



**Glassboro Public Schools**  
**Office of Curriculum and Instruction**

Instructional Unit Map			
Course Title: Art Portfolio			
Teacher	Shane Davis	Start Date	September
Unit Title	<u>Breadth</u> In this Unit, students will design and complete projects spanning a variety of techniques, styles, and themes, focusing on observation and thematic expression. This unit serves as a means for students to prepare a portfolio for college admissions.	Length of Unit	First Semester- 18 Weeks
Essential Questions	<ol style="list-style-type: none"><li>1. How can I apply and expand my existing knowledge of artistic practices to develop technical skill and personal voice?</li><li>2. In what ways do artists use different media, processes, and techniques to communicate ideas across time and place?</li><li>3. How can working in both two-dimensional and three-dimensional formats expand my creative problem-solving and visual thinking?</li><li>4. What challenges and opportunities arise when experimenting with unfamiliar materials, and how can I adapt to them?</li><li>5. How can I use this unit to identify a personal focus for further artistic exploration in the second semester?</li></ol>		
Summative Assessments	<b>Primary Summative Assessments:</b>  Midpoint Review <ul style="list-style-type: none"><li>• Objective: Students will participate in an individual review with the instructor. They will present their sketchbooks as well as all relevant studies and completed works of art.</li><li>• Evaluation: A rubric will be used to grade students based on the following: Creating, Presenting, Responding, Connecting.</li></ul> Final Project <ul style="list-style-type: none"><li>• Objective: Students will create a final piece incorporating the tools and techniques practiced during the Unit. Students will be expected to apply an understanding of the Elements of Art and Principles of Designs discussed.</li><li>• Evaluation: A rubric will be used to grade students based on the following: Creating, Presenting, Responding, Connecting.</li></ul>		

	<p>Portfolio Submission</p> <ul style="list-style-type: none"> <li>Objective: Students will compile a portfolio of their work from the unit, including practice exercises, studies, and completed projects, showing effort, growth, and skill development.</li> <li>Evaluation: A rubric will be used to grade students based on the following: Creating, Presenting, Responding, Connecting.</li> </ul>
<b>Formative Assessment</b>	<p>Daily Participation</p> <ul style="list-style-type: none"> <li>Students will be evaluated daily on their effort, participation, and engagement with the material.</li> </ul> <p>Sketchbook Checks</p> <ul style="list-style-type: none"> <li>Objective: Evaluate students' sketchbooks for ongoing engagement with drawing exercises, experimentation with materials, and application of techniques and concepts.</li> <li>Evaluation: Score based on effort, creativity, and completion of assigned tasks.</li> </ul> <p>Written Artist Statements and Reflections</p> <ul style="list-style-type: none"> <li>Objective: Students will write artist statements or complete reflections after completing selected artworks or projects.</li> <li>Evaluation: Assess for depth of understanding, clarity of expression, and connection to the lesson objectives.</li> </ul> <p>Class Critiques</p> <ul style="list-style-type: none"> <li>Objective: Students will participate in a peer critique, providing constructive feedback and reflecting on their own work.</li> <li>Evaluation: Grade based on active participation, thoughtful commentary, and ability to articulate an understanding of artistic principles.</li> </ul>
<b>Core Instructional Materials</b>	<ul style="list-style-type: none"> <li>Kleiner, Fred S., editor. <i>Gardner's Art Through the Ages</i>. 13th ed., Thomson Wadsworth, 2005.</li> <li>Mittler, Gene A. <i>Art in Focus</i>. 4th ed., Glencoe/McGraw-Hill, 2000.</li> </ul>
<b>Core Supplemental Materials</b>	<ul style="list-style-type: none"> <li>Sketchbooks</li> <li>Specific materials dependent upon project choice.</li> </ul>
<b>Pre-requisite Skills</b>	<p>Pre-requisite Course: <b>Studio Art I, Studio Art II</b>  <b>Student must obtain explicit approval from the instructor for this course of study.</b></p> <p><b>Potential Student Hurdles</b></p> <p>Limited Prior Knowledge of Art Concepts</p> <ul style="list-style-type: none"> <li>Some students may not have been exposed to the elements of art or principles of design.</li> <li>Hurdle: Difficulty grasping foundational art vocabulary and applying these concepts.</li> </ul> <p>Lack of Experience</p> <ul style="list-style-type: none"> <li>Students may have varying levels of experience and confidence with ceramics.</li> </ul>

	<ul style="list-style-type: none"> <li>• Hurdle: Inexperienced students might feel intimidated or frustrated when compared to peers with more advanced skills.</li> </ul> <p>Limited Fine Motor Skills</p> <ul style="list-style-type: none"> <li>• Some students may struggle with hand control or precision, which can affect their ability to manipulate, pinch, carve, and sculpt with clay.</li> <li>• Hurdle: Difficulty executing techniques like pinching, coiling, slipping and scoring.</li> </ul> <p>Fixed Mindsets About Talent vs. Skill</p> <ul style="list-style-type: none"> <li>• Students may believe that artistic ability is an innate talent rather than a skill that can be developed with practice.</li> <li>• Hurdle: Hesitation to engage fully in exercises or fear of failure.</li> </ul> <p>Time Management and Focus</p> <ul style="list-style-type: none"> <li>• Some students may struggle to pace themselves, rushing through projects or becoming overwhelmed by detailed assignments.</li> <li>• Hurdle: Difficulty balancing quality with productivity and staying engaged throughout the process.</li> </ul> <p>Accessibility and Learning Differences</p> <ul style="list-style-type: none"> <li>• Students with learning differences or visual impairments may require modified instructions, tools, or additional support.</li> <li>• Hurdle: Challenges to understanding instructions or performing tasks without accommodation.</li> </ul> <p>Lack of Interest or Motivation</p> <ul style="list-style-type: none"> <li>• Students taking this course as a requirement may not feel personally invested in the subject.</li> <li>• Hurdle: Apathy toward assignments and reluctance to put in effort.</li> </ul> <p><b>Strategies to Address Hurdles</b></p> <ul style="list-style-type: none"> <li>• Provide explicit instruction on art concepts with visuals and examples.</li> <li>• Incorporate differentiated tasks to accommodate various skill levels.</li> <li>• Emphasize process over product to build confidence.</li> <li>• Offer scaffolding and practice exercises to develop fine motor skills.</li> <li>• Create a supportive classroom environment that celebrates effort and growth.</li> <li>• Include engaging activities and connect lessons to students' interests to increase motivation.</li> </ul>	
<b>Assessment and Instructional Scaffolds</b>	<b>English Language Learners</b>	<b>Special Education Students (Students with IEPs and 504s)</b>
	<p><u>Visual Aids and Demonstrations</u></p> <ul style="list-style-type: none"> <li>• Use step-by-step visuals, diagrams, and live demonstrations for all instructions.</li> <li>• Label visuals with vocabulary terms.</li> </ul> <p><u>Simplified Language and Sentence Frames</u></p> <ul style="list-style-type: none"> <li>• Provide instructions in simple, concise language.</li> <li>• Offer sentence starters for critiques.</li> </ul> <p><u>Bilingual Resources</u></p>	<p><u>Chunked Instructions</u></p> <ul style="list-style-type: none"> <li>• Break tasks into smaller, manageable steps.</li> <li>• Provide a checklist for multi-step assignments</li> </ul> <p><u>Adapted Tools</u></p> <ul style="list-style-type: none"> <li>• Offer adaptive tools such as pencil grips or thicker markers for fine motor challenges.</li> </ul> <p><u>Extended Time</u></p> <ul style="list-style-type: none"> <li>• Provide additional time for projects and assessments.</li> </ul> <p><u>Flexible Seating and Environment</u></p>

	<ul style="list-style-type: none"> <li>Supply bilingual glossaries for art terminology or use translation apps for key concepts.</li> </ul> <p><u>Peer Support and Group Work</u></p> <ul style="list-style-type: none"> <li>Pair ELLs with supportive peers for collaboration and explanation.</li> </ul> <p><u>Assessments</u></p> <ul style="list-style-type: none"> <li>Allow responses to written reflections or critiques in their native language if needed.</li> <li>Assess based on demonstration of concepts rather than language proficiency.</li> </ul>	<ul style="list-style-type: none"> <li>Allow students to choose quieter spaces or sit near the teacher for extra support.</li> </ul> <p><u>Frequent Check-Ins</u></p> <ul style="list-style-type: none"> <li>Monitor progress regularly to ensure understanding and provide immediate feedback.</li> </ul> <p><u>Modified Expectations</u></p> <ul style="list-style-type: none"> <li>Adjust rubric criteria.</li> </ul>
	<b>Students at Risk of School Failure</b>	<b>Gifted and Talented Students</b>
	<p><u>Guided Practice</u></p> <ul style="list-style-type: none"> <li>Begin projects with structured warm-up exercises or partially completed templates.</li> </ul> <p><u>Frequent Feedback</u></p> <ul style="list-style-type: none"> <li>Provide consistent, formative feedback to build confidence and guide improvement.</li> </ul> <p><u>Access to Exemplars</u></p> <ul style="list-style-type: none"> <li>Share examples of completed work at varying skill levels to model expectations.</li> </ul> <p><u>Simplified Objectives</u></p> <ul style="list-style-type: none"> <li>Focus on simpler goals and outcomes for each assignment.</li> </ul> <p><u>Peer Support</u></p> <ul style="list-style-type: none"> <li>Pair struggling learners with more confident peers during collaborative activities.</li> </ul>	<p><u>Open-Ended Challenges</u></p> <ul style="list-style-type: none"> <li>Offer optional extension tasks that allow for creative exploration, such as experimenting with mixed media or advanced techniques.</li> </ul> <p><u>Independent Projects</u></p> <ul style="list-style-type: none"> <li>Encourage advanced students to propose their own projects related to the unit.</li> </ul> <p><u>Leadership Opportunities</u></p> <ul style="list-style-type: none"> <li>Assign roles in group critiques or ask advanced learners to mentor peers.</li> </ul> <p><u>Enrichment Activities</u></p> <ul style="list-style-type: none"> <li>Provide additional resources, such as artist biographies, masterwork studies, or online tutorials for self-guided learning.</li> </ul> <p><u>Higher-Order Thinking Prompts</u></p> <ul style="list-style-type: none"> <li>Challenge them to analyze how professional artists develop work and apply similar techniques.</li> </ul>
<b>Differentiated Instructional Methods</b>	<b>Access (Resources and/or Process)</b>	<b>Expression (Products and/or Performance)</b>
	<p><u>Visual Resources</u></p> <ul style="list-style-type: none"> <li>Provide examples of professional and student artwork that illustrate the elements of art and principles of design.</li> <li>Use charts, diagrams, and infographics to break down techniques step-by-step.</li> <li>Create a visual vocabulary wall with labeled examples of key concepts.</li> </ul>	<p><u>Visual Projects</u></p> <ul style="list-style-type: none"> <li>Students create final artworks that demonstrate mastery of techniques.</li> <li>Sketchbooks are used to showcase practice, experimentation, and idea development.</li> </ul> <p><u>Written Reflections</u></p> <ul style="list-style-type: none"> <li>Assign artist statements explaining their choices and process in their final project.</li> </ul>

	<p><u>Guided Practice</u></p> <ul style="list-style-type: none"> <li>• Offer structured exercises.</li> <li>• Use teacher-led demonstrations to model processes.</li> </ul> <p><u>Digital Tools</u></p> <ul style="list-style-type: none"> <li>• Provide access to drawing tutorials, apps, or websites that offer step-by-step guides and interactive learning.</li> <li>• Use slide decks or instructional videos for students to revisit concepts at their own pace.</li> </ul> <p><u>Flexible Grouping</u></p> <ul style="list-style-type: none"> <li>• Organize small-group rotations where students work with peers, receive direct instruction, or explore independently.</li> <li>• Pair advanced learners with struggling learners for peer modeling.</li> </ul> <p><u>Choice in Materials</u></p> <ul style="list-style-type: none"> <li>• Allow students to choose from a variety of materials based on their comfort and interest.</li> </ul> <p><u>Multi-Sensory Activities</u></p> <ul style="list-style-type: none"> <li>• Use hands-on activities to engage tactile and kinesthetic learners.</li> </ul>	<ul style="list-style-type: none"> <li>• Use journals for students to reflect on their growth, challenges, and successes.</li> </ul> <p><u>Verbal Communication</u></p> <ul style="list-style-type: none"> <li>• Facilitate peer critiques and discussions where students articulate their understanding of artistic concepts.</li> <li>• Use student presentations where they analyze and explain their work or a selected artist's use of elements and principles.</li> </ul> <p><u>Collaborative Work</u></p> <ul style="list-style-type: none"> <li>• Group projects where students create a shared piece incorporating specific elements of art.</li> <li>• Team critiques where students evaluate each other's work using constructive feedback.</li> </ul> <p><u>Digital Products</u></p> <ul style="list-style-type: none"> <li>• Students document and share their process digitally through photos or videos.</li> <li>• Advanced students may create digital portfolios showcasing their unit work.</li> </ul> <p><u>Choice Boards</u></p> <ul style="list-style-type: none"> <li>• Provide multiple options for project types to allow students to select based on their strengths and interests.</li> </ul>
<b>Integration of Technology</b>	<p><b>Instructional Tools and Resources:</b></p> <p><u>Online Tutorials and Demonstrations</u></p> <ul style="list-style-type: none"> <li>• Resources: Platforms like YouTube or Art21 for technique tutorials.</li> <li>• Purpose: Offer step-by-step guides and supplemental learning for struggling or advanced learners.</li> </ul> <p><u>Interactive Presentations</u></p> <ul style="list-style-type: none"> <li>• Tools: Google Slides, Canva, Kahoot, MagicSchool.</li> <li>• Purpose: Present the information on the unit through presentations, videos, and interactive quizzes.</li> </ul> <p><u>Virtual Museum Tours</u></p> <ul style="list-style-type: none"> <li>• Resources: Websites like Google Arts &amp; Culture or individual museum sites (e.g., The Met, MoMA).</li> </ul>	

	<ul style="list-style-type: none"> <li>• Purpose: Inspire students by analyzing how professional artists develop and create work.</li> </ul> <p><b>Assessment and Feedback</b></p> <p><u>Digital Portfolios</u></p> <ul style="list-style-type: none"> <li>• Tools: Google Sites, Artsonia.</li> <li>• Purpose: Students document and submit their sketches, practice exercises, and final projects digitally for teacher and peer feedback.</li> </ul> <p><u>Collaborative Critiques</u></p> <ul style="list-style-type: none"> <li>• Tools: Google Docs, Schoology.</li> <li>• Purpose: Facilitate virtual critiques where students upload images of their work and provide feedback through comments or sticky notes.</li> </ul> <p><u>Rubric and Feedback Management</u></p> <ul style="list-style-type: none"> <li>• Tools: Schoology, Google Classroom</li> <li>• Purpose: Use rubrics to assess work digitally and provide individualized feedback.</li> </ul> <p><b>Documentation and Sharing</b></p> <p><u>Time-Lapse Recordings</u></p> <ul style="list-style-type: none"> <li>• Tools: Built-in tablet or smartphone time-lapse cameras.</li> <li>• Purpose: Encourage students to record their process, reflecting on how their work develops over time.</li> </ul> <p><u>Classroom Blog</u></p> <ul style="list-style-type: none"> <li>• Tools: Google Sites, Artsonia.</li> <li>• Purpose: Share student work with peers, families, and the school community.</li> </ul> <p><u>QR Code Integration</u></p> <ul style="list-style-type: none"> <li>• Tools: QR code generators.</li> <li>• Purpose: Students attach QR codes to their final pieces, linking to process videos or artist statements.</li> </ul>
<p><b>Career Readiness, Life Literacies, and Key Skills</b></p>	<p><u>Creativity and Innovation</u></p> <p>9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas.</p> <ul style="list-style-type: none"> <li>• Core Idea: With a growth mindset, failure is an important part of success.</li> </ul> <p>9.4.12.CI.2: Identify career pathways that highlight personal talents, skills, and abilities.</p> <p>9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition.</p> <ul style="list-style-type: none"> <li>• Core Idea: Innovative ideas or innovation can lead to career opportunities.</li> </ul> <p><u>Critical Thinking and Problem-solving</u></p>

	<p>9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice.</p> <p>9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving.</p> <ul style="list-style-type: none"> <li>Core Idea: Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.</li> </ul> <p><u>Digital Citizenship</u></p> <p>9.4.12.DC.6: Select information to post online that positively impacts personal image and future college and career opportunities.</p> <ul style="list-style-type: none"> <li>Core Idea: Cultivating online reputations for employers and academia requires separating private and professional digital identities.</li> </ul> <p><u>Technology Literacy</u></p> <p>9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environments.</p> <p>9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem.</p> <ul style="list-style-type: none"> <li>Core Idea: Collaborative digital tools can be used to access, record and share different viewpoints and to collect and tabulate the views of groups of people.</li> </ul>
<b>Interdisciplinary Connections</b>	<p>ELA- W.11-12.3.</p> <ul style="list-style-type: none"> <li>Write narratives to develop real or imagined experiences or events using effective technique, well chosen details, and well-structured event sequences.</li> </ul> <p>MATH- Congruence (G.CO)</p> <p>D. Make Geometric Constructions-</p> <ul style="list-style-type: none"> <li>12. Make formal geometric constructions with a variety of tools and methods (compass and straightedge, string, reflective devices, paper folding, dynamic geometric software, etc.). Copying a segment; copying an angle; bisecting a segment; bisecting an angle; constructing perpendicular lines, including the perpendicular bisector of a line segment; and constructing a line parallel to a given line through a point not on the line.</li> </ul>

Instructional Pacing Guide			
Activity Title	NJSLS	Learning Objectives	Student Activities
<b>Observational Drawing</b>  Weeks 1-4 (approx.)	1.5.12acc.Cr1b: Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design	<ul style="list-style-type: none"> <li>Demonstrate technical control in proportion, value, and perspective.</li> </ul>	Create <ul style="list-style-type: none"> <li>Produce several studies from observation (portrait, still life, figure) with an emphasis on composition.</li> </ul>

	<p>1.5.12adv.Cr2a: Experiment, plan and make multiple works of art and design that explore a personally meaningful theme, idea, or concept.</p> <p>1.5.12adv.Pr4a: Critique, justify and present choices in the process of analyzing, selecting, curating, and presenting artwork for a specific exhibit or event.</p> <p>1.5.12acc.Pr5a: Evaluate, select and apply methods or processes appropriate to display artwork in a specific place.</p> <p>1.5.12adv.Re7a: Analyze how responses to art develop over time based on knowledge of and experience with art and life.</p> <p>1.5.12adv.Re8a: Analyze differing interpretations of an artwork or collection of works in order to select and defend a plausible critical analysis.</p> <p>1.5.12adv.Cn10a: Synthesize knowledge of social, cultural, historical, and personal life with artmaking approaches to create meaningful works of art or design.</p>	<ul style="list-style-type: none"> <li>• Apply observational skills to represent complex portrait, still life, or figural compositions.</li> <li>• Integrate thematic or conceptual meaning into representational drawings.</li> <li>• Analyze drawing practices of historical and contemporary artists.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop 1–2 portfolio-quality works that combine accurate observation with conceptual or thematic depth.</li> </ul> <p>Present</p> <ul style="list-style-type: none"> <li>• Write artist statement describing observational challenges, conceptual choices, and influences. Share in critique.</li> </ul> <p>Respond</p> <ul style="list-style-type: none"> <li>• Compare work to professional drawing examples, analyzing how observation and meaning interact.</li> </ul> <p>Connect</p> <ul style="list-style-type: none"> <li>• Link artwork to personal or cultural themes, reflecting on how drawing can express meaning beyond representation.</li> </ul>
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	1.5.12acc.Cn11b: Compare uses of art in a variety of societal, cultural and historical contexts and make connections to global issues, including climate change.		
<b>Observational Painting</b>  Weeks 5-8 (approx.)	<p>1.5.12adv.Cr1b: 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>1.5.12acc.Cr2a: Through experimentation, practice and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.</p> <p>1.5.12acc.Pr4a: Analyze, select and critique personal artwork for a collection or portfolio presentation.</p> <p>1.5.12adv.Pr5a: Investigate, compare and contrast methods for preserving and protecting art.</p> <p>1.5.12acc.Re7a: Recognize and describe personal aesthetic and empathetic responses to the natural world and constructed environments.</p>	<ul style="list-style-type: none"> <li>• Demonstrate proficiency in application of color theory, advanced brush techniques, and compositional choices.</li> <li>• Use observation of still life, landscape, or figure to build technical accuracy.</li> <li>• Explore thematic interpretation through color, light, and brushwork.</li> <li>• Research painters who merge observational skill with strong conceptual underpinnings.</li> </ul>	<p>Create</p> <ul style="list-style-type: none"> <li>• Develop color and composition studies utilizing painting medium of choice.</li> <li>• Produce 1–2 portfolio-ready paintings (watercolor, acrylic, or chosen medium) grounded in observation but elevated by thematic or symbolic interpretation.</li> </ul> <p>Present</p> <ul style="list-style-type: none"> <li>• Share finished painting in critique, articulating technical and conceptual decisions.</li> </ul> <p>Respond</p> <ul style="list-style-type: none"> <li>• Write a reflection describing process and artistic intent of finished paintings.</li> </ul> <p>Connect</p> <ul style="list-style-type: none"> <li>• Reflect on the work of a painter who exhibits similar stylistic or thematic choices.</li> </ul>

	<p>1.5.12acc.Re8a: Identify types of contextual information useful in the process of constructing interpretations of an artwork or collection of works.</p> <p>1.5.12adv.Cn10a: Synthesize knowledge of social, cultural, historical, and personal life with artmaking approaches to create meaningful works of art or design.</p> <p>1.5.12adv.Cn11a: Assess the impact of an artist or a group of artists on the beliefs, values and behaviors of a society.</p>		
<p><b>Printmaking/Mixed Media</b></p> <p>Weeks 9-12 (approx.)</p>	<p>1.5.12acc.Cr1a: Individually and collaboratively formulate new creative problems based on student's existing artwork.</p> <p>1.5.12adv.Cr1b: 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>1.5.12acc.Pr4a: Analyze, select and critique personal artwork for a collection or portfolio presentation.</p>	<ul style="list-style-type: none"> <li>Experiment with materials and processes.</li> <li>Analyze how repetition, layering, and material choice affect meaning.</li> <li>Synthesize observational elements with conceptual exploration in nontraditional formats.</li> <li>Study how artists have used printmaking and mixed media for storytelling, identity, or social commentary.</li> </ul>	<p>Create</p> <ul style="list-style-type: none"> <li>Produce experimental test prints or mixed media studies.</li> <li>Complete 1–2 portfolio-level works or series integrating observation with layered conceptual meaning.</li> </ul> <p>Present</p> <ul style="list-style-type: none"> <li>Exhibit final pieces in class gallery, with written reflection on how media choice influences meaning.</li> </ul> <p>Respond</p> <ul style="list-style-type: none"> <li>Participate in a class critique.</li> </ul> <p>Connect</p> <ul style="list-style-type: none"> <li>Link their work to broader artistic movements and complete a written reflection.</li> </ul>

	<p>1.5.12prof.Pr6a: Analyze and describe the impact that an exhibition or collection has on personal awareness of social, cultural or political beliefs and understandings</p> <p>1.5.12adv.Re7b: Determine the commonalities within a group of artists or visual arts attributed to a particular type of art, timeframe, or culture.</p> <p>1.5.12acc.Re8a: Identify types of contextual information useful in the process of constructing interpretations of an artwork or collection of works.</p> <p>1.5.12adv.Cn11a: Assess the impact of an artist or a group of artists on the beliefs, values and behaviors of a society.</p>		
<p><b>Sculpture/Ceramics</b></p> <p>Weeks 13-16 (approx.)</p>	<p>1.5.12adv.Cr2a: Experiment, plan and make multiple works of art and design that explore a personally meaningful theme, idea, or concept.</p> <p>1.5.12adv.Cr2b: Demonstrate understanding of the importance of balancing freedom and responsibility in the use of images, materials, tools and equipment in the</p>	<ul style="list-style-type: none"> <li>• Demonstrate control and craftsmanship in three-dimensional media.</li> <li>• Explore form, balance, proportion, and texture in relation to observational reference.</li> <li>• Incorporate conceptual or symbolic meaning into sculptural work.</li> <li>• Research how artists use sculpture or ceramics to communicate identity, memory, or cultural commentary.</li> </ul>	<p>Create</p> <ul style="list-style-type: none"> <li>• Complete sketches and maquettes before constructing 1–2 portfolio-quality sculptures or ceramic works, blending observational references with thematic intent.</li> </ul> <p>Present</p> <ul style="list-style-type: none"> <li>• Display completed work and written statement articulating how form and concept connect.</li> </ul> <p>Respond</p>

	<p>creation and circulation of creative work.</p> <p>1.5.12acc.Pr4a: Analyze, select and critique personal artwork for a collection or portfolio presentation.</p> <p>1.5.12acc.Pr5a: Evaluate, select and apply methods or processes appropriate to display artwork in a specific place.</p> <p>1.5.12acc.Re7b: Evaluate the effectiveness of visual artworks to influence ideas, feelings, and behaviors of specific audiences.</p> <p>1.5.12acc.Re8a: Identify types of contextual information useful in the process of constructing interpretations of an artwork or collection of works.</p> <p>1.5.12adv.Cn11a: Assess the impact of an artist or a group of artists on the beliefs, values and behaviors of a society.</p>		<ul style="list-style-type: none"> <li>Participate in critique focused on both technical construction and conceptual resonance.</li> </ul> <p>Connect</p> <ul style="list-style-type: none"> <li>Research a sculptor or ceramicist whose work bridges observation and conceptual themes.</li> </ul>
<p><b>Portfolio Development and Documentation</b></p> <p>Ongoing *Weeks 17-18 (approx.)*</p>	<p>1.5.12prof.Cr2c: Collaboratively develop a proposal for an installation, artwork, or space design that transforms the perception and experience of a particular place.</p>	<ul style="list-style-type: none"> <li>Curate strongest works completed within the past year into a cohesive portfolio.</li> <li>Document artworks through high-quality photography and digital presentation.</li> </ul>	<p>Create</p> <ul style="list-style-type: none"> <li>Photograph, edit, and compile chosen artworks into both digital and physical portfolios.</li> </ul> <p>Present</p>

	<p>1.5.12acc.Pr4a: Analyze, select and critique personal artwork for a collection or portfolio presentation.</p> <p>1.5.12adv.Re9a: Construct evaluations of a work of art or collection of works based on differing sets of criteria</p> <p>1.5.12acc.Cn11a: 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>	<ul style="list-style-type: none"> <li>• Develop artist statements and reflections that articulate both technical and conceptual growth.</li> <li>• Compare personal portfolio to professional or college portfolio standards.</li> </ul>	<ul style="list-style-type: none"> <li>• Deliver a portfolio presentation that includes 4–6 artworks, artist statements, and reflections.</li> </ul> <p>Respond</p> <ul style="list-style-type: none"> <li>• Participate in portfolio critique, assessing strengths and areas for improvement.</li> </ul> <p>Connect</p> <ul style="list-style-type: none"> <li>• Research requirements of college-level art portfolios and analyze how their work aligns.</li> </ul>