Studio 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.

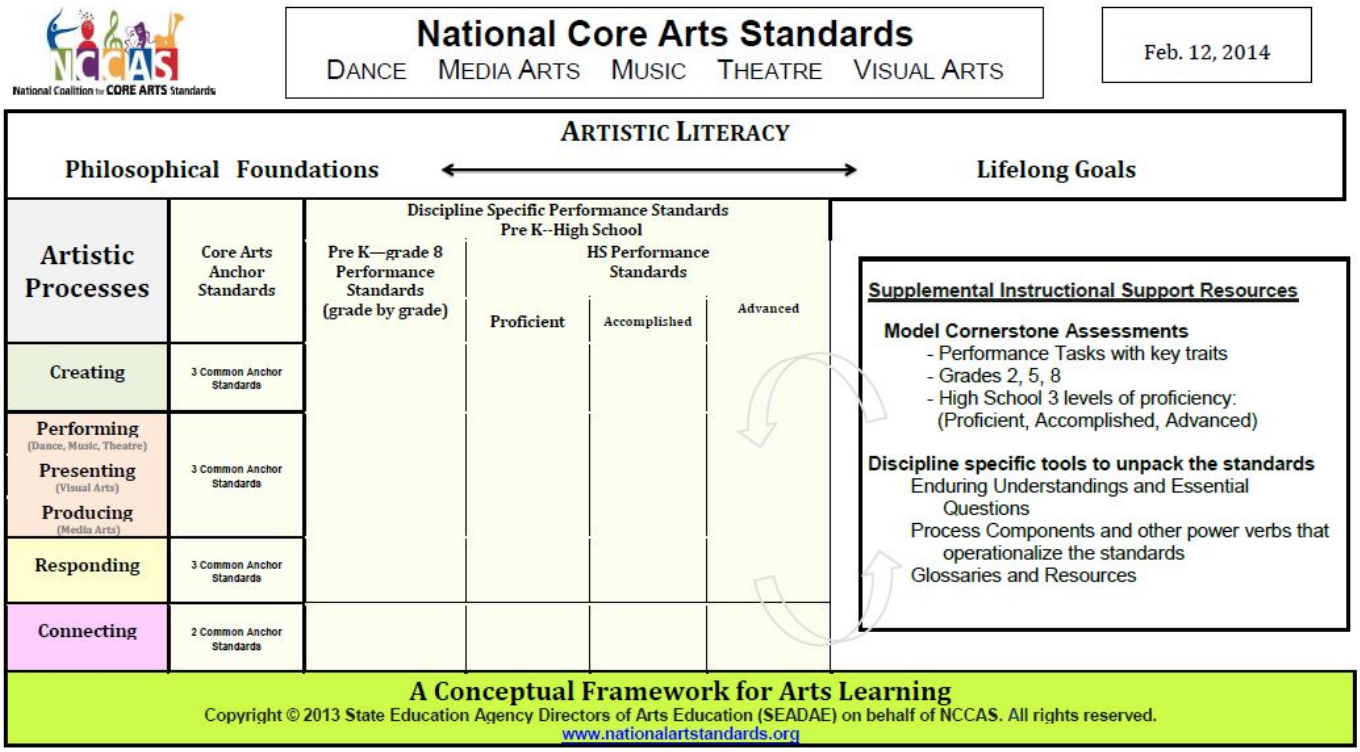
Visual Arts Curriculum Philosophy

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]



Studio Art Curriculum Prioritized Standards by Unit

	Unit 1	Unit 2	Unit 3	Unit 4
Unit Priority Standards	VA:Cr1.1.IIIa VA:Cr2.2.IIIa VA:Pr4.1.IIIa VA:Re.7.2.IIIa	VA:Cr1.1.IIIa VA:Cr2.2.IIIa VA:Pr4.1.IIIa VA:Re.7.2.IIIa	VA:Cr1.1.IIIa VA:Cr2.2.IIIa VA:Pr4.1.IIIa VA:Re.7.2.IIIa	VA:Cr1.1.IIIa VA:Cr2.2.IIIa VA:Pr4.1.IIIa VA:Re.7.2.IIIa

Studio Art Curriculum Unit 1

Priority Standards Addressed in Unit 1
VA:Cr1.1.IIIa **Visualize and hypothesize to generate plans for ideas and directions for creating art and design that can affect social change.** **VA:Cr2.2.IIIa** **Demonstrate understanding of the importance of balancing freedom and responsibility in the use of images, materials, tools, and equipment in the creation and circulation of creative work,** **VA:Pr4.1.IIIa** **Critique, justify, and present choices in the process of analyzing, selecting, curating, and presenting artwork for a specific exhibit or event.** **VA:Re.7.2.IIIa** **Determine the commonalities within a group of artists or visual images attributed to a particular type of art, timeframe, or culture.**
Big Ideas: ● Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences. ● Visual imagery influences understanding of and responses to the world ● Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting, and curating objects, artifacts, and artworks for preservation and presentation. ● 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.
Essential Questions: ● How do people contribute to awareness and understanding of their lives and the lives of their communities through art-making? ● How do images influence our views of the world? ● How does collaboration expand the creative process? ● What responsibilities come with the freedom to create? ● Why do people value objects, artifacts, and artworks, and select them for presentation?
Learning Outcomes

Students will know:	***As evidenced by: (oral, written, or performance):***
VA:Cr1.1.IIIa ● Visualization ● Hypothesis/speculation ● Creative ideas ● Artistic plans ● Directions for art and design ● Art and design processes ● Social change ● Impact of art on society	**VA:Cr1.1.IIIa** ● Visualize ideas for artwork ● Hypothesize possible creative outcomes ● Generate plans for artworks or designs ● Develop directions for artistic work ● Use art and design to address social issues ● Create work intended to influence social change
VA:Cr2.2.IIIa ● Creative freedom ● Responsibility ● Images ● Materials ● Tools ● Equipment ● Creative work ● Creation and circulation (sharing/distribution) of art	**VA:Cr2.2.IIIa** ● Demonstrate responsible use of images ● Use materials, tools, and equipment safely and appropriately ● Balance creative freedom with responsibility ● Create artwork using appropriate processes and resources ● Share or circulate creative work responsibly
VA:Pr4.1.IIIa ● Artwork ● Critique ● Artistic choices ● Analysis ● Selection ● Curation ● Presentation ● Exhibits or events ● Audience and context	**VA:Pr4.1.IIIa** ● Critique artwork ● Analyze artwork for presentation ● Select artwork for an exhibit or event ● Curate a group of artworks ● Justify curatorial and presentation choices ● Present artwork for a specific audience or context
VA:Re.7.2.IIIa ● Artists ● Visual images / artworks ● Commonalities / similarities ● Types of art ● Timeframes / historical periods ● Cultures ● Artistic characteristics or styles	**VA:Re.7.2.IIIa** ● Analyze artworks by different artists ● Identify common characteristics among artworks ● Compare artworks within a group ● Determine relationships between artworks and their timeframe or culture ● Group artworks based on shared traits
Academic Vocabulary ● Space, depth, form, content, composition, plane, tone, cast shadow, reflected light, highlight, foreground, middle ground, background, horizon line, hatching, cross-hatching, stippling, blending, clay, plaster, slip, score, blend, subtraction, manipulation, addition, substitution, relief, casting, assemblage, construction, fabrication, armature, plaster,	

ceramic, and paper mâché, mold, angle, Identity and Voice, line quality, expressive line, directional/constructive line, value scale, gradation, Creative Process, render, visual communication, readability, drawing pencils(4H-8B), charcoal, blending stump/tortillon, tooth, paperweight, chiaroscuro, Shape- organic and geometric, space- positive and negative, Linear/Point perspective, one-point, two-point, three-point (bird/worm), Collage, assemblage, altered books, composition, picture plane, Primary, Secondary, Tertiary, Complementary, Analogous, Monochromatic, Tints, Shades, Acrylic, Tempera, Watercolor, Canvas, Paint Brushes, Palettes

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
- 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.henrry-moore.org
- Andy Goldsworthy Digital Catalogue http://www.goldsworthy.cc.gla.ac.uk/
- The Orange Show http://www.orangeshow.org/

Resources:

https://www.sculpey.com/blogs/blog/6-things-to-avoid-when-baking-polymer-clay#:~:text=Because%20polymer%20clay%20is%20a,is%20usually%20caused%20by%20underbaking.

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

Perspective

- **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**

Layering

- **https://www.youtube.com/watch?v=ETd5izCJMik**
- **https://www.youtube.com/watch?v=ui4e02Xwz94**
- **https://www.youtube.com/watch?v=BorcaCtjmog**
- **https://www.youtube.com/watch?v=uQJd8e5DNIU**
- **https://www.youtube.com/watch?v=GlmHJPCFzj8**
- **https://www.youtube.com/watch?v=gj64ilqcZ0Q**
- **https://www.youtube.com/watch?v=eVFD-okZTBA**

Sculpture

- **https://www.youtube.com/watch?v=XkueS09XEFE**
- **https://www.youtube.com/watch?v=rEgKqC8IL8w**
- **https://www.youtube.com/watch?v=g34tLTpg3N4**
- **https://www.youtube.com/watch?v=0sOkV26WMyU**
- **https://www.youtube.com/watch?v=6Wo4nQqEAog**
- **https://www.youtube.com/watch?v=vR8ZiT9JTcg**
- **https://www.youtube.com/watch?v=jyor7xLsjvc**
    - **https://www.youtube.com/watch?v=GLYsrY-Bsgg**

Technology:

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

Skill Practice:

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

- https://www.responsiveclassroom.org/stop-and-think-teaching-students-to-reflect/
- https://www.edutopia.org/article/simple-strategy-encourage-student-reflection-and-improvement/

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

Cross Cycle Tasks:
Suggestions:
- Use EdPuzzles/Google Forms for pre-assessment/questionnaire or survey about upcoming topic.

Last day of the Cycle:
- Students review/critique artwork.

First day of the New Cycle:
- Review of previous work

Assessments:

Visual Arts Model Cornerstone Assessments:

High School: Proficient
High School: Accomplished
High School: Advanced

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

Summative Assessments:
Suggested:
- **General Class Rubric for Final Assessment**

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:Cr1.1.IIIa
Visualize and hypothesize to generate plans for ideas and directions for creating art and design that can affect social change.

VA:Cr2.2.IIIa
Demonstrate understanding of the importance of balancing freedom and responsibility in the use of images, materials, tools, and equipment in the creation and circulation of creative work,

VA:Pr4.1.IIIa
Critique, justify, and present choices in the process of analyzing, selecting, curating, and presenting artwork for a specific exhibit or event.

VA:Re.7.2.IIIa
Determine the commonalities within a group of artists or visual images attributed to a particular type of art, timeframe, or culture.

Big Ideas:

- Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.
- Visual imagery influences understanding of and responses to the world
- Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting, and curating objects, artifacts, and artworks for preservation and presentation.
- 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.

Essential Questions:

- How do people contribute to awareness and understanding of their lives and the lives of their communities through art-making?
- How do images influence our views of the world?
- How does collaboration expand the creative process?
- What responsibilities come with the freedom to create?
- Why do people value objects, artifacts, and artworks, and select them for presentation?

Learning Outcomes

Students will know:	***As evidenced by: (oral, written, or performance):***

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communication, readability, drawing pencils(4H-8B), charcoal, blending stump/tortillon, tooth, paperweight, chiaroscuro, Shape- organic and geometric, space- positive and negative, Linear/Point perspective, one-point, two-point, three-point (bird/worm), Collage, assemblage, altered books, composition, picture plane, Primary, Secondary, Tertiary, Complementary, Analogous, Monochromatic, Tints, Shades, Acrylic, Tempera, Watercolor, Canvas, Paint Brushes, Palettes

Content Vocabulary

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- **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
- 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.henrry-moore.org
- Andy Goldsworthy Digital Catalogue http://www.goldsworthy.cc.gla.ac.uk/
- The Orange Show http://www.orangeshow.org/

Resources:

https://www.sculpey.com/blogs/blog/6-things-to-avoid-when-baking-polymer-clay#:~:text=Because%20polymer%20clay%20is%20a,is%20usually%20caused%20by%20underbaking.

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
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Components of Social, Emotional, and Intellectual Habits

- Develop logic and reasoning/Critical and analytic thinking
- Use evidence and critical thinking to support claims, make arguments and critique the reasoning of others; explain own thinking and responds to others' thinking
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- 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 3

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

VA:Cr2.2.IIIa
Demonstrate understanding of the importance of balancing freedom and responsibility in the use of images, materials, tools, and equipment in the creation and circulation of creative work,

VA:Pr4.1.IIIa
Critique, justify, and present choices in the process of analyzing, selecting, curating, and presenting artwork for a specific exhibit or event.

VA:Re.7.2.IIIa
Determine the commonalities within a group of artists or visual images attributed to a particular type of art, timeframe, or culture.

Big Ideas:

- Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.
- Visual imagery influences understanding of and responses to the world
- Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting, and curating objects, artifacts, and artworks for preservation and presentation.
- 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.

Essential Questions:

- How do people contribute to awareness and understanding of their lives and the lives of their communities through art-making?
- How do images influence our views of the world?
- How does collaboration expand the creative process?
- What responsibilities come with the freedom to create?
- Why do people value objects, artifacts, and artworks, and select them for presentation?

Learning Outcomes

Students will know:	***As evidenced by: (oral, written, or performance):***

VA:Cr1.1.IIIa ● Visualization ● Hypothesis / speculation ● Creative ideas ● Artistic plans ● Directions for art and design ● Art and design processes ● Social change ● Impact of art on society	**VA:Cr1.1.IIIa** ● Visualize ideas for artwork ● Hypothesize possible creative outcomes ● Generate plans for artworks or designs ● Develop directions for artistic work ● Use art and design to address social issues ● Create work intended to influence social change
VA:Cr2.2.IIIa ● Creative freedom ● Responsibility ● Images ● Materials ● Tools ● Equipment ● Creative work ● Creation and circulation (sharing/distribution) of art	**VA:Cr2.2.IIIa** ● Demonstrate responsible use of images ● Use materials, tools, and equipment safely and appropriately ● Balance creative freedom with responsibility ● Create artwork using appropriate processes and resources ● Share or circulate creative work responsibly
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Academic Vocabulary ● Space, depth, form, content, composition, plane, tone, cast shadow, reflected light, highlight, foreground, middle ground, background, horizon line, hatching, cross-hatching, stippling, blending, clay, plaster, slip, score, blend, subtraction, manipulation, addition, substitution, relief, casting, assemblage, construction, fabrication, armature, plaster, ceramic, and paper mâché, mold, angle, Identity and Voice, line quality, expressive line, directional/constructive line, value scale, gradation, Creative Process, render, visual	

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Content Vocabulary

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- 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/
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- Boston Sculptors Gallery http://www.bostonsculptors.com
- Tate Modern http://www/tate.org
- The J. Paul Getty Museum http://www.getty.edu
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- 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/

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https://www.sculpey.com/blogs/blog/6-things-to-avoid-when-baking-polymer-clay#:~:text=Because%20polymer%20clay%20is%20a,is%20usually%20caused%20by%20underbaking.

Art History Resources: Sculpture specific

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- Art Institute of Chicago: http://www.artic.edu
- The Louvre: http://www.paris.org.:80/musees/Louvre
- Whitney Museum: http://bounty.echonyc.com/~whitney
- The San Francisco Museum of Modern Art: http://www.sfmoma.org/education/edu_online.htm
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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