

# 2-Dimensional Design Curriculum



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## CTECS - Vision of Graduate

### Connecticut Technical Education and Career System

# Vision of a Graduate

*A CTECS Graduate is...*



**A Problem Solver**



**Work Ready**



**Respectful**



**Skilled Socially**



**A Critical Thinker**



**An Effective Communicator**

**The Vision of a Graduate (VoG)** at the Connecticut Technical Education and Career System (CTECS) embodies our commitment to preparing students for success in Connecticut's workforce.

Developed in collaboration with students, parents, staff, and employers, the VoG ensures that CTECS students are not only job-ready but also equipped to lead, innovate, and adapt in a dynamic world.

As educators, we are dedicated to developing these qualities by providing a comprehensive education that empowers our students to achieve their fullest potential and make meaningful contributions to society.

## A Problem Solver

*Problem solvers tackle challenges by identifying root causes of issues, brainstorming solutions, implementing effective strategies, and demonstrating adaptability.*

- Engage students with open-ended, creative thinking tasks that require both conventional and innovative solutions.
- Facilitate group discussions and collaborative projects.
- Use real-world scenarios and hands-on activities.
- Highlight the importance of effort, persistence, and continuous learning.
- Provide regular feedback and encourage reflection.

## Work Ready

*To be work-ready includes a combination of technical expertise, soft skills, and personal qualities that ensure a graduate can effectively contribute to the workplace from day one.*

- Set high standards for punctuality, responsibility, professionalism, and task completion.
- Use project-based learning and collaborative assignments.
- Emphasize clear written and verbal communication.
- Offer practical exercises like mock interviews and resume workshops.
- Integrate technology and teach digital literacy.

## Respectful

*Graduates who embody respectfulness emphasize the importance of treating others with dignity, valuing diversity, and fostering an inclusive and positive environment, both personally and professionally.*

- Demonstrate personal, interpersonal, and professional skills.
- Show respect for diversity.
- Model respect through active listening and empathy.
- Set clear expectations for respectful interactions.
- Promote collaboration and group discussions.
- Celebrate respectful behavior.
- Address disrespect promptly and constructively.

## Skilled Socially

*Graduates who are skilled socially are equipped to navigate social environments, build relationships, and contribute positively to their communities and workplaces.*

- Show awareness of global responsibility to others and the environment.
- Participate in community involvement.
- Design cooperative group projects and team activities
- Set expectations for respect and give regular feedback.
- Facilitate discussions on inclusivity, kindness, and respect.
- Model positive interactions and recognize strong social skills.

## A Critical Thinker

*Critical thinkers approach problems systematically by analyzing, evaluating, and synthesizing information to make well-informed decisions and contribute to innovative solutions.*

- Encourage critical thinking individually and collaboratively.
- Design lessons that challenge assumptions and explore diverse viewpoints.
- Use open-ended questions, rigorous activities, and cross-curricular projects.
- Integrate project-based learning and real-world problem-solving.
- Offer reflective opportunities like journaling and discussions.
- Cultivate an environment that values curiosity and inquiry.

## An Effective Communicator

*Effective communicators convey ideas, information, and emotions accurately and persuasively, fostering understanding and collaboration.*

- Communicate effectively using oral, written, visual, artistic, and technical modes.
- Include group discussions, presentations, and peer reviews.
- Promote active listening and thoughtful responses.
- Offer clear guidelines and constructive feedback.
- Stress clear, respectful, and purposeful communication.

## CTECS Instructional Model

CTECS uses the Marzano Compendium to guide research-based instructional strategies that differentiate learning and promote access, engagement, and success for all students. Teachers apply these strategies to support diverse learners (including multilingual learners, students with disabilities, and students with varied academic or technical backgrounds) through scaffolds, modeling, guided practice, and multiple ways to participate and show understanding. This approach ensures every student can work toward proficiency in the Priority Standards and the competencies outlined in the CTECS Vision of a Graduate.

| Feedback  | Content  | Context  |
|---|--|--|
| <p><b>Providing and Communicating Clear Learning Goals</b></p> <ol style="list-style-type: none"> <li>1. Providing scales and rubrics</li> <li>2. Tracking student progress</li> <li>3. Celebrating success</li> </ol> <p><b>Using Assessments</b></p> <ol style="list-style-type: none"> <li>4. Using informal assessments of the whole class</li> <li>5. Using formal assessments of individual students</li> </ol> | <p><b>Conducting Direct Instruction Lessons</b></p> <ol style="list-style-type: none"> <li>6. Chunking content</li> <li>7. Processing content</li> <li>8. Recording and representing content</li> </ol> <p><b>Conducting Practicing and Deepening Lessons</b></p> <ol style="list-style-type: none"> <li>9. Using structured practice sessions</li> <li>10. Examining similarities and differences</li> <li>11. Examining errors in reasoning</li> </ol> <p><b>Conducting Knowledge Application Lessons</b></p> <ol style="list-style-type: none"> <li>12. Engaging students in cognitively complex tasks</li> <li>13. Providing resources and guidance</li> <li>14. Generating and defending claims</li> </ol> <p><b>Using Strategies That Appear in All Types of Lessons</b></p> <ol style="list-style-type: none"> <li>15. Previewing strategies</li> <li>16. Highlighting critical information</li> <li>17. Reviewing content</li> <li>18. Revising knowledge</li> <li>19. Reflecting on learning</li> <li>20. Assigning purposeful homework</li> <li>21. Elaborating on information</li> <li>22. Organizing students to interact</li> </ol> | <p><b>Using Engagement Strategies</b></p> <ol style="list-style-type: none"> <li>23. Noticing and reacting when students are not engaged</li> <li>24. Increasing response rates</li> <li>25. Using physical movement</li> <li>26. Maintaining a lively pace</li> <li>27. Demonstrating intensity and enthusiasm</li> <li>28. Presenting unusual information</li> <li>29. Using friendly controversy</li> <li>30. Using academic games</li> <li>31. Providing opportunities for students to talk about themselves</li> <li>32. Motivating and inspiring students</li> </ol> <p><b>Implementing Rules and Procedures</b></p> <ol style="list-style-type: none"> <li>33. Establishing rules and procedures</li> <li>34. Organizing the physical layout of the classroom</li> <li>35. Demonstrating withitness</li> <li>36. Acknowledging adherence to rules and procedures</li> <li>37. Acknowledging lack of adherence to rules and procedures</li> </ol> <p><b>Building Relationships</b></p> <ol style="list-style-type: none"> <li>38. Using verbal and nonverbal behaviors that indicate affection for students</li> <li>39. Understanding students' backgrounds and interests</li> <li>40. Displaying objectivity and control</li> </ol> <p><b>Communicating High Expectations</b></p> <ol style="list-style-type: none"> <li>41. Demonstrating value and respect for reluctant learners</li> <li>42. Asking in-depth questions of reluctant learners</li> <li>43. Probing incorrect answers with reluctant learners</li> </ol> |

## Curriculum Introduction

This curriculum document outlines the essential learning for this academic program and provides a clear structure for planning, instruction, and assessment. It includes the components required by NEASC Standard 2.2a, along with elements that reflect the unique nature of CTECS academic programs. The curriculum is organized to show what students learn in each course, how learning progresses across grade levels, and how instruction supports both technical skill development and the CTECS Vision of a Graduate.

Teachers should use this document to:

- Understand the overall structure and expectations of the course sequence
- Reference the Course Map to see the scope and sequence of Priority Standards and the alignment to district assessments
- Use the Priority Standards and Units of Study to guide daily, weekly, and cycle-based planning
- Integrate Big Ideas, Essential Questions, Skills/Learning Outcomes, vocabulary, and resources during lesson design
- Plan and implement formative assessments to monitor progress and guide instruction
- Maintain consistency of technical and artistic practice instruction across campuses while adapting to student needs and industry-based opportunities

## Curriculum Components

### Course Map

A Course Map serves as the scope and sequence for this course by outlining the progression of instructional units and the standards that guide teaching and assessment. While each campus will have individual student needs and cycle schedules, all instructors are expected to teach the standards outlined in the Course Map. Using the Course Map below, teachers will intentionally plan learning experiences that prepare students to meet the identified standards within the designated assessment windows.

### Priority Standards (Units of Study)

Priority Standards identify the most essential learning in the program. They reflect the core competencies and skills that require the greatest instructional focus and appear on program assessments. Priority Standards guide each Unit of Study with big ideas, essential questions, content topics, and skills/learning outcomes aligned to assessments.

## **Vertical Alignment**

Vertical alignment shows how Priority Standards and instructional expectations progress within the program. It provides a clear pathway of skill development, increasing complexity, and technical proficiency across a sequence.

## **Learning Outcomes**

Learning outcomes are what students will know (Concepts) and be able to do (Skills). Concepts identify the major content topics within the Priority Standard (Unit of Study). They appear in the left column of the Learning Outcomes table and follow a similar coding structure as the Priority Standard.

Skills are learning objectives that describe the measurable actions students must be able to perform to demonstrate proficiency. They appear in the right column of the Learning Outcomes table and show the progression of learning evidence in the Priority Standard.

## **Vocabulary**

Essential vocabulary includes the content and academic terms students must understand and use accurately to engage in learning and demonstrate proficiency on assessments. Vocabulary is foundational to communication, and should be a primary initial focus within each unit and taught explicitly through modeling, demonstration, and repeated application.

## **Resources**

Resources include the texts, materials, and digital tools that support learning within each unit to achieve the standards.

## **Assessment Practices**

Teachers use ongoing formative assessments—such as questioning, checks for understanding, performance demonstrations, reflections, and teacher observation—to monitor progress, guide instruction, and support all learners in mastering the Priority Standards.

Each program also includes district assessments, which measure proficiency on the Priority Standards identified in the Course Map. These assessments provide consistent evidence of student learning across campuses and ensure alignment to course expectations and program outcomes. Teachers should reference the Course Map and Units of Study when planning instruction to ensure students have opportunities to practice and demonstrate the skills and knowledge assessed on the district assessments.

## Visual Arts Vision

The vision for visual arts in the Connecticut Technical Education and Career System (CTECS) is to empower students through Visual Arts Education to develop the creativity, communication, collaboration, and critical skills needed for success in the 21st century. Through visual art's rich cultural heritage and universal language, students grow as expressive, empathetic, and lifelong learners prepared to thrive in a diverse and evolving world.

## Visual Arts Curriculum Philosophy

The CTECS Visual Arts Curriculum 24-25 revision was modeled after CSDE Model Curriculum. The curricula were constructed using the [Connecticut State Department of Education \(CSDE\) K–12 Curricula Design Principles Handbook](#) and the [National Core Arts Standards: A Conceptual Framework for Arts Learning](#) as frameworks to structure and inform the design process in order to ensure access to high quality, high-impact teaching and learning aligned to the content standards adopted by the Connecticut Board of Education to provide CTECS's students access to equitable educational opportunities within a culture of high expectations.

This standards-based curriculum defines what students are expected to learn by course; it provides a roadmap of the essential learning outcomes for mastery by the end of the course. The curriculum combines how teachers will teach to develop skills, content knowledge, and assess students' ability to transfer learning. The structure and organization of curriculum are guided by a curriculum framework that must include standards aligned concepts, skills, high impact instructional methods, high quality materials, and multiple means of assessment aligned to standards.

## Aligned Prioritized Standards

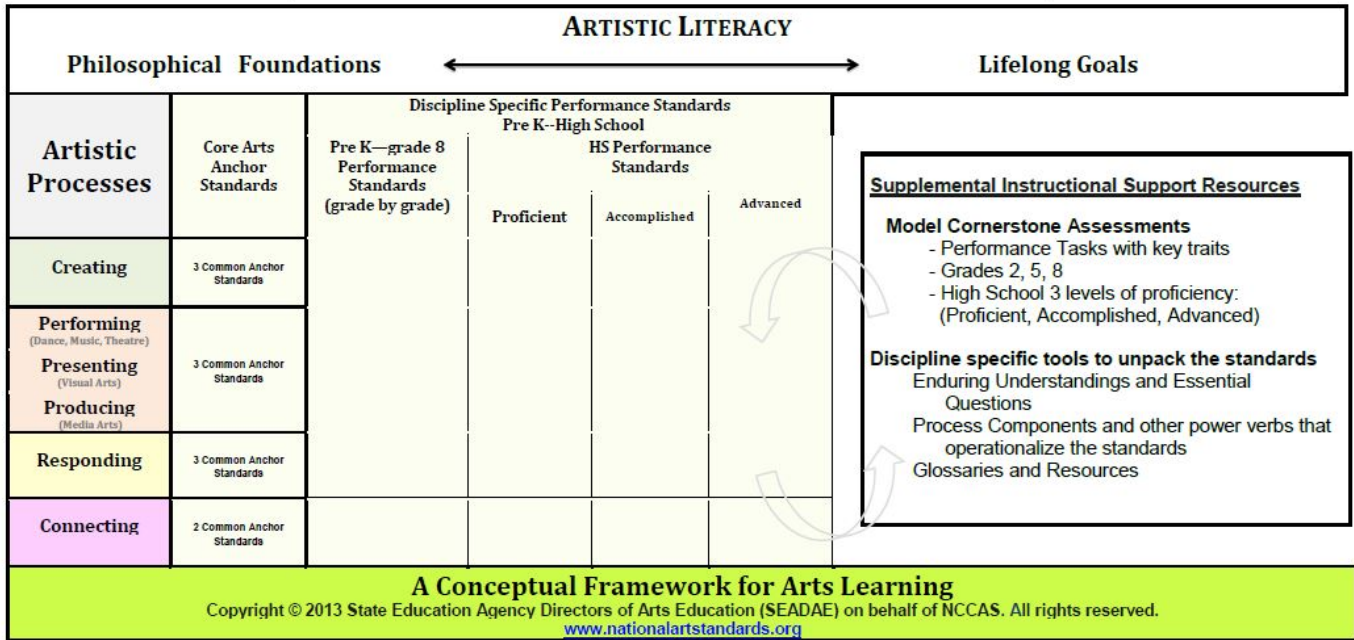
- [CT Arts Standards/National Visual Arts Standards](#)



### National Core Arts Standards

DANCE MEDIA ARTS MUSIC THEATRE VISUAL ARTS

Feb. 12, 2014



### 2-Dimensional Design Curriculum Prioritized Standards by Unit

|                                | Unit 1                     | Unit 2   | Unit 3  | Unit 4   |
|--------------------------------|----------------------------|--|---|--|
| <b>Unit Priority Standards</b> | VA:Cr1.1.1a<br>VA:Re7.1.1a | VA:Cr2.1.1a<br>VA:Cr3.1.1a<br>VA:Pr4.1.1a<br>VA:Re7.1.1a | VA:Cr1.1.1a<br>VA:Cr2.2.1a<br>VA:Cr3.1.1a<br>VA:Pr4.1.1a<br>VA:Re7.1.1a | VA:Cr1.1.1a<br>VA:Cr3.1.1a<br>VA:Pr6.1.1a<br>VA:Re8.1.1a |

## 2-Dimensional Design Curriculum Unit 1

| Priority Standards Addressed in Unit 1   |  |
|--|--|
| <p><b>VA:Cr1.1.1a</b><br/>Use multiple approaches to begin creative endeavors.</p> <p><b>VA:Re.7.1.1a</b><br/>Hypothesize ways in which art influences perception and understanding of human experiences.</p>  |  |
| <p><b>Big Ideas:</b></p> <ul style="list-style-type: none"> <li>● Creativity and innovative thinking are essential life skills that can be developed.</li> <li>● Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.</li> <li>● People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art.</li> </ul>                         |  |
| <p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>● What conditions, attitudes, and behaviors support creativity and innovative thinking?</li> <li>● How does one determine criteria to evaluate a work of art?</li> <li>● How does engaging in creating art enrich people's lives?</li> </ul>   |  |
| Learning Outcomes  |  |
| <i>Students will know:</i>   | <i>As evidenced by: (oral, written, or performance):</i>   |
| <p><b>VA:Cr1.1.1a</b></p> <ul style="list-style-type: none"> <li>● Creative approaches / strategies</li> <li>● Ideation / brainstorming</li> <li>● Design process</li> <li>● Concept / theme</li> <li>● Elements of art (form, line, shape, space, texture, color, value)</li> <li>● Principles of design (balance, proportion, scale, rhythm, emphasis, unity, variety)</li> <li>● Spatial relationships</li> <li>● Problem-solving</li> <li>● Artistic intent</li> </ul> | <p><b>VA:Cr1.1.1a</b></p> <ul style="list-style-type: none"> <li>● Explore multiple strategies to generate design ideas</li> <li>● Brainstorm and sketch varied concepts</li> <li>● Investigate form, space, and structure</li> <li>● Apply elements of art and principles of design in early stages</li> <li>● Reflect on initial explorations to select a direction</li> <li>● Communicate design intent through preliminary work</li> </ul> |
| <p><b>VA:Re.7.1</b></p> <ul style="list-style-type: none"> <li>● Artwork</li> <li>● Human experiences</li> </ul>   | <p><b>VA:Re.7.1</b></p> <ul style="list-style-type: none"> <li>● Hypothesize how artwork affects perception and understanding</li> </ul>   |

- Perception
- Interpretation
- Emotion / mood
- Cultural context
- Historical context
- Theme / concept
- Symbolism
- Visual elements (line, shape, color, form, texture, space, value)
- Principles of design (balance, contrast, emphasis, rhythm, unity, variety, proportion)
- Viewer perspective
- Social commentary

- Analyze visual elements and principles of design for meaning
- Connect artistic choices to human experiences
- Consider cultural and historical context in interpretation
- Reflect on emotional and conceptual impact of artworks
- Support hypotheses with visual evidence
- Compare multiple works to evaluate different perspectives
- Explain interpretations using appropriate art vocabulary
- Assess how symbolism or theme communicates experience
- Predict how viewers might respond to a work

### Academic Vocabulary

- Space, depth, form, content, composition, picture plane, tone, cast shadow, reflected light, Space, depth, form, content, composition, picture plane, tone, cast shadow, reflected light, highlight, foreground, middle ground, background, and horizon line

### Content Vocabulary

- **Elements of Art:** Color, Form, Line, Shape, Space, Texture, Value
- **Principles of Art:** Balance, Contrast, Emphasis, Movement, Pattern, Rhythm, Unity/Variety

### Resources:

#### Museum Websites:

- The Wadsworth Atheneum: <https://www.thewadsworth.org/>
- Museum of Modern Art: [www.moma.org](http://www.moma.org)
- The Metropolitan Museum: [www.metmuseum.org](http://www.metmuseum.org)
- The Guggenheim: [www.guggenheim.org](http://www.guggenheim.org)
- Hirshorn Museum: <http://www.si.edu/organiza/museum/hirsh/start.htm>
- Art Institute of Chicago: <http://www.artic.edu>
- The Louvre: <http://www.paris.org.:80/musees/Louvre>
- Whitney Museum: <http://bounty.echonyc.com/~whitney>
- The San Francisco Museum of Modern Art: [http://www.sfmoma.org/education/edu\\_online.htm](http://www.sfmoma.org/education/edu_online.htm)
- The Aldrich Contemporary Art Museum (Ridgefield CT) <http://www.aldrichart.org/>
- International Sculpture Center <http://www.sculpture.org>
- Boston Sculptors Gallery <http://www.bostonsculptors.com>
- Tate Modern <http://www.tate.org>
- The J. Paul Getty Museum <http://www.getty.edu>
- International Sculpture Center <http://www.sculpture.org>
- National Gallery of Art <http://www.nga.gov/>

- Public Broadcasting Service <http://www.pbs.org>
- Craft in America <http://www.craftinamerica.org>
- Henry Moore <http://www.henry-moore.org>
- Andy Goldsworthy Digital Catalogue <http://www.goldsworthy.cc.gla.ac.uk/>
- The Orange Show <http://www.orangeshow.org/>

## Art History Resources: Sculpture specific

### KHAN Academy

- <https://www.khanacademy.org/humanities/renaissance-reformation/high-ren-florence-rome/michelangelo/v/michelangelo-piet-1498-1500>
- <https://www.khanacademy.org/humanities/art-1010/post-war-european-art/postwar-art-in-britain/v/barbara-hepworth>
- <https://www.khanacademy.org/humanities/ap-art-history/start-here-apah/why-art-matters-apah/v/describing-sculpture-henry-moore>

### Youtube

- <https://www.youtube.com/watch?v=BYIW8XC0MII>
- <https://www.youtube.com/watch?v=upxBGNcryRs>
- <https://www.youtube.com/watch?v=ym83Cvi3wQ>
- <https://www.youtube.com/watch?v=r-F4iyv-dS0>

### Technology:

- **Actively Learn:**
  - <https://read.activelylearn.com/#/teacher/catalog> (Access through ClassLink)
- **SORA**
  - <https://soraapp.com/library/ctecsct> (Access through ClassLink)

### Skill Practice:

**Ideas for student reflection on their learning** (\*these suggestions can be used throughout all 4 units)-

- <https://www.responsiveclassroom.org/stop-and-think-teaching-students-to-reflect/>
- <https://www.edutopia.org/article/simple-strategy-encourage-student-reflection-and-improvement/>
- <https://thinkingpathwayz.weebly.com/blog/strategies-to-support-student-self-reflection>

### Cross Cycle Tasks:

*Suggestions:*

- Use EdPuzzles/Google Forms for pre-assessment/questionnaire or survey about upcoming topic.

### Last day of the Cycle:

- Students review/critique artwork.

### First day of the New Cycle:

- Review of previous work

### **Assessments:**

#### **Visual Arts Model Cornerstone Assessments:**

[High School: Proficient](#)

[High School: Accomplished](#)

[High School: Advanced](#)

#### **Formative Assessments:**

##### **Suggested:**

- Teacher created
- Observation
- Think-Pair-Share
- Exit Tickets
- Classwork utilizing individual skill
- Critiques: whole class/peer-to-peer
- Sketchbook

#### **Summative Assessments:**

##### **Suggested:**

- Rubrics
- [Rubric- Blank](#) - Based off the Rubric used in the Connecticut Arts and Standards Model District Documents

#### **Opportunities for Interdisciplinary Connections:**

Artists must connect all disciplines to be successful in our craft. When responding, creating and presenting art we are not just artistic, we are mathematicians, readers, historians, musicians and trades people.

#### **Connecticut Core Standards for Literacy in History/Social Studies, Science Technical Subjects**

[https://learning.ccsso.org/wp-content/uploads/2022/11/ELA\\_Standards1.pdf](https://learning.ccsso.org/wp-content/uploads/2022/11/ELA_Standards1.pdf)

#### **Connecticut Secondary Social Studies Standards: Social Studies Inquiry Arc**

- Connecting creative experiences with lived experiences through ourselves and others
- Learning historical context of the piece

#### **Mathematical Practice Standards**

- Using perspective, measurements, and proportions.

#### **Next Generation Science Standards**

Standards for students that are aligned to priority standards

<https://www.nextgenscience.org/search-standards>

**International Society for Technology in Education (ISTE)**

Standards for students that are aligned to priority standards

<https://iste.org/standards/students>

**CTE Competency Standards**

- Utilizing any projects that are able to link to the objects, tools, or techniques that coincide with the different trades that are taught in any of our schools.
  - Aerospace Manufacturing, Architecture, Automotive Technology, Automotive Collision, Repair and Refinishing, Bioscience and Environmental Technology, Biotechnology, Building and Civil Construction, Culinary Arts, Criminal Justice and Protective Services, Digital Media, Diesel and Heavy Duty Equipment Repair, Electrical, Graphic Design, Heating, Ventilation and Air Conditioning (HVAC), Health Technology, Hairdressing and Cosmetology, Information Technology, Landscape Design, Installation and Equipment, Masonry, Mechanical Design and Engineering Technology, Precision Machining Technology, Plumbing and Heating, Plumbing Heating and Cooling, Robotics and Automation, Tourism, Hospitality and Guest Services Management, Veterinary Science, Welding and Metal Fabrication.

**Components of Social, Emotional, and Intellectual Habits**

- Develop logic and reasoning/Critical and analytic thinking
- Use evidence and critical thinking to support claims, make arguments and critique the reasoning of others; explain own thinking and responds to others' thinking
- Develop logic and reasoning/Applying known information to new experiences
- Compare, contrast and evaluate experiences, tasks and events building on prior knowledge
- Develop logic and reasoning/Reasoning and problem solving
- Analyze attributes to classify, compare and contrast objects, events and experiences (similarities, differences and associations)
- Develop a positive attitude toward learning/Cooperation during learning experiences
- Listen, discuss, and negotiate ideas in order to discover new learning with peers

## 2-Dimensional Design Curriculum Unit 2

### Priority Standards Addressed in Unit 2

#### VA:Cr2.1.1a

Engage in making a work of art or design without having a preconceived plan.

#### VA:Cr3.1.1a

Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on, and plan revisions for works of art and design in progress.

#### VA:Pr4.1.1a

Analyze, select, and curate artifacts and/or artworks for presentation and preservation.

#### VA:Re.7.1.1a

Hypothesize ways in which art influences perception and understanding of human experiences.

### Big Ideas:

- Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches.
- Artists and designers balance experimentation and safety, freedom and responsibility while developing and creating artworks.
- Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments.
- People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art.

### Essential Questions:

- How do artists and designers learn from trial and error?
- How do artists and designers care for and maintain materials, tools, and equipment?
- What role does persistence play in revising, refining, and developing work?
- How does learning about art impact how we perceive the world?
- How does art help us understand the lives of people of different times, places, and cultures?

### Learning Outcomes

| <b><i>Students will know:</i></b>  | <b><i>As evidenced by: (oral, written, or performance):</i></b>   |
|--|---|
| <p><b>VA:Cr2.1.1a</b></p> <ul style="list-style-type: none"> <li>● Spontaneity</li> <li>● Experimentation</li> <li>● Process</li> <li>● Exploration</li> <li>● Painting media (acrylic, watercolor, oil, tempera)</li> <li>● Tools (brushes, palette knives, sponges)</li> <li>● Surface (canvas, paper, board)</li> <li>● Color / color mixing</li> <li>● Value</li> <li>● Texture</li> <li>● Composition</li> <li>● Elements of art (line, shape, form, color, value, texture, space)</li> <li>● Principles of design (balance, contrast, emphasis, movement, rhythm, unity, variety)</li> <li>● Creative risk-taking</li> <li>● Revision</li> </ul> | <p><b>VA:Cr2.1.1a</b></p> <ul style="list-style-type: none"> <li>● Create artwork without a predetermined plan</li> <li>● Experiment with painting materials and techniques</li> <li>● Explore spontaneous mark-making and color blending</li> <li>● Manipulate paint intentionally through layering and brushwork</li> <li>● Respond to unexpected outcomes during the process</li> <li>● Make creative decisions in the moment</li> <li>● Adjust composition as the work develops</li> <li>● Reflect on discoveries made through experimentation</li> <li>● Identify successful visual outcomes from exploration</li> <li>● Describe how the creative process influenced the final piece</li> </ul>     |
| <p><b>VA:Cr3.1.1a</b></p> <ul style="list-style-type: none"> <li>● Evaluation criteria (aesthetic, technical, cultural)</li> <li>● Traditional cultural contexts</li> <li>● Contemporary cultural contexts</li> <li>● Artistic intent</li> <li>● Work in progress</li> <li>● Reflection</li> <li>● Revision plan</li> <li>● Elements of art (line, shape, form, color, value, texture, space)</li> <li>● Principles of design (balance, contrast, emphasis, rhythm, unity, proportion, variety)</li> <li>● Technique / craftsmanship</li> <li>● Composition</li> <li>● Feedback / critique</li> </ul>  | <p><b>VA:Cr3.1.1a</b></p> <ul style="list-style-type: none"> <li>● Apply evaluation criteria from traditional and contemporary contexts</li> <li>● Examine works in progress critically</li> <li>● Reflect on artistic intent and effectiveness</li> <li>● Analyze composition, technique, and visual elements</li> <li>● Compare work to cultural models or exemplars</li> <li>● Identify strengths and areas for improvement</li> <li>● Develop a revision plan based on reflection</li> <li>● Implement changes to improve craftsmanship or meaning</li> <li>● Incorporate feedback into revisions</li> <li>● Explain how revisions strengthen cultural, conceptual, or technical qualities</li> </ul> |
| <p><b>VA:Pr.4.1.1a</b></p> <ul style="list-style-type: none"> <li>● Artifact</li> <li>● Artwork</li> </ul>   | <p><b>VA:Pr.4.1.1a</b></p> <ul style="list-style-type: none"> <li>● Apply criteria to select works for display</li> <li>● Curate artworks around a theme or</li> </ul>  |

|   |   |
|---|---|
| <ul style="list-style-type: none"> <li>● Curation / curatorial practice</li> <li>● Selection criteria</li> <li>● Presentation methods (layout, display, pedestals, lighting, labeling)</li> <li>● Preservation / conservation</li> <li>● Exhibition space (gallery, classroom, digital platform)</li> <li>● Theme / concept</li> <li>● Audience</li> <li>● Context (historical, cultural, personal)</li> <li>● Portfolio</li> <li>● Documentation (labels, artist statements)</li> <li>● Condition / quality</li> <li>● Materials / media</li> </ul>                    | <p>purpose</p> <ul style="list-style-type: none"> <li>● Presentation methods (layout, framing, lighting, sequencing)</li> <li>● Organize and arrange works for visual coherence</li> <li>● Prepare artworks for preservation and safe handling</li> <li>● Display environment (gallery, museum, digital platform)</li> <li>● Write or prepare labels and artist statements</li> <li>● Justify curatorial choices using sculpture and visual arts vocabulary</li> <li>● Evaluate presentation effectiveness for an audience</li> <li>● Reflect on preservation methods and exhibition decisions</li> </ul>   |
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| <p><b>Academic Vocabulary</b></p> <ul style="list-style-type: none"> <li>● Primary, Secondary, Tertiary, Complementary, Analogous, Monochromatic, Tints, Shades, Acrylic, Tempera, Watercolor, Canvas, Paint Brushes, Palettes, Space, depth, form, content, composition, picture plane, tone, cast shadow, reflected light, highlight, foreground, middle ground, background, and horizon line</li> </ul> <p><b>Content Vocabulary</b></p> <ul style="list-style-type: none"> <li>● <b>Elements of Art:</b> Color, Form, Line, Shape, Space, Texture, Value</li> </ul> |   |

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- Hirshorn Museum: <http://www.si.edu/organiza/museum/hirsh/start.htm>
- Art Institute of Chicago: <http://www.artic.edu>
- The Louvre: <http://www.paris.org:80/musees/Louvre>
- Whitney Museum: <http://bounty.echonyc.com/~whitney>
- The San Francisco Museum of Modern Art:  
[http://www.sfmoma.org/education/edu\\_online.htm](http://www.sfmoma.org/education/edu_online.htm)
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### Art History Resources: Sculpture specific

#### KHAN Academy

- <https://www.khanacademy.org/humanities/renaissance-reformation/high-ren-florence-rome/michelangelo/v/michelangelo-piet-1498-1500>
- <https://www.khanacademy.org/humanities/art-1010/post-war-european-art/postwar-art-in-britain/v/barbara-hepworth>
- <https://www.khanacademy.org/humanities/ap-art-history/start-here-apah/why-art-matters-apah/v/describing-sculpture-henry-moore>

#### Youtube

- <https://www.youtube.com/watch?v=BYIW8XC0MII>
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**Skill Practice:**

**Ideas for student reflection on their learning** (\*these suggestions can be used throughout all 4 units)-

- <https://www.responsiveclassroom.org/stop-and-think-teaching-students-to-reflect/>
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- <https://thinkingpathwayz.weebly.com/blog/strategies-to-support-student-self-reflection>

**Cross Cycle Tasks:**

*Suggestions:*

- Use EdPuzzles/Google Forms for pre-assessment/questionnaire or survey about upcoming topic.

**Last day of the Cycle:**

- Students review/critique artwork.

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**Assessments:**

**Visual Arts Model Cornerstone Assessments:**

[High School: Proficient](#)

[High School: Accomplished](#)

[High School: Advanced](#)

**Formative Assessments:**

**Suggested:**

- Teacher created
- Observation
- Think-Pair-Share
- Exit Tickets
- Classwork utilizing individual skill
- Critiques: whole class/peer-to-peer
- Sketchbook

**Summative Assessments:**

**Suggested:**

- Rubrics
- [Rubric- Blank](#) - Based off the Rubric used in the Connecticut Arts and Standards Model District Documents

**Opportunities for Interdisciplinary Connections:**

Artists must connect all disciplines to be successful in our craft. When responding, creating and presenting art we are not just artistic, we are mathematicians, readers, historians, musicians and trades people.

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Artists must connect all disciplines to be successful in our craft. When responding, creating and presenting art we are not just artistic, we are mathematicians, readers, historians, musicians and trades people.

### **Connecticut Core Standards for Literacy in History/Social Studies, Science Technical Subjects**

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### **Connecticut Secondary Social Studies Standards: Social Studies Inquiry Arc**

- Connecting creative experiences with lived experiences through ourselves and others
- Learning historical context of the piece

### **Mathematical Practice Standards**

- Using perspective, measurements, and proportions.

### **Next Generation Science Standards**

Standards for students that are aligned to priority standards

<https://www.nextgenscience.org/search-standards>

### **International Society for Technology in Education (ISTE)**

Standards for students that are aligned to priority standards

<https://iste.org/standards/students>

### **CTE Competency Standards**

- Utilizing any projects that are able to link to the objects, tools, or techniques that coincide with the different trades that are taught in any of our schools.
  - Aerospace Manufacturing, Architecture, Automotive Technology, Automotive Collision, Repair and Refinishing, Bioscience and Environmental Technology, Biotechnology, Building and Civil Construction, Culinary Arts, Criminal Justice and Protective Services, Digital Media, Diesel and Heavy Duty Equipment Repair, Electrical, Graphic Design, Heating, Ventilation and Air Conditioning (HVAC), Health Technology, Hairdressing and Cosmetology, Information Technology, Landscape Design, Installation and Equipment, Masonry, Mechanical Design and Engineering Technology, Precision Machining Technology, Plumbing and Heating, Plumbing Heating and Cooling, Robotics and Automation, Tourism, Hospitality and Guest Services Management, Veterinary Science, Welding and Metal Fabrication.

### **Components of Social, Emotional, and Intellectual Habits**

- Develop logic and reasoning/Critical and analytic thinking
- Use evidence and critical thinking to support claims, make arguments and critique the

reasoning of others; explain own thinking and responds to others' thinking

- Develop logic and reasoning/Applying known information to new experiences
- Compare, contrast and evaluate experiences, tasks and events building on prior knowledge
- Develop logic and reasoning/Reasoning and problem solving
- Analyze attributes to classify, compare and contrast objects, events and experiences (similarities, differences and associations)
- Develop a positive attitude toward learning/Cooperation during learning experiences
- Listen, discuss, and negotiate ideas in order to discover new learning with peers

## 2-Dimensional Design Curriculum Unit 3

### Priority Standards Addressed in Unit 3

**VA:Cr1.1.1a**

Use multiple approaches to begin creative endeavors.

**VA:Cr2.2.1a**

Explain how traditional and nontraditional materials may impact human health and the environment and demonstrate safe handling of materials, tools, and equipment.

**VA:Cr3.1.1a**

Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on, and plan revisions for works of art and design in progress.

**VA:Pr4.1.1a**

Analyze, select, and curate artifacts and/or artworks for presentation and preservation.

**VA:Re.7.1.1a**

Hypothesize ways in which art influences perception and understanding of human experiences.

### Big Ideas:

- Creativity and innovative thinking are essential life skills that can be developed.
- Artists and designers balance experimentation and safety, freedom and responsibility while developing and creating artworks.
- People create and interact with objects, places, and designs that define, shape, enhance, and empower their lives.
- Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.
- People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art.

### Essential Questions:

- What conditions, attitudes, and behaviors support creativity and innovative thinking?
- How do artists and designers care for and maintain materials, tools, and equipment?
- How do artists and designers create works of art or design that effectively communicate?
- How does the presenting and sharing of objects, artifacts, and artworks influence and

shape ideas, beliefs, and experiences?

- What is the value of engaging in the process of art criticism?

### Learning Outcomes

| <b><i>Students will know:</i></b>   | <b><i>As evidenced by: (oral, written, or performance):</i></b>  |
|---|--|
| <p><b>VA:Cr1.1.1a</b></p> <ul style="list-style-type: none"> <li>● Creative approaches / strategies</li> <li>● Ideation / brainstorming</li> <li>● Design process</li> <li>● Concept / theme</li> <li>● Materials (cardboard, foam core, wire, clay, found objects, etc.)</li> <li>● Tools (cutting, scoring, joining, modeling tools)</li> <li>● Elements of art (form, line, shape, space, texture, color, value)</li> <li>● Principles of design (balance, proportion, scale, rhythm, emphasis, unity, variety)</li> <li>● Structure</li> <li>● Function</li> <li>● Spatial relationships</li> <li>● Prototype / maquette</li> <li>● Problem-solving</li> <li>● Artistic intent</li> </ul> | <p><b>VA:Cr1.1.1a</b></p> <ul style="list-style-type: none"> <li>● Explore multiple strategies to generate design ideas</li> <li>● Brainstorm and sketch varied concepts</li> <li>● Experiment with materials and construction methods</li> <li>● Build prototypes or maquettes</li> <li>● Investigate form, space, and structure</li> <li>● Apply elements of art and principles of design in early stages</li> <li>● Combine materials in innovative ways</li> <li>● Solve structural and design problems creatively</li> <li>● Reflect on initial explorations to select a direction</li> <li>● Communicate design intent through preliminary work</li> </ul> |
| <p><b>VA:Cr2.2.1a</b></p> <ul style="list-style-type: none"> <li>● Traditional drawing materials</li> <li>● Nontraditional materials</li> <li>● Human health</li> <li>● Environment</li> <li>● Safety procedures</li> <li>● Drawing tools</li> <li>● Equipment</li> </ul>   | <p><b>VA:Cr2.2.1a</b></p> <ul style="list-style-type: none"> <li>● Explain impacts of materials on health</li> <li>● Explain impacts of materials on the environment</li> <li>● Demonstrate safe handling of drawing materials</li> <li>● Use drawing tools safely</li> <li>● Follow safety procedures consistently</li> </ul>   |
| <p><b>VA:Cr3.1.1a</b></p> <ul style="list-style-type: none"> <li>● Criteria</li> <li>● Traditional cultural contexts</li> <li>● Contemporary cultural contexts</li> <li>● Works of art</li> <li>● Design</li> <li>● Revision</li> <li>● Reflection</li> <li>● Artistic process</li> </ul>   | <p><b>VA:Cr3.1.1a</b></p> <ul style="list-style-type: none"> <li>● Apply relevant criteria</li> <li>● Examine works in progress</li> <li>● Reflect on artistic choices</li> <li>● Plan revisions</li> <li>● Revise artwork based on criteria</li> </ul>  |

|  |   |
|--|---|
| <p><b>VA:Pr.4.1.1a</b></p> <ul style="list-style-type: none"> <li>● Artifact</li> <li>● Artwork</li> <li>● Curation / curatorial practice</li> <li>● Selection criteria</li> <li>● Presentation methods (layout, display, pedestals, lighting, labeling)</li> <li>● Preservation / conservation</li> <li>● Exhibition space (gallery, classroom, digital platform)</li> <li>● Theme / concept</li> <li>● Audience</li> <li>● Context (historical, cultural, personal)</li> <li>● Portfolio</li> <li>● Documentation (labels, artist statements)</li> <li>● Condition / quality</li> <li>● Materials / media</li> </ul> | <p><b>VA:Pr.4.1.1a</b></p> <ul style="list-style-type: none"> <li>● Analyze sculptures and artifacts for presentation suitability</li> <li>● Apply criteria to select works for display</li> <li>● Curate artworks around a theme or purpose</li> <li>● Organize and arrange works for visual coherence</li> <li>● Prepare artworks for preservation and safe handling</li> <li>● Design effective display layouts (physical or digital)</li> <li>● Write or prepare labels and artist statements</li> <li>● Justify curatorial choices using sculpture and visual arts vocabulary</li> <li>● Evaluate presentation effectiveness for an audience</li> <li>● Reflect on preservation methods and exhibition decisions</li> </ul>      |
| <p><b>VA:Re.7.1</b></p> <ul style="list-style-type: none"> <li>● Artwork</li> <li>● Human experiences</li> <li>● Perception</li> <li>● Interpretation</li> <li>● Emotion / mood</li> <li>● Cultural context</li> <li>● Historical context</li> <li>● Theme / concept</li> <li>● Symbolism</li> <li>● Visual elements (line, shape, color, form, texture, space, value)</li> <li>● Principles of design (balance, contrast, emphasis, rhythm, unity, variety, proportion)</li> <li>● Viewer perspective</li> <li>● Social commentary</li> </ul>   | <p><b>VA:Re.7.1</b></p> <ul style="list-style-type: none"> <li>● Hypothesize how artwork affects perception and understanding</li> <li>● Analyze visual elements and principles of design for meaning</li> <li>● Connect artistic choices to human experiences</li> <li>● Consider cultural and historical context in interpretation</li> <li>● Reflect on emotional and conceptual impact of artworks</li> <li>● Support hypotheses with visual evidence</li> <li>● Compare multiple works to evaluate different perspectives</li> <li>● Explain interpretations using appropriate art vocabulary</li> <li>● Assess how symbolism or theme communicates experience</li> <li>● Predict how viewers might respond to a work</li> </ul> |
| <p><b>Academic Vocabulary</b></p> <ul style="list-style-type: none"> <li>● Collage, assemblage, altered books, composition, picture plane</li> </ul> <p><b>Content Vocabulary</b></p> <ul style="list-style-type: none"> <li>● <b>Elements of Art:</b> Color, Form, Line, Shape, Space, Texture, Value</li> <li>● <b>Principles of Art:</b> Balance, Contrast, Emphasis, Movement, Pattern, Rhythm,</li> </ul>   |   |

## Unity/Variety

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##### Youtube

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- <https://www.youtube.com/watch?v=upxBGNcryRs>
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## **Components of Social, Emotional, and Intellectual Habits**

- Develop logic and reasoning/Critical and analytic thinking
- Use evidence and critical thinking to support claims, make arguments and critique the reasoning of others; explain own thinking and responds to others' thinking
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- Analyze attributes to classify, compare and contrast objects, events and experiences

(similarities, differences and associations)

- Develop a positive attitude toward learning/Cooperation during learning experiences
- Listen, discuss, and negotiate ideas in order to discover new learning with peers

## 2-Dimensional Design Curriculum Unit 4

### Priority Standards Addressed in Unit 4

#### **VA:Cr1.1.1a**

**Use multiple approaches to begin creative endeavors.**

#### **VA:Cr3.1.1a**

**Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on, and plan revisions for works of art and design in progress.**

#### **VA:Pr6.1.1a**

**Analyze and describe the impact that an exhibition or collection has on personal awareness of social, cultural, or political beliefs and understandings.**

#### **VA:Re.8.1.1a**

**Interpret an artwork or collection of works, supported by relevant and sufficient evidence found in the work and its various contexts.**

#### **Big Ideas:**

- Creativity and innovative thinking are essential life skills that can be developed.
- Artists and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time.
- People gain insights into meanings of artworks by engaging in the process of art criticism.
- Objects, artifacts, and artworks collected, preserved, or presented either by artists, museums, or other venues communicate meaning and a record of social, cultural, and political experiences resulting in the cultivating of appreciation and understanding.
- Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.

#### **Essential Questions:**

- What conditions, attitudes, and behaviors support creativity and innovative thinking?
- What role does persistence play in revising, refining, and developing work?
- How do objects, artifacts, and artworks collected, preserved, or presented, cultivate appreciation and understanding?
- How does knowing and using visual art vocabularies help us understand and interpret

works of art?

- How do people contribute to awareness and understanding of their lives and the lives of their communities through art-making?

### Learning Outcomes

#### *Students will know:*

#### *As evidenced by: (oral, written, or performance):*

#### **VA:Cr1.1.1a**

- Creative approaches / strategies
- Ideation / brainstorming
- Design process
- Concept / theme
- Materials (cardboard, foam core, wire, clay, found objects, etc.)
- Tools (cutting, scoring, joining, modeling tools)
- Elements of art (form, line, shape, space, texture, color, value)
- Principles of design (balance, proportion, scale, rhythm, emphasis, unity, variety)
- Structure
- Function
- Spatial relationships
- Prototype / maquette
- Problem-solving
- Artistic intent

#### **VA:Cr1.1.1a**

- Explore multiple strategies to generate design ideas
- Brainstorm and sketch varied concepts
- Experiment with materials and construction methods
- Build prototypes or maquettes
- Investigate form, space, and structure
- Apply elements of art and principles of design in early stages
- Combine materials in innovative ways
- Solve structural and design problems creatively
- Reflect on initial explorations to select a direction
- Communicate design intent through preliminary work

#### **VA:Cr3.1.1a**

- Criteria
- Traditional cultural contexts
- Contemporary cultural contexts
- Works of art
- Design
- Revision
- Reflection
- Artistic process

#### **VA:Cr3.1.1a**

- Apply relevant criteria
- Examine works in progress
- Reflect on artistic choices
- Plan revisions
- Revise artwork based on criteria

#### **VA:Pr6.1.1a**

- Exhibitions
- Art collections
- Personal awareness
- Social beliefs
- Cultural beliefs
- Political beliefs
- Meaning and interpretation of art

#### **VA:Pr6.1.1a**

- Analyze an exhibition or art collection
- Describe the impact of artwork on personal understanding
- Reflect on how art influences beliefs
- Interpret social, cultural, or political messages in art

**VA:Re8.1.IIa**

- Artwork / 3-D design work
- Collection of works
- Contextual information (historical, cultural, social, personal)
- Artistic intent
- Theme / concept
- Style / genre
- Materials and techniques
- Elements of art (line, shape, form, space, texture, color, value)
- Principles of design (balance, proportion, rhythm, unity, variety, emphasis)
- Audience / viewer perspective
- Symbolism / meaning
- Interpretation
- Critique / analysis

**VA:Re8.1.IIa**

- Identify relevant contextual information for an artwork or collection
- Analyze how context informs meaning and interpretation
- Construct interpretations of artworks using historical, cultural, and social data
- Connect artistic choices to personal, cultural, or historical context
- Compare works to contextual models or references
- Reflect on how context influences viewer perception
- Support interpretations with evidence from contextual research
- Explain relationships between form, materials, and context
- Apply critical thinking to evaluate the impact of context on meaning
- Communicate interpretations using appropriate 3-D design and art vocabulary

**Academic Vocabulary**

- Content, composition, theme, connection

**Content Vocabulary**

- **Elements of Art:** Color, Form, Line, Shape, Space, Texture, Value
- **Principles of Art:** Balance, Contrast, Emphasis, Movement, Pattern, Rhythm, Unity/Variety

**Resources:****Museum Websites:**

- The Wadsworth Atheneum: <https://www.thewadsworth.org/>
- Museum of Modern Art: [www.moma.org](http://www.moma.org)
- The Metropolitan Museum: [www.metmuseum.org](http://www.metmuseum.org)
- The Guggenheim: [www.guggenheim.org](http://www.guggenheim.org)
- Hirshorn Museum: <http://www.si.edu.organiza/museum/hirsh/start.htm>
- Art Institute of Chicago: <http://www.artic.edu>
- The Louvre: <http://www.paris.org.:80/musees/Louvre>
- Whitney Museum: <http://bounty.echonyc.com/~whitney>
- The San Francisco Museum of Modern Art: [http://www.sfmoma.org/education/edu\\_online.htm](http://www.sfmoma.org/education/edu_online.htm)
- The Aldrich Contemporary Art Museum (Ridgefield CT) <http://www.aldrichart.org/>
- International Sculpture Center <http://www.sculpture.org>
- Boston Sculptors Gallery <http://www.bostonsculptors.com>
- Tate Modern <http://www.tate.org>
- The J. Paul Getty Museum <http://www.getty.edu>

- International Sculpture Center <http://www.sculpture.org>
- National Gallery of Art <http://www.nga.gov/>
- Public Broadcasting Service <http://www.pbs.org>
- Craft in America <http://www.craftinamerica.org>
- Henry Moore <http://www.henrry-moore.org>
- Andy Goldsworthy Digital Catalogue <http://www.goldsworthy.cc.gla.ac.uk/>
- The Orange Show <http://www.orangeshow.org/>

## Art History Resources: Sculpture specific

### KHAN Academy

- <https://www.khanacademy.org/humanities/renaissance-reformation/high-ren-florence-rome/michelangelo/v/michelangelo-piet-1498-1500>
- <https://www.khanacademy.org/humanities/art-1010/post-war-european-art/postwar-art-in-britain/v/barbara-hepworth>
- <https://www.khanacademy.org/humanities/ap-art-history/start-here-apah/why-art-matters-apah/v/describing-sculpture-henry-moore>

### Youtube

- <https://www.youtube.com/watch?v=BYIW8XC0MII>
- <https://www.youtube.com/watch?v=upxBGNcryRs>
- <https://www.youtube.com/watch?v=ym83Cvi3wQ>
- <https://www.youtube.com/watch?v=r-F4iyv-dS0>

### Technology:

- **Actively Learn:**
  - <https://read.activelylearn.com/#/teacher/catalog> (Access through ClassLink)
- **SORA**
  - <https://soraapp.com/library/ctecsct> (Access through ClassLink)

### Skill Practice:

**Ideas for student reflection on their learning** (\*these suggestions can be used throughout all 4 units)-

- <https://www.responsiveclassroom.org/stop-and-think-teaching-students-to-reflect/>
- <https://www.edutopia.org/article/simple-strategy-encourage-student-reflection-and-improvement/>
- <https://thinkingpathwayz.weebly.com/blog/strategies-to-support-student-self-reflection>

### Cross Cycle Tasks:

#### Suggestions:

- Use EdPuzzles/Google Forms for pre-assessment/questionnaire or survey about upcoming topic.

### Last day of the Cycle:

- Students review/critique artwork.

**First day of the New Cycle:**

- Review of previous work

**Assessments:****Visual Arts Model Cornerstone Assessments:**

[High School: Proficient](#)

[High School: Accomplished](#)

[High School: Advanced](#)

**Formative Assessments:****Suggested:**

- Teacher created
- Observation
- Think-Pair-Share
- Exit Tickets
- Classwork utilizing individual skill
- Critiques: whole class/peer-to-peer
- Sketchbook

**Summative Assessments:****Suggested:**

- Rubrics
- [Rubric- Blank](#) - Based off the Rubric used in the Connecticut Arts and Standards Model District Documents

**Opportunities for Interdisciplinary Connections:**

Artists must connect all disciplines to be successful in our craft. When responding, creating and presenting art we are not just artistic, we are mathematicians, readers, historians, musicians and trades people.

**Connecticut Core Standards for Literacy in History/Social Studies, Science Technical Subjects**

[https://learning.ccsso.org/wp-content/uploads/2022/11/ELA\\_Standards1.pdf](https://learning.ccsso.org/wp-content/uploads/2022/11/ELA_Standards1.pdf)

**Connecticut Secondary Social Studies Standards: Social Studies Inquiry Arc**

- Connecting creative experiences with lived experiences through ourselves and others
- Learning historical context of the piece

**Mathematical Practice Standards**

- Using perspective, measurements, and proportions.

**Next Generation Science Standards**

Standards for students that are aligned to priority standards

<https://www.nextgenscience.org/search-standards>

## **International Society for Technology in Education (ISTE)**

Standards for students that are aligned to priority standards

<https://iste.org/standards/students>

### **CTE Competency Standards**

- Utilizing any projects that are able to link to the objects, tools, or techniques that coincide with the different trades that are taught in any of our schools.
  - Aerospace Manufacturing, Architecture, Automotive Technology, Automotive Collision, Repair and Refinishing, Bioscience and Environmental Technology, Biotechnology, Building and Civil Construction, Culinary Arts, Criminal Justice and Protective Services, Digital Media, Diesel and Heavy-Duty Equipment Repair, Electrical, Graphic Design, Heating, Ventilation and Air Conditioning (HVAC), Health Technology, Hairdressing and Cosmetology, Information Technology, Landscape Design, Installation and Equipment, Masonry, Mechanical Design and Engineering Technology, Precision Machining Technology, Plumbing and Heating, Plumbing Heating and Cooling, Robotics and Automation, Tourism, Hospitality and Guest Services Management, Veterinary Science, Welding and Metal Fabrication.

### **Components of Social, Emotional, and Intellectual Habits**

- Develop logic and reasoning/Critical and analytic thinking
- Use evidence and critical thinking to support claims, make arguments and critique the reasoning of others; explain own thinking and responds to others' thinking
- Develop logic and reasoning/Applying known information to new experiences
- Compare, contrast and evaluate experiences, tasks and events building on prior knowledge
- Develop logic and reasoning/Reasoning and problem solving
- Analyze attributes to classify, compare and contrast objects, events and experiences (similarities, differences and associations)
- Develop a positive attitude toward learning/Cooperation during learning experiences
- Listen, discuss, and negotiate ideas in order to discover new learning with peers