

Drawing 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

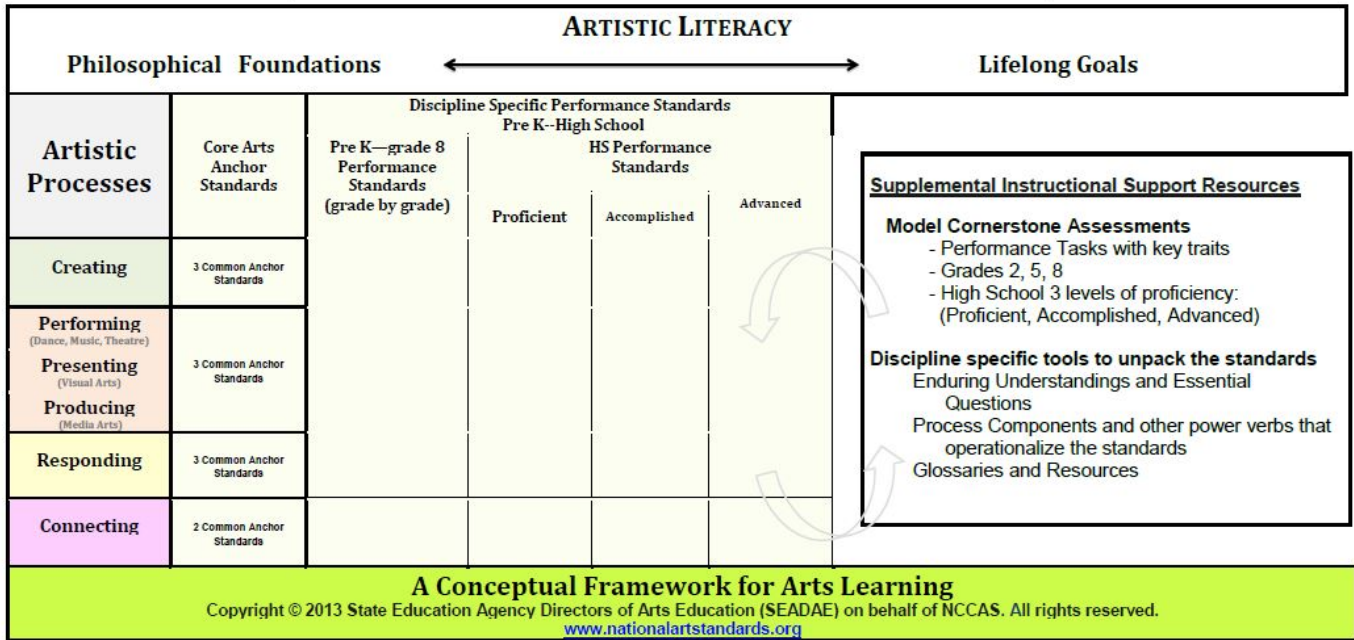
- [CT Arts Standards/National Visual Arts Standards](#)



National Core Arts Standards

DANCE MEDIA ARTS MUSIC THEATRE VISUAL ARTS

Feb. 12, 2014



Drawing Curriculum Prioritized Standards by Unit

	Unit 1	Unit 2	Unit 3	Unit 4
Unit Priority Standards	VA:Cr1.1.1a VA:Pr4.1.1a VA:Re7.1.1a	VA:Cr3.1.1a VA:Pr6.1.1a VA:Re7.1.1a VA:Re9.1.1a	VA:Cr1.2.1a VA:Pr6.1.1a VA:Re7.2.1a	VA:Cr3.1.11a VA:Pr5.1.1a VA:Re8.1.1a

Drawing Curriculum Unit 1

Priority Standards Addressed in Unit 1

VA:Cr1.1.1a

Use multiple approaches to begin creative endeavors.

VA:Pr4.1.1a

Analyze, select, and critique personal artwork for a collection or portfolio presentation.

VA:Re.7.1.1a

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

Big Ideas:

- Successful use of the Creative Process is essential when creating an original work of art.
- Understanding the role of drawing throughout history enhances the artistic connection and intentions for the creation of drawings.
- Successful drawings communicate ideas, personal meaning and intentions.
- Effective use of line and value enhances visual communication.
- Effective manipulation of the Elements of Art and Principles of Design enhance visual communication.

Essential Questions:

- How can I utilize the Creative Process to create a successful drawing?
- How can I use line and value to effectively enhance visual communication?
- How can I infer historical and cultural information to enhance the context of my drawing?
- How can I communicate my ideas, personal meaning and intentions through drawing?
- How can I manipulate the Elements of Art and Principles of Design to enhance visual communication?

Learning Outcomes

<i>Students will know:</i>	<i>As evidenced by: (oral, written, or performance):</i>
<p>VA:Cr1.1.1a</p> <ul style="list-style-type: none"> ● Creative approaches / strategies ● Ideation / brainstorming ● Design process ● Concept / theme 	<p>VA:Cr1.1.1a</p> <ul style="list-style-type: none"> ● Explore multiple strategies to generate design ideas ● Brainstorm and sketch varied concepts ● Investigate form, space, and structure

<ul style="list-style-type: none"> ● Elements of art (form, line, shape, space, texture, color, value) ● Principles of design (balance, proportion, scale, rhythm, emphasis, unity, variety) ● Spatial relationships ● Problem-solving ● Artistic intent 	<ul style="list-style-type: none"> ● Apply elements of art and principles of design in early stages ● Reflect on initial explorations to select a direction ● Communicate design intent through preliminary work
<p>VA:Pr4.1.IIa</p> <ul style="list-style-type: none"> ● Personal artwork ● Artwork quality ● Portfolio ● Collection of artworks ● Selection criteria ● Strengths and weaknesses ● Artistic growth ● Presentation choices 	<p>VA:Pr4.1.IIa</p> <ul style="list-style-type: none"> ● Analyze their own artwork ● Evaluate strengths and weaknesses ● Select artworks for a portfolio or collection ● Critique personal artwork ● Justify choices for inclusion ● Organize artworks for presentation ● Refine selections based on reflection
<p>VA:Re.7.1</p> <ul style="list-style-type: none"> ● Artwork ● Human experiences ● 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 	<p>VA:Re.7.1</p> <ul style="list-style-type: none"> ● Hypothesize how artwork affects perception and understanding ● 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
<p>Academic Vocabulary</p> <ul style="list-style-type: none"> ● Elements of Art (line, shape, form, value, color, space, texture), Principles of Design (balance, unity, variety, movement, rhythm, emphasis, proportion, pattern), composition, 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 <p>Content Vocabulary</p>	

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

Resources:

Anchor Texts and Resources:

Hobbs, Salome, Vieth (2010). *The Visual Experience*. Davis. Worcester: MA

The Art of Education:

Flex Curriculum: Drawing- Line & Value

https://app.theartofeducation.edu/flex/lesson-plans?page=1&sort_by=relevance&page_size=48&search=drawing

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:

[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:**[Drawing Unit Project Rubric Self-assessment](#)**

- Students will use the Creative Process to plan and render an original drawing combining line and value. Inherent in their work is their use of critical thinking skills to effectively communicate ideas, personal meaning, and intentions.

[Drawing 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: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.7.1.1a

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

VA:Re9.1.1a

Establish relevant criteria in order to evaluate a work of art or collection of works.

Big Ideas:

- Successful use of the Creative Process is essential when creating an original work of art.
- Understanding the role of drawing throughout history enhances the artistic connection and intentions for the creation of drawings.
- Successful drawings communicate ideas, personal meaning and intentions.
- Effective use of shape and space (positive/negative) enhances visual communication.
- Effective manipulation of the Elements of Art and Principles of Design enhance visual communication.

Essential Questions:

- How can I utilize the Creative Process to create a successful drawing?
- How can I infer historical and cultural information to enhance the context of my drawing?
- How can I communicate my ideas, personal meaning and intentions through shape and space?
- How can I use shape and space to effectively enhance visual communication?
- How can I manipulate the Elements of Art and Principles of Design to enhance visual communication?

Learning Outcomes

Students will know:

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

<p>VA:Cr3.1.1a</p> <ul style="list-style-type: none"> ● Evaluation criteria (aesthetic, technical, cultural) ● Traditional cultural contexts ● Contemporary cultural contexts ● Artistic intent ● Work in progress ● Reflection ● Revision plan ● Elements of art (line, shape, form, color, value, texture, space) ● Principles of design (balance, contrast, emphasis, rhythm, unity, proportion, variety) ● Technique / craftsmanship ● Composition ● Feedback / critique 	<p>VA:Cr3.1.1a</p> <ul style="list-style-type: none"> ● Apply evaluation criteria from traditional and contemporary contexts ● Examine works in progress critically ● Reflect on artistic intent and effectiveness ● Analyze composition, technique, and visual elements ● Compare work to cultural models or exemplars ● Identify strengths and areas for improvement ● Develop a revision plan based on reflection ● Implement changes to improve craftsmanship or meaning ● Incorporate feedback into revisions ● Explain how revisions strengthen cultural, conceptual, or technical qualities
<p>VA:Pr.6.1.1a</p> <ul style="list-style-type: none"> ● Exhibition ● Art collection ● Artwork ● Audience perspective ● Social beliefs ● Cultural beliefs ● Political beliefs ● Personal awareness ● Interpretation ● Meaning in art 	<p>VA:Pr.6.1.1a</p> <ul style="list-style-type: none"> ● Analyze an exhibition or art collection ● Interpret meaning in artworks ● Describe the impact of art on personal awareness ● Reflect on social, cultural, or political ideas ● Connect artworks to beliefs and understandings ● Explain how art influences perspectives
<p>VA:Re.7.1</p> <ul style="list-style-type: none"> ● Artwork ● Human experiences ● 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 	<p>VA:Re.7.1</p> <ul style="list-style-type: none"> ● Hypothesize how artwork affects perception and understanding ● 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

<ul style="list-style-type: none"> ● Social commentary 	<p>appropriate art vocabulary</p> <ul style="list-style-type: none"> ● Assess how symbolism or theme communicates experience ● Predict how viewers might respond to a work
<p>VA:Re9.1.1a</p> <ul style="list-style-type: none"> ● Evaluation criteria ● Work of art ● Art collection ● Artistic qualities ● Art elements and principles ● Purpose of artwork ● Meaning or message ● Evidence in artwork 	<p>VA:Re9.1.1a</p> <ul style="list-style-type: none"> ● Establish criteria for evaluating art ● Identify qualities in an artwork or collection ● Apply criteria to judge artwork ● Evaluate a work of art or collection ● Support evaluations with visual evidence ● Explain judgments about artwork
<p>Academic Vocabulary</p> <ul style="list-style-type: none"> ● Elements of Art: Color, Form, Line, Shape, Space, Texture, Value ● Principles of Design: Balance, Contrast, Emphasis, Movement, Pattern, Rhythm, Unity/Variety ● Shape- organic and geometric ● Space- positive and negative <p>Content Vocabulary</p> <ul style="list-style-type: none"> ● composition, Identity and Voice, line quality, expressive line, directional/constructive line, value scale, gradation, Creative Process, render, modeling, visual communication, readability, drawing pencils(4H-8B), charcoal, blending stump/tortillon, tooth, paperweight 	
<p>Resources:</p> <p>Museum Websites:</p> <ul style="list-style-type: none"> ● 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 ● 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/ ● 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:**[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:**Drawing Unit [Project Rubric Self-assessment](#)

- Students will use the Creative Process to create an original composition demonstrating their ability to manipulate shape and space. Inherent in their work is using critical thinking skills to effectively communicate an idea and/or emotion.

Drawing Unit Project [Reflection](#) (Modify)

- 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

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Components of Social, Emotional, and Intellectual Habits

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Drawing Curriculum Unit 3

Priority Standards Addressed in Unit 3

VA:Cr1.2.1a

Shape an artistic investigation of an aspect of present day life using a contemporary practice of art or design.

VA:Pr6.1.11a

Make, explain, and justify connections between artists or artwork and social, cultural, and political history.

VA:Re.7.2.1a

Analyze how one’s understanding of the world is affected by experiencing visual imagery.

Big Ideas:

- Successful use of the Creative Process is essential when creating an original work of art.
- Understanding the role of drawing throughout history enhances the artistic connection and intentions for the creation of drawings
- Successful designs can render ideas, personal meaning, and intentions accurately
- Effective use of linear perspective enhances visual communication.
- Effective manipulation of the Elements of Art and Principles of Design enhances visual communication.

Essential Questions:

- How can I utilize the Creative Process to create a successful drawing?
- How can I infer historical and cultural information to enhance the context of my drawing?
- How can I communicate my ideas, personal meaning and intentions through linear perspective?
- How can I use one and two-point perspective to effectively enhance studies/sketches/plans?
- How can I manipulate linear perspective to enhance visual communication?

Learning Outcomes

<i>Students will know:</i>	<i>As evidenced by: (oral, written, or performance):</i>
<p>VA:Cr1.2.1a</p> <ul style="list-style-type: none"> ● Present-day life ● Contemporary art practices 	<p>VA:Cr1.2.1a</p> <ul style="list-style-type: none"> ● Identify aspects of present-day life to explore

<ul style="list-style-type: none"> ● Artistic investigation ● Themes or issues ● Ideas or concepts ● Artistic process ● Art or design approaches ● Visual communication 	<ul style="list-style-type: none"> ● Develop an artistic investigation ● Use contemporary art or design practices ● Explore ideas through drawing ● Experiment with approaches or techniques ● Communicate ideas about contemporary life through artwork
<p>VA:Pr6.1.IIa</p> <ul style="list-style-type: none"> ● Artists ● Artworks ● Social history ● Cultural history ● Political history ● Historical context ● Connections between art and society ● Meaning or message in art 	<p>VA:Pr6.1.IIa</p> <ul style="list-style-type: none"> ● Identify connections between art and history ● Analyze artworks in historical context ● Explain relationships between artists and social, cultural, or political events ● Justify interpretations with evidence ● Discuss how history influences art
<p>VA:Re7.2.Ia</p> <ul style="list-style-type: none"> ● Artwork ● Personal perception ● Understanding of the world ● Perspective ● Meaning in images ● Visual messages 	<p>VA:Re7.2.Ia</p> <ul style="list-style-type: none"> ● Analyze visual imagery ● Interpret meaning in images ● Reflect on personal reactions to artwork ● Explain how images influence understanding ● Discuss different perspectives in visual imagery
<p>Academic Vocabulary</p> <ul style="list-style-type: none"> ● Elements of Art: Color, Form, Line, Shape, Space, Texture, Value ● Principles of Design: Balance, Contrast, Emphasis, Movement, Pattern, Rhythm, Unity/Variety ● Linear/Point perspective, one-point, two-point, three-point (bird/worm) <p>Content Vocabulary</p> <ul style="list-style-type: none"> ● composition, Identity and Voice, line quality, expressive line, directional/constructive line, value scale, gradation, Creative Process, render, modeling, visual communication, readability, drawing pencils(4H-8B), charcoal, blending stump/tortillon, tooth, paperweight 	
<p>Resources:</p> <p>Museum Websites:</p> <ul style="list-style-type: none"> ● 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 ● 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/>
- 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>
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Technology:

- **Actively Learn:**
 - <https://read.activelylearn.com/#/teacher/catalog> (Access through ClassLink)
- **SORA**
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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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Cross Cycle Tasks:*Suggestions:*

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

Last day of the Cycle:

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

[High School: Proficient](#)

[High School: Accomplished](#)

[High School: Advanced](#)

Formative Assessments:**Suggested:**[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:**Drawing Unit [Project Rubric Self-assessment](#)

- Students will use the Creative Process to create a variety of linear perspective drawings that demonstrate their ability to render proportion, scale, and space. Students will use one and two-point perspectives to communicate ideas, personal meaning, and intentions. Inherent in their work is using critical thinking skills to effectively communicate an idea and/or emotion.

Drawing Unit Project [Reflection](#) (Modify)

[Small Group Critique](#)

- 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

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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>

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Drawing Curriculum Unit 4

Priority Standards Addressed in Unit 4

VA:Cr3.1.IIIa

Reflect on, reengage, revise, and refine works of art or design considering relevant traditional and contemporary criteria as well as personal artistic vision.

VA:Pr5.1.IIa

Analyze and evaluate the reasons and ways an exhibition is presented.

VA:Re8.1.Ia

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

Big Ideas:

- Artists use The Creative Process in order to fully realize their artistic intentions.
- Successful compositional choices communicate ideas and emotions.
- Effective use of drawing media enhances the artist’s desired intention.
- Creativity and imagination are enhanced through the study and creation of art.

Essential Questions:

- How can I explore and revise my past practices to fully develop my own Creative Process?
- How can I apply my knowledge of drawing media to communicate my artistic intention?
- How can I be inspired by the work of master artists?
- How can I use the art of drawing to discover my artistic voice?

Learning Outcomes

<i>Students will know:</i>	<i>As evidenced by: (oral, written, or performance):</i>
<p>VA:Cr3.1.IIIa</p> <ul style="list-style-type: none"> ● Works of art or design ● Artistic criteria ● Traditional criteria ● Contemporary criteria ● Artistic process ● Revision and refinement ● Personal artistic vision ● Artistic choices 	<p>VA:Cr3.1.IIIa</p> <ul style="list-style-type: none"> ● Reflect on their artwork ● Reengage with works in progress ● Revise and refine artwork ● Apply traditional and contemporary criteria ● Evaluate artistic choices ● Develop and express a personal artistic vision

<p>VA:Pr5.1.IIa</p> <ul style="list-style-type: none"> ● Art exhibition ● Display methods ● Curatorial choices ● Presentation strategies ● Audience experience ● Purpose of an exhibition ● Artwork arrangement 	<p>VA:Pr5.1.IIa</p> <ul style="list-style-type: none"> ● Analyze how an exhibition is presented ● Evaluate the reasons for display choices ● Examine how artworks are arranged ● Interpret the purpose of an exhibition ● Explain how presentation affects audience understanding
<p>VA:Re8.1.Ia</p> <ul style="list-style-type: none"> ● Artwork ● Art collection ● Interpretation ● Visual evidence ● Context (historical, cultural, social) ● Meaning or message ● Artistic elements 	<p>VA:Re8.1.Ia</p> <ul style="list-style-type: none"> ● Interpret an artwork or collection ● Analyze visual evidence in the artwork ● Identify contextual information ● Support interpretations with evidence ● Explain meaning using observations and context
<p>Academic Vocabulary</p> <ul style="list-style-type: none"> ● Elements of Art: Color, Form, Line, Shape, Space, Texture, Value ● Principles of Design: Balance, Contrast, Emphasis, Movement, Pattern, Rhythm, Unity/Variety ● Alternative processes, media, studies, composition, series <p>Content Vocabulary</p> <ul style="list-style-type: none"> ● composition, Identity and Voice, line quality, expressive line, directional/constructive line, value scale, gradation, Creative Process, render, modeling, visual communication, readability, drawing pencils(4H-8B), charcoal, blending stump/tortillon, tooth, paperweight 	
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Summative Assessments:**Suggested:**Drawing Unit [Project Rubric Self-assessment](#)

- Students will use the Creative Process to develop a series of compositions that demonstrate their ability to manipulate drawing media to create original work. Technical and compositional choices will demonstrate an understanding of the integration of drawing media, materials, and composition in fine arts. Inherent in their work is their use of critical thinking skills to effectively apply drawing media to enhance their work.

[Drawing Unit Critique](#) (one example)

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