

**MOORESTOWN TOWNSHIP PUBLIC SCHOOLS
MOORESTOWN, NEW JERSEY**

*Moorestown High School
Arts & Technology: Visual Arts*

*Studio I CP
Grades 9-12*

Date: *August 4, 2021*

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[Course Description and Fundamental Concepts](#)

Studio Art I CP

Within the Studio Arts I class students develop a solid understanding of the Elements and Principles of Design, which provide an important foundation into the study of the visual arts. Students learn how to create strong, compelling compositions that are the basis for a successful finished artwork. Traditional, digital, and mixed media techniques are explored, including collage and printmaking, as well as a variety of studio arts materials, which include but may not be limited to paint, ink, graphite, charcoal and pastels. Drawing skills are emphasized while learning how to create the illusion of three dimensional objects on a two dimensional plane.

- Drawing
- Color and Design
- Painting
- 3-dimensional Design

[New Jersey Student Learning Standards \(NJSLs\)](#)

NJSLs Visual Arts

Anchor Standard 1: Generating and conceptualizing ideas.

Enduring Understanding: Creativity and innovative thinking are essential life skills that can be developed. Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art-making goals.

Essential Question(s): What conditions, attitudes, and behaviors support creativity and innovative thinking? What factors prevent or encourage people to take creative risks? How does collaboration expand the creative process? How does knowing the contexts, histories, and traditions of art forms help us create works of art and design? Why do artists follow or break from established traditions? How do artists determine what resources and criteria are needed to formulate artistic investigations?

Standard #	Standard Description
HS Proficient 1.5.12prof.Cr1	a. Use multiple approaches to begin creative endeavors. b. Shape an artistic investigation of an aspect of present-day life using a contemporary practice of art and design.
HS Accomplished 1.5.12acc.Cr1	a. Individually or collaboratively formulate new creative problems based on a student's existing artwork. b. Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design. b. Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design.
HS Advanced 1.5.12adv.Cr1	a. Visualize and generate art and design that can affect social change. b. Choose from a range of materials and methods of traditional and contemporary artistic practices, following or breaking established conventions, to plan the making of multiple works of art and design based on a theme, idea, or concept. b. Choose from a range of materials and methods of traditional and contemporary artistic practices, following or breaking established conventions, to plan the making of multiple works of art and design based on a theme, idea, or concept.

Anchor Standard 2:

Organizing and developing ideas.

Enduring Understanding: 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 create and interact with objects, places, and design that define, shape, enhance, and empower their lives.

Essential Question(s): How do artists work? How do artists and designers determine whether a particular direction in their work is effective? How do artists and designers learn from trial and error? How do artists and designers care for and maintain materials, tools, and equipment? Why is it important for safety and health to understand and follow correct procedures in handling materials, tools, and equipment? What responsibilities come with the freedom to create? How do objects, places, and design shape lives and communities? How do artists and designers determine goals for designing or redesigning objects, places, or systems? How do artists and designers create works of art or design that effectively communicate?

Standard #	Standard Description
HS Accomplished 1.5.12acc.Cr2	a. Engage in making a work of art or design without having a preconceived plan. b. Explain how traditional and non- traditional materials may impact human health and the environment and demonstrate safe handling of materials, tools, and equipment. c. Collaboratively develop a proposal for an installation, artwork, or space design that transforms the perception and experience of a particular place.
HS Proficient 1.5.12prof.Cr2	a. Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen art form. b. Demonstrate awareness of ethical implications of making and distributing creative work. c. Redesign an object, system, place, or design in response to contemporary issues.
HS Advanced 1.5.12adv.Cr2	a. Experiment, plan, and make multiple works of art and design that explore a personally meaningful theme, idea, or concept. b. 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. c. Demonstrate in works of art or design how visual and material culture defines, shapes, enhances, inhibits, and/or empowers people's lives.

Anchor Standard 3: Refining and completing products.

Enduring Understanding: Artists and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time.

Essential Question(s): What role does persistence play in revising, refining, and developing work? How do artists grow and become accomplished in art forms? How does collaboratively reflecting on a work help us experience it more completely?

Standard #	Standard Description
HS Proficient 1.5.12prof.Cr3	a. Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on, and plan revisions for works of art and design in progress.
HS Accomplished 1.5.12acc.Cr3	a. Engage in constructive critique with peers, then reflect on, re-engage, revise, and refine works of art and design in response to personal artistic vision.
HS Advanced 1.5.12adv.Cr3	a. Reflect on, re-engage, revise, and refine works of art or design considering relevant traditional and contemporary criteria as well as personal artistic vision.

Anchor Standard 4: Selecting, analyzing, and interpreting work.

Enduring Understanding: Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting, and curating objects artifacts, and artworks for preservation and presentation.

Essential Question(s): How are artworks cared for and by whom? What criteria, methods, and processes are used to select work for preservation or presentation? Why do people value objects, artifacts, and artworks, and select them for presentation?

Standard #	Standard Description
HS Proficient 1.5.12prof.Pr4	a. Analyze, select, and curate artifacts and/or artworks for presentation and preservation.
HS Accomplished 1.5.12acc.Pr4	a. Analyze, select, and critique personal artwork for a collection or portfolio presentation.
HS 1.5.12adv.Pr4	a. Critique, justify and present choices in the process of analyzing, selecting, curating, and presenting artwork for a specific exhibit or event.

Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.
Enduring Understanding: Artists, curators and others consider a variety of factors and methods including evolving technologies when preparing and refining artwork for display and or when deciding if and how to preserve and protect it.
Essential Questions: What methods and processes are considered when preparing artwork for presentation or preservation? How does refining artwork affect its meaning to the viewer? What criteria are considered when selecting work for presentation, a portfolio, or a collection?

Standard #	Standard Description
HS Proficient 1.5.12prof.Pr5	a. Analyze and evaluate the reasons and ways an exhibition is presented.
HS Accomplished 1.5.12acc.Pr5	a. Evaluate, select, and apply methods or processes appropriate to display artwork in a specific place.
HS Advanced 1.5.12adv.Pr5	a. Investigate, compare, and contrast methods for preserving and protecting art.

Anchor Standard 6: Conveying meaning through art.
Enduring Understanding: Objects, artifacts, and artworks collected, preserved, or presented either by artists, museums, or other venues communicate meaning and a record of social, cultural, and political experiences resulting in the cultivating of appreciation and understanding.
Essential Questions: What is an art museum? How does the presenting and sharing of objects, artifacts, and artworks influence and shape ideas, beliefs, and experiences? How do objects, artifacts, and artworks collected, preserved, or presented, cultivate appreciation and understanding?

Standard #	Standard Description
HS Proficient 1.5.12prof.Pr6	a. Analyze and describe the impact that an exhibition or collection has on personal awareness of social, cultural, or political beliefs and understandings.
HS Accomplished 1.5.12acc.Pr6	a. Make, explain, and justify connections between artists or artwork and social, cultural, and political history.
HS Advanced 1.5.12adv.Pr6	a. Curate a collection of objects, artifacts, or artwork to impact the viewer's understanding of social, cultural and/or political experiences.

Anchor Standard 7: Perceiving and analyzing products.

Enduring Understanding: Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments. Visual arts influences understanding of and responses to the world.

Essential Question(s): How do life experiences influence the way you relate to art? How does learning about art impact how we perceive the world? What can we learn from our responses to art? What is visual art? Where

Standard #	Standard Description
HS Proficient 1.5.12prof.Re7	a. Hypothesize ways in which art influences perception and understanding of human experiences. b. Analyze how one's understanding of the world is affected by experiencing visual arts
HS Accomplished 1.5.12acc.Re7	a. Recognize and describe personal aesthetic and empathetic responses to the natural world and constructed environments. b. Evaluate the effectiveness of visual artworks to influence ideas, feelings, and behaviors of specific audiences.
HS Advanced 1.5.12adv.Re7	a. Analyze how responses to art develop over time based on knowledge of and experience with art and life. b. Determine the commonalities within a group of artists or visual arts attributed to a particular type of art, timeframe, or culture.

Anchor Standard 8: Interpreting intent and meaning.

Enduring Understanding: People gain insights into meanings of artworks by engaging in the process of art criticism.

Essential Question(s): What is the value of engaging in the process of art criticism? How can the viewer "read" a work of art as text? How does knowing and using visual art vocabulary help us understand and interpret works of art?

Standard #	Standard Description
HS Proficient 1.5.12prof.Re8	a. Interpret an artwork or collection of works, supported by relevant and sufficient evidence found in the work and its various contexts.
HS Accomplished 1.5.12acc.Re8	a. Identify types of contextual information useful in the process of constructing interpretations of an artwork or collection of works.
HS Advanced 1.5.12adv.Re8	a. Analyze differing interpretations of an artwork or collection of works in order to select and defend a plausible critical analysis.

Anchor Standards 9: Applying criteria to evaluate products.

Enduring Understanding: People evaluate art based on various criteria.

Essential Questions: How does one determine criteria to evaluate a work of art? How and why might criteria vary? How is a personal preference different from an evaluation?

Standard #	Standard Description
HS Proficient 1.5.12prof.Re9	a. Establish relevant criteria in order to evaluate a work of art or collection of works.
HS Accomplished 1.5.12acc.Re9	a. Determine the relevance of criteria used by others to evaluate a work of art or collection of works.
HS Advanced 1.5.12adv.Re9	a. Construct evaluations of a work of art or collection of works based on differing sets of criteria.

Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products. Enduring Understanding: Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences. Essential Question(s): How does engaging in creating art enrich people's lives? How does making art attune people to their surroundings? How do people contribute to awareness and understanding of their lives and the lives of their communities through artmaking?

Standard #	Standard Description
HS Proficient 1.5.12prof.Cn10	a. Document the process of developing ideas from early stages to fully elaborated ideas
HS Accomplished 1.5.12acc.Cn10	a. Utilize inquiry methods of observation, research, and experimentation to explore other subjects through artmaking.
HS Advanced 1.5.12adv.Cn10	aa. Synthesize knowledge of social, cultural, historical, and personal life with art-making approaches to create meaningful works of art or design.

Anchor Standard 11: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding. Enduring Understanding: People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art. Essential Questions: How does art help us understand the lives of people of different times, places, and cultures? How is art used to impact the views of a society? How does art preserve aspects of life?

Standard #	Standard Description
HS Proficient 1.5.12prof.Cn11	a. Compare, contrast, and describe why people from different places and times make art. b. Describe why people from different places and times make art about different issues, including climate change.
HS Accomplished 1.5.12acc.Cn11	a. Compare uses of art in a variety of societal, cultural, and historical contexts and make connections to uses of art in contemporary and local contexts. b. Compare uses of art in a variety of societal, cultural, and historical contexts and make connections to global issues, including climate change
HS Advanced 1.5.12adv.Cn11	a. Assess the impact of an artist or a group of artists on the beliefs, values, and behaviors of a society. b. Assess the impact of an artist or group of artists on global issues, including climate change.

[English Companion Standards](#)

List grade-level appropriate companion standards for *History, Social Studies, Science and Technical Subjects (CTE/Arts) 6-12*. English Companion Standards are required in these subject/content areas.

Unit Addressed	Standard #	Standard Description
1, 2, 3, 4	NJSLSA.R1	Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
1, 2, 3, 4	NJSLSA.R2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
	NJSLSA.R3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text
1, 2, 3, 4	NJSLSA.R4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
	NJSLSA.R5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
	NJSLSA.R6	Assess how point of view or purpose shapes the content and style of a text.
1, 2, 3, 4	NJSLSA.R7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
	NJSLSA.R8	Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
	NJSLSA.R10	Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
	NJSLSA.W1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
	NJSLSA.W2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
	NJSLSA.W3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
	NJSLSA.W4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

	NJSLSA.W5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
1, 2, 3, 4	NJSLSA.W6	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
	NJSLSA.W7	Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.
	NJSLSA.W8	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
	NJSLSA.W9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
1, 2, 3, 4	NJSLSA.W10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

21st-Century Skills and Technology Integration [\(Standard 8\)](#)

List appropriate units below for which strands (A through F) will be addressed

Standard 8.1 (K-12)		Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
Unit Addressed	Strand Letter	Standard Description
	Strand A	Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems, and operations.
1, 2, 3, 4	Strand B	Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.
1, 2, 3, 4	Strand C	Communication and Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.
	Strand D	Digital Citizenship: Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.

1, 2, 3, 4	Strand E	Research and Information Fluency: <i>Students apply digital tools to gather, evaluate, and use information.</i>
1, 2, 3, 4	Strand F	Critical thinking, problem-solving, and decision making: <i>Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.</i>

Career Ready Practices ([Standard 9](#))

List appropriate units below for which CRPs will be addressed

Unit Addressed	Standard #	Standard Description
	CRP1	<i>Act as a responsible and contributing citizen and employee.</i>
1, 2, 3, 4	CRP2	<i>Apply appropriate academic and technical skills.</i>
	CRP3	<i>Attend to personal health and financial well-being.</i>
1, 2, 3, 4	CRP4	<i>Communicate clearly and effectively and with reason.</i>
	CRP5	<i>Consider the environmental, social and economic impacts of decisions.</i>
1, 2, 3, 4	CRP6	<i>Demonstrate creativity and innovation.</i>
	CRP7	<i>Employ valid and reliable research strategies.</i>
1, 2, 3, 4	CRP8	<i>Utilize critical thinking to make sense of problems and persevere in solving them.</i>
	CRP9	<i>Model integrity, ethical leadership, and effective management.</i>
	CRP10	<i>Plan education and career paths aligned to personal goals.</i>
1, 2, 3, 4	CRP11	<i>Use technology to enhance productivity.</i>
	CRP12	<i>Work productively in teams while using cultural global competence</i>

Interdisciplinary Connections

List any other content standards addressed as well as appropriate units

Standard 8.2		Technology Education, Engineering, Design, and Computational Thinking - Programming: <i>All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.</i>
	Strand A	The Nature of Technology: Creativity and Innovation: <i>Technology systems impact every aspect of the world in which we live.</i>
	Strand B	Technology and Society: <i>Knowledge and understanding of human, cultural and societal values are fundamental when designing technological systems and products in the global society.</i>
1, 2, 3, 4	Strand C	Design: <i>The design process is a systematic approach to solving problems.</i>
	Strand D	Abilities for a Technological World: <i>The designed world is the product of a design process that provides the means to convert resources into products and systems.</i>
	Strand E	Computational Thinking: Programming: <i>Computational thinking builds and enhances problem-solving, allowing students to move beyond using knowledge to creating knowledge.</i>

Pacing Guide (All Dates are approximate based on the school calendar)

Unit/ Topic	Month (w/Approx number of Teaching Days)
Drawing	September/ February (~19 days)
Drawing Color and Design	October/ March (~20 days)
Color and Design Painting	November/ April (~17 days)
Painting 3-dimensional Design	December/ May (~16 days)
3-dimensional Design	January/ June (~18 days)

[Units](#)

Contact the Content Supervisor for unit details.