

Pine Hill Public Schools Curriculum

Content Area:		Electives – Fine Art	
Course Title/ Grade Level:		Art 1	
Unit 1:	Introduction to Art	Month:	Sept
Unit 2:	Line & Shape	Month:	Oct-Nov
Unit 3:	Form & Space	Month:	Dec-Jan
Unit 4:	Color, Value, Pattern	Month:	Feb-Mar
Unit 5:	Texture-Collage/Montage/Assemblage	Month:	April-1/2 May
Unit 6:	Image Presentation/Matting/Exhibit	Month:	2nd 1/2 of May
Unit 7:	Media Exploration/Career Opportunities	Month:	June
Date Created or Revised:		8-6-12	
BOE Approval Date:		8/28/12	

**Pine Hill Public Schools
Curriculum**

Unit Title: Introduction to Art		Unit #: 1
Course or Grade Level: 9-12		Length of Time: September
Date Created: 8-6-12		BOE Approval Date:
Pacing	15 days	
Essential Questions	<ul style="list-style-type: none"> • What is Art? • How should we look at art? 	
Content	<ul style="list-style-type: none"> • Representational Art • Abstract Art • Non-Representational Art 	
Skills	<ul style="list-style-type: none"> • Demonstrate an understanding of the broad definition of art by listing traditional and non-traditional art materials and subjects • Analyze factors that contribute to something being considered a piece of art • Describe the media and subjects of a variety of past and present artworks • Use description, analysis, interpretation and evaluation to critique art works • Critique a painting using the four step process of description, analysis, interpretation and evaluation • Produce a journal (sketchbook) that records creative process, challenges and solutions. 	
Assessments	<ul style="list-style-type: none"> • Art quiz (pg 4-5 in text) • Summary & Review Questions • Sketchbook Assignments • Journal Entries • Exhibitions/Contests • Presentations • Self and Group Critique • Projects • Rubric • Teacher Observation • Product 	
Interventions / differentiated instruction	<ul style="list-style-type: none"> • Matching with Visuals • One-on-One Instruction with Teacher 	
Inter-disciplinary Connections	<ul style="list-style-type: none"> • History • Language Arts 	
Lesson resources / Activities	<ul style="list-style-type: none"> • References • Samples • Text: The Visual Experience Davis Publications 2005 	
*****	Core Curriculum Standards are located at the end of the final Unit	

**Pine Hill Public Schools
Curriculum**

Unit Title: Line & Shape		Unit #: 2
Course or Grade Level: 9-12		Length of Time: October-November
Date Created: 8-6-12		BOE Approval Date:
Pacing	30 days	
Essential Questions	<ul style="list-style-type: none"> • How does line influence our perception? • How can an artist vary his/her use of line? • How can lines show value, emotion and movement? • How does shape influence our perception? 	
Content	<ul style="list-style-type: none"> • Descriptive & Expressive Line • Outline • Contour Line • Hatching • Crosshatching • Implied Line • Shapes: Figure & Ground, Positive & Negative 	
Skills	<ul style="list-style-type: none"> • Identify and draw a variety of descriptive lines including outlines, contour lines and hatching • Identify and explain how artists use implied lines • Discuss how lines can be expressive • Use a variety of lines in their artwork • Produce a journal (sketchbook) that records creative process, challenges and solutions. 	
Assessments	<ul style="list-style-type: none"> • Sketchbook Assignments • Journal Entries • Exhibitions/Contests • Presentations • Self and Group Critique • Projects • Rubric • Teacher Observation • Product • Quiz/Test 	
Interventions / differentiated instruction	<ul style="list-style-type: none"> • Matching with Visuals • One-on-One Instruction with Teacher 	
Inter-disciplinary Connections	<ul style="list-style-type: none"> • History 	
Lesson resources / Activities	<ul style="list-style-type: none"> • References • Websites • PowerPoint Presentations • Drawing for Older Children and Teens- By Mona Brooks 1991 • The New Drawing on the Right Side of the Brain- By Betty Edwards 1999 • Text: The Visual Experience Davis Publications 2005 	
*****	Core Curriculum Standards are located at the end of the final Unit	

**Pine Hill Public Schools
Curriculum**

Unit Title: Form & Space		Unit #: 3
Course or Grade Level: 9-12		Length of Time: December-January
Date Created: 8-6-12		BOE Approval Date:
Pacing	25 days	
Essential Questions	<ul style="list-style-type: none"> • How do artists use foreshortening to suggest 3d form on a flat surface? • How can an artist achieve a real sense of space in 2d works of art? 	
Content	<ul style="list-style-type: none"> • Form: Forms & Pictures, Foreshortening, Organic vs. Geometric, Closed vs. Open • Space: 2D & 3D 	
Skills	<ul style="list-style-type: none"> • Perceive and understand how figure & ground (positive & negative shapes) are effectively used in artworks • Understand how artists use foreshortening to suggest a 3d form on a flat surface • Explain how geometric & organic shapes/forms both open & closed, can be used to express emotion in artworks • Draw/paint/sculpt an artwork featuring positive-negative shapes & forms • Produce a journal (sketchbook) that records creative process, challenges and solutions. 	
Assessments	<ul style="list-style-type: none"> • Sketchbook Assignments • Journal Entries • Exhibitions/Contests • Presentations • Self and Group Critique • Projects • Rubric • Teacher Observation • Product • Quiz/Test 	
Interventions / differentiated instruction	<ul style="list-style-type: none"> • Matching with Visuals • One-on-One Instruction with Teacher 	
Inter-disciplinary Connections	<ul style="list-style-type: none"> • History • Math • Science 	
Lesson resources / Activities	<ul style="list-style-type: none"> • References • Websites • PowerPoint Presentations • Drawing for Older Children and Teens- By Mona Brooks 1991 • The New Drawing on the Right Side of the Brain- By Betty Edwards 1999 • Text: The Visual Experience Davis Publications 2005 	
*****	Core Curriculum Standards are located at the end of the final Unit	

**Pine Hill Public Schools
Curriculum**

Unit Title: Color, Value, Pattern		Unit #: 4
Course or Grade Level: 9-12		Length of Time: February-March
Date Created: 8-6-12		BOE Approval Date:
Pacing	21 days	
Essential Questions	<ul style="list-style-type: none"> • What are the relationships between colors on the color wheel? • What are the primary, secondary & tertiary colors? How are they mixed? • Does every color have a value? • How do planned or random repetition of colors, lines, values and textures create patterns? • How do artists use color, value, texture & pattern to express emotions? 	
Content	<ul style="list-style-type: none"> • Color Theory • Color Harmonies • Color Mixing • Value scales-grayscale & color • Pattern-symmetrical/asymmetrical, random/planned, natural vs. manmade 	
Skills	<ul style="list-style-type: none"> • Understand that color is a property of light. • Define hue, value & intensity. • Mix the secondary & tertiary colors using the three primary colors. • Create a value scale using grayscale and color media. • Recognize the various types of patterns & their origin • Produce a journal (sketchbook) that records creative process, challenges and solutions. 	
Assessments	<ul style="list-style-type: none"> • Sketchbook Assignments • Journal Entries • Exhibitions/Contests • Presentations • Self and Group Critique • Projects • Rubric • Teacher Observation • Product • Quiz/Test 	
Interventions / differentiated instruction	<ul style="list-style-type: none"> • Matching with Visuals • One-on-One Instruction with Teacher 	
Inter-disciplinary Connections	<ul style="list-style-type: none"> • History • Science 	
Lesson resources / Activities	<ul style="list-style-type: none"> • References • Websites • PowerPoint Presentations • Text: The Visual Experience Davis Publications 2005 • Video: Light & Color 	
*****	Core Curriculum Standards are located at the end of the final Unit	

**Pine Hill Public Schools
Curriculum**

Unit Title: Texture-Collage/Montage/Assemblage		Unit #: 5
Course or Grade Level: 9-12		Length of Time: April-1/2 May
Date Created: 8-6-12		BOE Approval Date:
Pacing	20 days	
Essential Questions	<ul style="list-style-type: none"> • How does texture influence our perception? • In what ways can an artist create a sense of texture in a work of art? • How can the addition of texture contribute to an artist's work and create a sense of unity? • What is the difference between Collage, Montage and Assemblage? 	
Content	<ul style="list-style-type: none"> • Texture-actual vs simulated • Collage • Montage • Assemblage 	
Skills	<ul style="list-style-type: none"> • Define the principle of design element known as Unity. • Create 2 & 3 d works of art that explore texture using collage, montage or assemblage techniques • Create a unified piece of work using found objects • Produce a journal (sketchbook) that records creative process, challenges and solutions. 	
Assessments	<ul style="list-style-type: none"> • Sketchbook Assignments • Journal Entries • Exhibitions/Contests • Presentations • Self and Group Critique • Projects • Rubric • Teacher Observation • Product • Quiz/Test 	
Interventions / differentiated instruction	<ul style="list-style-type: none"> • Matching with Visuals • One-on-One Instruction with Teacher 	
Inter-disciplinary Connections	<ul style="list-style-type: none"> • History 	
Lesson resources / Activities	<ul style="list-style-type: none"> • References • Samples • Websites • PowerPoint Presentations • Text: The Visual Experience Davis Publications 2005 	
*****	Core Curriculum Standards are located at the end of the final Unit	

**Pine Hill Public Schools
Curriculum**

Unit Title: Image Presentation/Matting/Exhibit		Unit #: 6
Course or Grade Level: 9-12		Length of Time: 2nd 1/2 of May
Date Created: 8-6-12		BOE Approval Date:
Pacing	10 days	
Essential Questions	<ul style="list-style-type: none"> • What is the proper way to measure and cut a mat for a piece of artwork? • What are the standard sizes for a mat? • Explain the difference between mounting and matting a work of art. 	
Content	<ul style="list-style-type: none"> • Measure the artwork to determine the opening size of the mat • Cut the mat • Mount artwork 	
Skills	<ul style="list-style-type: none"> • Indicate measurement marks on the ruler. • Use a ruler to properly measure the opening of the mat. • Cut the mat using a Logan mat cutter • Mount a piece of work to an acid free base. • Label the artwork for display 	
Assessments	<ul style="list-style-type: none"> • Sketchbook Assignments • Journal Entries • Exhibitions/Contests • Presentations • Self and Group Critique • Projects • Rubric • Teacher Observation • Product • Quiz/Test • 	
Interventions / differentiated instruction	<ul style="list-style-type: none"> • Matching with Visuals • One-on-One Instruction with Teacher 	
Inter-disciplinary Connections	<ul style="list-style-type: none"> • Mathematics 	
Lesson resources / Activities	<ul style="list-style-type: none"> • Demonstration • Text: The Visual Experience Davis Publications 2005 	

**Unit 6
Core Curriculum Standards**

2009 NJCCCS VISUAL & PERFORMING ARTS

Standard: 1.3 Performance All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.

Strand(s): D. Visual Art

Content Statement(s):	CPI # / CPI(s):
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Content: How individuals manipulate the elements of art and principles of design results in original portfolios that reflect choice and personal stylistic nuance	1.3.12.D.1 Synthesize the elements of art and principles of design in an original portfolio of two- and three-dimensional artworks that reflects personal style and a high degree of technical proficiency and expressivity.
Content: Culturally and historically diverse art media, art mediums, techniques, and styles impact originality and interpretation of the artistic statement.	1.3.12.D.2 Produce an original body of artwork in one or more art mediums that demonstrates mastery of visual literacy, methods, techniques, and cultural understanding.
Standard: 1.4 Aesthetic Responses and Critique Methodologies All students will demonstrate and apply an understanding of art philosophies, judgment, and analysis to works of art in dance, music, theatre and visual art.	
Strand(s): B Critique Methodologies	
Content Statement(s):	CPI # / CPI(s):
Content: Archetypal subject matter exists in all cultures and is embodied in the formal and informal aspects of art.	1.4.12.B.1 Formulate criteria for arts evaluation using the principles of positive critique and observation of the elements of art and principles of design, and use the criteria to evaluate works of dance, music, theatre, visual, and multimedia artwork from diverse cultural contexts and historical eras.
Content: The cohesiveness of a work of art and its ability to communicate a theme or narrative can be directly affected by the artist's technical proficiency as well as by the manner and physical context in which it is performed or shown.	1.4.12.B.2 Evaluate how an artist's technical proficiency may affect the creation or presentation of a work of art, as well as how the context in which a work is performed or shown may impact perceptions of its significance/meaning.
2009 NJCCCS 21st CENTURY LIFE & CAREERS	
Standard: 9.1 21st-Century Life & Career Skills All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.	
Strand(s): A. Critical Thinking and Problem Solving	
Content Statement(s):	CPI # / CPI(s):
The ability to recognize a problem and apply critical thinking and problem-solving skills to solve the problem is a lifelong skill that develops over time.	9.1.12.A.1 Apply critical thinking and problem-solving strategies during structured learning experiences.
2009 NJCCCS Career & Technical Education	
9.4 Career and Technical Education All students who complete a career and technical education program will acquire academic and technical skills for careers in emerging and established professions that lead to technical skill proficiency, credentials, certificates, licenses, and/or degrees.	
Strand(s): C. Arts, A/V Technology, & Communications Career Cluster	
Content Statement(s):	CPI # / CPI(s):
*Roles within teams, work units, departments, organizations, inter-organizational systems and the larger environment impact business operation. *Key organizational systems impact organizational performance and the quality of products and services. * Understanding the global context of 21st-century industries and careers impacts business operations.	9.4.12.C. (3). Demonstrate knowledge of the printing process, including customer service and sales, scheduling, and quality control, to deliver products that meet customer needs and expectations.
Technical Skills: Technical knowledge and skills play a role in all careers within all cluster and pathway.	9.4.12.C. (3). 5 Employ processes required for the production of various printed products to build an understanding of print technologies.

Academic foundations: Academic concepts lay the foundation for the full range of careers and post secondary education opportunities within the career cluster.	9.4.12.C. (6). 3 Explain what and how specific works of art communicate meaning and how they are used as a means to express ideas.
Employability skills and career and entrepreneurship opportunities build the capacity for successful careers in a global economy.	9.4.12.C.9 Develop and deliver formal and informal presentations using appropriate media to engage and inform audiences.
Technology is used to access, manage, integrate, and disseminate information.	9.4.12.C.19 Employ technological tools to expedite workflow.

2009 NJCCCS Technology

8.1. Educational technology. All students will use digital tools to access, manage, evaluate, and synthesis information in order to solve problems individually and collaboratively and to create and communicate knowledge

Strand(s): D. Digital Citizenship

Content Statement(s):

CPI # / CPI(s):

Technological advancements create societal concerns regarding the practice of safe, legal and ethical behaviors.

8.1.12.D.2 Demonstrate appropriate use of copyrights as well as fair use and creative commons guidelines.

21st Century Themes

	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy		Health Literacy
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21st Century Skills

X	Creativity and Innovation	X	Critical Thinking and Problem Solving	X	Communication and Collaboration		Information Literacy
X	Media Literacy		ICT Literacy	X	Life and Career Skills		

**Pine Hill Public Schools
Curriculum**

Unit Title: Media Exploration/Career Opportunities		Unit #: 7
Course or Grade Level: 9-12		Length of Time: June
Date Created: 8-6-12		BOE Approval Date:
Pacing	5 days	
Essential Questions	<ul style="list-style-type: none"> • What are the five major career categories? • What is the difference between fine art and design careers? • What are the skills and responsibilities associated with specific art careers? • Why is it important to maintain a portfolio? (actual, dvd, or web based) • Why is it important to maintain a dignified persona when using social media? • How does one use social media to network? 	
Content	<ul style="list-style-type: none"> • 5 Career Categories • Environmental design: Architecture, Interior Design, Display Design • Communications: Graphic Design, Illustration, Photography, Game Design • Product & Fashion Design: Industrial Design, Fashion design • Entertainment: Multi Media Design, Set Design, Costume Design • Cultural Enrichment: Teaching, Museum Careers 	
Skills	<ul style="list-style-type: none"> • Career awareness • Career Preparation • Portfolio • Social Media Literacy 	
Assessments	<ul style="list-style-type: none"> • Sketchbook Assignments • Journal Entries • Exhibitions/Contests • Presentations • Self and Group Critique • Projects • Rubric • Teacher Observation • Product • Quiz/Test • 	
Interventions / differentiated instruction	<ul style="list-style-type: none"> • Matching with Visuals • One-on-One Instruction with Teacher 	
Inter-disciplinary Connections	<ul style="list-style-type: none"> • History 	
Lesson resources / Activities	<ul style="list-style-type: none"> • Text: The Visual Experience Davis Publications 2005 • Internet • Career Videos • Guest Speakers 	

Unit 7

Core Curriculum Standards

2009 NJCCCS 21st CENTURY LIFE & CAREERS

Standard: 9.3 Career Awareness, Exploration, and Preparation All students will apply knowledge about and engage in the process of career awareness, exploration, and preparation in order to navigate the globally competitive work environment of the information age.

Strand(s): C. Career Preparation

Content Statement(s):	CPI # / CPI(s):
Career preparation requires purposeful planning based on research, self-knowledge, and informed choices.	9.3.12.C. Assess and modify Personalized Student Learning Plans to support declared career goals.
	9.3.12.C.2 Characterize education and skills needed to achieve career goals, and take steps to prepare for postsecondary options, including making course selections, preparing for and taking assessments, and participating in extra-curricular activities.
	9.3.12.C.3 Develop personal interests and activities that support declared career goals and plans.
	9.3.12.C.4 Use online resources to examine licensing, certification, and credentialing requirements at the local, state, and national levels to maintain compliance with industry requirements in areas of career interest.
	9.3.12.C.6 Develop job readiness skills by participating in structured learning experiences and employment seeking opportunities.
	9.3.12.C.21 Determine the extent to which an individual’s online behavior (e.g., social networking, photo exchanges, video postings) may impact opportunities for employment, job retention, or job advancement.
	9.3.12.C.23 Determine job entrance criteria (e.g., education credentials, math/writing/reading comprehension tests, drug tests) used by employers in various industry sectors.

2009 NJCCCS Career & Technical Education

9.4 Career and Technical Education All students who complete a career and technical education program will acquire academic and technical skills for careers in emerging and established professions that lead to technical skill proficiency, credentials, certificates, licenses, and/or degrees.

Strand(s): C. Arts, A/V Technology, & Communications Career Cluster

Content Statement(s):	CPI # / CPI(s):
All clusters rely on effective oral and written communication strategies for creating, expressing, and interpreting information and ideas that incorporate technical terminology and information.	9.4.12.C.4 Select and employ appropriate reading and communication strategies to learn and use technical concepts and vocabulary in practice.
Academic foundations: Academic concepts lay the foundation for the full range of careers and post secondary education opportunities within the career cluster.	9.4.12.C. (6). 1 Research the history of the visual arts and analyze the role of the visual arts in society to develop a broad understanding of the nature and scope of the pathway.

2009 NJCCCS Technology

8.1. Educational technology. All students will use digital tools to access, manage, evaluate, and synthesis information in order to solve problems individually and collaboratively and to create and communicate

knowledge							
Strand(s): D. Digital Citizenship							
Content Statement(s):				CPI # / CPI(s):			
Technological advancements create societal concerns regarding the practice of safe, legal and ethical behaviors.				8.1.12.D.2 Demonstrate appropriate use of copyrights as well as fair use and creative commons guidelines.			
<u>21st Century Themes</u>							
X	Global Awareness	X	Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy		Health Literacy
<u>21st Century Skills</u>							
X	Creativity and Innovation	X	Critical Thinking and Problem Solving	X	Communication and Collaboration	X	Information Literacy
X	Media Literacy		ICT Literacy	X	Life and Career Skills		

Art 1 Units 1-5

Pine Hill Public Schools Core Curriculum Standards

2009 NJCCCS VISUAL & PERFORMING ARTS

Standard: 1.1 The Creative Process All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.

Strand(s): D. Visual Art

Content Statement(s):

CPI # / CPI(s):

Content: Common themes exist in artwork from a variety of cultures across time and are communicated through metaphor, symbolism, and allegory.

1.1.12.D.1 Distinguish innovative applications of the elements of art and principles of design in visual artworks from diverse cultural perspectives and identify specific cross-cultural themes

Content: Stimuli for the creation of artworks can come from many places, including other arts disciplines.

1.1.12. D.2 Translate literary, musical, theatrical, and dance compositions by using them as stimulus/inspiration for corresponding visual artworks.

Standard: 1.2 History of the Arts & Culture All students will understand the role, development and influence of the arts throughout history and across cultures.

Strand(s): D. Visual Art

Content Statement(s):

CPI # / CPI(s):

Content: Common themes exist in artwork from a variety of cultures across time and are communicated through metaphor, symbolism, and allegory.

1.2.12.A.1 Determine how dance, music, theatre, and visual art have influenced world cultures throughout history.

Content: Stimuli for the creation of artworks can come from many places, including other arts disciplines.

1.2.12.A.2 Justify the impact of innovations in the arts (e.g., the availability of music online) on societal norms and habits of mind in various historical eras.

Standard: 1.3 Performance All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.

Strand(s): D. Visual Art

Content Statement(s):

CPI # / CPI(s):

Content: How individuals manipulate the elements of art and principles of design results in original portfolios that reflect choice and personal stylistic nuance

1.3.12.D.1 Synthesize the elements of art and principles of design in an original portfolio of two- and three-dimensional artworks that reflects personal style and a high degree of technical proficiency and expressivity.

Content: Culturally and historically diverse art media, art mediums, techniques, and styles impact originality and interpretation of the artistic statement.

1.3.12.D.2 Produce an original body of artwork in one or more art mediums that demonstrates mastery of visual literacy, methods, techniques, and cultural understanding.

Content: The artist's understanding of the relationships among art media, methodology, and visual statement allows the artist to use expressionism, abstractionism (nonobjective art), realism/naturalism, impressionism, and other genre styles to

1.3.12.D.3 Organize an exhibit of personal works of visual art that convey a high level of understanding of how the expression of ideas relates to the art media, art mediums, and techniques used.

convey ideas to an audience.	
Content: Two and three -dimensional artworks can be rendered culturally specific by using the tools techniques, styles, materials, and methodologies that are germane to a particular cultural style.	1.3.12.D.5 Identify the styles and artistic processes used in the creation of culturally and historically diverse two and three-dimensional artworks, and emulate those styles by creating an original body of work.
Standard: 1.4 Aesthetic Responses and Critique Methodologies All students will demonstrate and apply an understanding of art philosophies, judgment, and analysis to works of art in dance, music, theatre and visual art.	
Strand(s): A. Aesthetic Responses	
Content Statement(s):	CPI # / CPI(s):
Content: Recognition of fundamental elements within various arts disciplines (dance, music, theatre, and visual art) is dependent on the ability to decipher cultural implications embedded in artworks.	1.4.12.A.1 Use contextual clues to differentiate between unique and common properties and to discern the cultural implications of works of dance, music, theatre, and visual art.
Content: Contextual clues within artworks often reveal artistic intent, enabling the viewer to hypothesize the artist's concept.	1.4.12.A.2 Speculate on the artist's intent, using discipline-specific arts terminology and citing embedded clues to substantiate the hypothesis.
Content: Artistic styles, trends, movements, and historical responses to various genres of art evolve over time.	1.4.12.A.3 Develop informed personal responses to an assortment of artworks across the four arts disciplines (dance, music, theatre, and visual art), using historical significance, craftsmanship, cultural context, and originality as criteria for assigning value to the works.
Strand(s): B Critique Methodologies	
Content Statement(s):	CPI # / CPI(s):
Content: Archetypal subject matter exists in all cultures and is embodied in the formal and informal aspects of art.	1.4.12.B.1 Formulate criteria for arts evaluation using the principles of positive critique and observation of the elements of art and principles of design, and use the criteria to evaluate works of dance, music, theatre, visual, and multimedia artwork from diverse cultural contexts and historical eras.
Content: The cohesiveness of a work of art and its ability to communicate a theme or narrative can be directly affected by the artist's technical proficiency as well as by the manner and physical context in which it is performed or shown.	1.4.12.B.2 Evaluate how an artist's technical proficiency may affect the creation or presentation of a work of art, as well as how the context in which a work is performed or shown may impact perceptions of its significance/meaning.
Content: Art and art-making reflect and affect the role of technology in a global society.	1.4.12.B.3 Determine the role of art and art-making in a global society by analyzing the influence of technology on the visual, performing, and multimedia arts for consumers, creators, and performers around the world.
2009 NJCCCS 21st CENTURY LIFE & CAREERS	
Standard: 9.1 21st-Century Life & Career Skills All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.	
Strand(s): A. Critical Thinking and Problem Solving	
Content Statement(s):	CPI # / CPI(s):
The ability to recognize a problem and apply critical thinking and problem-solving skills to solve the problem is a lifelong skill that develops over time.	9.1.12.A.1 Apply critical thinking and problem-solving strategies during structured learning experiences.
Strand(s): C. Collaboration, Teamwork, and Leadership	

Content Statement(s):	CPI # / CPI(s):
Collaboration and teamwork enable individuals or groups to achieve common goals with greater efficiency.	9.1.12.C.1 Enlist input from experts in the field, community members, and other stakeholders to design a service-learning activity that addresses a local, national, or worldwide need.
Standard: 9.3 Career Awareness, Exploration, and Preparation All students will apply knowledge about and engage in the process of career awareness, exploration, and preparation in order to navigate the globally competitive work environment of the information age.	
Strand(s): C. Career Preparation	
Content Statement(s):	CPI # / CPI(s):
Career preparation requires purposeful planning based on research, self-knowledge, and informed choices.	9.3.12.C.2 Characterize education and skills needed to achieve career goals, and take steps to prepare for postsecondary options, including making course selections, preparing for and taking assessments, and participating in extra-curricular activities.
	9.3.12.C.3 Develop personal interests and activities that support declared career goals and plans.
	9.3.12.C.21 Determine the extent to which an individual's online behavior (e.g., social networking, photo exchanges, video postings) may impact opportunities for employment, job retention, or job advancement.
	9.3.12.C.23 Determine job entrance criteria (e.g., education credentials, math/writing/reading comprehension tests, drug tests) used by employers in various industry sectors.
2009 NJCCCS Career & Technical Education	
9.4 Career and Technical Education All students who complete a career and technical education program will acquire academic and technical skills for careers in emerging and established professions that lead to technical skill proficiency, credentials, certificates, licenses, and/or degrees.	
Strand(s): C. Arts, A/V Technology, & Communications Career Cluster	
Content Statement(s):	CPI # / CPI(s):
Academic Foundations: Academic concepts lay the foundation for the full range of career and postsecondary education opportunities within the career cluster.	9.4.12.C.1 Demonstrate language arts knowledge and skills required to pursue the full range of postsecondary education and career opportunities.
Technical Skills: Technical knowledge and skills play a role in all careers within all cluster and pathway.	
All clusters rely on effective oral and written communication strategies for creating, expressing, and interpreting information and ideas that incorporate technical terminology and information.	9.4.12.C.4 Select and employ appropriate reading and communication strategies to learn and use technical concepts and vocabulary in practice.
Academic foundations: Academic concepts lay the foundation for the full range of careers and post secondary education opportunities within the career cluster.	9.4.12.C.(6).1 Research the history of the visual arts and analyze the role of the visual arts in society to develop a broad understanding of the nature and scope of the pathway.
	9.4.12.C.(6).2 Analyze how elements and principles are applied in a broad range of specific works of art.

	9.4.12.C.(6).3 Explain what and how specific works of art communicate meaning and how they are used as a means to express ideas.
Employability skills and career and entrepreneurship opportunities build the capacity for successful careers in a global economy.	9.4.12.C.(6).4 Research careers and the qualifications they require to build an understanding of opportunities of the pathway.
	9.4.12.C.8 Use correct grammar, punctuation, and terminology to write and edit documents.
	9.4.12.C.9 Develop and deliver formal and informal presentations using appropriate media to engage and inform audiences.
Technology is used to access, manage, integrate, and disseminate information.	9.4.12.C.19 Employ technological tools to expedite workflow.
	9.4.12.C.21 Operate Internet applications to perform tasks.
	9.4.12.C.23 Operate presentation applications to prepare and deliver presentations.

2009 NJCCCS Technology

8.1. Educational technology. All students will use digital tools to access, manage, evaluate, and synthesis information in order to solve problems individually and collaboratively and to create and communicate knowledge

Strand(s): D. Digital Citizenship

Content Statement(s):

CPI # / CPI(s):

Technological advancements create societal concerns regarding the practice of safe, legal and ethical behaviors.	8.1.12.D.2 Demonstrate appropriate use of copyrights as well as fair use and creative commons guidelines.
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21st Century Themes

X	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy	X	Civic Literacy		Health Literacy
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21st Century Skills

X	Creativity and Innovation	X	Critical Thinking and Problem Solving	X	Communication and Collaboration		Information Literacy
X	Media Literacy		ICT Literacy	X	Life and Career Skills		