

# Seymour Public Schools Curriculum

## AP Drawing and 2 Dimensional Design Studio- 819

1 Credit

Offered to grades 10-12

AP Studio Drawing and 2 D Design is a college level studio art course. This course is intended for the serious art student willing to build a portfolio that addresses drawing issues and media exploration. The students will use drawing, painting, and design skills to communicate, experiment with composition, color, value, and creative problem solving, and increase their understanding of various styles of portraiture, techniques, and their application. AP Studio Drawing and 2D Design culminates in the submission of a portfolio containing mostly slides but some original pieces of artwork for college credit and evaluation. The portfolio will consist of three areas of study: Quality – original works which show high levels of art skill and content; Concentration – a body of work revolving around a specific visual idea; Breadth – a body of work demonstrating a variety of concepts and media.

### Unit #1: Compositions, Concept, and Execution

How do artists work? How do artists organize a work of art? What is the artistic process from a creative thought to the final execution? How do artists determine whether a particular direction in their work is effective?

<b>Grade: High School</b>	<b>Compositions, Concept, and Execution</b>
<b>National Standard for Visual Arts</b>	<p><b>VA:Cr1.1:</b> Generate and conceptualize artistic ideas and work</p> <p><b>VACr2.1</b> Organize and develop artistic ideas and work</p> <p><b>VARe9.1</b> Apply criteria to evaluate artistic work</p>
<b>Enduring Understanding</b>	<p>Creative and innovative thinking are essential life skills that can be developed.</p> <p>Artists experiment with forms, structures, materials, concepts, media, and art-making approaches.</p> <p>People evaluate art based on various criteria.</p>

# Seymour Public Schools Curriculum

<p><b>Essential Questions</b></p>	<p>What conditions, attitudes, and behaviors support creativity and innovative thinking?</p> <p>What factors prevent or encourage people to take creative risks?</p> <p>How does collaboration expand the creative process?</p> <p>How do artists work? How do artists determine whether a particular direction in their work is effective/successful?</p> <p>How do artists learn from trial and error?</p> <p>How does one determine criteria to evaluate a work of art?</p> <p>How and why might criteria vary?</p> <p>How is a personal preference different from an evaluation?</p>
<p><b>Performance Expectations</b></p>	<p style="text-align: center;"><b>VA:Cr1.1:</b> Generate and conceptualize artistic ideas and work</p> <p><b>HS Proficient:</b> Use multiple approaches to begin creative endeavors.</p> <p><b>HS Accomplished:</b> Individually or collaboratively formulate new creative problems based on student’s existing artwork.</p> <p><b>HS Advanced:</b> Visualize and hypothesize to generate plans for ideas and directions for creating art and design that can affect social change.</p> <p style="text-align: center;"><b>VACr2.1</b> Organize and develop artistic ideas and work</p> <p><b>HS Proficient:</b> Engage in making a work of art without having a preconceived plan.</p> <p><b>HS Accomplished:</b> Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.</p> <p><b>HS Advanced:</b> Experiment, plan, and make multiple works of art and design that explore a personally meaningful theme, idea, or concept.</p>

# Seymour Public Schools Curriculum

<p><b>VARe9.1</b> Apply criteria to evaluate artistic work</p> <p><b>HS Proficient:</b> Establish relevant criteria in order to evaluate a work of art or collection of works.</p> <p><b>HS Accomplished:</b> Determine the relevance of criteria used by others to evaluate a work of art or collection of works.</p> <p><b>HS Advanced:</b> Construct evaluations of a work of art or collection of works based on differing sets of criteria.</p>		
<p><b>Strategies/Modes (examples)</b> Rules of Composition</p>	<p><b>Materials/Resources/Suggested Media</b> Camera Graphite Charcoal Chalk Pastel Paint Ruler Photograph reference Student exemplars</p>	<p><b>Assessments (examples)</b> <b>Formative Assessment:</b> Teacher Feedback, One-on-One Instruction, Self-Monitoring Assessment of Technical Competence and Skill with Materials and Media <b>Summative Assessment:</b> Project Rubric Class Critique</p>

# Seymour Public Schools Curriculum

## Unit #2: Elements of Art

How do artists work? What elements make a work of art effective? What is the artistic process from a creative thought to the final execution? How do artists determine whether a particular direction in their work is effective?

<b>Grade: High School</b>	<b>Unit #1: Elements of Art</b>
<b>National Standard for Visual Arts</b>	<b>VACr2.1</b> Organize and develop artistic ideas and work  <b>VA:Re7.1:</b> Perceive and analyze artistic work
<b>Enduring Understanding</b>	Artists experiment with forms, structures, materials, concepts, media, and art-making approaches.  Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the natural world and constructed environment.
<b>Essential Questions</b>	How do artists work?  How do artists determine whether a particular direction in their work is effective/successful?  How do artists learn from trial and error?  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?

# Seymour Public Schools Curriculum

<p><b>Performance Expectations</b></p>	<p style="text-align: center;"><b>VACr2.1</b> Organize and develop artistic ideas and work</p> <p><b>HS Proficient:</b> Engage in making a work of art without having a preconceived plan.</p> <p><b>HS Accomplished:</b> Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.</p> <p><b>HS Advanced:</b> Experiment, plan, and make multiple works of art and design that explore a personally meaningful theme, idea, or concept.</p> <p style="text-align: center;"><b>VA:Re7.1:</b> Perceive and analyze artistic work</p> <p><b>HS Proficient:</b> Hypothesize ways in which art influences perception and understanding of human experiences.</p> <p><b>HS Accomplished:</b> Recognize and describe personal aesthetic and empathetic responses to the natural world and constructed environments.</p> <p><b>HS Advanced:</b> Analyze how responses to art develop over time based on knowledge of and experience with art and life.</p>		
<p style="text-align: center;"><b>Strategies/Modes (examples)</b>          Elements of Art          Expressive Color Theory</p>	<p style="text-align: center;"><b>Materials/Resources/Suggested Media</b>          Camera          Graphite          Charcoal          Chalk Pastel          Paint          Ruler          Photograph reference          Student exemplars</p>	<p style="text-align: center;"><b>Assessments (examples)</b>  <b>Formative Assessment:</b> Teacher Feedback,          One-on-One Instruction, Self-Monitoring          Assessment of Technical Competence and          Skill with Materials and Media  <b>Summative Assessment:</b> Project Rubric          Class Critique</p>	

# Seymour Public Schools Curriculum

## Unit #3 Principles of Design

How do artists work? How do artists organize a work of art? What is the artistic process from a creative thought to the final execution? How do artists determine whether a particular direction in their work is effective?

<b>Grade: High School</b>	<b>Unit #3: Principles of Design</b>
<b>National Standard for Visual Arts</b>	VACr2.1 Organize and develop artistic ideas and work  VA:Re7.1: Perceive and analyze artistic work
<b>Enduring Understanding</b>	Artists experiment with forms, structures, materials, concepts, media, and art-making approaches.  Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the natural world and constructed environment.
<b>Essential Questions</b>	How do artists work?  How do artists determine whether a particular direction in their work is effective/successful?  How do artists learn from trial and error?  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?

# Seymour Public Schools Curriculum

<p><b>Performance Expectations</b></p>	<p style="text-align: center;"><b>VACr2.1</b> Organize and develop artistic ideas and work</p> <p><b>HS Proficient:</b> Engage in making a work of art without having a preconceived plan.</p> <p><b>HS Accomplished:</b> Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.</p> <p><b>HS Advanced:</b> Experiment, plan, and make multiple works of art and design that explore a personally meaningful theme, idea, or concept.</p> <p style="text-align: center;"><b>VA:Re7.1:</b> Perceive and analyze artistic work</p> <p><b>HS Proficient:</b> Hypothesize ways in which art influences perception and understanding of human experiences.</p> <p><b>HS Accomplished:</b> Recognize and describe personal aesthetic and empathetic responses to the natural world and constructed environments.</p> <p><b>HS Advanced:</b> Analyze how responses to art develop over time based on knowledge of and experience with art and life.</p>		
<p style="text-align: center;"><b>Strategies/Modes (examples)</b> Principles of Design</p>	<p style="text-align: center;"><b>Materials/Resources/Suggested Media</b> Camera Graphite Charcoal Chalk Pastel Paint Ruler Photograph reference Student exemplars</p>	<p style="text-align: center;"><b>Assessments (examples)</b> <b>Formative Assessment:</b> Teacher Feedback, One-on-One Instruction, Self-Monitoring Assessment of Technical Competence and Skill with Materials and Media <b>Summative Assessment:</b> Project Rubric Class Critique</p>	

# Seymour Public Schools Curriculum

## Unit #4 Investigation: Surface Manipulation and Mark Making

How does investigation of materials further artist studies? What behaviors are relevant for artistic exploration? How does collaborative investigation support artistic exploration?

<b>Grade: High School</b>	<b>Unit #4 Investigation: Surface Manipulation and Mark Making</b>
<b>National Standard for Visual Arts</b>	<p><b>VA:Cr1.2:</b> Generate and conceptualize artistic ideas and work</p> <p><b>VACr2.1</b> Organize and develop artistic ideas and work</p> <p><b>VACr3.1</b> Refine and complete artistic work</p>
<b>Enduring Understanding</b>	<p>Artists experiment with forms, structures, materials, concepts, media, and art-making approaches.</p> <p>Artist shape artistic investigations, following or breaking with traditions in pursuit of creative art making goals.</p> <p>Artists develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time.</p>
<b>Essential Questions</b>	<p>How do artists work?</p> <p>How do artists determine whether a particular direction in their work is effective/successful?</p> <p>How do artists learn from trial and error?</p> <p>How does knowing the contexts histories, and traditions of art forms help us create works of art?</p> <p>Why do artists follow or break from established traditions?</p> <p>How do artists determine what resources and criteria are needed to formulate artistic investigations?</p> <p>What role does persistence play in revising, refining and developing a work?</p>

# Seymour Public Schools Curriculum

	How do artists become accomplished in art forms?
<b>Content Standard:</b>	<p style="text-align: center;"><b>VA:Cr1.2:</b> Generate and conceptualize artistic ideas and work</p> <p><b>HS Proficient:</b> Shape an artistic investigation of an aspect of the present day life using a contemporary practice of art or design.</p> <p><b>HS Accomplished:</b> Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design.</p> <p><b>HS Advanced:</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.</p> <p style="text-align: center;"><b>VACr2.1</b> Organize and develop artistic ideas and work</p> <p><b>HS Proficient:</b> Engage in making a work of art without having a preconceived plan.</p> <p><b>HS Accomplished:</b> Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.</p> <p><b>HS Advanced:</b> Experiment, plan, and make multiple works of art and design that explore a personally</p> <p style="text-align: center;"><b>VACr3.1</b> Refine and complete artistic work</p> <p><b>HS Proficient:</b> Apply relevant criteria from traditional and contemporary contexts to examine, reflect on, and plan revisions for works of art in progress.</p> <p><b>HS Accomplished:</b> Engage in constructive criticism, reflect on, re-engage, revise, and refine works of art to respond to personal artistic vision.</p> <p><b>HS Advanced:</b> Reflect on, re-engage, revise, and refine works of art considering relevant traditional and contemporary criteria as well as personal artistic vision.</p>

# Seymour Public Schools Curriculum

<b>Strategies/Modes (examples)</b> Media Exploration Unconventional Surfaces/Tools Montessori Style Learning	<b>Materials/Resources/Suggested Media</b> Multimedia drawing and painting materials Collage Material Random Unconventional Tools and Surfaces	<b>Assessments (examples)</b> <b>Formative Assessment:</b> Teacher Feedback, One-on-One Instruction, Self-Monitoring Assessment of Technical Competence and Skill with Materials and Media <b>Summative Assessment:</b> Project Rubric Class Critique
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# Seymour Public Schools Curriculum

## Unit #5 Experimentation and Risk Taking

How does investigation of materials further artist studies? What behaviors are relevant for artistic exploration? How does collaborative investigation support artistic exploration?

<b>Grade: High School</b>	<b>Unit #5 Experimentation and Risk Taking</b>
<b>National Standard for Visual Arts</b>	<p style="text-align: center;"><b>VA:Cr1.2:</b> Generate and conceptualize artistic ideas and work</p> <p style="text-align: center;"><b>VACr2.1</b> Organize and develop artistic ideas and work</p> <p style="text-align: center;"><b>VACr3.1</b> Refine and complete artistic work</p>
<b>Enduring Understanding</b>	<p>Artists experiment with forms, structures, materials, concepts, media, and art-making approaches.</p> <p>Artist shape artistic investigations, following or breaking with traditions in pursuit of creative art making goals.</p> <p>Artists develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time.</p>
<b>Essential Questions</b>	<p>How do artists work?</p> <p>How do artists determine whether a particular direction in their work is effective/successful?</p> <p>How do artists learn from trial and error?</p> <p>How does knowing the contexts histories, and traditions of art forms help us create works of art?</p> <p>Why do artists follow or break from established traditions?</p> <p>How do artists determine what resources and criteria are needed to formulate artistic investigations?</p> <p>What role does persistence play in revising, refining and developing a work?</p>

# Seymour Public Schools Curriculum

	How do artists become accomplished in art forms?
<b>Performance Expectations</b>	<p style="text-align: center;"><b>VA:Cr1.2:</b> Generate and conceptualize artistic ideas and work</p> <p><b>HS Proficient:</b> Shape an artistic investigation of an aspect of the present day life using a contemporary practice of art or design.</p> <p><b>HS Accomplished:</b> Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design.</p> <p><b>HS Advanced:</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.</p> <p style="text-align: center;"><b>VACr2.1</b> Organize and develop artistic ideas and work</p> <p><b>HS Proficient:</b> Engage in making a work of art without having a preconceived plan.</p> <p><b>HS Accomplished:</b> Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.</p> <p><b>HS Advanced:</b> Experiment, plan, and make multiple works of art and design that explore a personally</p> <p style="text-align: center;"><b>VACr3.1</b> Refine and complete artistic work</p> <p><b>HS Proficient:</b> Apply relevant criteria from traditional and contemporary contexts to examine, reflect on, and plan revisions for works of art in progress.</p> <p><b>HS Accomplished:</b> Engage in constructive criticism, reflect on, re-engage, revise, and refine works of art to respond to personal artistic vision.</p> <p><b>HS Advanced:</b> Reflect on, re-engage, revise, and refine works of art considering relevant traditional and contemporary criteria as well as personal artistic vision.</p>

# Seymour Public Schools Curriculum

<p><b>Strategies/Modes (examples)</b>          Media Exploration          Unconventional Surfaces/Tools          Montessori Style Learning</p>	<p><b>Materials/Resources/Suggested Media</b>          Multimedia drawing and painting materials          Collage Material          Random Unconventional Tools and Surfaces          Student exemplars</p>	<p><b>Assessments (examples)</b>  <b>Formative Assessment:</b> Teacher Feedback, One-on-One Instruction, Self-Monitoring Assessment of Technical Competence and Skill with Materials and Media  <b>Summative Assessment:</b> Project Rubric          Class Critique</p>
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# Seymour Public Schools Curriculum

## Unit #6 Originality, Imagination, and Invention

How do artists compose original thought and concepts? What behaviors support the execution of innovative ideas?

<b>Grade: High School</b>	<b>Unit #6 Originality, Imagination, and Invention</b>
<b>National Standard for Visual Arts</b>	<b>VA:Cr1.1 and 1.2:</b> Generate and conceptualize artistic ideas and work
<b>Enduring Understanding</b>	Creativity and innovative thinking are essential life skills that can be developed.  Artist shape artistic investigation, following or breaking with traditional in pursuit of creative art making goals.
<b>Essential Questions</b>	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 context 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 artist determine what resources and criteria are needed to formulate artistic investigations?

# Seymour Public Schools Curriculum

<p><b>Performance Expectations</b></p>	<p style="text-align: center;"><b>VA:Cr1.1:</b> Generate and conceptualize artistic ideas and work</p> <p><b>HS Proficient:</b> Use multiple approaches to begin creative endeavors.</p> <p><b>HS Accomplished:</b> Individually or collaboratively formulate new creative problems based on student’s existing artwork.</p> <p><b>HS Advanced:</b> Visualize and hypothesize to generate plans for ideas and directions for creating art and design that can affect social change.</p> <p style="text-align: center;"><b>VA:Cr1.2:</b> Generate and conceptualize artistic ideas and work</p> <p><b>HS Proficient:</b> Shape an artistic investigation of an aspect of the present day life using a contemporary practice of art or design.</p> <p><b>HS Accomplished:</b> Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design.</p> <p><b>HS Advanced:</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.</p>	
<p style="text-align: center;"><b>Strategies/Modes (examples)</b></p> <p style="text-align: center;">Dream Share Surreal Works Visual Painting</p>	<p style="text-align: center;"><b>Materials/Resources/Suggested Media</b></p> <p style="text-align: center;">Exemplars of Contemporary Work Watercolor Colored Pencils Multimedia drawing and painting materials Collage Material Random Unconventional Tools and Surfaces Student exemplars</p>	<p style="text-align: center;"><b>Assessments (examples)</b></p> <p><b>Formative Assessment:</b> Teacher Feedback, One-on-One Instruction, Self-Monitoring Assessment of Technical Competence and Skill with Materials and Media</p> <p><b>Summative Assessment:</b> Project Rubric Class Critique</p>

# Seymour Public Schools Curriculum

## Unit #7 Appropriation: Vision and Voice

How does an artist transform an inspiration to personal vision? How does an artist effectively execute personal vision and voice in a work of art?

<b>Grade: High School</b>	<b>Unit #7 Appropriation: Vision and Voice</b>
<b>National Standard for Visual Arts</b>	<b>VA:Cr1.1 and 1.2:</b> Generate and conceptualize artistic ideas and work
<b>Enduring Understanding</b>	<p>Creativity and innovative thinking are essential life skills that can be developed.</p> <p>Artist shape artistic investigation, following or breaking with traditional in pursuit of creative art making goals.</p>
<b>Essential Questions</b>	<p>How does knowing the context histories, and traditions of art forms help us create works of art and design?</p> <p>Why do artists follow or break from established traditions?</p> <p>How do artist determine what resources and criteria are needed to formulate artistic investigations?</p> <p>What conditions, attitudes, and behaviors support creativity and innovative thinking?</p> <p>What factors prevent or encourage people to take creative risks?</p> <p>How does collaboration expand the creative process?</p>

# Seymour Public Schools Curriculum

<p><b>Performance Expectations</b></p>	<p style="text-align: center;"><b>VA:Cr1.1:</b> Generate and conceptualize artistic ideas and work</p> <p><b>HS Proficient:</b> Use multiple approaches to begin creative endeavors.</p> <p><b>HS Accomplished:</b> Individually or collaboratively formulate new creative problems based on student’s existing artwork.</p> <p><b>HS Advanced:</b> Visualize and hypothesize to generate plans for ideas and directions for creating art and design that can affect social change.</p> <p style="text-align: center;"><b>VA:Cr1.2:</b> Generate and conceptualize artistic ideas and work</p> <p><b>HS Proficient:</b> Shape an artistic investigation of an aspect of the present day life using a contemporary practice of art or design.</p> <p><b>HS Accomplished:</b> Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design.</p> <p><b>HS Advanced:</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.</p>		
<p style="text-align: center;"><b>Strategies/Modes (examples)</b> Self-Awareness</p>	<p style="text-align: center;"><b>Materials/Resources/Suggested Media</b> Multimedia drawing and painting materials Collage Material Random Unconventional Tools and Surfaces Student exemplars</p>	<p style="text-align: center;"><b>Assessments (examples)</b> <b>Formative Assessment:</b> Teacher Feedback, One-on-One Instruction, Self-Monitoring Assessment of Technical Competence and Skill with Materials and Media <b>Summative Assessment:</b> Project Rubric Class Critique</p>	

# Seymour Public Schools Curriculum

## Unit #8 Effective Communication

How does an artist acquire visual literacy or clear visual imagery? How does an artist effectively communicate through a work of art?

<b>Grade: High School</b>	<b>Unit #8 Effective Communication</b>
<b>National Standard for Visual Arts</b>	<b>VARe7.1 and 7.2</b> Perceive and analyze artistic work
<b>Enduring Understanding</b>	<p>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.</p> <p>Visual imagery influences understanding of and responses to the world.</p>
<b>Essential Questions</b>	<p>How do life experiences influence the way you relate to art?</p> <p>How does learning about art impact how we perceive the world?</p> <p>What can we learn from our responses to art?</p> <p>What is an image?</p> <p>Where and how do we encounter images in our world?</p> <p>How do images influence our views of the world?</p>

# Seymour Public Schools Curriculum

<p><b>Performance Expectations</b></p>	<p style="text-align: center;"><b>VARe7.1</b> Perceive and analyze artistic work</p> <p><b>HS Proficient:</b> Hypothesize ways in which art influences perception and understanding of human experiences.</p> <p><b>HS Accomplished:</b> Recognize and describe personal aesthetic and empathetic responses to the natural world and constructed environments.</p> <p><b>HS Advanced:</b> Analyze how responses to art develop over time based on knowledge of and experience with art and life.</p> <p style="text-align: center;"><b>VARe7.2</b> Perceive and analyze artistic work</p> <p><b>HS Proficient:</b> Analyze how one’s understanding of the world is affected by experiencing visual imagery.</p> <p><b>HS Accomplished:</b> Evaluate the effectiveness of an image or images to influence ideas, feelings, and behaviors of specific audiences.</p> <p><b>HS Advanced:</b> Determine the commonalities within a group of artist or visual images attributed to a particular type of art, timeframe, or culture.</p>		
<p><b>Strategies/Modes (examples)</b>            Illustrator Works            Visual Literacy</p>	<p><b>Materials/Resources/Suggested Media</b>            Multimedia drawing and painting materials            Collage Material            Random Unconventional Tools and Surfaces            Student exemplars</p>	<p><b>Assessments (examples)</b>  <b>Formative Assessment:</b> Teacher Feedback, One-on-One Instruction, Self-Monitoring Assessment of Technical Competence and Skill with Materials and Media  <b>Summative Assessment:</b> Project Rubric            Class Critique</p>	

# Seymour Public Schools Curriculum

## Unit #9 Concentration: Sustained Investigation

How does an artist formulate a body of work that is visually cohesive? How does an artist maintain style, technique, and concept while showing experimentation and growth in a sustained investigation?

<b>Grade: High School</b>	<b>Unit #9 Concentration: Sustained Investigation</b>
<b>National Standard for Visual Arts</b>	<b>VACn10.1</b> Synthesize and relate knowledge and personal experiences to make art.  <b>VACn11.1</b> Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.
<b>Enduring Understanding</b>	Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge and experiences.  People develop ideas and understanding of society, culture, and history through their interactions with and analysis of art.
<b>Essential Questions</b>	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 art making?  How does art help us understand the lives of people of different times, places, and culture?  How is art used to impact the views of a society?  How does art preserve aspects of life?

# Seymour Public Schools Curriculum

<p><b>Performance Expectations</b></p>	<p><b>VACn10.1</b> Synthesize and relate knowledge and personal experiences to make art.</p> <p><b>HS Proficient:</b> Document the process of developing ideas from early stages to the fully elaborated ideas.</p> <p><b>HS Accomplished:</b> Utilize inquiry methods of observation, research, and experimentation to explore unfamiliar subjects through art-making.</p> <p><b>HS Advanced:</b> Synthesize knowledge of social, cultural, historical, and personal life with art-making approaches to create meaningful works of art or design.</p> <p><b>VACn11.1</b> Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.</p> <p><b>HS Proficient:</b> Distinguish different ways art is used to represent, establish, reinforce, and reflect group identity.</p> <p><b>HS Accomplished:</b> 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.</p> <p><b>HS Advanced:</b> Appraise the impact of an artist or a group of artists on the beliefs, values, and behaviors of society.</p>		
<p><b>Strategies/Modes (examples)</b>            Compare/Contrast bodies of artwork            Explore personal Vision/Passions</p>	<p><b>Materials/Resources/Suggested Media</b>            Multimedia drawing and painting materials            Collage Material            Random Unconventional Tools and Surfaces</p>	<p><b>Assessments (examples)</b>  <b>Formative Assessment:</b> Teacher Feedback, One-on-One Instruction, Self-Monitoring Assessment of Technical Competence and Skill with Materials and Media  <b>Summative Assessment:</b> Project Rubric            Class Critique</p>	

# Seymour Public Schools Curriculum

## Unit #10 Professional Presentation

Why present? Does presentation professionalism matter? What does an artist do to present their work? Does location change the way we view a work of art?

<b>Grade: High School</b>	<b>Unit #10 Professional Presentation</b>
<b>National Standard for Visual Arts</b>	<p><b>VAPr4.1</b> Select, analyze, and interpret work for presentation.</p> <p><b>VAPr5.1</b> Develop and refine artistic techniques and work for presentation.</p> <p><b>VAPr6.1</b> Convey meaning through the presentation of artistic work.</p>
<b>Enduring Understanding</b>	<p>Artist and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting, and curating objects, artifacts, and artworks for preservation and presentation.</p> <p>Artist, 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.</p> <p>Objects, artifacts, and artworks collected, preserved, or presented either by artist, museums, or other venues communicate meaning and a record of social, cultural, and political experiences resulting in the cultivation of appreciation and understanding.</p>
<b>Essential Questions</b>	<p>How are artworks cared for and by whom?</p> <p>What criteria, methods, and processes are used to select work for preservation or presentation?</p> <p>Why do people value objects, artifacts, and artworks, and select them for presentation?</p> <p>What methods and processes are considered when preparing artwork for presentation or preservation?</p> <p>How does refining artwork affect its meaning to the viewer?</p>

# Seymour Public Schools Curriculum

	<p>What criteria are considered when selecting work for presentation, a portfolio, or a collection?</p> <p>What is an art museum?</p> <p>How does the presenting and sharing of objects, artifacts, and artwork influence and shape ideas, beliefs, and experiences?</p> <p>How do objects, artifacts, and artworks collected, preserved, or presented, cultivate appreciation and understanding?</p>
<p><b>Performance Expectations</b></p>	<p><b>VACn10.1</b> Synthesize and relate knowledge and personal experiences to make art.</p> <p><b>HS Proficient:</b> Document the process of developing ideas from early stages to the fully elaborated ideas.</p> <p><b>HS Accomplished:</b> Utilize inquiry methods of observation, research, and experimentation to explore unfamiliar subjects through art-making.</p> <p><b>HS Advanced:</b> Synthesize knowledge of social, cultural, historical, and personal life with art-making approaches to create meaningful works of art or design.</p> <p><b>VACn11.1</b> Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.</p> <p><b>HS Proficient:</b> Distinguish different ways art is used to represent, establish, reinforce, and reflect group identity.</p> <p><b>HS Accomplished:</b> 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.</p> <p><b>HS Advanced:</b> Appraise the impact of an artist or a group of artists on the beliefs, values, and behaviors of society.</p>

# Seymour Public Schools Curriculum

<p><b>Strategies/Modes (examples)</b> Role of a Curator Professional Artist Presentation</p>	<p><b>Materials/Resources/Suggested Media</b> Matt Board Tape Hot Glue Art Tape</p>	<p><b>Assessments (examples)</b> <b>Formative Assessment:</b> Teacher Feedback, One-on-One Instruction, Self-Monitoring Assessment of Technical Competence and Skill with Materials and Media <b>Summative Assessment:</b> Project Rubric Class Critique</p>
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