



Glassboro Public Schools
Office of Curriculum and Instruction

Instructional Unit Map			
Course Title: Studio Art I			
Teacher	Shane Davis	Start Date	~February
Unit Title	<u>Mixed Media</u>	Length of Unit	9-12 Weeks
Essential Questions	<ol style="list-style-type: none">1. What challenges arise when working with multiple media, and how can they be addressed creatively?2. How can drawing techniques complement painting techniques in a mixed media composition?3. What strategies can be used to create balance and unity in a collage made from diverse materials?4. What can mixed media art teach us about resourcefulness and innovation in the creative process?5. In what ways can printmaking techniques be combined with drawing, painting, and collage to create cohesive artwork?		
Summative Assessments	<p>Primary Summative Assessments:</p> <p>Midpoint Review</p> <ul style="list-style-type: none">• 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. <p>Final Mixed Media Project</p> <ul style="list-style-type: none">• Objective: Students will create a final artwork 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. <p>Portfolio Submission</p> <ul style="list-style-type: none">• 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	<p>Daily Participation</p> <ul style="list-style-type: none"> Students will be evaluated daily on their effort, participation, and engagement with the material. <p>Sketchbook Checks</p> <ul style="list-style-type: none"> 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. <p>Written Artist Statements and Reflections</p> <ul style="list-style-type: none"> 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. <p>Class Critiques</p> <ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> Kleiner, Fred S., editor. <i>Gardner's Art Through the Ages</i>. 13th ed., Thomson Wadsworth, 2005. Mittler, Gene A. <i>Art in Focus</i>. 4th ed., Glencoe/McGraw-Hill, 2000.
Core Supplemental Materials	<ul style="list-style-type: none"> Sketchbooks Drawing Paper, Tagboard, Watercolor Paper Construction Paper Pencils, Lyra Pencils, Colored Pencils Markers Oil Pastels, Chalk Pastels India Ink, Toothpicks Paint Brushes, Sponges, Misc. Painting Tools Cardboard Foam Sheets Printing Tools- Brayers, Inks, Texture Tools, Stencils Ball Point Pens Yarn Glue, Mod Podge

Pre-requisite Skills	<p>This is an introductory level class available to all 9-12 grade students. No pre-requisite skills or class are required to take this class.</p> <p>Potential Student Hurdles</p> <p>Limited Prior Knowledge of Art Concepts</p> <ul style="list-style-type: none"> 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. <p>Lack of Drawing Experience</p> <ul style="list-style-type: none"> Students may have varying levels of experience and confidence with mixed media applications Hurdle: Inexperienced students might feel intimidated or frustrated when compared to peers with more advanced skills. <p>Limited Fine Motor Skills</p> <ul style="list-style-type: none"> Some students may struggle with hand control or precision, which can affect their ability to utilize tools. Hurdle: Difficulty executing techniques collage, assemblage, and printing. <p>Fixed Mindsets About Talent vs. Skill</p> <ul style="list-style-type: none"> 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. <p>Time Management and Focus</p> <ul style="list-style-type: none"> 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. <p>Accessibility and Learning Differences</p> <ul style="list-style-type: none"> 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. <p>Lack of Interest or Motivation</p> <ul style="list-style-type: none"> 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. <p>Strategies to Address Hurdles</p> <ul style="list-style-type: none"> 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.
	<div>English Language Learners</div> <div>Special Education Students (Students with IEPs and 504s)</div>

Assessment and Instructional Scaffolds	<p><u>Visual Aids and Demonstrations</u></p> <ul style="list-style-type: none"> • Use step-by-step visuals, diagrams, and live demonstrations for all instructions. • Label visuals with vocabulary terms. <p><u>Simplified Language and Sentence Frames</u></p> <ul style="list-style-type: none"> • Provide instructions in simple, concise language. • Offer sentence starters for critiques. <p><u>Bilingual Resources</u></p> <ul style="list-style-type: none"> • Supply bilingual glossaries for art terminology or use translation apps for key concepts. <p><u>Peer Support and Group Work</u></p> <ul style="list-style-type: none"> • Pair ELLs with supportive peers for collaboration and explanation. <p><u>Assessments</u></p> <ul style="list-style-type: none"> • Allow responses to written reflections or critiques in their native language if needed. • Assess based on demonstration of concepts rather than language proficiency. 	<p><u>Chunked Instructions</u></p> <ul style="list-style-type: none"> • Break tasks into smaller, manageable steps. • Provide a checklist for multi-step assignments <p><u>Adapted Tools</u></p> <ul style="list-style-type: none"> • Offer adaptive tools such as pencil grips or thicker markers for fine motor challenges. <p><u>Extended Time</u></p> <ul style="list-style-type: none"> • Provide additional time for projects and assessments. <p><u>Flexible Seating and Environment</u></p> <ul style="list-style-type: none"> • Allow students to choose quieter spaces or sit near the teacher for extra support. <p><u>Frequent Check-Ins</u></p> <ul style="list-style-type: none"> • Monitor progress regularly to ensure understanding and provide immediate feedback. <p><u>Modified Expectations</u></p> <ul style="list-style-type: none"> • Adjust rubric criteria.
	Students at Risk of School Failure	Gifted and Talented Students
	<p><u>Guided Practice</u></p> <ul style="list-style-type: none"> • Begin projects with structured warm-up exercises or partially completed templates. <p><u>Frequent Feedback</u></p> <ul style="list-style-type: none"> • Provide consistent, formative feedback to build confidence and guide improvement. <p><u>Access to Exemplars</u></p> <ul style="list-style-type: none"> • Share examples of completed work at varying skill levels to model expectations. <p><u>Simplified Objectives</u></p> <ul style="list-style-type: none"> • Focus on simpler goals and outcomes for each assignment. <p><u>Peer Support</u></p> <ul style="list-style-type: none"> • Pair struggling learners with more confident peers during collaborative activities. 	<p><u>Open-Ended Challenges</u></p> <ul style="list-style-type: none"> • Offer optional extension tasks that allow for creative exploration, such as experimenting with mixed media or advanced techniques. <p><u>Independent Projects</u></p> <ul style="list-style-type: none"> • Encourage advanced students to propose their own projects related to the unit. <p><u>Leadership Opportunities</u></p> <ul style="list-style-type: none"> • Assign roles in group critiques or ask advanced learners to mentor peers. <p><u>Enrichment Activities</u></p> <ul style="list-style-type: none"> • Provide additional resources, such as artist biographies, masterwork studies, or online tutorials for self-guided learning. <p><u>Higher-Order Thinking Prompts</u></p> <ul style="list-style-type: none"> • Challenge them to analyze how professional artists develop work and apply similar techniques.
	Access (Resources and/or Process)	Expression (Products and/or Performance)

Differentiated Instructional Methods	<p><u>Visual Resources</u></p> <ul style="list-style-type: none"> • 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 drawing techniques step-by-step. • Create a visual vocabulary wall with labeled examples of key concepts. <p><u>Guided Practice</u></p> <ul style="list-style-type: none"> • Offer structured exercises • Use teacher-led demonstrations to model processes <p><u>Digital Tools</u></p> <ul style="list-style-type: none"> • 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. <p><u>Flexible Grouping</u></p> <ul style="list-style-type: none"> • Organize small-group rotations where students work with peers, receive direct instruction, or explore independently. • Pair advanced learners with struggling learners for peer modeling. <p><u>Choice in Materials</u></p> <ul style="list-style-type: none"> • Allow students to choose from a variety of materials based on their comfort and interest. <p><u>Multi-Sensory Activities</u></p> <ul style="list-style-type: none"> • Use hands-on activities to engage tactile and kinesthetic learners. 	<p><u>Visual Projects</u></p> <ul style="list-style-type: none"> • Students create final artworks that demonstrate mastery of techniques. • Sketchbooks are used to showcase practice, experimentation, and idea development. <p><u>Written Reflections</u></p> <ul style="list-style-type: none"> • Assign artist statements explaining their choices and process in their final project. • Use journals for students to reflect on their growth, challenges, and successes. <p><u>Verbal Communication</u></p> <ul style="list-style-type: none"> • 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. <p><u>Collaborative Work</u></p> <ul style="list-style-type: none"> • 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. <p><u>Digital Products</u></p> <ul style="list-style-type: none"> • Students document and share their process digitally through photos or videos. • Advanced students may create digital portfolios showcasing their unit work. <p><u>Choice Boards</u></p> <ul style="list-style-type: none"> • Provide multiple options for project types to allow students to select based on their strengths and interests.
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Integration of Technology	<p>Instructional Tools and Resources:</p> <p><u>Online Tutorials and Demonstrations</u></p> <ul style="list-style-type: none"> • Resources: Platforms like YouTube or Art21 for technique tutorials. • Purpose: Offer step-by-step guides and supplemental learning for struggling or advanced learners. <p><u>Interactive Presentations</u></p> <ul style="list-style-type: none"> • Tools: Google Slides, Canva, Kahoot, MagicSchool. • Purpose: Present the information on the unit through presentations, videos, and interactive quizzes. <p><u>Virtual Museum Tours</u></p> <ul style="list-style-type: none"> • 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. <p>Assessment and Feedback</p> <p><u>Digital Portfolios</u></p> <ul style="list-style-type: none"> • Tools: Google Sites, Artsonia. • Purpose: Students document and submit their sketches, practice exercises, and final projects digitally for teacher and peer feedback. <p><u>Collaborative Critiques</u></p> <ul style="list-style-type: none"> • Tools: Google Docs, Schoology. • Purpose: Facilitate virtual critiques where students upload images of their work and provide feedback through comments or sticky notes. <p><u>Rubric and Feedback Management</u></p> <ul style="list-style-type: none"> • Tools: Schoology, Google Classroom • Purpose: Use rubrics to assess work digitally and provide individualized feedback. <p>Documentation and Sharing</p> <p><u>Time-Lapse Recordings</u></p> <ul style="list-style-type: none"> • Tools: Digital Camera. • Purpose: Encourage students to record their drawing process, reflecting on how their work develops over time. <p><u>Classroom Blog</u></p> <ul style="list-style-type: none"> • Tools: Google Sites, Artsonia. • Purpose: Share student work with peers, families, and the school community.
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	<p><u>QR Code Integration</u></p> <ul style="list-style-type: none"> 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	<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"> Core Idea: With a growth mindset, failure is an important part of success. <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"> Core Idea: Innovative ideas or innovation can lead to career opportunities. <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"> Core Idea: Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed. <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"> Core Idea: Cultivating online reputations for employers and academia requires separating private and professional digital identities. <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"> 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	<p>2023 NJSLS-ELA: Grades 9–10: Speaking and Listening Domain</p> <ul style="list-style-type: none"> SL.PE.9–10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

Instructional Pacing Guide			
Activity Title	NJSLS	Learning Objectives	Student Activities

<p>Experimental Drawing and Painting</p> <p>Mixed Media Studies Expressive Mark Making</p>	<p>1.5.12prof.Cr3a: Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on and plan revisions for works of art and design in progress.</p> <p>1.5.12acc.Pr5a: Evaluate, select and apply methods or processes appropriate to display artwork in a specific place.</p> <p>1.5.12prof.Re8a: Interpret an artwork or collection of works, supported by relevant and sufficient evidence found in the work and its various contexts.</p>	<ul style="list-style-type: none"> • Students will experiment with combining various drawing and painting techniques in a single composition. • Students will demonstrate an understanding of layering materials to create depth and visual interest. • Students will analyze how different media interact and affect artistic expression. • Students will apply principles of balance and unity to mixed media compositions. • Students will reflect on their creative choices and discuss their impact on the final artwork. 	<p>Create</p> <ul style="list-style-type: none"> • Students will experiment with combining traditional drawing and painting methods, testing various materials for compatibility and effect. • Small-scale studies will be conducted to observe how different media interact, leading to informed choices in composition. • Students will evaluate their experiments and refine techniques, documenting the process in their sketchbooks. <p>Present</p> <ul style="list-style-type: none"> • Students will discuss how their choices of materials and techniques influence their final work's impact. <p>Respond</p> <ul style="list-style-type: none"> • Students will compare their experiments with professional examples, considering intention, meaning, and technique. <p>Connect</p> <ul style="list-style-type: none"> • Students will create a mixed media piece that reflects a personal or cultural theme, integrating prior knowledge from drawing and painting units.
<p>Printmaking</p> <p>Monotypes Foam Relief Prints</p>	<p>1.5.12adv.Cr1a: Visualize and generate art and design that can affect social change.</p>	<ul style="list-style-type: none"> • Students will understand the basics of relief printmaking and its historical and contemporary significance. 	<p>Create</p> <ul style="list-style-type: none"> • Students will sketch design ideas, focusing on bold lines and strong contrasts for successful relief printing.

	<p>1.5.12prof.Pr4a: Analyze, select and curate artifacts and/or artworks for presentation and preservation.</p> <p>1.5.12prof.Re7a: Hypothesize ways in which art influences perception and understanding of human experiences.</p> <p>1.5.12acc.Cn10a: Utilize inquiry methods of observation, research and experimentation to explore other subjects through artmaking.</p>	<ul style="list-style-type: none"> Students will develop a relief print design using foam and a ballpoint pen, considering composition, line work, and texture. Students will experiment with marker application and water-based transfer techniques to achieve consistent prints. Students will create a series of prints that explore a chosen theme with variation and refinement. Students will analyze the effectiveness of their prints and discuss printmaking's role in communication and activism. 	<ul style="list-style-type: none"> Students will pull test prints, analyze results, and adjust their designs or printing techniques for better clarity. <p>Present</p> <ul style="list-style-type: none"> Students will curate their best prints and refine their series, ensuring consistency in design and print quality. Students will participate in a print exchange or display prints in the classroom or school event related to their chosen theme. <p>Respond</p> <ul style="list-style-type: none"> Students will study historical and contemporary printmakers who use relief printing to convey messages. <p>Connect</p> <ul style="list-style-type: none"> Students will explore how printmaking techniques can be used in modern activism, school events, or awareness campaigns and reflect on how multiple prints help spread messages.
<p>Collage</p> <p>Cut Paper</p> <p>Painted Paper</p> <p>Rejected Prints</p>	<p>1.5.12prof.Cr2a: Engage in making a work of art or design without having a preconceived plan.</p> <p>1.5.12prof.Pr4a: Analyze, select and curate artifacts and/or artworks for presentation and preservation.</p>	<ul style="list-style-type: none"> Students will understand how collage can be used as a form of composition and visual storytelling. Students will experiment with layering and arranging various paper textures, colors, and patterns. Students will transform old or discarded artwork into new, meaningful compositions. 	<p>Create</p> <ul style="list-style-type: none"> Students will collect materials, including scrap painted papers, cut prints, and other found textures. Through small-scale studies, students will test arrangements and experiment with layering effects. Students will refine their collages, considering how color, shape, and texture interact within their composition.

	<p>1.5.12prof.Re8a: Interpret an artwork or collection of works, supported by relevant and sufficient evidence found in the work and its various contexts.</p>	<ul style="list-style-type: none"> • Students will apply the principles of balance, contrast, and unity to create cohesive collage designs. • Students will reflect on the creative and environmental benefits of repurposing materials in art. 	<p>Present</p> <ul style="list-style-type: none"> • Finished pieces will be mounted for display, either individually or as a collaborative installation showcasing transformed materials. <p>Respond</p> <ul style="list-style-type: none"> • Students will examine collages by artists such as Henri Matisse (cut-paper compositions), Romare Bearden (layered narrative collages), or Njideka Akunyili Crosby (mixed-media storytelling). <p>Connect</p> <ul style="list-style-type: none"> • They will discuss collage as a sustainable practice, considering how artists repurpose materials to minimize waste and encourage creativity.