Instructional Unit Map	
Course Title: Art Portfolio	

Teacher	Shane Davis	**Start Date**	~January
Unit Title	Depth In this Unit, students will choose an area of focus (medium, subject, theme, concept, etc.). Students will enhance their depth of knowledge in this area through sustained research and investigation.	**Length of Unit**	Second Semester
Essential Questions	1. How do artists develop a personal artistic voice within a chosen medium or concept? 2. How can refining technical skills enhance conceptual expression? 3. In what ways can artists push beyond technical mastery to create meaning? 4. How does curation and presentation impact audience perception of an artist's work? 5. How does sustained investigation into one idea lead to artistic growth?		
Summative Assessments	**Primary Summative Assessments:** Midpoint Review • 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. • Evaluation: A rubric will be used to grade students based on the following: Creating, Presenting, Responding, Connecting. Final Project • 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. • Evaluation: A rubric will be used to grade students based on the following: Creating, Presenting, Responding, Connecting. Portfolio Submission		

	• 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. • Evaluation: A rubric will be used to grade students based on the following: Creating, Presenting, Responding, Connecting.
Formative Assessment	Daily Participation • Students will be evaluated daily on their effort, participation, and engagement with the material. Sketchbook Checks • Objective: Evaluate students' sketchbooks for ongoing engagement with drawing exercises, experimentation with materials, and application of techniques and concepts. • Evaluation: Score based on effort, creativity, and completion of assigned tasks. Written Artist Statements and Reflections • Objective: Students will write artist statements or complete reflections after completing selected artworks or projects. • Evaluation: Assess for depth of understanding, clarity of expression, and connection to the lesson objectives. Class Critiques • Objective: Students will participate in a peer critique, providing constructive feedback and reflecting on their own work. • Evaluation: Grade based on active participation, thoughtful commentary, and ability to articulate an understanding of artistic principles.
Core Instructional Materials	• Kleiner, Fred S., editor. *Gardner's Art Through the Ages*. 13th ed., Thomson Wadsworth, 2005. • Mittler, Gene A. *Art in Focus*. 4th ed., Glencoe/McGraw-Hill, 2000.
Core Supplemental Materials	• Sketchbooks • Specific materials dependent upon project choice.
Pre-requisite Skills	Pre-requisite Course: **Studio Art I, Studio Art II** **Student must obtain explicit approval from the instructor for this course of study.** **Potential Student Hurdles** Limited Prior Knowledge of Art Concepts • Some students may not have been exposed to the elements of art or principles of design. • Hurdle: Difficulty grasping foundational art vocabulary and applying these concepts. Lack of Experience • Students may have varying levels of experience and confidence with ceramics. • Hurdle: Inexperienced students might feel intimidated or frustrated when compared to peers with more advanced skills.

Limited Fine Motor Skills
- Some students may struggle with hand control or precision, which can affect their ability to manipulate, pinch, carve, and sculpt with clay.
- Hurdle: Difficulty executing techniques like pinching, coiling, slipping and scoring.

Fixed Mindsets About Talent vs. Skill
- Students may believe that artistic ability is an innate talent rather than a skill that can be developed with practice.
- Hurdle: Hesitation to engage fully in exercises or fear of failure.

Time Management and Focus
- Some students may struggle to pace themselves, rushing through projects or becoming overwhelmed by detailed assignments.
- Hurdle: Difficulty balancing quality with productivity and staying engaged throughout the process.

Accessibility and Learning Differences
- Students with learning differences or visual impairments may require modified instructions, tools, or additional support.
- Hurdle: Challenges to understanding instructions or performing tasks without accommodation.

Lack of Interest or Motivation
- Students taking this course as a requirement may not feel personally invested in the subject.
- Hurdle: Apathy toward assignments and reluctance to put in effort.

Strategies to Address Hurdles
- Provide explicit instruction on art concepts with visuals and examples.
- Incorporate differentiated tasks to accommodate various skill levels.
- Emphasize process over product to build confidence.
- Offer scaffolding and practice exercises to develop fine motor skills.
- Create a supportive classroom environment that celebrates effort and growth.
- Include engaging activities and connect lessons to students' interests to increase motivation.

Assessment and Instructional Scaffolds	English Language Learners	Special Education Students (Students with IEPs and 504s)
	Visual Aids and Demonstrations • Use step-by-step visuals, diagrams, and live demonstrations for all instructions. • Label visuals with vocabulary terms. Simplified Language and Sentence Frames • Provide instructions in simple, concise language. • Offer sentence starters for critiques. Bilingual Resources • Supply bilingual glossaries for art terminology or use translation apps for key concepts. Peer Support and Group Work	Chunked Instructions • Break tasks into smaller, manageable steps. • Provide a checklist for multi-step assignments Adapted Tools • Offer adaptive tools such as pencil grips or thicker markers for fine motor challenges. Extended Time • Provide additional time for projects and assessments. Flexible Seating and Environment • Allow students to choose quieter spaces or sit near the teacher for extra support.

	• Pair ELLs with supportive peers for collaboration and explanation. Assessments • Allow responses to written reflections or critiques in their native language if needed. • Assess based on demonstration of concepts rather than language proficiency.	Frequent Check-Ins • Monitor progress regularly to ensure understanding and provide immediate feedback. Modified Expectations • Adjust rubric criteria.
	Students at Risk of School Failure	**Gifted and Talented Students**
	Guided Practice • Begin projects with structured warm-up exercises or partially completed templates. Frequent Feedback • Provide consistent, formative feedback to build confidence and guide improvement. Access to Exemplars • Share examples of completed work at varying skill levels to model expectations. Simplified Objectives • Focus on simpler goals and outcomes for each assignment. Peer Support • Pair struggling learners with more confident peers during collaborative activities.	Open-Ended Challenges • Offer optional extension tasks that allow for creative exploration, such as experimenting with mixed media or advanced techniques. Independent Projects • Encourage advanced students to propose their own projects related to the unit. Leadership Opportunities • Assign roles in group critiques or ask advanced learners to mentor peers. Enrichment Activities • Provide additional resources, such as artist biographies, masterwork studies, or online tutorials for self-guided learning. Higher-Order Thinking Prompts • Challenge them to analyze how professional artists develop work and apply similar techniques.
Differentiated Instructional Methods	**Access** (Resources and/or Process)	**Expression** (Products and/or Performance)
	Visual Resources • Provide examples of professional and student artwork that illustrate the elements of art and principles of design. • Use charts, diagrams, and infographics to break down techniques step-by-step. • Create a visual vocabulary wall with labeled examples of key concepts. Guided Practice • Offer structured exercises. • Use teacher-led demonstrations to model processes.	Visual Projects • Students create final artworks that demonstrate mastery of techniques. • Sketchbooks are used to showcase practice, experimentation, and idea development. Written Reflections • Assign artist statements explaining their choices and process in their final project. • Use journals for students to reflect on their growth, challenges, and successes.

	Digital Tools • Provide access to drawing tutorials, apps, or websites that offer step-by-step guides and interactive learning. • Use slide decks or instructional videos for students to revisit concepts at their own pace. Flexible Grouping • Organize small-group rotations where students work with peers, receive direct instruction, or explore independently. • Pair advanced learners with struggling learners for peer modeling. Choice in Materials • Allow students to choose from a variety of materials based on their comfort and interest. Multi-Sensory Activities • Use hands-on activities to engage tactile and kinesthetic learners.	Verbal Communication • Facilitate peer critiques and discussions where students articulate their understanding of artistic concepts. • Use student presentations where they analyze and explain their work or a selected artist's use of elements and principles. Collaborative Work • Group projects where students create a shared piece incorporating specific elements of art. • Team critiques where students evaluate each other's work using constructive feedback. Digital Products • Students document and share their process digitally through photos or videos. • Advanced students may create digital portfolios showcasing their unit work. Choice Boards • Provide multiple options for project types to allow students to select based on their strengths and interests.
Integration of Technology	**Instructional Tools and Resources:** Online Tutorials and Demonstrations • Resources: Platforms like YouTube or Art21 for technique tutorials. • Purpose: Offer step-by-step guides and supplemental learning for struggling or advanced learners. Interactive Presentations • Tools: Google Slides, Canva, Kahoot, MagicSchool. • Purpose: Present the information on the unit through presentations, videos, and interactive quizzes. Virtual Museum Tours • Resources: Websites like Google Arts & Culture or individual museum sites (e.g., The Met, MoMA). • Purpose: Inspire students by analyzing how professional artists develop and create work. **Assessment and Feedback**	

	Digital Portfolios • Tools: Google Sites, Artsonia. • Purpose: Students document and submit their sketches, practice exercises, and final projects digitally for teacher and peer feedback. Collaborative Critiques • Tools: Google Docs, Schoology. • Purpose: Facilitate virtual critiques where students upload images of their work and provide feedback through comments or sticky notes. Rubric and Feedback Management • Tools: Schoology, Google Classroom • Purpose: Use rubrics to assess work digitally and provide individualized feedback. **Documentation and Sharing** Time-Lapse Recordings • Tools: Built-in tablet or smartphone time-lapse cameras. • Purpose: Encourage students to record their process, reflecting on how their work develops over time. Classroom Blog • Tools: Google Sites, Artsonia. • Purpose: Share student work with peers, families, and the school community. QR Code Integration • Tools: QR code generators. • Purpose: Students attach QR codes to their final pieces, linking to process videos or artist statements.
Career Readiness, Life Literacies, and Key Skills	Creativity and Innovation 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas. • Core Idea: With a growth mindset, failure is an important part of success. 9.4.12.CI.2: Identify career pathways that highlight personal talents, skills, and abilities. 9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition. • Core Idea: Innovative ideas or innovation can lead to career opportunities. Critical Thinking and Problem-solving 9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice. 9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving.

	• Core Idea: Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed. Digital Citizenship 9.4.12.DC.6: Select information to post online that positively impacts personal image and future college and career opportunities. • Core Idea: Cultivating online reputations for employers and academia requires separating private and professional digital identities. Technology Literacy 9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environments. 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. • 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.
Interdisciplinary Connections	ELA- W.11-12.3. • Write narratives to develop real or imagined experiences or events using effective technique, well chosen details, and well-structured event sequences. MATH- Congruence (G.CO) D. Make Geometric Constructions- • 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.

Instructional Pacing Guide			
Activity Title	**NJSLS**	**Learning Objectives**	**Student Activities**
Choosing a Focus and Research Weeks 1-2	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.	• Select a medium, subject, concept, or theme for sustained exploration. • Conduct targeted research on professional artists, movements, or contemporary practices related to chosen focus.	Create • Generate sketches, thumbnails, and exploratory studies tied to chosen direction. Present

	1.5.12adv.Cr2c: Demonstrate in works of art or design how visual and material culture defines, shapes, enhances, inhibits, and/or empowers people's lives. 1.5.12acc.Pr6a: Make, explain and justify connections between artists or artwork and social, cultural and political history. 1.5.12adv.Re7a: Analyze how responses to art develop over time based on knowledge of and experience with art and life. 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. 1.5.12prof.Cn10a: Document the process of developing ideas from early stages to fully elaborated ideas. 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.	• Establish personal artistic goals connected to future academic or professional pathways.	• Develop and share a proposal outlining their focus, influences, and goals. Respond • Reflect on how this focus connects to their artistic identity or potential college major. Connect • Research artists in their intended field to draw parallels.
	1.5.12acc.Cr1b: Choose from a range of materials and methods		Create

Experimentation and Skill Development Weeks 3-4	of traditional and contemporary artistic practices to plan works of art and design. 1.5.12adv.Cr2a: Experiment, plan and make multiple works of art and design that explore a personally meaningful theme, idea, or concept. 1.5.12acc.Pr6a: Make, explain and justify connections between artists or artwork and social, cultural and political history. 1.5.12acc.Cn10a: Utilize inquiry methods of observation, research and experimentation to explore other subjects through artmaking.	• Deepen technical skills in chosen medium through structured experimentation. • Explore variations in material, style, and process to refine individual methods. • Document growth and evolving ideas through sketchbooks and reflection.	• Conduct focused experiments (e.g., color studies for painters, figure sketches for illustrators, glaze/texture tests for ceramicists). Present • Share works-in-progress in class critiques. Respond • Write short reflections identifying strengths, challenges, and adjustments. Connect • Investigate how professional artists refine skills over time to sustain momentum in their practice.
Project #1 Weeks 5-6	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. 1.5.12adv.Cr3a: Reflect on, re-engage, revise and refine works of art or design considering relevant traditional and	• Apply early research and experiments to create first sustained piece within chosen focus. • Demonstrate technical control and intentional expression. • Articulate how the piece relates to artistic goals or future academic pursuits.	Create • Complete a first major work demonstrating skill and thematic clarity. Present • Participate in critique with accompanying artist statement. Respond • Evaluate how well their artistic intent aligned with the outcome. Connect

	contemporary criteria as well as personal artistic vision. 1.5.12acc.Pr5a: Evaluate, select and apply methods or processes appropriate to display artwork in a specific place. 1.5.12adv.Re9a: Construct evaluations of a work of art or collection of works based on differing sets of criteria 1.5.12adv.Cn10a: Synthesize knowledge of social, cultural, historical, and personal life with artmaking approaches to create meaningful works of art or design.		• Relate the work to professional practices within their intended field of study.
Project #2 Weeks 7-10	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. 1.5.12adv.Cr3a: Reflect on, re-engage, revise and refine works of art or design considering relevant traditional and contemporary criteria as well as personal artistic vision.	• Expand upon Project #1 with greater ambition in scale, complexity, or conceptual exploration. • Refine personal style and decision-making. • Evaluate how growth in technical proficiency informs artistic expression.	Create • Produce a second major work that pushes boundaries of chosen medium or concept. Present • Lead critique explaining how their work evolved since Project #1. Respond • Write comparative reflection analyzing technical and conceptual development. Connect • Research contemporary artists in their chosen field who similarly "push

	1.5.12acc.Pr5a: Evaluate, select and apply methods or processes appropriate to display artwork in a specific place. 1.5.12adv.Re9a: Construct evaluations of a work of art or collection of works based on differing sets of criteria 1.5.12adv.Cn10a: Synthesize knowledge of social, cultural, historical, and personal life with artmaking approaches to create meaningful works of art or design.		boundaries" in scale, process, or theme.
Project #3 Weeks 11-14	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. 1.5.12adv.Cr3a: Reflect on, re-engage, revise and refine works of art or design considering relevant traditional and contemporary criteria as well as personal artistic vision. 1.5.12acc.Pr5a: Evaluate, select and apply methods or processes appropriate to	• Synthesize knowledge and practice into a culminating piece representing artistic voice. • Establish continuity between projects in style, subject, or theme. • Reflect on personal artistic growth and future trajectory.	Create • Execute a final major work that showcases both refinement and innovation. Present • Curate Project #3 alongside Projects #1 and #2 to demonstrate growth and momentum. Respond • Participate in critique centered on thematic consistency and impact. Connect • Write reflection comparing their work to professional artists or aligning it with their intended college major.

	display artwork in a specific place. 1.5.12adv.Re9a: Construct evaluations of a work of art or collection of works based on differing sets of criteria 1.5.12adv.Cn10a: Synthesize knowledge of social, cultural, historical, and personal life with artmaking approaches to create meaningful works of art or design.		
Portfolio Development and Documentation Continued	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. 1.5.12acc.Pr4a: Analyze, select and critique personal artwork for a collection or portfolio presentation. 1.5.12adv.Re9a: Construct evaluations of a work of art or collection of works based on differing sets of criteria 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.	- Refine Breadth + Depth artworks into a cohesive record of artistic development. - Create digital and physical documentation for future personal/professional use. - Craft polished artist statements reflecting artistic voice and goals beyond high school.	Create - Revisit and revise earlier works where needed; re-photograph for updated documentation. Present - Compile final documentation into a digital portfolio archive. Respond - Peer critique of portfolio cohesion, clarity of artistic identity, and potential for future applications. Connect - Research professional portfolios in their chosen field (e.g., illustration portfolios for design schools, ceramics portfolios for craft residencies).

Final Presentation and Reflection	1.5.12acc.Cr2a: Through experimentation, practice and persistence, demonstrate acquisition of skills and knowledge in a chosen art form. 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. 1.5.12adv.Re9a: Construct evaluations of a work of art or collection of works based on differing sets of criteria 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.	• Present a cohesive body of work in a formal critique or exhibition. • Communicate artistic journey, process, and goals for continued study/practice. • Reflect on personal growth and identify momentum for postsecondary artistic pathways.	Create • Finalize projects and curate works for exhibition (digital showcase, gallery setup, or critique presentation). Present • Deliver final oral/written reflection on artistic identity, process, and next steps. Respond • Engage in peer critique evaluating artistic voice, consistency, and growth. Connect • Write a final reflective essay on how sustained practice will support future artistic studies, majors, or independent practice.