

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

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

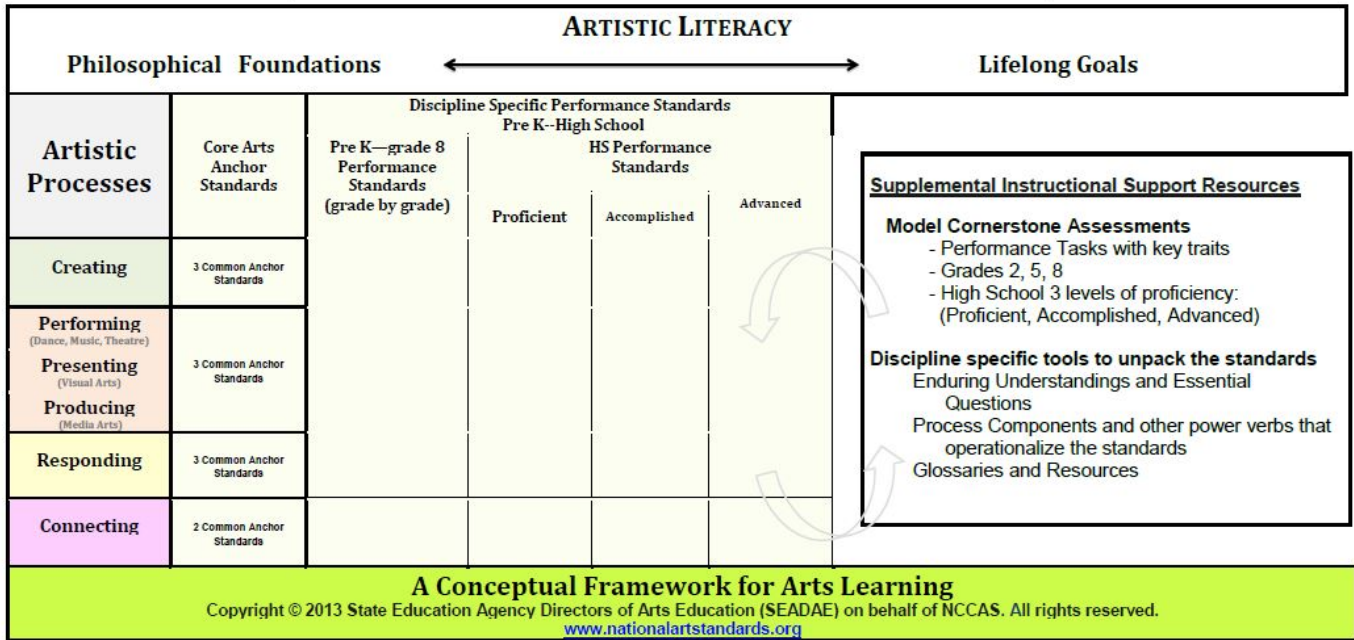
- [CT Arts Standards/National Visual Arts Standards](#)



National Core Arts Standards

DANCE MEDIA ARTS MUSIC THEATRE VISUAL ARTS

Feb. 12, 2014



Advanced Art Curriculum Prioritized Standards by Unit

	Unit 1	Unit 2	Unit 3	Unit 4
Unit Priority Standards	VA:Cr1.1.IIIa VA:Cr1.2.IIIa VA:Cr2.2.IIIa VA:Cr2.3.IIIa	VARe. 7.1 IIIa VA:Re 7.2. IIIa VA:Re. 8.1.IIIa VA:Re.9.1.IIIa	VA: Cn10.1 VA: Cn11.1	VA: Pr4.IIIa VA: Pr5. III VA: Pr6.IIIa

Advanced Art Curriculum Unit 1

Priority Standards Addressed in Unit 1

VA:Cr1.1.IIIa

Visualize and hypothesize to generate plans for ideas and directions for creating art and design that can affect social change.

VA:Cr1.2.IIIa

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

VA:Cr2.2.IIIa

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

VA:Cr2.3.IIIa

Demonstrate in works of art or design how visual and material culture defines, shapes, enhances, inhibits, and/or empowers people's lives.

Big Ideas:

- Artists use imagination, research, and planning to create artwork that can influence society.
- Artists make intentional decisions about **materials, techniques, and conventions** to develop a body of work.
- Artists must balance **creative freedom with responsibility** when creating and sharing images.
- Visual and material culture influences how people think, live, and understand the world.

Essential Questions:

- How do artists generate original ideas from observation, research, and personal experience?
- How can experimentation lead to unexpected artistic discoveries?
- How do cultural, social, or historical contexts influence artistic ideas?
- What makes an idea meaningful or worth developing into an artwork?

Learning Outcomes

<i>Students will know:</i>	<i>As evidenced by: (oral, written, or performance):</i>
<p>VA:Cr1.1.IIIa</p> <ul style="list-style-type: none"> ● Visualization ● Hypothesis/speculation ● Creative ideas ● Artistic plans ● Directions for art and design ● Art and design processes ● Social change ● Impact of art on society 	<p>VA:Cr1.1. IIIa</p> <ul style="list-style-type: none"> ● How to visualize and brainstorm ideas for artistic projects. ● How to make hypotheses about the impact their art or design could have on social issues. ● How to plan and organize artistic ideas to communicate messages that can inspire social change. ● That art and design can influence communities and public perspectives.

<p>VA:Cr2.1.1a</p> <ul style="list-style-type: none"> ● Social voice ● Decision-making ● Ethics ● Culture ● Identity 	<p>VA:Cr2.1.1a</p> <ul style="list-style-type: none"> ● Art as social voice ● Creative decision-making and experimentation ● Ethics and responsibility in image-making ● Art's role in shaping culture and identity
<p>VA:CR2.2IIIa.</p> <ul style="list-style-type: none"> ● Digital Citizenship ● Safety in Art ● Copy right ● Ethics in Art 	<p>VA:Cr2.2IIIa</p> <ul style="list-style-type: none"> ● Use art tools and materials safely. ● Think about the impact of images on others ● Respect copyright and cultural imagery ● Share artwork responsibly in physical and digital spaces ● Balance artistic freedom with ethical responsibility.
<p>VA: Cr2.3IIIa</p> <ul style="list-style-type: none"> ● Imagery in culture ● Socially motivated Art education ● Influences ● Visual Culture 	<p>VA:Cr2.3.IIIa</p> <ul style="list-style-type: none"> ● Understand how images and objects affect society and culture. ● Explore how art can support or challenge social ideas. ● Create artwork that shows cultural influences. ● Show how visual culture impacts people's lives.
<p>Academic Vocabulary</p> <ul style="list-style-type: none"> ● Space, depth, form, content, composition, plane, tone, cast shadow, reflected light, highlight, foreground, middle ground, background, horizon line, hatching, cross-hatching, stippling, blending, clay, plaster, slip, score, blend, subtraction, manipulation, addition, substitution, relief, casting, assemblage, construction, fabrication, armature, plaster, ceramic, and paper mâché, mold, angle, Identity and Voice, line quality, expressive line, directional/constructive line, value scale, gradation, Creative Process, render, visual communication, readability, drawing pencils(4H-8B), charcoal, blending stump/tortillon, tooth, paperweight, chiaroscuro, Shape- organic and geometric, space- positive and negative, Linear/Point perspective, one-point, two-point, three-point (bird/worm), Collage, assemblage, altered books, composition, picture plane, Primary, Secondary, Tertiary, Complementary, Analogous, Monochromatic, Tints, Shades, Acrylic, Tempera, Watercolor, Canvas, Paint Brushes, Palettes <p>Content Vocabulary</p> <ul style="list-style-type: none"> ● Elements of Art: Color, Form, Line, Shape, Space, Texture, Value ● Principles of Art: Balance, Contrast, Emphasis, Movement, Pattern, Rhythm, Unity/Variety 	
<p>Resources:</p> <p>Museum Websites:</p>	

- The Wadsworth Atheneum: <https://www.thewadsworth.org/>
- Museum of Modern Art: www.moma.org
- The Metropolitan Museum: www.metmuseum.org
- The Guggenheim: www.guggenheim.org
- The Getty Museum: www.artsednet.getty.edu
- 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
- The Aldrich Contemporary Art Museum (Ridgefield CT) <http://www.aldrichart.org/>

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.
- Have students begin reading a brief connected text at the end of the academic and finish during trade cycle.
- Use Google Forms for a questionnaire or survey about upcoming topic.
- Brief writing task related to end of cycle lesson or as a discussion piece for upcoming lesson.
- Student question development about upcoming topic. Provide question starters: *Classroom Question Stems* by Cormier; *DOK*; *Bloom's Taxonomy*.
- Quizlet Study Sets activity.

Last day of the Cycle:

- Students review/critique artwork.
- Students meet in small groups to read and discuss text they will create posts for:
 - Week 1: post 2 reflections and respond to 2 reflections
 - Week 2: post 2 questions or wonderings

First day of the New Cycle:

- Review of previous work
- Students meet in small groups to discuss reflection, response, and question posts (approx. 15 minutes)

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
- Critiques: whole class/peer-to-peer
- Sketchbook

[Sketchbook Rubric](#)

- Formative use of the Creative Process
- Formative media exploration
- Formative Elements of Art and Principles of Design

[Studio Habits of Mind Rubric](#)

- Formative observation of Student Identity and Voice

Summative Assessments:

Suggested:

- Rubrics
- **Rubric- Blank - Based off the Rubric used in the Connecticut Arts and Standards Model District Documents:**

[Unit Project Rubric Self-assessment](#)

- Students will use the Creative Process to render a painting that demonstrates their understanding of color theory and their ability to manipulate color. Inherent in their work is their use of critical thinking skills to effectively communicate an idea and/or emotion.

[Painting Unit Project Reflection](#)

- Students will participate in a reflective exercise to articulate artistic intention and

demonstrate an understanding of artistic concepts.

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

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

Priority Standards Addressed in Unit 2

VA:Re.7.1.IIIa.

Analyze how responses to art develop over time based on knowledge of and experience with art and life.

VA:Re.7.2.IIIa

Determine the commonalities within a group of artists or visual images attributed to a particular type of art, timeframe, or culture.

VA:Re8.1.IIIa

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

VA:Re9.1.IIIa

Construct evaluations of a work of art or a collection of works based on differing sets of criteria.

Big Ideas:

- Understanding of art evolves with experience
- Art reflects shared styles, cultures, and historical contexts
- Art can have multiple interpretations supported by evidence
- Art can be evaluated using different criteria and perspectives.

Essential Questions:

- How do our experiences and knowledge change the way we understand art?
- How does art reflect the culture and time period in which it was created?
- Why can people interpret the same artwork in different ways?
- What criteria can be used to evaluate a work of art?

Learning Outcomes

Students will know:

VA: Re.7.1. IIIa

- Art history
- Interpretation
- Processes
- Reflective practices
- Connections

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

VA: Re.7.1. IIIa

- Responses to art can **change over time**.
- Personal experiences, culture, and background **affect how we interpret art**.
- Understanding art is a **process, not fixed**.
- We can **reflect on our own changing responses**.
- Art helps us **connect ideas to life experiences**

<p>VA: Re.7.2. IIIa</p> <ul style="list-style-type: none"> ● Interpretation ● Analysis ● Evaluation ● Comparison ● Connections ● Evidence ● Styles/themes ● Influences 	<p>VA: Re.7.2. IIIa</p> <ul style="list-style-type: none"> ● Notice similar styles or themes in artworks. ● See how art reflects its culture or time period. ● Compare artworks to find what they have in common. ● Understand how artists influence each other.
<p>VA: Re.8.1. II</p> <ul style="list-style-type: none"> ● Evidence in Art ● Judgement ● Interpretations 	<p>VA: Re.8.1. IIIa</p> <ul style="list-style-type: none"> ● Art can be understood in different ways ● I can compare different interpretations ● I can use evidence from the artwork to support my ideas ● I can explain and defend my analysis.
<p>VA: Re.9.1. IIIa</p> <ul style="list-style-type: none"> ● Evaluate ● Analyze ● Compare ● Support ● Criteria 	<p>VA: Re.9.1. IIIa</p> <ul style="list-style-type: none"> ● Art can be evaluated in different ways. ● I can analyze and judge artworks. ● I can compare works using criteria. ● I can support my opinions with evidence.

Academic Vocabulary

Art Criticism & Analysis Terms

- Analyze
- Interpret
- Evaluate
- Compare
- Contrast
- Context
- Perspective
- Theme
- Style
- Genre
- Medium / Media
- Technique
- Motif
- Symbolism
- Iconography
- Cultural context
- Historical context
- Influence
- Critique
- Evidence

Descriptive & Evaluative Words

- Abstract / Realistic
- Expressive / Emotional
- Innovative / Original
- Traditional / Contemporary
- Figurative / Conceptual
- Dynamic / Static
- Balanced / Unbalanced
- Cohesive / Fragmented
- Bold / Subtle

Content Vocabulary

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- The Guggenheim: www.guggenheim.org
- The Getty Museum: www.artsednet.getty.edu
- 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
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Technology:

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<https://thinkingpathwayz.weebly.com/blog/strategies-to-support-student-self->

reflection

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International Society for Technology in Education (ISTE)

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

CTE Competency Standards

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 - 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
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Advanced Art Curriculum Unit 3

Priority Standards Addressed in Unit 3

VA: CN10.1Ila. Synthesize knowledge of social, cultural, historical, and personal life with art-making approaches to create meaningful works of art or design.

VA: Cn11.1Illa. Appraise the impact of an artist or a group of artists on the beliefs, values, and behaviors of a society.

Big Ideas:

- Art **reflects personal, cultural, and historical experiences.**
- Artists **communicate meaning through their work.**
- Art can **influence society’s beliefs, values, and behaviors.**
- Understanding an artist’s impact helps us **see the social importance of art.**

Essential Questions:

- How does art reflect personal, cultural, and historical experiences?
- In what ways do artists communicate meaning through their work?
- How can art influence society’s beliefs, values, and behaviors?
- Why is it important to understand an artist’s impact on culture and society?

Learning Outcomes

<i>Students will know:</i>	<i>As evidenced by: (oral, written, or performance):</i>
VA: Cn10.1 <ul style="list-style-type: none"> ● Life ● Culture ● History ● Combine ● Create ● Connect 	VA: Cn10.1 <ul style="list-style-type: none"> ● Use life, culture, and history in art. ● Combine ideas and art-making techniques. ● Create meaningful artwork. ● Connect your experiences to your art.
VA:Cn11. <ul style="list-style-type: none"> ● Influence ● Beliefs ● Impact ● Explore ● Culture 	VA:Cn11.1 <ul style="list-style-type: none"> ● Examine how an artist or group of artists influences society. ● Understand how art shapes beliefs, values, and behaviors. ● See the social impact of an artist’s work. ● Explore how art reflects and changes culture.

Academic Vocabulary

- Synthesis / Integration
- Influence / Impact
- Appraise / Evaluate

- Interpretation
- Significance
- Theme
- Message
- Connection
- Communication
- Representation
- Personal experience
- Social issues
- Historical events
- Cultural symbols
- Meaningful artwork
- Social change
- Artist's role

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
- The Metropolitan Museum: www.metmuseum.org
- The Guggenheim: www.guggenheim.org
- The Getty Museum: www.artsednet.getty.edu
- 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
- The Aldrich Contemporary Art Museum (Ridgefield CT) <http://www.aldrichart.org/>

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.
- Have students begin reading a brief connected text at the end of the academic and finish during trade cycle.
- Use Google Forms for a questionnaire or survey about upcoming topic.
- Brief writing task related to end of cycle lesson or as a discussion piece for upcoming lesson.
- Student question development about upcoming topic. Provide question starters: *Classroom Question Stems* by Cormier; *DOK*; *Bloom's Taxonomy*.
- Quizlet Study Sets activity.

Last day of the Cycle:

- Students review/critique artwork.
- Students meet in small groups to read and discuss text they will create posts for:
 - Week 1: post 2 reflections and respond to 2 reflections
 - Week 2: post 2 questions or wonderings

First day of the New Cycle:

- Review of previous work
- Students meet in small groups to discuss reflection, response, and question posts (approx. 15 minutes)

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
- Critiques: whole class/peer-to-peer
- Sketchbook

Sketchbook Rubric

- Formative use of the Creative Process
- Formative media exploration
- Formative Elements of Art and Principles of Design

Studio Habits of Mind Rubric

- Formative observation of Student Identity and Voice

Summative Assessments:

Suggested:

- Rubrics
- **Rubric- Blank - Based off the Rubric used in the Connecticut Arts and Standards Model District Documents:**

Unit Project Rubric Self-assessment

- Students will use the Creative Process to render a painting that demonstrates their understanding of color theory and their ability to manipulate color. Inherent in their work is their use of critical thinking skills to effectively communicate an idea and/or emotion.

Painting Unit Project Reflection

- Students will participate in a reflective exercise to articulate artistic intention and demonstrate an understanding of artistic concepts.

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

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>

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Advanced Art Curriculum Unit 4

Priority Standards Addressed in Unit 4	
<p>VA:Pr4.1.IIIa Critique, justify, and present choices in the process of analyzing, selecting, curating, and presenting artwork for a specific exhibit or event.</p> <p>VA:Pr5.1.IIIa Investigate, compare, and contrast methods for preserving and protecting art.</p> <p>VA:Pr6.1.IIIa Curate a collection of objects, artifacts, or artwork to impact the viewer’s understanding of social, cultural, and/or political experiences.</p>	
<p>Big Ideas:</p> <ul style="list-style-type: none"> ● Presenting art requires intentional choices and justification. ● Art must be preserved and protected to maintain its meaning. ● Curating art helps communicate ideas about society, culture, and politics. ● The way art is displayed affects how viewers interpret it. 	
<p>Essential Questions:</p> <ul style="list-style-type: none"> ● How do intentional choices affect the way art is presented? ● Why is it important to preserve and protect artwork? ● How can curating art communicate ideas about society, culture, or politics? ● In what ways does the display of artwork influence how viewers understand it? 	
Learning Outcomes	
<i>Students will know:</i>	<i>As evidenced by: (oral, written, or performance):</i>
<p>VA: Pr4.1.IIIa</p> <ul style="list-style-type: none"> ● Analyze ● Justify ● Select ● Organize ● Communicate 	<p>VA: Pr4.1.IIIa</p> <ul style="list-style-type: none"> ● Analyze and evaluate artworks for presentation. ● Explain and justify artistic and curatorial choices. ● Select and organize artwork for an exhibit or event. ● Understand how presentation affects viewers’ understanding. ● Communicate ideas through the arrangement and display of art.
<p>VA: Pr5.1.IIIa</p> <ul style="list-style-type: none"> ● Care ● Materials ● Techniques ● Environment 	<p>VA:Pr5.1.IIIa</p> <ul style="list-style-type: none"> ● Art needs care to last over time. ● Materials and techniques affect how art is preserved. ● Environmental conditions can

<ul style="list-style-type: none"> ● Preservation ● Maintenance 	<p>damage artwork.</p> <ul style="list-style-type: none"> ● Preservation keeps art meaningful for the future. ● Professionals use methods to protect and maintain art.
<p>VA:Pr6.1.IIIa</p> <ul style="list-style-type: none"> ● Selection ● Communication ● Display ● Messaging ● Curation 	<p>VA:Pr6.1.IIIa</p> <ul style="list-style-type: none"> ● I can choose and arrange artwork to communicate ideas. ● I understand that how art is displayed affects viewers' understanding. ● Art can show social, cultural, or political messages. ● Curation is intentional and creative.
<p>Academic Vocabulary</p> <ul style="list-style-type: none"> ● Artwork / Piece / Object ● Artist ● Curate / Curation ● Exhibit / Display / Installation ● Arrangement / Layout ● Selection / Choice ● Presentation / Showcase ● Audience / Viewer ● Message / Meaning ● Interpretation <p>Content Vocabulary</p> <ul style="list-style-type: none"> ● Elements of Art: Color, Form, Line, Shape, Space, Texture, Value ● Principles of Art: Balance, Contrast, Emphasis, Movement, Pattern, Rhythm, Unity/Variety 	
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