Foundations of Art Curriculum

CTECS
CONNECTICUT
TECHNICAL EDUCATION
AND CAREER SYSTEM

Rev. 1-2026

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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
Providing and Communicating Clear Learning Goals 1. Providing scales and rubrics 2. Tracking student progress 3. Celebrating success **Using Assessments** 4. Using informal assessments of the whole class 5. Using formal assessments of individual students	**Conducting Direct Instruction Lessons** 6. Chunking content 7. Processing content 8. Recording and representing content **Conducting Practicing and Deepening Lessons** 9. Using structured practice sessions 10. Examining similarities and differences 11. Examining errors in reasoning **Conducting Knowledge Application Lessons** 12. Engaging students in cognitively complex tasks 13. Providing resources and guidance 14. Generating and defending claims **Using Strategies That Appear in All Types of Lessons** 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	**Using Engagement Strategies** 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 **Implementing Rules and Procedures** 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 **Building Relationships** 38. Using verbal and nonverbal behaviors that indicate affection for students 39. Understanding students' backgrounds and interests 40. Displaying objectivity and control **Communicating High Expectations** 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.

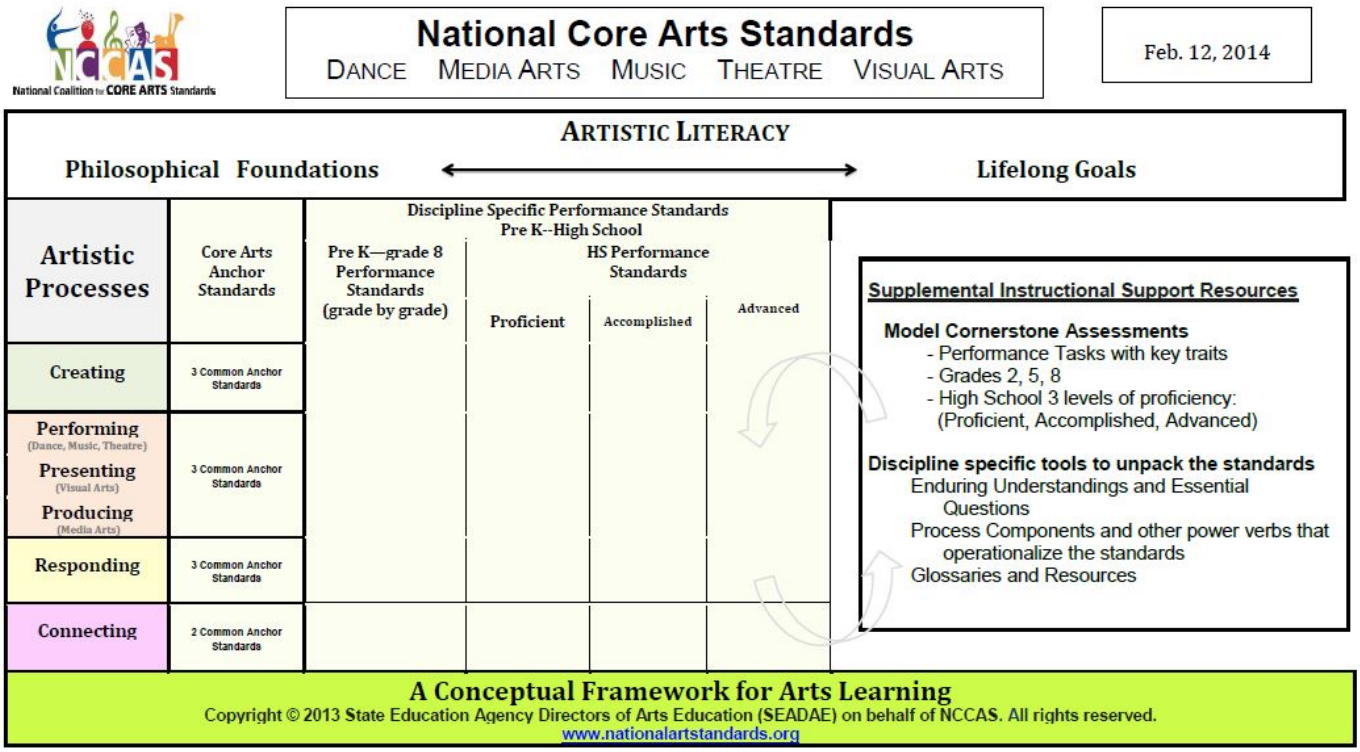
Visual Arts Curriculum Philosophy

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]



Foundations of Art Curriculum Prioritized Standards by Unit

	Unit 1	Unit 2	Unit 3	Unit 4
Unit Priority Standards	VA:Cr2.1.Ia VA:Cr2.2.Ia VA:Cr3.1.Ia VA:Re.9.1.Ia	VA:Cr2.1.Ia VA:Cr2.2.Ia VA:Cr3.1.Ia VA:Pr5.1.Ia VA:Re.9.1.Ia	VA:Cr2.1.Ia VA:Cr2.2.Ia VA:Cr3.1.Ia VA:Pr5.1.Ia VA:Re.7.1.Ia VA:Re.9.1.Ia	VA:Cr1.1.Ia VA:Cr2.1.Ia VA:Cr3.1.Ia VA:Pr4.1.Ia VA:Re.7.1.Ia VA:Re.9.1.Ia

Foundations of Art Curriculum Unit 1

Priority Standards Addressed in Unit 1
VA:Cr2.1.Ia **Engage in making a work of art or design without having a preconceived plan** **VA:Cr2.2.Ia** **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.Ia** **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:Re.9.1.Ia** **Establish relevant criteria in order to evaluate a work of art or collection of works.**
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. ● Artists and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time. ● People evaluate art based on various criteria.
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 one determine criteria to evaluate a work of art?

Learning Outcomes	
Students will know:	***As evidenced by: (oral, written, or performance):***
VA:Cr2.1.Ia ● Line ● Shape ● Pattern ● Space (positive and negative) ● Scale	**VA:Cr2.1.Ia** ● Use a variety of lines to create patterns and shapes. ● Create arrangements of positive and negative space using lines and shapes.

● Value ● Form ● Contour line ● Shading ● Depth ● Observation	● Create a value scale depicting a variety of values, light to dark, using pencil. ● Create forms from basic shapes using pencil drawing/shading techniques. ● Render objects from direct observation using drawing/shading techniques- lines, contour lines, and/or values. ● Apply value to illustrate the illusion of space, depth, and form using drawing/pencil shading techniques.
VA:Cr2.2.Ia ● Traditional drawing materials ● Nontraditional materials ● Human health ● Environment ● Safety procedures ● Drawing tools ● Equipment	**VA:Cr2.2.Ia** ● Explain impacts of materials on health ● Explain impacts of materials on the environment ● Demonstrate safe handling of drawing materials ● Use drawing tools safely ● Follow safety procedures consistently
VA:Cr3.1.Ia ● Criteria ● Traditional cultural contexts ● Contemporary cultural contexts ● Works of art ● Design ● Revision ● Reflection ● Artistic process	**VA:Cr3.1.Ia** ● Apply relevant criteria ● Examine works in progress ● Reflect on artistic choices ● Plan revisions ● Revise artwork based on criteria
VA:Re.9.1.Ia ● Criteria ● Evaluation ● Work of art ● Art collection ● Artistic quality ● Judgment	**VA:Re.9.1.Ia** ● Establish relevant criteria ● Evaluate a work of art ● Evaluate a collection of works ● Justify judgments using criteria ● Demonstrate the art criticism method (describe, analyze, interpret, and evaluate) by using specific art vocabulary to evaluate their artwork and the work of their peers
Academic Vocabulary ● Space, depth, form, content, composition, picture plane, figure-ground, tone, cast shadow, reflected light, highlight, foreground, middle ground, background, horizon line, hatching, cross-hatching, stippling, and blending **Content Vocabulary** ● Elements of Art: Color, Form, Line, Shape, Space, Texture, Value	

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:

- 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 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:

- 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

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

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:Cr2.1.Ia
Engage in making a work of art or design without having a preconceived plan

VA:Cr2.2.Ia
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.Ia
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:Pr.5.1.Ia
Analyze and evaluate the reasons and ways an exhibition is presented.

VA:Re.9.1.Ia
Establish relevant criteria in order to evaluate a work of art or collection of works.

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.
- Artists and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time.
- People evaluate art based on various criteria.
- Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.

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?
- What criteria are considered when selecting work for presentation, a portfolio, or a collection?
- How and why might criteria vary?

Learning Outcomes

Students will know:	***As evidenced by: (oral, written, or performance):***
VA:Cr2.1.Ia ● Spontaneity ● Experimentation ● Process ● Exploration ● Printmaking techniques (relief, monoprint, collagraph, etc.) ● Materials (ink, brayer, plate, block, paper) ● Texture ● Pattern ● Composition ● Elements of art (line, shape, value, texture, space, contrast) ● Chance / unpredictability ● Creative risk-taking ● Revision ● Artistic discovery	**VA:Cr2.1.Ia** ● Create artwork without a predetermined plan ● Experiment with printmaking materials and techniques ● Explore spontaneous mark-making and textures ● Manipulate ink, pressure, and surfaces intentionally ● Respond to unexpected results during the process ● Make creative decisions in the moment ● Revise or build upon emerging imagery ● Reflect on discoveries made through experimentation ● Identify successful visual outcomes from exploration ● Describe how process influenced the final result
VA:Cr2.2.Ia ● Traditional materials (inks, solvents, acids, carving blocks) ● Nontraditional materials (recycled surfaces, alternative inks, found objects) ● Human health ● Environmental impact ● Toxicity ● Ventilation ● Protective equipment (gloves, aprons, masks) ● Safety procedures ● Tools and equipment (brayers, carving tools, presses) ● Studio protocols ● Waste disposal methods ● Sustainability ● Material Safety Data (safety information)	**VA:Cr2.2.Ia** ● Explain health and environmental impacts of materials ● Identify toxic and non-toxic substances ● Demonstrate safe handling of tools and equipment ● Follow studio safety procedures consistently ● Use protective equipment appropriately ● Dispose of materials responsibly ● Maintain a clean and organized workspace ● Select safer or sustainable material alternatives when appropriate ● Operate printmaking equipment correctly ● Model responsible studio behavior
VA:Cr3.1.Ia ● Criteria (aesthetic, technical, cultural) ● Traditional cultural contexts ● Contemporary cultural contexts ● Printmaking traditions	**VA:Cr3.1.Ia** ● Apply criteria from traditional and contemporary contexts ● Examine works in progress critically ● Reflect on artistic intent and

• Artistic intent • Work in progress • Reflection • Revision plan • Elements of art (line, shape, value, texture, space, contrast) • Principles of design (balance, emphasis, rhythm, unity, variety, proportion) • Technique / craftsmanship • Composition • Feedback / critique • Cultural influence	effectiveness • Analyze composition and technique using art vocabulary • 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 or conceptual connections
VA:Pr.5.1.Ia • Exhibition • Curatorial decisions • Presentation methods (layout, framing, matting, sequencing, lighting) • Theme / concept • Audience • Purpose / intent • Context (historical, cultural, social) • Display space (gallery, classroom, museum, digital platform) • Artwork selection • Visual flow / spatial arrangement • Labeling / artist statement • Interpretation • Viewer experience	**VA:Pr.5.1.Ia** • Analyze how an exhibition is organized and displayed • Identify curatorial choices and their purposes • Evaluate effectiveness of layout and presentation methods • Explain how display decisions influence audience interpretation • Compare different exhibition formats (physical and digital) • Assess how theme and context shape presentation • Support evaluations with visual and contextual evidence • Reflect on how presentation impacts meaning and viewer experience • Propose improvements to exhibition design • Justify conclusions using printmaking and visual arts vocabulary
VA:Re.9.1.Ia • Evaluation criteria • Artwork / collection of works • Artistic intent • Craftsmanship / technique • Composition • Elements of art (line, shape, value, texture, space, contrast) • Principles of design (balance, emphasis, rhythm, unity, variety, proportion) • Cultural context	**VA:Re.9.1.Ia** • Establish clear and relevant evaluation criteria • Analyze artworks using defined criteria • Assess craftsmanship and technique in printmaking • Evaluate composition and design choices • Consider cultural and contextual influences • Compare multiple works within a collection

• Style • Theme / concept • Originality • Visual impact • Audience • Reflection	• Justify evaluations using visual evidence • Reflect on artistic intent and effectiveness • Provide constructive feedback • Revise criteria as needed for clarity and fairness • Demonstrate the art criticism method (describe, analyze, interpret, and evaluate) by using specific art vocabulary to evaluate their artwork and the work of their peers

Academic Vocabulary

- Printmaking, mono-print, relief printing, plate, proof, edition, ink, barren, brayer, lino cutter/gouge, easy carve/linoleum block, stencil, screenprinting, screen, squeegee, drawing fluid, screen filler, and drying.

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:

- **KHAN Academy**
  - https://www.khanacademy.org/humanities/special-topics-art-history/creating-conserving/printmaking/v/moma-printmaking-01
- **MOMA**
  - https://www.moma.org/collection/terms/print
- **The TATE**
  - https://www.tate.org.uk/kids/explore/kids-view/meet-printmaker

- **The Art of Ed**
  - https://theartofeducation.edu/2020/10/october-9-printmakers-to-inspire-learning/
- **Art Works:**
  - https://v1.artworks.com.sg/news/7-important-printmakers-in-history/

Cross Cycle Tasks:
Suggestions:
- Use Google Forms for a questionnaire or survey about upcoming topic.
- Student question development about upcoming topic. Provide question starters: *Classroom Question Stems* by Cormier; *DOK; Bloom's Taxonomy.*
- Quizlet Study Sets activity.
- EdPuzzle videos for post-instructional review or pre-teaching activity.

Last day of the Cycle:
- Students meet in small groups to critique artwork.

First day of the New Cycle:
- Students meet in small groups to discuss/critique artwork- masterworks of art. (approx. 10 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

Summative Assessments:
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and trades people.

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- 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

Foundations of Art Curriculum Unit 3

Priority Standards Addressed in Unit 3
VA:Cr2.1.Ia **Engage in making a work of art or design without having a preconceived plan** **VA:Cr2.2.Ia** **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.Ia** **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:Pr.5.1.Ia** **Analyze and evaluate the reasons and ways an exhibition is presented.** **VA:Re.7.1.Ia** **Hypothesize ways in which art influences perception and understanding of human experiences.** **VA:Re.9.1.Ia** **Establish relevant criteria in order to evaluate a work of art or collection of works.**
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. ● People gain insights into meanings of artworks by engaging in the process of art criticism. ● People evaluate art based on various criteria.
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 is the value of engaging in the process of art criticism? ● How does one determine criteria to evaluate a work of art?
Learning Outcomes

Students will know:	*As evidenced by: (oral, written, or performance):*
VA:Cr2.1.Ia ● Spontaneity ● Experimentation ● Process ● Exploration ● Painting media (acrylic, watercolor, oil, tempera) ● Tools (brushes, palette knives, sponges) ● Surface (canvas, paper, board) ● Color / color mixing ● Value ● Texture ● Composition ● Elements of art (line, shape, form, color, value, texture, space) ● Principles of design (balance, contrast, emphasis, movement, rhythm, unity, variety) ● Creative risk-taking ● Revision	**VA:Cr2.1.Ia** ● Create artwork without a predetermined plan ● Experiment with painting materials and techniques ● Explore spontaneous mark-making and color blending ● Manipulate paint intentionally through layering and brushwork ● Respond to unexpected outcomes during the process ● Make creative decisions in the moment ● Adjust composition as the work develops ● Reflect on discoveries made through experimentation ● Identify successful visual outcomes from exploration ● Describe how the creative process influenced the final piece
VA:Cr2.2.Ia ● Traditional materials (oil paint, acrylics, watercolors, solvents) ● Nontraditional materials (recycled surfaces, alternative pigments, mixed media) ● Human health ● Environmental impact ● Toxicity ● Protective equipment (gloves, aprons, masks) ● Studio safety procedures ● Tools and equipment (brushes, palette knives, easels, palettes) ● Ventilation ● Waste disposal methods ● Sustainability ● Material Safety Data (safety information) ● Media compatibility	**VA:Cr2.2.Ia** ● Explain potential health and environmental impacts of materials ● Identify toxic and non-toxic substances ● Demonstrate safe handling of tools, materials, and equipment ● Follow studio safety protocols consistently ● Use protective equipment correctly ● Dispose of materials responsibly ● Select safer or sustainable material alternatives when appropriate ● Maintain a clean and organized workspace ● Operate painting tools and equipment safely ● Model responsible studio behavior
VA:Cr3.1.Ia ● Evaluation criteria (aesthetic, technical, cultural)	**VA:Cr3.1.Ia** ● Apply evaluation criteria from traditional and contemporary contexts

• 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	• 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
VA:Pr.5.1.Ia • Exhibition • Presentation methods layout, framing, lighting, sequencing) • Curatorial choices • Theme / concept • Audience • Purpose / intent • Context (historical, cultural, social) • Display environment (gallery, museum, digital platform) • Artwork selection • Visual flow / spatial arrangement • Labeling / artist statements • Interpretation • Impact / viewer experience	**VA:Pr.5.1.Ia** • Analyze how an exhibition is organized and presented • Identify curatorial decisions and their purposes • Evaluate the effectiveness of layout and design choices • Explain how presentation influences audience experience • Compare different exhibition formats (physical vs. digital) • Assess how theme and context shape the display • Support evaluations with visual and contextual evidence • Reflect on how presentation affects interpretation of artwork • Propose improvements to exhibition design • Justify conclusions using painting and visual arts vocabulary
VA:Re.7.1 • Artwork • Human experiences • Perception • Interpretation • Emotion / mood • Cultural context • Historical context • Theme / concept	**VA:Re.7.1** • 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

● Symbolism ● Visual elements (line, shape, color, form, texture, space, value) ● Principles of design (balance, contrast, emphasis, rhythm, unity, variety, proportion) ● Viewer perspective ● Social commentary	● 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
VA:Re.9.1.Ia ● Evaluation criteria ● Artwork / collection of works ● Artistic intent ● Craftsmanship / technique ● Composition ● Elements of art (line, shape, form, color, value, texture, space) ● Principles of design (balance, contrast, emphasis, rhythm, unity, variety, proportion) ● Style / genre ● Theme / concept ● Cultural and historical context ● Originality ● Audience ● Visual impact ● Reflection	**VA:Re.9.1.Ia** ● Establish clear and relevant evaluation criteria ● Analyze a work of art or collection using defined criteria ● Assess craftsmanship and technical execution ● Evaluate composition and design choices ● Consider style, theme, and cultural/historical context ● Compare multiple works for strengths and differences ● Justify evaluations using visual and contextual evidence ● Reflect on artistic intent and effectiveness ● Provide constructive feedback ● Revise criteria as needed for clarity and fairness ● Demonstrate the art criticism method (describe, analyze, interpret, and evaluate) by using specific art vocabulary to evaluate their artwork and the work of their peers
Academic Vocabulary ● Hue, tint, tone, shade, primary colors, secondary colors, tertiary colors, complementary, analogous, monochromatic, tints, shades, acrylic, tempera, watercolor, canvas, paint brushes, and palettes. **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/
- Tate Modern: https://www.tate.org.uk/visit/tate-modern

Technology:

- **KHAN Academy**
  - https://www.khanacademy.org/humanities/special-topics-art-history/creating-conserving/printmaking/v/moma-printmaking-01
- **MOMA**
  - https://www.moma.org/collection/terms/print
- **The TATE**
  - https://www.tate.org.uk/kids/explore/kids-view/meet-printmaker
- **The Art of Ed**
  - https://theartofeducation.edu/2020/10/october-9-printmakers-to-inspire-learning/
- **Art Works:**
  - https://v1.artworks.com.sg/news/7-important-printmakers-in-history/

Cross Cycle Tasks:
Suggestions:

- Use Google Forms for a questionnaire or survey about upcoming topic.
- Student question development about upcoming topic. Provide question starters: *Classroom Question Stems* by Cormier; *DOK; Bloom's Taxonomy.*
- Quizlet Study Sets activity.
- EdPuzzle videos for post-instructional review or pre-teaching activity.

Last day of the Cycle:

- Students meet in small groups to critique artwork.

First day of the New Cycle:

- Students meet in small groups to discuss/critique artwork- masterworks of art. (approx. 10 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

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

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 measurements, proportions and perspective.

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

Foundations of Art Curriculum Unit 4

Priority Standards Addressed in Unit 4
VA:Cr1.1.Ia **Use multiple approaches to begin creative endeavors.** **VA:Cr2.1.Ia** **Engage in making a work of art or design without having a preconceived plan** **VA:Cr3.1.Ia** **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.Ia** **Analyze, select, and curate artifacts and/or artworks for presentation and preservation.** **VA:Re.7.1.Ia** **Hypothesize ways in which art influences perception and understanding of human experiences.** **VA:Re.9.1.Ia** **Establish relevant criteria in order to evaluate a work of art or collection of works.**
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 gain insights into meanings of artworks by engaging in the process of art criticism. ● People evaluate art based on various criteria.
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 is the value of engaging in the process of art criticism? ● How does one determine criteria to evaluate a work of art?
Learning Outcomes

Students will know:	***As evidenced by: (oral, written, or performance):***
VA:Cr1.1.Ia ● Creative approaches / strategies ● Ideation / brainstorming ● Materials (clay, wire, wood, found objects, plaster, etc.) ● Tools (cutting, shaping, modeling, assembling) ● Elements of art (line, shape, form, space, texture, value, color) ● Principles of design (balance, proportion, rhythm, unity, variety, emphasis) ● Concept / theme ● Personal expression ● Experimentation ● Process ● Problem-solving ● Artistic intent ● Planning / preliminary sketches	**VA:Cr1.1.Ia** ● Explore multiple creative approaches to start a sculpture project ● Generate diverse ideas and concepts ● Experiment with different materials and techniques ● Make sketches, maquettes, or prototypes ● Apply elements of art and principles of design in early stages ● Combine materials and methods to test possibilities ● Reflect on initial ideas and select promising directions ● Take creative risks and try unconventional solutions ● Plan next steps based on exploration ● Communicate artistic intent through early work
VA:Cr2.1.Ia ● Spontaneity ● Experimentation ● Process ● Materials (clay, wire, wood, found objects, plaster, metal, etc.) ● Tools (cutting, shaping, assembling, modeling) ● Form / shape ● Texture ● Space ● Balance / stability ● Composition ● Elements of art (line, shape, form, space, texture, value, color) ● Principles of design (proportion, balance, rhythm, emphasis, unity, variety) ● Creative risk-taking ● Discovery / improvisation ● Revision	**VA:Cr2.1.Ia** ● Create sculptures without a predetermined plan ● Experiment with materials and techniques spontaneously ● Explore three-dimensional forms and spatial relationships ● Manipulate tools and materials to produce texture, shape, and volume ● Respond to unexpected outcomes in the creative process ● Make iterative adjustments as work develops ● Reflect on discoveries and incorporate them into the piece ● Take creative risks to explore new ideas ● Identify successful visual and structural outcomes ● Describe how the process influenced the final sculpture
VA:Cr3.1.Ia ● Evaluation criteria (aesthetic, technical, cultural) ● Traditional cultural contexts	**VA:Cr3.1.Ia** ● Apply criteria from traditional and contemporary cultural contexts

• Contemporary cultural contexts • Work in progress • Artistic intent • Reflection • Revision plan • Materials and techniques (clay, wood, wire, metal, found objects, etc.) • Elements of art (line, shape, form, space, texture, value, color) • Principles of design (balance, proportion, rhythm, unity, variety, emphasis) • Composition • Craftsmanship / technical skill • Feedback / critique	• Examine sculptures in progress critically • Reflect on artistic intent, materials, and techniques • Analyze composition, form, and spatial relationships • Identify strengths and areas for improvement • Develop a revision plan to enhance meaning, design, or craftsmanship • Implement revisions to refine the work • Incorporate feedback into adjustments • Compare work to cultural models or exemplars • Explain how revisions improve technical and conceptual qualities
VA:Pr.4.1.Ia • Artifact • Artwork • Curation / curatorial practice • Selection criteria • Presentation methods (layout, display, pedestals, lighting, labeling) • Preservation / conservation • Exhibition space (gallery, classroom, digital platform) • Theme / concept • Audience • Context (historical, cultural, personal) • Portfolio • Documentation (labels, artist statements) • Condition / quality • Materials / media	**VA:Pr.4.1.Ia** • Analyze sculptures and artifacts for presentation suitability • Apply criteria to select works for display • Curate artworks around a theme or purpose • Organize and arrange works for visual coherence • Prepare artworks for preservation and safe handling • Design effective display layouts (physical or digital) • Write or prepare labels and artist statements • Justify curatorial choices using sculpture and visual arts vocabulary • Evaluate presentation effectiveness for an audience • Reflect on preservation methods and exhibition decisions
VA:Re.7.1.Ia • Artwork • Artwork / sculpture • Human experiences • Perception • Interpretation • Emotion / mood • Cultural context • Historical context • Theme / concept • Symbolism	**VA:Re.7.1.Ia** • Hypothesize how sculpture affects perception and understanding • Analyze visual elements, form, and spatial relationships for meaning • Connect artistic choices to human experiences • Consider cultural and historical context in interpretation • Reflect on emotional and conceptual impact of sculptures

● Form / space / texture ● Visual elements (line, shape, form, space, texture, color, value) ● Principles of design (balance, proportion, emphasis, rhythm, unity, variety) ● Viewer perspective	● Support hypotheses with visual evidence ● Compare multiple works to evaluate different perspectives ● Explain interpretations using appropriate art vocabulary ● Assess how symbolism, form, and theme communicate experience ● Predict how viewers might respond to a sculpture
VA:Re.9.1.Ia ● Evaluation criteria ● Artwork / collection of works ● Artistic intent ● Craftsmanship / technique ● Form / spatial relationships ● Elements of art (line, shape, form, space, texture, color, value) ● Principles of design (balance, proportion, rhythm, unity, variety, emphasis) ● Style / genre ● Theme / concept ● Cultural and historical context ● Originality ● Audience ● Visual impact ● Reflection	**VA:Re.9.1.Ia** ● Establish clear and relevant evaluation criteria ● Analyze a sculpture or collection of works using defined criteria ● Assess craftsmanship, technical skill, and formal qualities ● Evaluate composition, spatial relationships, and design choices ● Consider style, theme, and cultural/historical context ● Compare multiple works for strengths, differences, and impact ● Justify evaluations using visual and contextual evidence ● Reflect on artistic intent and effectiveness ● Provide constructive feedback ● Revise criteria as needed for clarity and fairness ● Demonstrate the art criticism method (describe, analyze, interpret, and evaluate) by using specific art vocabulary to evaluate their artwork and the work of their peers
Academic Vocabulary ● Subtraction, manipulation, addition, substitution, relief, casting, assemblage, construction, fabrication, armature, plaster, ceramic, and paper mache. **Content Vocabulary** ● **Elements of Art:** Color, Form, Line, Shape, Space, Texture, Value ● **Principles of Art:** Balance, Contrast, Emphasis, Movement, Pattern, Rhythm, Unity/Variety	
Resources: ● International Sculpture Center http://www.sculpture.org	

- Boston Sculptors Gallery http://www.bostonsculptors.com
- The Wadsworth Atheneum http://www.thewadsworth.org/
- Tate Modern http://www/tate.org
- The J. Paul Getty Museum http://www.getty.edu
- The Museum of Modern Art http://www.moma.org
- International Sculpture Center http://www.sculpture.org
- The Metropolitan Museum of Art http://www.metmuseum.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/
- 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/

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

Cross Cycle Tasks:

Suggestions:

- Use Google Forms for a questionnaire or survey about upcoming topic.
- Student question development about upcoming topic. Provide question starters: *Classroom Question Stems* by Cormier; *DOK; Bloom's Taxonomy.*
- Quizlet Study Sets activity.
- EdPuzzle videos for post-instructional review or pre-teaching activity.

Last day of the Cycle:

- Students meet in small groups to critique artwork.

First day of the New Cycle:

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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
- 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

Connecticut Secondary Social Studies Standards: Social Studies Inquiry Arc

- Reading notes and lyrics from the staff, octavos and sheet music
- Connecting musical 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
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- 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