Why and how do artists and designers present their work to viewers?</p> <p>What is the difference between a thoughtful and thoughtless artistic judgment?</p> <p>How do experts agree/disagree about the value, power and source of artwork?</p> <p>What is the importance of design and craftsmanship in a work of art?</p> <p>How does the artist’s skill and discipline turn notions into a quality product?</p>	<p>Through the study of art, people learn to make informed critical judgments, gain knowledge about visual communication, and learn to respect one’s own expression and those of others.</p> <p>The critical process of observing, describing, analyzing, interpreting and evaluating leads to informed judgments regarding the relative merits of artworks.</p> <p>Underlying structures in art can be found via analysis and inference.</p> <p>Aesthetics fosters artistic</p>	<p>Discuss the critique process (working vs. final; technical qualities and aesthetic achievements).</p> <p>Evaluate different kinds of portfolio artwork including sketchbooks, two- and three-dimensional works in progress, and final pieces in slide or original form.</p> <p>Evaluate a portfolio’s potential for the acceptance of the student into college, art school or employment. Discuss aesthetics and organizational format.</p>	<p>Checklist of Art Criticism Process</p> <p>Student Checklist for Portfolio Evidence</p> <p>Questionnaires to assess the characteristics and merits of the works</p> <p>“Plan of Attack” exercise</p> <p>Journal Probes to identify areas of strengths and weaknesses in the current portfolio</p>	<p>Using proper conventions and grammar when speaking and writing.</p> <p>Collaborating and discussing high level ideas with classmates and team members.</p> <p>Integrate and evaluate multiple sources of information presented in diverse formats and media.</p>	<p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP9. Model integrity, ethical leadership and effective management.</p> <p>CRP10. Plan education and career paths aligned to personal goals.</p>

	<p>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>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.</p> <p>National Standards VA: Cr1.1.IIa Individually or collaboratively formulate new creative problems based on student's existing artwork.</p> <p>VA:Cr3.1.IIa Engage in constructive critique with peers, then reflect on, re-engage, revise, and refine works of art and design in response to personal artistic vision.</p> <p>VA:Pr4.1.IIa Analyze, select, and critique personal artwork for a collection or portfolio presentation.</p>	<p>How would you judge the quality or success of the work in a portfolio?</p>	<p>appreciation, interpretation, imagination, significance and value.</p> <p>Building 2-D design technique and skill is necessary for pursuing career pathways in visual arts.</p> <p>Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting, and curating objects artifacts, and artworks for preservation and presentation</p>	<p>Discuss and evaluate current individual portfolio:</p> <p>1.The success of the media employed and final execution.</p> <p>2.The student's approach to design through thumbnails, roughs, and comprehensives.</p> <p>Students will bring in their best 10-15 pieces of artwork and their most recent sketchbooks for review.</p> <p>Assess the characteristics and merits of the works through group critique and individual critique at various times throughout the semester.</p> <p>Identify areas of strengths and weaknesses in</p>			<p>CRP11. Use technology to enhance productivity.</p>
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		<p>VA:Re.7.2.IIa Evaluate the effectiveness of an image or images to influence ideas, feelings, and behaviors of specific audiences.</p> <p>VA:Re9.1.IIIa Construct evaluations of a work of art or collection of works based on differing sets of criteria.</p>			<p>the current portfolio and note areas where new work is necessary.</p> <p>Create new projects for inclusion into the portfolio.</p>			
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Visual Arts After High School: Portfolio Requirements for Further Education	5 days	<p>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.</p> <p>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.</p> <p>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.</p> <p>1.3.12.D.4 Analyze the syntax and compositional and stylistic principles of two- and three-dimensional artworks in</p>	<p>What is the value of studying visual arts career pathways?</p> <p>Does art have boundaries?</p> <p>How can various schools differ in their accepted norms of artistic expression?</p>	<p>The critical process of observing, describing, analyzing, interpreting and evaluating leads to informed judgments regarding the relative merits of artworks.</p> <p>Underlying structures in art can be found via analysis and inference.</p> <p>Using digital tools helps one access, manage, evaluate and synthesize information in order to solve problems individually and collaboratively, and to create and communicate knowledge.</p>	<p>Discuss post high school visual arts pathways including:</p> <ol style="list-style-type: none"> 1.College 2.Art school 3.Full time employment in the visual arts 4.Part time employment in the visual arts <p>Discuss the advantages of having a broad range of experiences on a resume and potential opportunities for acquiring visual art experiences.</p> <p>Each student will review requirements of various schools/employment areas they are interested in and compare their own portfolio to those requirements.</p>	<p>Summative Research Project.</p> <p>Student checklist for portfolio evidence</p>	<p>Using proper conventions and grammar when speaking and writing.</p> <p>Collaborating and discussing high level ideas with classmates and team members.</p> <p>Integrate and evaluate multiple sources of information presented in diverse formats and media.</p> <p>Select and use specialized databases for advanced research to solve real-world problems.</p>	<p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP9. Model integrity, ethical leadership and effective management.</p>

	<p>multiple art media (including computer-assisted artwork), and interpret themes and symbols suggested by the artworks.</p> <p>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.</p> <p>1.4.12.A.2 Speculate on the artist's intent, using discipline-specific arts terminology and citing embedded clues to substantiate the hypothesis.</p> <p>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.</p> <p>1.4.12.B.3 Determine the role of art and artmaking in a global</p>		<p>Career insights are gained through the integration of knowledge and ideas from readings, observations and hands-on-work.</p>	<p>Visit art schools or colleges/universities. Talk with college admissions officers and potential employers.</p>			<p>CRP10. Plan education and career paths aligned to personal goals.</p> <p>CRP11. Use technology to enhance productivity.</p> <p>CRP12. Work productively in teams while using cultural global competence.</p>
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National Standards

VA:Cr1.2.IIIa Choose from a range of materials and methods of traditional and contemporary artistic practices, following or breaking established conventions, to plan the making of multiple works of art and design based on a theme, idea, or concept.

VA:Cr2.1.IIa Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.

VA:Cr3.1.IIIa Reflect on, re-engage, revise, and refine works of art or design considering relevant traditional and contemporary criteria as well as personal artistic vision.

VA:Pr4.1.IIa Analyze, select, and critique

	<p>personal artwork for a collection or portfolio presentation.</p> <p>VA:Re.7.2.IIa Evaluate the effectiveness of an image or images to influence ideas, feelings, and behaviors of specific audiences.</p> <p>VA:Re9.1.IIIa Construct evaluations of a work of art or collection of works based on differing sets of criteria.</p> <p>VA:Cn10.1.IIa Utilize inquiry methods of observation, research, and experimentation to explore unfamiliar subjects through artmaking.</p> <p>VA:Cn11.1.IIa Compare uses of art in a variety of societal, cultural, and historical contexts and make connections to uses of art in contemporary and local contexts</p>						
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Scholarships	5 days	<p>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.</p> <p>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.</p> <p>1.4.12.A.2 Speculate on the artist’s intent, using discipline-specific arts terminology and citing embedded clues to substantiate the hypothesis.</p> <p>1.4.12.B.3 Determine the role of art and artmaking 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>	<p>What is a scholarship?</p> <p>What is the value of researching scholarships?</p>	<p>Artists use a variety of problem solving and decision-making skills to apply the Elements of Art and Principles of Design in two-dimensional works of art.</p> <p>Visual problem solving is a vital component in art making.</p> <p>The critical process of observing, describing, analyzing, interpreting and evaluating leads to informed judgments regarding the relative merits of artworks.</p> <p>Underlying structures in art can be found via analysis and inference.</p>	<p>Discuss types of scholarships that are available in visual arts areas.</p> <p>Read posted scholarship information regularly.</p> <p>Research scholarships through the guidance office, library and internet research.</p> <p>Apply for scholarships of choice for experience and financial reward.</p> <p>Report to class periodically on scholarship research.</p>	<p>Examination and evaluation of internet data essential to making informed decisions.</p> <p>Reports regarding scholarship research</p> <p>Continue journal reflection</p>	<p>Using proper conventions and grammar when speaking and writing.</p> <p>Collaborating and discussing high level ideas with classmates and team members.</p>	<p>CRP1. Act as a responsible and contributing citizen and employee.</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP3. Attend to personal health and financial well-being.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP7. Employ valid and reliable research strategies.</p> <p>CRP8. Utilize critical thinking</p>

		<p><i>National Standards</i></p> <p>VA:Cr3.1.IIIa Reflect on, re-engage, revise, and refine works of art or design considering relevant traditional and contemporary criteria as well as personal artistic vision.</p> <p>VA:Pr4.1.IIa Analyze, select, and critique personal artwork for a collection or portfolio presentation.</p> <p>VA:Pr5.1.IIIa Investigate, compare, and contrast methods for preserving and protecting art.</p> <p>VA:Re9.1.IIIa Construct evaluations of a work of art or collection of works based on differing sets of criteria.</p> <p>VA:Cn10.1.Ia Document the process of developing ideas from early stages to fully elaborated ideas.</p>						<p>to make sense of problems and persevere in solving them.</p> <p>CRP9. Model integrity, ethical leadership and effective management.</p> <p>CRP10. Plan education and career paths aligned to personal goals.</p> <p>CRP11. Use technology to enhance productivity.</p>
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Portfolio Preparation	45 days	<p>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.</p> <p>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.</p> <p>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.</p> <p>1.4.12.B.2 Evaluate how an artist’s technical proficiency</p>	<p>How can a concentration theme express an artist’s personal commitment to a particular artistic concern?</p> <p>Do underlying structures guide the creation of works of art?</p> <p>How does planned risk taking affect the creation more sophisticated imagery?</p>	<p>Artists use a variety of problem solving and decision-making skills to apply the Elements of Art and Principles of Design in two-dimensional works of art.</p> <p>Visual problem solving is a vital component in art making.</p> <p>The critical process of observing, describing, analyzing, interpreting and evaluating leads to informed judgments regarding the relative merits of artworks.</p> <p>Underlying structures in art can be found via analysis and inference.</p>	<p>Explore varied visual art media at advanced levels to create both two- and three-dimensional work in order to complete a portfolio of 10-20 quality pieces.</p> <p>The media will vary with each student’s individual needs, but may include such things as: drawing, printmaking, two-dimensional materials, painting, mixed media and digital images.</p> <p>Understand and apply the elements of</p>	<p>Rubrics to assess portfolio preparation Art-making process questionnaire</p> <p>Written summative assessment regarding unit skills Journal Probes</p> <p>Written formative assessment regarding portfolio preparation</p>	<p>Using proper conventions and grammar when speaking and writing.</p> <p>Collaborating and discussing high level ideas with classmates and team members.</p> <p>Engage in multiple forms of discussion in order to process, make sense of, and learn from others’ ideas, observations, and experiences.</p> <p>Use measuring skills and tools to format and mat or mount art works.</p> <p>Demonstrate safe use of art materials, ingredients, and equipment.</p>	<p>CRP1. Act as a responsible and contributing citizen and employee.</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP3. Attend to personal health and financial well-being.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP5. Consider the environmental, social and economic impacts of decisions.</p> <p>CRP6. Demonstrate</p>

		<p>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><i>National Standards</i> VA: Cr1.1.IIa Individually or collaboratively formulate new creative problems based on student's existing artwork.</p> <p>VA:Cr1.2.IIIa Choose from a range of materials and methods of traditional and contemporary artistic practices, following or breaking established conventions, to plan the making of multiple works of art and design based on a theme, idea, or concept.</p> <p>VA:Cr2.1.IIIa Experiment, plan, and make multiple works of art and design that explore a personally meaningful theme, idea, or concept.</p>			<p>art and principles of design as they relate to the making of art.</p>			<p>creativity and innovation.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP11. Use technology to enhance productivity.</p>
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VA:Cr2.2.Ia Explain how traditional and nontraditional materials may impact human health and the environment and demonstrate safe handling of materials, tools, and equipment.

VA:Cr2.2.IIIa Demonstrate understanding of the importance of balancing freedom and responsibility in the use of images, materials, tools, and equipment in the creation and circulation of creative work.

VA:Cr3.1.IIIa Reflect on, re-engage, revise, and refine works of art or design considering relevant traditional and contemporary criteria as well as personal artistic vision.

VA:Pr4.1.IIa Analyze, select, and critique personal artwork for a collection or portfolio presentation.

VA:Pr5.1.IIIa Investigate, compare, and contrast methods

		<p>for preserving and protecting art.</p> <p>VA:Re9.1.IIIa Construct evaluations of a work of art or collection of works based on differing sets of criteria.</p> <p>VA:Cn10.1.IIIa Synthesize knowledge of social, cultural, historical, and personal life with art-making approaches to create meaningful works of art or design.</p>						
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2019 HTPS Visual Arts Curriculum Map – Portfolio / Advanced Studio

Unit of Study	Pacing	NJCCC / National Standards	Essential Questions	Enduring Understandings	Learning Targets	Assessment: Formative & Summative	Interdisciplinary Connections	21 st Century Life & Career Standards
Final Portfolio Presentation and Critique	5 days	<p>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.</p> <p>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.</p> <p>National Standards VA:Cr2.1.IIa Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.</p>	<p>To what extent does the viewer properly affect and influence the art and artist and to what extent is the art for the artist?</p> <p>How can a variety of art experiences/works demonstrate an artist’s broad experience and artistic accomplishment?</p> <p>What is the value of participating in a group art exhibit?</p>	<p>Artists use a variety of problem solving and decision-making skills to apply the Elements of Art and Principles of Design in two-dimensional works of art.</p> <p>Visual problem solving is a vital component in art making.</p> <p>The critical process of observing, describing, analyzing, interpreting and evaluating leads to informed judgments regarding the relative merits of artworks.</p> <p>Underlying structures in art can be found via analysis and inference.</p>	<p>Prepare final portfolio for presentation.</p> <p>Compare and contrast the merits of digital slide vs. original work portfolios.</p> <p>Present the final portfolio to the teacher for 1 to 1 critique.</p> <p>Present the final portfolio to the class for a group final critique.</p> <p>Participate in school wide and local/statewide competitions and exhibits.</p>	<p>Mini-portfolio parent interview to appraise portfolio</p> <p>Annotated Portfolio (Student written evaluative notes)</p> <p>Student Portfolio Interview</p> <p>Reflections on various art exhibitions</p>	<p>Using proper conventions and grammar when speaking and writing.</p> <p>Collaborating and discussing high level ideas with classmates and team members.</p> <p>Integrate and evaluate multiple sources of information presented in diverse formats and media.</p> <p>Use measuring skills and tools to format and mat or mount art works.</p> <p>Demonstrate safe use of art materials, ingredients, and equipment.</p>	<p>CRP1. Act as a responsible and contributing citizen and employee.</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP3. Attend to personal health and financial well-being.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP5. Consider the environmental, social and economic impacts of decisions.</p> <p>CRP6. Demonstrate</p>

		<p>VA:Cr2.3.Ia Collaboratively develop a proposal for an installation, artwork, or space design that transforms the perception and experience of a particular place.</p> <p>VA:Pr4.1.IIIa Critique, justify, and present choices in the process of analyzing, selecting, curating, and presenting artwork for a specific exhibit or event.</p> <p>VA:Pr5.1.IIa Evaluate, select, and apply methods or processes appropriate to display artwork in a specific place.</p> <p>VA:Pr6.1.IIIa Curate a collection of objects, artifacts, or artwork to impact the viewer's understanding of social, cultural, and/or political experiences.</p> <p>VA:Re.7.2.IIa Evaluate the effectiveness of an image or images to</p>						<p>creativity and innovation.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP11. Use technology to enhance productivity.</p>
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		influence ideas, feelings, and behaviors of specific audiences.						
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BIBLIOGRAPHY

The Parent's Guide to College Admissions by Marjorie Nieuwenhuis
Published by Kaplan Educational Centers and Simon & Schuster, NY

Art Student's College Guide by Linda Sweetow and Carol Brown
Published by Macmillan, NY

Careers in Art: An Illustrated Guide by Gerald F. Brommer and Joseph A. Gatto
Published by Davis Publications, MA

Creating and Understanding Drawings by Gene A. Mittler and James D. Howze
Published by Glencoe McGraw-Hill, CA

Design Synectics by Nicholas Roukes
Published by Davis Publications, MA

The Encyclopedia of Pastel Techniques by Judy Martin
Published by Running Press, PA

Experimental Drawing by Robert Kaupelis
Published by Watson-Guptill Publications, NY

Exploring Drawing by Gerald F. Brommer
Published by Davis Publications, MA

Thinking through Aesthetics by Marilyn G. Stewart
Published by Davis Publications, MA

Assessment in Art Education by Donna Kay Beattie
Published by Davis Publications, MA

Periodicals

American Artist
Art in America
Art News

DVDs/CDs

Art: 21 Art in the Twenty First Century PBS Series

A library of college and art school catalogs is kept on a bookshelf in the classroom for student reference.

WEBLIOGRAPHY

<https://www.saatchigallery.com/schools/prize/2017/>

<https://apcentral.collegeboard.org/courses/ap-2-d-art-and-design?course=ap-2-d-art-and-design>

<https://www.tineye.com/>

<http://www.watchknowlearn.org>

http://www.artyfactory.com/perspective_drawing/perspective_index.html

<https://www.cbsnews.com/video/topics/sunday-morning/>

<http://www.pbs.org/art21/home/>

<http://www.collegesearch.do-something.com/>

Google Classroom Site for Portfolio/Advanced Studio students maintained by teacher.

ASSOCIATED JOBS LIST BY UNIT

Unit 1: Visual Arts Career Opportunities	Illustrator Museum Art Educator Museum Photographer Slide Librarian Gallery Assistant Exhibit Coordinator Toy Designer Model Builder Museum Art Educator Mural Artist Art Restorer Art Reviewer Poster Artist Sign Painter Layout Designer Cartographer Multimedia Graphic Artist Art Education	Unit 5: Scholarships	Art Critic College Art Instructor Workshop Instructor Art Education Materials Designer Art Reviewer College Admissions Counselor
Unit 2: The Portfolio: Form and Content	Illustrator Museum Art Educator Mural Artist Art Restorer Art Reviewer Art Therapist Art Critic College Art Instructor Workshop Instructor Art Education Materials Designer	Unit 6: Portfolio Preparation	Illustrator Museum Art Educator Museum Photographer Slide Librarian Gallery Assistant Exhibit Coordinator Toy Designer Model Builder Museum Art Educator Mural Artist Art Restorer Art Reviewer Poster Artist Sign Painter Layout Designer Cartographer Multimedia Graphic Artist Art Education Painter Street Artist Collage artist Portrait Artist Printmaker Computer Artist Artist's Agent
Unit 3: Evaluation of Existing Student Portfolio	Museum Art Educator Mural Artist Art Restorer Art Reviewer Art Therapist Art Critic College Art Instructor Workshop Instructor Art Education Materials Designer	Unit 7: Final Portfolio Presentation and Critique	Private Art Instructor Art Consultant Art Program Director Space Planner Exhibit and Display Designer Art Critic
Unit 4: Visual Arts After High School: Portfolio Requirements for Further Education	Art Critic College Art Instructor Workshop Instructor Art Education Materials Designer Art Reviewer College Admissions Counselor		