

# KINGSWAY REGIONAL SCHOOL DISTRICT



*Committed to Excellence*

<b>Course Name: Applied Arts</b>	<b>Grade Level(s): 11-12</b>
<b>Department: Visual Arts</b>	<b>Credits: 1</b>
<b>BOE Adoption Date: October 2015</b>	<b>Revision Date(s): October 2019</b>

## **ABSTRACT**

In the Applied Arts course, instructional time should focus on five critical areas: (1) developing an understanding of visual design, including art history and art techniques. (2) Developing the student's visual eye to solve problems through design in both 2d and 3d arenas including utilitarian and non-utilitarian art-making. (3) Experimenting with many different methods, materials, critical and creative thinking to solve design challenges. (4) Construction of original, authentic creative design-based artwork that shows grade-level appropriate mastery of the problem and the chosen methods taught. (5) Critiquing visual stimuli for both successes and areas to improve within artwork witnessed and artwork created.

Students will be expected to solve design problems through the creation of art-objects. Students will use a wide variety of media while working mostly hands on during studio work time. Students will understand and implement influences into their artwork from art history, contemporary cultures, elements and principles of designing and other visual theories taught throughout the course. This course is designed to expose students to design principles by scaffolding information of design from 2 dimensions into 3 dimensions. Once a grasp of 3-dimensional design has been acquired, students will begin to transition into constructing utilitarian sculptures and fiber-based projects. These types of projects are designed to be used as consumables, and could encourage students interested in pursuing career-based art. Art making techniques can include: paper mache, paper sculptures, drawings, wire, metals, ceramics, fibers, collage, using recyclable materials, etc. Students will learn how to display their work properly and critique their classmates work as well as their own to measure self-growth in art analysis. Students can expect to learn vocabulary for each unit, techniques and tool usage while applying it to their own unique original contemporarily designed pieces

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## Mission Statement

The Kingsway Regional School District believes that this school district is responsible for developing and maintaining a comprehensive educational program that will foster the academic, social, and personal growth of all students. The Kingsway Regional School District provides a secure, supportive environment. It also provides high quality resources to challenge and empower each individual to pursue his/her potential, to develop a passion for learning in a diverse and challenging world, to encourage active citizenship, and to reach a high standard of achievement at all grade levels as defined by the New Jersey Core Curriculum Content Standards (NJCCCS) & Common Core State Standards (CCSS).

## Curriculum & Instruction Goals

### Goal(s):

1. To ensure students are college and career ready upon graduation
2. To vertically and horizontally align curriculum K-12 to ensure successful transition of students at each grade level
3. To identify individual student strengths and weaknesses utilizing various assessment measures (formative, summative, alternative, etc.) so as to differentiate instruction while meeting the rigor of the applicable content standards
4. To improve student achievement as assessed through multiple measures including, but not limited to, state testing, local assessments, and intermediate benchmarking

## How to Read this Document

This curricular document contains both *pacing guides* and *curriculum units*. The pacing guides serve to communicate an estimated timeframe as to *when* skills and topics will be taught throughout the year. The pacing, however, may differ slightly depending upon the unique needs of each learner. The *curriculum units* contain more detailed information as to the content, goals, and objectives of the course well as how students will be assessed. The terms and definitions below will assist the reader to better understand the sections and components of this curriculum document.

## Terms to Know

- 1. Accommodation(s):** The term "accommodation" may be used to describe an *alteration* of environment, curriculum format, or equipment that allows an individual with a disability to gain access to content and/or complete assigned tasks. They allow students with disabilities to pursue a regular course of study. The term accommodation is often used interchangeable with the term modification. However, it is important to remember that modifications change or modify the intended learning goal while accommodations result in the same learning goal being expected but with added assistance in that achievement. Since accommodations do not alter what is being taught, instructors should be able to implement the same grading scale for students with disabilities as they do for students without disabilities.
- 2. Differentiated Instruction:** Differentiation of instruction relies on the idea that instructional approaches should be tailored to each individual student's learning needs. It provides students an array of options during the learning process that allows them make sense of ideas as it relates to them. The integration of differentiated instructional techniques is a curriculum design approach to increase flexibility in teaching and decrease the barriers that frequently limit student access to materials and learning in classrooms. <http://www.udlcenter.org/aboutudl>
- 3. Enduring Understanding:** Enduring understandings (aka big ideas) are statements of understanding that articulate deep conceptual understandings at the heart of each content area. Enduring understandings are noted in the alongside essential questions within each unit in this document. <http://www.ascd.org>
- 4. Essential Question:** These are questions whose purpose is to stimulate thought, to provoke inquiry, and to spark more questions. They extend beyond a single lesson or unit. Essential questions are noted in the beginning of each unit in this document. <http://www.ascd.org>
- 5. Formative Assessments:** Formative assessments monitor student learning to provide ongoing feedback that can be used by (1) instructors to improve teaching and (2) by students to improve their learning. Formative assessments help identify students' strengths and weaknesses and address problems immediately.
- 6. Learning Activity(s):** Learning activities are those activities that take place in the classroom for which the teacher facilitates and the students participate in to ensure active engagement in the learning process. (Robert J. Marzano, *The Art and Science of Teaching*)
- 7. Learning Assignment(s):** Learning assignments are those activities that take place independently by the student inside the classroom or outside the classroom (i.e. homework) to extend concepts and skills within a lesson. <http://www.marzanocenter.com>
- 8. Learning Goal(s):** Learning goals are broad statements that note what students "should know" and/or "be able to do" as they progress through a unit. Learning goals correlate specifically to the NJCCCS and CCSS are noted within each unit. <http://www.marzanocenter.com>

9. **Learning Objective(s):** Learning objectives are more specific skills and concepts that students must achieve as they progress towards the broader learning goal. These are included within each unit and are assessed frequently by the teacher to ensure students are progressing appropriately. <http://www.marzanoresearch.com>
10. **Model Assessment:** Within the model curriculum, model assessments are provided that included assessments that allow for measuring student proficiency of those target skills as the year of instruction progresses. <http://www.state.nj.us/education/modelcurriculum/>
11. **Model Curriculum:** The model curriculum has been provided by the state of New Jersey to provide a “model” for which districts can properly implement the Common Core State Standards and New Jersey Core Curriculum Content Standards by providing an example from which to work and/or a product for implementation. <http://www.state.nj.us/education/modelcurriculum/>
12. **Modification(s):** The term "modification" may be used to describe a *change* in the curriculum. Modifications are typically made for students with disabilities who are unable to comprehend all of the content an instructor is teaching. The term modification is often used interchangeable with the term accommodations. However, it is important to remember that modifications change or modify the intended learning goal while accommodations result in the same learning goal being expected but with assistance in that achievement.
13. **Performance Assessments:** (aka alternative or authentic assessments) Performance assessments are a form of assessment that requires students to perform tasks that generate a more authentic evaluation of a student’s knowledge, skills, and abilities. Performance assessments stress the application of knowledge and extend beyond traditional assessments (i.e. multiple-choice question, matching, true & false, etc.).
14. **Standards:** Academic standards, from which the curriculum is built, are statements that of what students “should know” or “be able to do” upon completion of a grade-level or course of study. Educational standards help teachers ensure their students have the skills and knowledge they need to be successful by providing clear goals for student learning. <http://www.state.nj.us/njded/cccs/>
  - **State:** The New Jersey Core Curriculum Content Standards (NJCCCS) include Preschool Teaching and Learning Standards as well as K-12 standards for: *Visual and Performing Arts; Comprehensive Health and Physical Education; Science; Social Studies; World Languages; Technology; and 21st-Century Life and Careers.*
  - **Common Core:** Standards for mathematics and English-language arts literacy are part of the Common Core State Standards (CCSS) which are nationally adopted standards coordinated by the Council of Chief States School Officers (CCSSO) and the National Governor’s Association (NGA) in partnership with other national organizations.
15. **Summative Assessments:** Summative assessments evaluate student learning at the end of an instructional time period by comparing it against some standard or benchmark. Information from summative assessments can be used formatively when students or faculty use it

to guide their efforts and activities in subsequent courses.

16. **21<sup>st</sup> Century Skills:** These skills emphasize the growing need to focus on those skills that prepare students successfully by focusing on core subjects and 21<sup>st</sup> century themes; learning and innovation skills; information, media and technology skills; and life and career skills. These concepts are embedded in each unit of the curriculum. <http://www.p21.org/our-work/p21-framework>

**Proficiencies and Pacing:**

**Course Title: Applied Arts**

**Prerequisite(s): Art 1 or another advanced art course.**

Unit Title:	Duration/ Month(s)	Related Standards:	Learning Goals:	Topics and Skills:
<b>Unit 1:</b> Elements and Principles of Design	3 Weeks/ September	<b>Subject Area:</b> NJSLS.VPA.1.1.12 NJSLS.VPA.1.1.12.D.1 NJSLS.VPA.1.4.12 NJSLS.VPA.1.4.12.B1  <b>Interdisciplinary:</b> Technology: NJSLS.TECH.8.2.1.C.2  21 <sup>st</sup> Century Life and Career NJSLS.CRP6 NJSLS.CRP8  E/LA NJSLSA.W4 NJSLSA.SL1  Mathematics NJSLS.HSG.MG.A.3	<ul style="list-style-type: none"><li>• Students will be able recognize the elements and principles of art in visual stimuli</li><li>• Students will be able to understand the relevance of the elements and principles of design to be used in constructing compositions.</li><li>• Students will be able to apply the elements and principles of design to works of art. (ongoing throughout course)</li></ul>	<ol style="list-style-type: none"><li>1. Identification of Elements and Principles of Design (Introduced at the beginning of the course and expected to extend throughout the year.)</li><li>2. Complete a design project, which incorporates original applications using the elements and principles of design.</li><li>3. Understanding of Principles being used to organize the elements.</li><li>4. Critiquing Artwork</li></ol>

Unit Title:	Duration/ Month(s)	Related Standards:	Learning Goals:	Topics and Skills:
<b>Unit 2:</b> 2-dimensional design	10 Weeks/ September- December	<p><b>Subject Area:</b>            NJSLS.VPA.1.3.12            NJSLS.VPA.1.3.12.3            NJSLS.VPA.1.3.12.D.3            NJSLS.VPA.1.4.12.4</p> <p><b>Interdisciplinary:</b>            NSLS.TECH.8.2.1.C.2</p> <p>21<sup>st</sup> Century Life and Career            NJSLS.CRP6            NJSLS.CRP8</p> <p>E/LA            NJSLSA.W4            NJSLSA.SL1</p> <p>Mathematics            NJSLS.HSG.CO.D12</p>	<ul style="list-style-type: none"> <li>• Students will be able to learn basic techniques, methods and materials used in the creation of 2 dimensional design.</li> <li>• Students will use the elements and principles of design to influence the design decisions of their 2-d artwork.</li> <li>• Students will create an original and authentic art piece building on the skills learned.</li> </ul>	<ol style="list-style-type: none"> <li>1. Illustration of elements and principles of design on paper.</li> <li>2. Bending and folding of paper to produce compositions on paper.</li> <li>3. Methods for altering paper to construct collages</li> <li>4. Designing and constructing of Altered Book, using paper-altering methods discussed</li> <li>5. Critiquing Artwork</li> </ol>

Unit Title:	Duration/ Month(s)	Related Standards:	Learning Goals:	Topics and Skills:
<b>Unit 3: 3-Dimensional Design</b>	15 wks December- March	<p><b>Subject Area:</b>            NJSLS.VPA.1.3.12.1            NJSLS.VPA.1.3.12.D.2            NJSLS.VPA.1.3.12            NJSLS.VPA 1.4.12.B.1</p> <p><b>Interdisciplinary:</b>            NJSLS.SOC.9-12.6.1.12.D.14.d             NSLS.TECH.8.2.1.C.2</p> <p>21<sup>st</sup> Century Life and Career            NJSLS.CRP6            NJSLS.CRP8</p> <p>E/LA            NJSLSA.W4            NJSLSA.SL1</p> <p>Mathematics            NJSLS.HSG.CO.D12</p>	<ul style="list-style-type: none"> <li>• Students will be able to learn basic techniques, methods and use of materials in the creation of 3 dimensional design</li> <li>• Students will use the elements and principles of design to influence the design decisions of their 3-d artwork.</li> <li>• Students will create original, authentic art pieces building on the skills learned.</li> </ul>	<ol style="list-style-type: none"> <li>1. Manipulation of Metal to create bas-relief.</li> <li>2. Construction of 3-d sculpture that is interesting from all sides</li> <li>3. Abstract, Representational and Non-representational art making.</li> <li>4. Product design and construction</li> <li>5. 3-d collage (assemblage)</li> <li>6. Basic Ceramic building skills</li> <li>7. Critiquing Artwork</li> </ol>

Unit Title:	Duration/ Month(s)	Related Standards:	Learning Goals:	Topics and Skills:
<b>Unit 4:</b> Designing through Fibers	9 weeks March-May	<p><b>Subject Area:</b>            NJSLS.VPA.1.3.12            NJSLS.VPA 1.3.12.2            NJSLS.VPA 1.3.12.D.3            NJSLS.VPA 1.3.12.D.5</p> <p><b>Interdisciplinary:</b>            Technology            NSLS.TECH.8.2.1.C.2</p> <p>21<sup>st</sup> Century Life and Career            NJSLS.CRP6            NJSLS.CRP8            E/LA            NJSLS.EI.11-12.7            NJSLSA.SL1</p>	<ul style="list-style-type: none"> <li>• Students will understand basic methods of constructing fiber art.</li> <li>• Students will learn to add color and design to fabric</li> <li>• Students will add patterns/images to fabric considering layout and design in individualized projects.</li> <li>• Students will be able to understand and use skills, mediums and methods appropriate to creating works of art.</li> </ul>	<ol style="list-style-type: none"> <li>1. What it means to use fibers</li> <li>2. Stitch work on Fabric</li> <li>3. Construction and make up of fabrics</li> <li>4. Fold Resist</li> <li>5. Wax Resist</li> <li>6. Compost dying/rust printing</li> </ol>

Unit Title:	Duration/ Month(s)	Related Standards:	Learning Goals:	Topics and Skills:
<b>Unit 5:</b> Conceptual Design	4 weeks May-June	<p><b>Subject Area:</b>            NJSLS.VPA 1.3.12.D.1            NJSLS.VPA .1.3.12.D.2            NJSLS.VPA .1.4.12.2            NJSLS.VPA .1.4.12.B.2            NJSLS.VPA .1.3.12.D.3</p> <p><b>Interdisciplinary:</b>            Technology:            NSLS.TECH.8.2.1.C.2</p> <p>21<sup>st</sup> Century Life and Career            NJSLS.CRP6            NJSLS.CRP8</p> <p>E/LA            NJSLS.W.11-12.4</p>	<ul style="list-style-type: none"> <li>• Students will be able to use skills, techniques and personal style to construct artwork that shows a high degree of technical proficiency and expressivity.</li> <li>• Students will be able to construct artwork that shows mastery of a chosen technique or method.</li> <li>• Students will be able to construct a concept and analyze other’s artwork to discover concepts within art pieces.</li> <li>• Students will be able to understand how technical proficiency plays a role in art-making and art- analyzing.</li> </ul>	<ol style="list-style-type: none"> <li>1. Wearable Art</li> <li>2. Designing for others</li> <li>3. Conceptual-based fine art</li> <li>4. Multi-media design.</li> </ol>

<b>Unit: 1-Elements and Principles of Design</b>	<b>Recommended Duration: 3 Weeks, September</b>
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**Unit Description:** Students in a design-based art course must understand the building blocks upon which artwork is made. The elements and principles act as a springboard for analyzing and creating all artwork. The formal Elements are: Line, Shape, Color, Texture, Space, Value, Form. These are the actual items within any artwork. It is up to the artist to determine what to do with the items – this is what makes art unique and personal. Principles of design are used to organize or place the elements of art. The Principles are: Balance, Repetition, Movement, Emphasis, Contrast, Variety, Proportion/scale, etc. Acquiring these building blocks will allow artists to create and analyze visual stimuli. The unit includes visual exemplars to encourage meaningful art analysis and design as well as experimental usage of element and principle pairing. The Unit will extend into Unit 2 to culminate in a 2-D art piece focusing on using the elements and principles as a design springboard.

<b>Essential Questions:</b>	<b>Enduring Understandings:</b>
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- How do elements and principles of design guide the creation of artwork?
- How do the elements and principles of design effect decision-making during the creative process?
- How can the application of the elements and principles of design create meaning in individual artwork?
- What type of behavior, habits, and actions are conducive to working in a studio setting?

- The arts instill foundational knowledge and skills needed for life, such as decision-making, understanding and visualization, and thinking creatively.
- The basic elements and principles of design are the fundamentals for art and visual stimuli. Understanding how they work to create a composition will assist artists in the creation of art pieces. This understanding also will assist in visual stimuli analyzing throughout his/her life in imagery through advertisement, entertainment, etc.
- The application of elements and principles in artwork consciously helps relay a message to the viewer. As an artist and a consumer of images, one must understand the meaning between things like: types of lines, types of colors, areas of emphasis, etc. to be able to construct an effective visual message to another individual, as well as being able to comprehend another’s visual message.
- Working in a studio setting is different than a traditional classroom setting. The environment offers opportunities for collaboration and teamwork. It is important to understand that a studio space is shared, which is what makes it special and also challenging. One must make appropriate decisions to protect their own creative work and time as well as others. Proper behavior and following of procedures is essential to realize the space’s full potential, this includes but is not limited to clean up, set up, storage, and respect for materials, creative work, and the space.

Relevant Standards:	Learning Goals:	Learning Objectives:
<p><b>Power (Primary):</b></p> <ul style="list-style-type: none"> <li>• <b>NJSLS.VPA.1.1.12</b> - [Standard] - 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.</li> <li>• <b>NJSLS.VPA.1.1.12.D.1</b> - [Cumulative Progress Indicator] - 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.</li> </ul> <p><b>Supportive (Secondary):</b></p> <ul style="list-style-type: none"> <li>• <b>NJSLS.VPA.1.4.12</b> - [Standard] - All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.</li> <li>• <b>NJSLS.VPA.1.4.12.B.1</b> - [Cumulative Progress Indicator] - 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.</li> </ul>	<ul style="list-style-type: none"> <li>• Students will be able recognize the elements and principles of art in visual stimuli (1 week)</li> <li>• Students will be able to understand the relevance of the elements and principles of design to be used in constructing compositions. (1 week)</li> <li>• Students will be able to apply the elements and principles of design to works of art. (ongoing throughout the course) (2 weeks)</li> </ul>	<ul style="list-style-type: none"> <li>• Students will define element and principle vocabulary terminology</li> <li>• Students will classify different types of elements into their proper category</li> <li>• Students will distinguish applications of the elements within unique principles</li> <li>• Students will compare element and principle usage in art historical pieces of artwork</li> <li>• Students will apply concepts learned in the creation of a visual art piece</li> <li>• Students will critique elements and principles seen being used effectively.</li> </ul>

Formative Assessments	Summative Assessments:	Performance Assessments:	Major Activities/Assignments/Assessments (required):
<ul style="list-style-type: none"> <li>• Observation of working within each method</li> <li>• Teacher Handouts</li> <li>• Appropriate Daily Tasks: effort, participation, etc.</li> <li>• Homework</li> <li>• Trial and error in working methods (problem solving)</li> <li>• Group discussion</li> <li>• Whole class discussion</li> <li>• Do-now checks</li> <li>• Graphic organizers</li> <li>• Note-taking</li> <li>• One-on-one conferences at desk</li> <li>• Peer critiquing</li> </ul>	<ul style="list-style-type: none"> <li>• Elements and Principles Quiz</li> <li>• Written Reflections</li> <li>• Pre-Assessment</li> </ul>	<ul style="list-style-type: none"> <li>• Finished Projects</li> <li>• Project Rubrics (when appropriate)</li> <li>• Class Critique and personal critique reflections</li> </ul>	<ul style="list-style-type: none"> <li>• Element and principle scavenger hunt.</li> <li>• Construction of Art Portfolio and Set up of Sketchbooks</li> <li>• Element and principle sculpture.</li> <li>• Written reflection critiquing two artworks.</li> </ul>

**Possible Assessment Adjustments (Modification/Accommodations/Differentiation):**

Special Education Students	English Language Learners (ELLs)	At-Risk Students	Gifted Students
<ul style="list-style-type: none"> <li>-Frequent rest breaks</li> <li>-Additional time</li> <li>-Allow for redos/retakes</li> <li>-Pace long term projects</li> <li>-Chunk long term projects</li> <li>-Clarify instructions</li> <li>-Truncated/shortened assessment</li> <li>-Practice tasks/warm up tutorials</li> <li>-Preferential seating</li> <li>-Simplified/fewer criteria for assignments</li> </ul>	<ul style="list-style-type: none"> <li>-Provide visual instructions</li> <li>-Provide visual examples of project</li> <li>-Chunk long term projects</li> <li>-Clarify instructions</li> </ul>	<ul style="list-style-type: none"> <li>-Individualized teacher Instruction</li> <li>-Use of choice menus</li> <li>-Peer Tutoring</li> <li>-Space for movement or breaks</li> <li>-Quiet corner of the room for assessment</li> <li>-Reduction of distractions</li> <li>-Rest breaks</li> <li>-Verbal and visual cues regarding directions and staying on task</li> <li>-Agenda book use for tracking when assessments are</li> </ul>	<ul style="list-style-type: none"> <li>-Individualized teacher Instruction</li> <li>-Use of choice menus</li> <li>-Provide examples of student work that is “above and beyond”</li> <li>-Encourage students to continue even after requirements are met</li> <li>-Provide additional art materials to inspire and add to artwork</li> <li>-Provide extra credit opportunities</li> </ul>

**Possible Assessment Adjustments (Modification/Accommodations/Differentiation):**

-Teacher Notes  
-Individualized teacher instruction

-Immediate feedback  
-Work-in-progress check

**Instructional Strategies (refer to *Robert Marzano's 41 Elements*):**

- Provide goals and scales
- Establish classroom routines
- Identify critical content both verbally, written, and visually
- Scaffolding of techniques and methods
- Modeling using teacher guided demos
- Provide visual student examples
- Cooperative learning between students on techniques
- Direct instruction with individual students
- Check student progress individually and provide meaningful feedback and individualized instruction
- Help students reflect on learning through peer and group critique
- Help students revise knowledge through discussion
- Provide resources and guidance for cognitively complex tasks

**Possible Assessment Adjustments (Modifications /Accommodations/ Differentiation):** *How will the teacher provide multiple means for the following student groups to EXPRESS their understanding and comprehension of the content/skills taught?*

Special Education Students	English Language Learners (ELLs)	At-Risk Learners	Advanced Learners
<ul style="list-style-type: none"> <li>-Demonstrate value and respect for low expectancy students</li> <li>-Ask questions of low expectancy students</li> <li>-Probe incorrect answers of low expectancy students</li> <li>-Additional time for assignments</li> <li>-Review of directions</li> <li>-Provision of notes or outlines</li> <li>-Concrete examples</li> <li>-Preferential seating</li> <li>-Adjusted assignment timelines</li> <li>-Immediate feedback</li> <li>-Work-in-progress check</li> <li>-Personalized examples</li> </ul>	<ul style="list-style-type: none"> <li>-Review of directions</li> <li>-Support auditory presentations with visuals</li> <li>-Extra visual and verbal cues and prompts</li> <li>-Immediate feedback</li> <li>-Work-in-progress check</li> <li>-Personalized examples</li> </ul>	<ul style="list-style-type: none"> <li>-Demonstrate value and respect for low expectancy students</li> <li>-Ask questions of low expectancy students</li> <li>-Probe incorrect answers of low expectancy students</li> <li>-Assistance in maintaining an uncluttered space</li> <li>-Weekly home-school communications tools</li> <li>-Space for movement or breaks</li> <li>-Preferential Seating</li> <li>-Reduction of distractions</li> <li>-Alternate quiet and active time</li> <li>-Teach time management skills</li> <li>-Rest breaks</li> <li>-Verbal and visual cues regarding directions and staying on task</li> <li>-Agenda book and checklists</li> <li>-Varied reinforcement procedures</li> <li>-Immediate feedback</li> <li>-Work-in-progress check</li> <li>-No penalty for spelling errors or sloppy handwriting</li> </ul>	<ul style="list-style-type: none"> <li>-Provide examples of student work that is “above and beyond”</li> <li>-Encourage students to continue even after requirements are met</li> <li>-Provide additional art materials to inspire and add to artwork</li> <li>-Provide extra credit opportunities</li> </ul>

Unit Vocabulary:			
<p><b>Essential:</b> line, shape, form, space, color, texture, value, elements, principles, variety, rhythm, movement, repetition, contrast, balance, emphasis, critique.</p> <p><b>Non-Essential:</b> Analyzing, art historical</p>			
Interdisciplinary Connections (Applicable Standards):	Integration of Technology:	21 <sup>st</sup> Century Themes:	21 <sup>st</sup> Century Skills:
<p>Technology:  <b>NJSLS.TECH.8.2.1.C.2</b>            Analyze a product and how it has changed or might change overtime to meet human needs and wants.</p> <p>21<sup>st</sup> Century Life and Career  <b>NJSLS.CRP6</b> Demonstrate creativity and innovation.  <b>NJSLS.CRP8</b> Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>E/LA  <b>NJSLSA.W4</b> Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.  <b>NJSLSA.SL1</b> Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p> <p>Mathematics</p>	<p>Technology:</p> <ul style="list-style-type: none"> <li>You-Tube Videos to analyze artwork.</li> <li>Online Portfolio Construction</li> <li>PowerPoint and museum websites to show artwork</li> </ul>	<p><input checked="" type="checkbox"/> Global Awareness</p> <p><input type="checkbox"/> Civic Literacy</p> <p><input type="checkbox"/> Financial, Economic, Business, &amp; Entrepreneurial Literacy</p> <p><input type="checkbox"/> Health Literacy</p>	<p><input checked="" type="checkbox"/> Creativity &amp; Innovation</p> <p><input checked="" type="checkbox"/> Media Literacy</p> <p><input checked="" type="checkbox"/> Critical Thinking and Problem Solving</p> <p><input checked="" type="checkbox"/> Life and Career Skills</p> <p><input type="checkbox"/> Information &amp; Communication Technologies Literacy</p> <p><input checked="" type="checkbox"/> Communication &amp; Collaboration</p> <p><input type="checkbox"/> Information Literacy</p>

NJSL.HSG.MG.A.3 Apply geometric methods to solve design problems			
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**Resources:**

**Texts/Materials:**

- *PowerPoint introduction*
- *Elements and principles PowerPoint*
- Various nonfiction resources regarding historical artworks

**Major Assignments/ Activities (required):**

- Construction of Art Portfolio and Set up of Sketchbooks
- Element and principle sculpture
- Element and principle scavenger hunt.
- Written reflection comparing artwork
- Critique

<b>Unit: 2 - Two-Dimensional Design</b>	<b>Recommended Duration: 10 Weeks Sept-Dec</b>	
<p><b>Unit Description:</b> This unit is designed to allow students to take elements and principles of design learned in Unit 1, and begin to apply them to multiple-media challenges in 2-d artwork. Students will experiment making artwork using paper as a media while exploring ways one can alter the material staying mostly flat. Students will continue to push towards complete and finished projects, that allow he or she to develop a taught skill through practice as well as coming up with one’s own design to see it come to fruition as a finished piece of artwork. Students will experiment in pattern construction, bending of paper, collage as well as constructing a book-like structure using the techniques taught during the 2-d portion as a personal reflection of skills learned in 2-d design. Students will also be exposed to art historical genres such as the decorative arts, abstract expressionism as well as practicing written and oral formal critical responses of artwork.</p>		
<b>Essential Questions:</b>	<b>Enduring Understandings:</b>	
<ul style="list-style-type: none"> <li>• To what extent must an artist master specific techniques and methods in order to produce a work of art?</li> <li>• How can a material's limitations enhance or inhibit your creativity?</li> <li>• How does an artist develop and follow through with an idea?</li> </ul>	<ul style="list-style-type: none"> <li>• Before creating any artwork it is important to understand techniques and methods, which are intended to make artwork. Just like products come with manuals and jobs come with lists of procedures or duties, the methods taught will be expected to be understood and practiced in order to use the methods in a unique way where the student can demonstrate mastery through a finished art piece.</li> <li>• Creative intent must include choosing the right materials for its intended visual message. Students/artists must be able to make material and methodology choices that are appropriate to the intended message. Not only is choosing a material/method important, but understanding how it truly works allows one to make more thoughtful decisions based on knowledge of that material’s limits and boundaries to make creative works.</li> <li>• As people, we all come up with ideas. These ideas manifest themselves into goals and actions. When we act upon our ideas, we reach our goals. But what happens if we act on our ideas and the goal is not met? Do we change our idea route or change the goal. Setting up an idea to peruse in art is the chief gift that allows students the freedom to create. In this creativity comes risk in the success of an ideal. Students will create ideas all throughout their lives and need to plan for success. Students will be able to develop a concept and</li> </ul>	

Relevant Standards:	Learning Goals:	Learning Objectives:
<p><b>Power (Primary):</b></p> <ul style="list-style-type: none"> <li>• <b>NJSLS.VPA.1.3.12</b> - [<i>Standard</i>] - 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</li> <li>• <b>NJSLS.VPA.1.3.12.3</b> - [<i>Content Statement</i>] - 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 convey ideas to an audience.</li> <li>• <b>NJSLS.VPA.1.3.12.D.3</b> - [<i>Cumulative Progress Indicator</i>] - 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.</li> </ul> <p><b>Supportive (Secondary):</b></p> <ul style="list-style-type: none"> <li>• <b>NJSLS.VPA.1.4.12.4</b> - [<i>Content Statement</i>] -</li> </ul>	<ul style="list-style-type: none"> <li>• Students will be able to learn basic techniques, methods and materials used in the creation of 2-dimensional design. (2 weeks simultaneously)</li> <li>• Students will use the elements and principles of design to influence the design decisions of their 2-d artwork (2 weeks simultaneously)</li> <li>• Students will create original and authentic art pieces building on the skills taught and learned. (6 weeks)</li> </ul>	<ul style="list-style-type: none"> <li>• Students will practice pattern construction using desired elements.</li> <li>• Students will practice bending and folding paper to produce compositions on paper</li> <li>• Students will practice altering paper to construct collages</li> <li>• Students will plan for finished projects by doing challenge samples to practice techniques.</li> <li>• Students will construct a theme for their art project and build within the theme to create a visual representation of their chosen theme.</li> </ul>

Relevant Standards:	Learning Goals:	Learning Objectives:
Criteria for assessing the historical significance, craftsmanship, cultural context, and originality of art are often expressed in qualitative, discipline-specific arts terminology.		

Formative Assessments	Summative Assessments:	Performance Assessments:	Major Activities/ Assignments (required):
<ul style="list-style-type: none"> <li>• Observation of student’s working within each method</li> <li>• Teacher handouts</li> <li>• Appropriate daily tasks: effort, participation, etc.</li> <li>• Periodic Homework</li> <li>• Trial and error in working methods (problem solving)</li> <li>• Group discussion</li> <li>• Whole class discussions</li> <li>• Do-Now or Sketchbook checks</li> <li>• Graphic Organizers</li> <li>• Note-taking, sketchbook organization and documentation</li> <li>• One-on-one conferences at desk</li> <li>• Peer Critiquing</li> </ul>	<ul style="list-style-type: none"> <li>• Challenge Samples (3-5)</li> <li>• Benchmark Assessment</li> </ul>	<ul style="list-style-type: none"> <li>• Finished projects</li> <li>• Project Rubrics (when appropriate)</li> <li>• Class critique and personal reflections</li> </ul>	<ul style="list-style-type: none"> <li>• Challenge Samples/Sketchbook</li> <li>• Pattern Sketches (ex: zentangle)</li> <li>• Paper folding/color schemes (ex: quilling)</li> <li>• Collage diptych/triptych</li> <li>• Altered Book</li> </ul>

**Possible Assessment Adjustments (Modifications /Accommodations/ Differentiation):**

<b>Special Education Students</b>	<b>English Language Learners (ELLs)</b>	<b>At-Risk Students</b>	<b>Gifted Students</b>
<ul style="list-style-type: none"><li>-Frequent rest breaks</li><li>-Additional time</li><li>-Allow for redos/retakes</li><li>-Pace long term projects</li><li>-Chunk long term projects</li><li>-Clarify instructions</li><li>-Truncated/shortened assessment</li><li>-Practice tasks/warm up tutorials</li><li>-Preferential seating</li><li>-Simplified/fewer criteria for assignments</li><li>-Teacher Notes</li><li>-Individualized teacher instruction</li></ul>	<ul style="list-style-type: none"><li>-Provide visual instructions</li><li>-Provide visual examples of project</li><li>-Chunk long term projects</li><li>-Clarify instructions</li></ul>	<ul style="list-style-type: none"><li>-Individualized teacher Instruction</li><li>-Use of choice menus</li><li>-Peer Tutoring</li><li>-Space for movement or breaks</li><li>-Quiet corner of the room for assessment</li><li>-Reduction of distractions</li><li>-Rest breaks</li><li>-Verbal and visual cues regarding directions and staying on task</li><li>-Agenda book use for tracking when assessments are</li><li>-Immediate feedback</li><li>-Work-in-progress check</li></ul>	<ul style="list-style-type: none"><li>-Individualized teacher Instruction</li><li>-Use of choice menus</li><li>-Provide examples of student work that is “above and beyond”</li><li>-Encourage students to continue even after requirements are met</li><li>-Provide additional art materials to inspire and add to artwork</li><li>-Provide extra credit opportunities</li></ul>

**Instructional Strategies**

- Provide goals and scales
- Establish classroom routines
- Identify critical content both verbally, written, and visually
- Scaffolding of techniques and methods
- Modeling using teacher guided demos
- Provide visual student examples
- Cooperative learning between students on techniques
- Direct instruction with individual students
- Check student progress individually and provide meaningful feedback and individualized instruction
- Help students reflect on learning through peer and group critique
- Help students revise knowledge through discussion
- Provide resources and guidance for cognitively complex tasks

**Possible Instructional Adjustments (Modifications/Accommodations/Differentiaion):**

Special Education Students	English Language Learners (ELLs)	At-Risk Students	Gifted Students
<ul style="list-style-type: none"> <li>-Demonstrate value and respect for low expectancy students</li> <li>-Ask questions of low expectancy students</li> <li>-Probe incorrect answers of low expectancy students</li> <li>-Additional time for assignments</li> <li>-Review of directions</li> <li>-Provision of notes or outlines</li> <li>-Concrete examples</li> <li>-Preferential seating</li> <li>-Adjusted assignment timelines</li> <li>-Immediate feedback</li> <li>-Work-in-progress check</li> <li>-Personalized examples</li> </ul>	<ul style="list-style-type: none"> <li>-Review of directions</li> <li>-Support auditory presentations with visuals</li> <li>-Extra visual and verbal cues and prompts</li> <li>-Immediate feedback</li> <li>-Work-in-progress check</li> <li>-Personalized examples</li> </ul>	<ul style="list-style-type: none"> <li>-Demonstrate value and respect for low expectancy students</li> <li>-Ask questions of low expectancy students</li> <li>-Probe incorrect answers of low expectancy students</li> <li>-Assistance in maintaining an uncluttered space</li> <li>-Weekly home-school communications tools</li> <li>-Space for movement or breaks</li> <li>-Preferential Seating</li> <li>-Reduction of distractions</li> <li>-Alternate quiet and active time</li> <li>-Teach time management skills</li> <li>-Rest breaks</li> <li>-Verbal and visual cues regarding directions and staying on task</li> <li>-Agenda book and checklists</li> <li>-Varied reinforcement procedures</li> <li>-Immediate feedback</li> <li>-Work-in-progress check</li> <li>-No penalty for spelling errors or sloppy handwriting</li> </ul>	<ul style="list-style-type: none"> <li>-Provide examples of student work that is “above and beyond”</li> <li>-Encourage students to continue even after requirements are met</li> <li>-Provide additional art materials to inspire and add to artwork</li> <li>-Provide extra credit opportunities</li> </ul>

**Unit Vocabulary:**

**Essential:** Pattern, Line, quilling, color scheme, design, collage, altering, critique, movement, variety, theme.

**Non-Essential:** Elements, Principles, line weight, matt/mount, decorative arts, abstract expressionism

Interdisciplinary Connections (Applicable Standards):	Integration of Technology:	21 <sup>st</sup> Century Themes:	21 <sup>st</sup> Century Skills:
<p>Technology: <b>NJSLS.TECH.8.2.1.C.2</b> Analyze a product and how it has changed or might change overtime to meet human needs and wants.</p> <p>21<sup>st</sup> Century Life and Career <b>NJSLS.CRP6</b> Demonstrate creativity and innovation. <b>NJSLS.CRP8</b> Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>E/LA <b>NJSLSA.W4</b> Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. <b>NJSLSA.SL1</b> Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p> <p>Mathematics <b>NJSLS.HSG.CO.D12</b> Make formal geometric constructions with a variety of tools and methods</p>	<p>Technology:</p> <ul style="list-style-type: none"> <li>• Various demo videos for method reinforcement/ introduction.</li> <li>• Online Portfolio construction</li> <li>• Slideshows to display expectations and exemplars.</li> <li>• Student device usage for personal idea generation.</li> </ul>	<p><input checked="" type="checkbox"/> Global Awareness</p> <p><input checked="" type="checkbox"/> Civic Literacy</p> <p><input type="checkbox"/> Financial, Economic, Business, &amp; Entrepreneurial Literacy</p> <p><input type="checkbox"/> Health Literacy</p>	<p><input checked="" type="checkbox"/> Creativity &amp; Innovation</p> <p><input checked="" type="checkbox"/> Media Literacy</p> <p><input checked="" type="checkbox"/> Critical Thinking and Problem Solving</p> <p><input type="checkbox"/> Life and Career Skills</p> <p><input type="checkbox"/> Information &amp; Communication Technologies Literacy</p> <p><input checked="" type="checkbox"/> Communication &amp; Collaboration</p> <p><input checked="" type="checkbox"/> Information Literacy</p>

**Resources:****Texts/Materials:**

- Powerpoint Slide-shows
- Various non-fiction resources
- Teacher handouts/worksheets
- Paper, scrap paper materials, glue, mattboard, etc.

**Major Assignments (required):**

- Pattern Sketches (ex: zentangle)
- Paper folding/color schemes (ex: quilling)
- Collage diptych/triptych
- Altered Book
- Benchmark Assessment

**Major Activities (required):**

- Challenge Samples/Sketchbook
- Project Rubrics (when appropriate)
- Class critique and personal reflections

<b>Unit: 3 - Three-Dimensional Design</b>	<b>Recommended Duration: 15 Weeks Dec-March</b>
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**Unit Description:** This unit is designed to allow students to use their overall exploration in design and apply it in 3-D artwork. Sculptures will be created to train the student’s eye to design spatially as well as aesthetically. Students in this unit will create not only representational artwork but also non-representational and abstract artwork. The exercises and projects have been designed to allow the student artist experience creating sculptures in various mediums, scales, and purposes. Students will design as well as construct both decorative and utilitarian objects. Students will experiment in 3-D design using, various mediums including metals, paper, paint, recycled materials, clay, etc.) Students will also be exposed to art historical genres such as the decorative arts, modern art, pop art, etc.

<b>Essential Questions:</b>	<b>Enduring Understandings:</b>
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- How does the design and production of a tangible object create meaning or evoke an audience?
- How does culture influence art?
- How does one find influence from life, art, history, etc. and infuse the influences into something new through artwork?

- Artists and designers use the elements as a building block for artwork. Artists must always consider craftsmanship and intent foremost. The way in which someone chooses to design an object based on a theme, or historical genre or idea limits the market for those who will understand or want to use it. However, the goal here is to create something personal in which the use of the object is fully related to the artist who creates it.
- Artists create art as a reaction to their own lives. These lives include a culture within where the artist creates. The cultures around the artists influence what they create. Artists are many times known to create artwork as a visual representation of cultural issues/identities. For example many female artists create work about feminism, or pop artists create art simply out of cultural objects and exemplars to discuss how art and life interact with one another. Students will need to create these visual culturally specific pieces as a commentary to their generation/personal lives.
- New innovating works of art, design, engineering, and entrepreneurial spirit is met by creating new ideas/works out of combinations of past experiences and ideas. One must learn how to innovate fresh new concepts by building off of the past; avoiding copying. Creating “new” is difficult, but essential to be intuitive in doing so.

Relevant Standards:	Learning Goals:	Learning Objectives:
<p><b>Power (Primary):</b></p> <p><b>NJSLS.VPA.1.3.12.1</b> - [<i>Content Statement</i>] - How individuals manipulate the elements of art and principles of design results in original portfolios that reflect choice and personal stylistic nuance.</p> <p><b>NJSLS.VPA.1.3.12.D.2</b> - [<i>Cumulative Progress Indicator</i>] - Produce an original body of artwork in one or more art mediums that demonstrates mastery of visual literacy, methods, techniques, and cultural understanding.</p> <p><b>NJSLS.VPA.1.3.12</b> - [<i>Standard</i>] - 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.</p> <p><b>Supportive (Secondary):</b></p> <p><b>NJSLS.VPA.1.4.12.B.1</b> - [<i>Cumulative Progress Indicator</i>] - 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.</p>	<ul style="list-style-type: none"> <li>• Students will be able to learn basic techniques, methods and materials used in the creation of 3-dimensional design. (2 weeks)</li> <li>• Students will use the elements and principles of design to influence the design decisions of their 3-d artwork (2 weeks)</li> <li>• Students will create original and authentic art pieces building on the skills taught and learned. (11 weeks)</li> </ul>	<ul style="list-style-type: none"> <li>• Manipulation of metals</li> <li>• Construction of sculptures (3D) which are interesting and thoughtful from all sides.</li> <li>• Abstract, Representational, and Non-Representational art-making.</li> <li>• Product design and construction.</li> <li>• 3-d Collage (assemblage)</li> <li>• Base-level ceramic building skills</li> <li>• Critiquing artwork</li> </ul>

Formative Assessments	Summative Assessments:	Performance Assessments:	Major Activities/ Assignments (required):
<ul style="list-style-type: none"> <li>• Observation of student’s working within each method</li> <li>• Teacher handouts</li> <li>• Appropriate daily tasks: effort, participation, etc.</li> <li>• Periodic Homework</li> <li>• Trial and error in working methods (problem solving)</li> <li>• Group discussion</li> <li>• Whole class discussions</li> <li>• Do-Now or Sketchbook checks</li> <li>• Graphic Organizers</li> <li>• Note-taking, sketchbook organization and documentation</li> <li>• One-on-one conferences at desk</li> <li>• Peer Critiquing</li> </ul>	<ul style="list-style-type: none"> <li>• Challenge Samples (3-5)</li> <li>• Art-history based written response</li> <li>• Benchmark Assessment</li> </ul>	<ul style="list-style-type: none"> <li>• Finished projects</li> <li>• Project Rubrics (when appropriate)</li> <li>• Class critique and personal reflections</li> </ul>	<ul style="list-style-type: none"> <li>• Challenge Samples/Sketchbook</li> <li>• Metals assignment</li> <li>• Representational Sculpture</li> <li>• Product design through pop art sculpture</li> <li>• Non-representational assemblage project</li> <li>• Ceramic assignments utilitarian</li> </ul>

Possible Assessment Adjustments (Modifications /Accommodations/ Differentiation):			
Special Education Students	English Language Learners (ELLs)	At-Risk Students	Gifted Students
<ul style="list-style-type: none"> <li>-Frequent rest breaks</li> <li>-Additional time</li> <li>-Allow for redos/retakes</li> <li>-Pace long term projects</li> <li>-Chunk long term projects</li> <li>-Clarify instructions</li> <li>-Truncated/shortened assessment</li> <li>-Practice tasks/warm up tutorials</li> <li>-Preferential seating</li> <li>-Simplified/fewer criteria for assignments</li> </ul>	<ul style="list-style-type: none"> <li>-Provide visual instructions</li> <li>-Provide visual examples of project</li> <li>-Chunk long term projects</li> <li>-Clarify instructions</li> </ul>	<ul style="list-style-type: none"> <li>-Individualized teacher Instruction</li> <li>-Use of choice menus</li> <li>-Peer Tutoring</li> <li>-Space for movement or breaks</li> <li>-Quiet corner of the room for assessment</li> <li>-Reduction of distractions</li> <li>-Rest breaks</li> <li>-Verbal and visual cues regarding directions and staying on task</li> <li>-Agenda book use for tracking when assessments are</li> </ul>	<ul style="list-style-type: none"> <li>-Individualized teacher Instruction</li> <li>-Use of choice menus</li> <li>-Provide examples of student work that is “above and beyond”</li> <li>-Encourage students to continue even after requirements are met</li> <li>-Provide additional art materials to inspire and add to artwork</li> <li>-Provide extra credit opportunities</li> </ul>

<b>Possible Assessment Adjustments (Modifications /Accommodations/ Differentiation):</b>			
-Teacher Notes		-Immediate feedback	
-Individualized teacher instruction		-Work-in-progress check	

<b>Instructional Strategies</b>
<ul style="list-style-type: none"> <li>-Provide goals and scales</li> <li>-Establish classroom routines</li> <li>-Identify critical content both verbally, written, and visually</li> <li>-Scaffolding of techniques and methods</li> <li>-Modeling using teacher guided demos</li> <li>-Provide visual student examples</li> <li>-Cooperative learning between students on techniques</li> <li>-Direct instruction with individual students</li> <li>-Check student progress individually and provide meaningful feedback and individualized instruction</li> <li>-Help students reflect on learning through peer and group critique</li> <li>-Help students revise knowledge through discussion</li> <li>-Provide resources and guidance for cognitively complex tasks</li> </ul>

<b>Possible Instructional Adjustments (Modifications /Accommodations/ Differentiation):</b>			
<b>Special Education Students</b> <ul style="list-style-type: none"> <li>-Demonstrate value and respect for low expectancy students</li> <li>-Ask questions of low expectancy students</li> <li>-Probe incorrect answers of low expectancy students</li> <li>-Additional time for assignments</li> <li>-Review of directions</li> <li>-Provision of notes or outlines</li> <li>-Concrete examples</li> <li>-Preferential seating</li> <li>-Adjusted assignment timelines</li> <li>-Immediate feedback</li> <li>-Work-in-progress check</li> </ul>	<b>English Language Learners (ELLs)</b> <ul style="list-style-type: none"> <li>-Review of directions</li> <li>-Support auditory presentations with visuals</li> <li>-Extra visual and verbal cues and prompts</li> <li>-Immediate feedback</li> <li>-Work-in-progress check</li> <li>-Personalized examples</li> </ul>	<b>At-Risk Students</b> <ul style="list-style-type: none"> <li>-Demonstrate value and respect for low expectancy students</li> <li>-Ask questions of low expectancy students</li> <li>-Probe incorrect answers of low expectancy students</li> <li>-Assistance in maintaining an uncluttered space</li> <li>-Weekly home-school communications tools</li> <li>-Space for movement or breaks</li> <li>-Preferential Seating</li> <li>-Reduction of distractions</li> <li>-Alternate quiet and active time</li> </ul>	<b>Gifted Students</b> <ul style="list-style-type: none"> <li>-Provide examples of student work that is “above and beyond”</li> <li>-Encourage students to continue even after requirements are met</li> <li>-Provide additional art materials to inspire and add to artwork</li> <li>-Provide extra credit opportunities</li> </ul>

Possible Instructional Adjustments (Modifications /Accommodations/ Differentiation):			
-Personalized examples		-Teach time management skills -Rest breaks -Verbal and visual cues regarding directions and staying on task -Agenda book and checklists -Varied reinforcement procedures -Immediate feedback -Work-in-progress check -No penalty for spelling errors or sloppy handwriting	

Unit Vocabulary:
<b>Essential:</b> Metals, Form, representational/abstract, non-representational, utilitarian, pop art, modern art, assemblage, slip, score, stages of clay, armature <b>Non-Essential:</b> Elements, Principles, function

Interdisciplinary Connections (Applicable Standards):	Integration of Technology:	21 <sup>st</sup> Century Themes:	21 <sup>st</sup> Century Skills:
E/LA:  <b>LA.11-12.CCSS.ELA-Literacy.WHST.11-12.4</b> - [ <i>Grade Level Standard</i> ] - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	Technology: <ul style="list-style-type: none"> <li>• Various demo videos for method reinforcement/introduction and art historical information</li> <li>• Online Portfolio construction</li> <li>• Slideshows to display expectations and exemplars.</li> </ul>	<input checked="" type="checkbox"/> Global Awareness  <input type="checkbox"/> Civic Literacy  <input checked="" type="checkbox"/> Financial, Economic, Business, & Entrepreneurial Literacy  <input type="checkbox"/> Health Literacy	<input checked="" type="checkbox"/> Creativity & Innovation  <input type="checkbox"/> Media Literacy  <input checked="" type="checkbox"/> Critical Thinking and Problem Solving  <input checked="" type="checkbox"/> Life and Career Skills

Interdisciplinary Connections (Applicable Standards):	Integration of Technology:	21 <sup>st</sup> Century Themes:	21 <sup>st</sup> Century Skills:
<p>Social Studies:  <b>NJSLS.SOC.6.1.12.D.14.d</b> -- Evaluate the extent to which women, minorities, individuals with gender preferences, and individuals with disabilities have met their goals of equality in the workplace, politics, and society.</p> <p>Technology:  <b>NJSLS.TECH.8.2.1.C.2</b>  Analyze a product and how it has changed or might change overtime to meet human needs and wants.</p> <p>21<sup>st</sup> Century Life and Career  <b>NJSLS.CRP6</b> Demonstrate creativity and innovation.  <b>NJSLS.CRP8</b> Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>E/LA  <b>NJSLSA.W4</b> Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.  <b>NJSLSA.SL1</b> Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p> <p>Mathematics</p>	<ul style="list-style-type: none"> <li>• Student device usage for personal idea generation</li> </ul>		<p><input type="checkbox"/> Information &amp; Communication Technologies Literacy</p> <p><input checked="" type="checkbox"/> Communication &amp; Collaboration</p> <p><input checked="" type="checkbox"/> Information Literacy</p>

NJSL.S.HSG.CO.D12 Make formal geometric constructions with a variety of tools and methods			
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**Resources:**

**Texts/Materials:**

- Powerpoint Slide-shows
- Various non-fiction resources
- Teacher handouts/worksheets
- Vik Munez “Wasteland” film
- Paper, metals, tooling materials, mat board, paint, hot glue, paper mache paste, newspaper, cardboard, discarded recyclable materials, clay, clay tools.

**Major Assignments (required):**

- Metals project (ex: copper repousse, jewelry, etc.)
- Representational project (ex: family sculpture)
- Product consumable design/Pop art project
- Assemblage sculpture/non-representational
- Ceramic assignments (x2) utilitarian (ex: Clock, mug, picture frame, etc.)

**Major Activities (required):**

- Challenge Samples/Sketchbook
- Vik Munez “wasteland” documentary and response
- Project Rubrics (when appropriate)
- Class critique and personal reflections

<b>Unit: 4 - Fibers Design</b>	<b>Recommended Duration: 9 weeks; March - May</b>
<p><b>Unit Description:</b> This unit is designed to allow students to use their overall exploration in design and apply it through fibers. The exploration of fabric-like; in creating, designing, and re-contextualizing is a skill that can lead to a career in fashion, textile design and general artistry. Students will learn what materials fibers are and how they can be constructed; including material content. Students will be able to construct a piece of fabric, decorate existing fabrics using traditional, organic, and non-organic dyes and colorants. Students will learn both fold and wax resist techniques to imprint color on existing fabric. Students will also complete stitch-work on fabric to add imagery to fiber pieces. Alternative fibers will be discussed as well using contemporary materials as “fabric”</p>	

<b>Essential Questions:</b>	<b>Enduring Understandings:</b>
<ul style="list-style-type: none"> <li>• How do properties of textiles and fabrics affect design, construction, care, use and maintenance of products?</li> <li>• How are equipment and tools used to create apparel and textile items?</li> <li>• How can the alteration of textile or apparel products be a cost and earth friendly practice for consumers?</li> </ul>	<ul style="list-style-type: none"> <li>• Understanding a fiber’s make up (cotton, vs. polyester, vs. rayon, etc.) will inform a consumer about what one can and cannot do with the material. Each fiber has a softness level which can also influence what it is used to make. Students should be aware of each fiber’s physical properties to make sound decisions in design and also the consumable nature of fibers and apparel he and she will buy throughout their lifetime.</li> <li>• Understanding tools and methods of making fabrics will allow one to appreciate the workmanship behind construction of fabrics and the design method used to decorate them. Students will understand woven vs. non woven fabrics and methods for adding decoration on top of fibers. This will make an educated consumer understand the value in the cost of certain fibrous goods.</li> <li>• In the 21<sup>st</sup> century many innovations have been made in regards to “fibers” we are now becoming more eco-friendly in fabric design and manipulation. Understanding how to stitch to fix a torn hem or seam is beneficial to the upkeep of fabric goods and one’s finances. Being able to be educated on ways that alternative materials can be used and are being used as fibers contemporarily will also encourage creativity and innovative spirits to construct new and exciting materials and products.</li> </ul>

Relevant Standards:	Learning Goals:	Learning Objectives:
<p><b>Power (Primary):</b></p> <ul style="list-style-type: none"> <li>• <b>NJSLS.VPA.1.3.12</b> - [<i>Standard</i>] - 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.</li> <li>• <b>NJSLS.VPA.1.3.12.2</b> - [<i>Content Statement</i>] - Aesthetic quality results from conceptual coherence and from understanding and application of the principle unity of form and content.</li> </ul> <p><b>Supportive (Secondary):</b></p> <ul style="list-style-type: none"> <li>• <b>NJSLS.VPA.1.3.12.D.3</b> - [<i>Cumulative Progress Indicator</i>] - 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.</li> <li>• <b>NJSLS.VPA.1.3.12.D.5</b> - [<i>Cumulative Progress Indicator</i>] - 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.</li> </ul>	<ul style="list-style-type: none"> <li>• Students will be able to understand and use skills, mediums and methods appropriate to creating works of art in fibers.( 3 weeks)</li> <li>• Students will learn to add color and design to fabric (1 week)</li> <li>• Students will add patterns/images to fabric considering layout and design in individualized projects.(5 weeks)</li> </ul>	<ul style="list-style-type: none"> <li>• What are fibers and how do we use them?</li> <li>• Constructing fabric/fiber make-up</li> <li>• Fold resist</li> <li>• Wax resist</li> <li>• Organic/non-organic colorants</li> <li>• Stitch work on fabric</li> </ul>

Formative Assessments	Summative Assessments:	Performance Assessments:	Major Activities/ Assignments (required):
<ul style="list-style-type: none"> <li>• Observation of student’s working within each method</li> <li>• Teacher handouts</li> <li>• Appropriate daily tasks: effort, participation, etc.</li> <li>• Periodic Homework</li> <li>• Trial and error in working methods (problem solving)</li> <li>• Group discussion</li> <li>• Whole class discussions</li> <li>• Do-Now or Sketchbook checks</li> <li>• Graphic Organizers</li> <li>• Note-taking, sketchbook organization and documentation</li> <li>• One-on-one conferences at desk</li> <li>• Peer Critiquing</li> <li>• Monitoring</li> </ul>	<ul style="list-style-type: none"> <li>• Challenge Samples (3-5)</li> <li>• Final Benchmark Assessment</li> </ul>	<ul style="list-style-type: none"> <li>• Finished projects</li> <li>• Project Rubrics (when appropriate)</li> <li>• Class critique and personal reflections</li> </ul>	<ul style="list-style-type: none"> <li>• Challenge Samples/Sketchbook</li> <li>• Woven fabric construction</li> <li>• Dream catcher</li> <li>• Fold resist on fabric</li> <li>• Organic/non-organic coloring</li> <li>• Wax resist on fabric</li> <li>• Stitch work on fabric</li> </ul>

**Possible Assessment Adjustments (Modifications /Accommodations/ Differentiation):**

<b>Special Education Students</b>	<b>English Language Learners (ELLs)</b>	<b>At-Risk Students</b>	<b>Gifted Students</b>
<ul style="list-style-type: none"> <li>-Frequent rest breaks</li> <li>-Additional time</li> <li>-Allow for redos/retakes</li> <li>-Pace long term projects</li> <li>-Chunk long term projects</li> <li>-Clarify instructions</li> <li>-Truncated/shortened assessment</li> <li>-Practice tasks/warm up tutorials</li> <li>-Preferential seating</li> <li>-Simplified/fewer criteria for assignments</li> <li>-Teacher Notes</li> <li>-Individualized teacher instruction</li> </ul>	<ul style="list-style-type: none"> <li>-Provide visual instructions</li> <li>-Provide visual examples of project</li> <li>-Chunk long term projects</li> <li>-Clarify instructions</li> </ul>	<ul style="list-style-type: none"> <li>-Individualized teacher Instruction</li> <li>-Use of choice menus</li> <li>-Peer Tutoring</li> <li>-Space for movement or breaks</li> <li>-Quiet corner of the room for assessment</li> <li>-Reduction of distractions</li> <li>-Rest breaks</li> <li>-Verbal and visual cues regarding directions and staying on task</li> <li>-Agenda book use for tracking when assessments are</li> <li>-Immediate feedback</li> <li>-Work-in-progress check</li> </ul>	<ul style="list-style-type: none"> <li>-Individualized teacher Instruction</li> <li>-Use of choice menus</li> <li>-Provide examples of student work that is “above and beyond”</li> <li>-Encourage students to continue even after requirements are met</li> <li>-Provide additional art materials to inspire and add to artwork</li> <li>-Provide extra credit opportunities</li> </ul>

**Instructional Strategies**

<ul style="list-style-type: none"> <li>-Provide goals and scales</li> <li>-Establish classroom routines</li> <li>-Identify critical content both verbally, written, and visually</li> <li>-Scaffolding of techniques and methods</li> <li>-Modeling using teacher guided demos</li> <li>-Provide visual student examples</li> <li>-Cooperative learning between students on techniques</li> <li>-Direct instruction with individual students</li> <li>-Check student progress individually and provide meaningful feedback and individualized instruction</li> <li>-Help students reflect on learning through peer and group critique</li> <li>-Help students revise knowledge through discussion</li> <li>-Provide resources and guidance for cognitively complex tasks</li> </ul>
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**Possible Instructional Adjustments (Modifications /Accommodations/ Differentiation):**

<b>Special Education Students</b>	<b>English Language Learners (ELLs)</b>	<b>At-Risk Students</b>	<b>Gifted Students</b>
<ul style="list-style-type: none"> <li>-Demonstrate value and respect for low expectancy students</li> <li>-Ask questions of low expectancy students</li> <li>-Probe incorrect answers of low expectancy students</li> <li>-Additional time for assignments</li> <li>-Review of directions</li> <li>-Provision of notes or outlines</li> <li>-Concrete examples</li> <li>-Preferential seating</li> <li>-Adjusted assignment timelines</li> <li>-Immediate feedback</li> <li>-Work-in-progress check</li> <li>-Personalized examples</li> </ul>	<ul style="list-style-type: none"> <li>-Review of directions</li> <li>-Support auditory presentations with visuals</li> <li>-Extra visual and verbal cues and prompts</li> <li>-Immediate feedback</li> <li>-Work-in-progress check</li> <li>-Personalized examples</li> </ul>	<ul style="list-style-type: none"> <li>-Demonstrate value and respect for low expectancy students</li> <li>-Ask questions of low expectancy students</li> <li>-Probe incorrect answers of low expectancy students</li> <li>-Assistance in maintaining an uncluttered space</li> <li>-Weekly home-school communications tools</li> <li>-Space for movement or breaks</li> <li>-Preferential Seating</li> <li>-Reduction of distractions</li> <li>-Alternate quiet and active time</li> <li>-Teach time management skills</li> <li>-Rest breaks</li> <li>-Verbal and visual cues regarding directions and staying on task</li> <li>-Agenda book and checklists</li> <li>-Varied reinforcement procedures</li> <li>-Immediate feedback</li> <li>-Work-in-progress check</li> <li>-No penalty for spelling errors or sloppy handwriting</li> </ul>	<ul style="list-style-type: none"> <li>-Provide examples of student work that is “above and beyond”</li> <li>-Encourage students to continue even after requirements are met</li> <li>-Provide additional art materials to inspire and add to artwork</li> <li>-Provide extra credit opportunities</li> </ul>

**Unit Vocabulary:**

**Essential:** fabric, weave, dye, organic, batik, fold resist techniques, wax resist, stitch, drop loop  
**Non-Essential:** Elements, Principles, weft, warp, wovens, non-wovens

Interdisciplinary Connections (Applicable Standards):	Integration of Technology:	21 <sup>st</sup> Century Themes:	21 <sup>st</sup> Century Skills:
<p>Technology: <b>NJSLS.TECH.8.2.1.C.2</b> Analyze a product and how it has changed or might change overtime to meet human needs and wants.</p> <p>21<sup>st</sup> Century Life and Career <b>NJSLS.CRP6</b> Demonstrate creativity and innovation. <b>NJSLS.CRP8</b> Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>E/LA <b>NJSLS.RI.11-12.7</b> Integrate and evaluate multiple sources of information presented in different media or formats as well as in words in order to address a question or solve a problem. <b>NJSLSA.SL1</b> Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p>	<p>Technology:</p> <ul style="list-style-type: none"> <li>• Various demo videos for method reinforcement/introduction and art historical information</li> <li>• Online Portfolio construction</li> <li>• Slideshows to display expectations and exemplars.</li> <li>• Student device usage for personal idea generation.</li> </ul>	<p><input checked="" type="checkbox"/> Global Awareness</p> <p><input type="checkbox"/> Civic Literacy</p> <p><input checked="" type="checkbox"/> Financial, Economic, Business, &amp; Entrepreneurial Literacy</p> <p><input checked="" type="checkbox"/> Health Literacy</p>	<p><input checked="" type="checkbox"/> Creativity &amp; Innovation</p> <p><input checked="" type="checkbox"/> Media Literacy</p> <p><input checked="" type="checkbox"/> Critical Thinking and Problem Solving</p> <p><input checked="" type="checkbox"/> Life and Career Skills</p> <p><input type="checkbox"/> Information &amp; Communication Technologies Literacy</p> <p><input type="checkbox"/> Communication &amp; Collaboration</p> <p><input checked="" type="checkbox"/> Information Literacy</p>

**Resources:****Texts/Materials:**

- Powerpoint Slide-shows
- Various non-fiction resources
- Teacher handouts/worksheets
- Indonesian batik video clip
- yarn, needles, fabric scraps, organic dyes, non-organic dyes, embroidery hoops, embroidery thread, batik wax, clay, crock-pots, newspaper

**Major Assignments (required):**

- Challenge Samples/Sketchbook
- Woven fabric construction
- Dream catcher
- Fold resist on fabric
- Organic/non-organic coloring
- Wax resist on fabric
- Stitch work on fabric

**Major Activities (required):**

- Challenge Samples/Sketchbook

**Resources:**

- Project Rubrics (when appropriate)
- Class critique and personal reflections

**Unit: 5 - Conceptual Design****Recommended Duration: 4 weeks; May-June**

**Unit Description:** This unit is designed to allow students to merge classic design with contemporary material. Students will be introduced to conceptual design. Conceptual design carries a concept or purpose that allows the viewer to think about the reasoning behind the artwork being seen as more important than the physicality of the item at hand. Conceptual artists will be discussed. This idea-based design unit will assist students in working in a group to complete an artistic challenge. Students will also have an independent “final” project that they will be working on independently. In this unit students will act with entrepreneurial spirit merging both fine arts and applied arts simultaneously to create new and exciting artworks.

**Essential Questions:**

- How does choice-based art-making affect one's creation?
- How can one develop an artistic style or voice?
- How can one appreciate and identify an idea experienced through a piece of artwork?

**Enduring Understandings:**

- Choice is a liberating freedom afforded to those who have earned it. Choices are given once competency and expectations are understood. These two elements must be completed first so that the choices made have some sort of reasoning or rational. Choice is liberating and also intimidating, as there is no black and white directions to follow.
- Once the Student/Artist has developed skills in art, life, and other subject areas, in order to continue developing these skills or ideas one must find meaning within them. This meaning is called originality and creativity must be original to behold meaning and not carbon copy something else. He or she will find more value in creating if they can construct meaning behind it. This is true of life as well, learning how to have a “voice” or be an individual making informed choices and acting within these choices is one's identity. Developing an artistic voice allows one to see that the most rich work comes out of originality and identity formation. One must feel comfortable following their own identity or voice devoid of what their neighbor, colleague or friends are doing. This formation of identity helps construct confidence and follow-through in future endeavors.
- In conceptual art it is important to look at the artwork and experience it. One must understand the artist who made it, the time period it was created under and what moods, feeling and emotions are emitted by the artwork. The artwork itself might not tell you. As a consumer of imagery, students must be able to understand how to make/view artworks wherever the idea or message is not immediately clear. They must be able to construct or decode a desired message through analyzing original elements principles such as types of colors, types of materials used including texture, how something is positioned, etc. Students will allow concepts to unfold as they are creating much in the way that answers and ideas will unfold throughout life and creative process.

Relevant Standards:	Learning Goals:	Learning Objectives:
<p><b>Power (Primary):</b></p> <ul style="list-style-type: none"> <li>• <b>NJSLS.VPA.1.3.12.D.2</b> - [<i>Cumulative Progress Indicator</i>] - Produce an original body of artwork in one or more art mediums that demonstrates mastery of visual literacy, methods, techniques, and cultural understand</li> <li>• <b>NJSLS.VPA.1.4.12.2</b> - [<i>Content Statement</i>] - Contextual clues within artworks often reveal artistic intent, enabling the viewer to hypothesize the artist’s concept.</li> <li>• <b>NJSLS.VPA1.4.12.2</b> - [<i>Content Statement</i>] - 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.</li> <li>• <b>NJSLS.VPA.1.3.12.D.1</b> - [<i>Cumulative Progress Indicator</i>] - 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.</li> </ul> <p><b>Supportive (Secondary):</b></p> <ul style="list-style-type: none"> <li>• <b>NJSLS.VPA.1.3.12.D.3</b> - [<i>Cumulative Progress Indicator</i>] - 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.</li> </ul>	<ul style="list-style-type: none"> <li>• Students will be able to use skills, techniques and personal style to construct artwork that shows a high degree of technical proficiency and expressivity. (4 weeks simultaneously)</li> <li>• Students will be able to construct artwork that shows mastery of a chosen technique or method. (4 weeks simultaneously)</li> <li>• Students will be able to understand how technical proficiency plays a role in art-making and art-analyzing. (4 weeks simultaneously)</li> </ul>	<ul style="list-style-type: none"> <li>• Wearable art</li> <li>• Designing for others</li> <li>• Conceptual-based fine art</li> <li>• Multi-media design</li> </ul>

Formative Assessments	Summative Assessments:	Performance Assessments:	Major Activities/ Assignments (required):
<ul style="list-style-type: none"> <li>• Observation of student's working within each method</li> <li>• Teacher handouts</li> <li>• Appropriate daily tasks: effort, participation, etc.</li> <li>• Periodic Homework</li> <li>• Trial and error in working methods (problem solving)</li> <li>• Group discussion</li> <li>• Whole class discussions</li> <li>• Do-Now or Sketchbook check</li> <li>• Graphic Organizers</li> <li>• Note-taking, sketchbook organization and documentation</li> <li>• One-on-one conferences at desk</li> <li>• Peer Critiquing</li> </ul>	<ul style="list-style-type: none"> <li>• Final Portfolio reflection and submission.</li> </ul>	<ul style="list-style-type: none"> <li>• Finished projects</li> <li>• Project Rubrics (when appropriate)</li> <li>• Class critique and personal reflections</li> </ul>	<ul style="list-style-type: none"> <li>• Wearable group challenge</li> <li>• Conceptual Fine art project</li> <li>•</li> </ul>

<b>Possible Assessment Adjustments (Modifications /Accommodations/ Differentiation):</b>			
<p><b>Special Education Students</b></p> <ul style="list-style-type: none"> <li>-Frequent rest breaks</li> <li>-Additional time</li> <li>-Allow for redos/retakes</li> <li>-Pace long term projects</li> <li>-Chunk long term projects</li> <li>-Clarify instructions</li> <li>-Truncated/shortened assessment</li> <li>-Practice tasks/warm up tutorials</li> <li>-Preferential seating</li> <li>-Simplified/fewer criteria for assignments</li> <li>-Teacher Notes</li> <li>-Individualized teacher instruction</li> </ul>	<p><b>English Language Learners (ELLs)</b></p> <ul style="list-style-type: none"> <li>-Provide visual instructions</li> <li>-Provide visual examples of project</li> <li>-Chunk long term projects</li> <li>-Clarify instructions</li> </ul>	<p><b>At-Risk Students</b></p> <ul style="list-style-type: none"> <li>-Individualized teacher Instruction</li> <li>-Use of choice menus</li> <li>-Peer Tutoring</li> <li>-Space for movement or breaks</li> <li>-Quiet corner of the room for assessment</li> <li>-Reduction of distractions</li> <li>-Rest breaks</li> <li>-Verbal and visual cues regarding directions and staying on task</li> <li>-Agenda book use for tracking when assessments are</li> <li>-Immediate feedback</li> <li>-Work-in-progress check</li> </ul>	<p><b>Gifted Students</b></p> <ul style="list-style-type: none"> <li>-Individualized teacher Instruction</li> <li>-Use of choice menus</li> <li>-Provide examples of student work that is “above and beyond”</li> <li>-Encourage students to continue even after requirements are met</li> <li>-Provide additional art materials to inspire and add to artwork</li> <li>-Provide extra credit opportunities</li> </ul>

<b>Instructional Strategies</b>
<ul style="list-style-type: none"> <li>-Provide goals and scales</li> <li>-Establish classroom routines</li> <li>-Identify critical content both verbally, written, and visually</li> <li>-Scaffolding of techniques and methods</li> <li>-Modeling using teacher guided demos</li> <li>-Provide visual student examples</li> <li>-Cooperative learning between students on techniques</li> <li>-Direct instruction with individual students</li> <li>-Check student progress individually and provide meaningful feedback and individualized instruction</li> <li>-Help students reflect on learning through peer and group critique</li> <li>-Help students revise knowledge through discussion</li> <li>-Provide resources and guidance for cognitively complex tasks</li> </ul>

**Possible Instructional Adjustments (Modifications /Accommodations/ Differentiation):**

<b>Special Education Students</b>	<b>English Language Learners (ELLs)</b>	<b>At-Risk Students</b>	<b>Gifted Students</b>
<ul style="list-style-type: none"> <li>-Demonstrate value and respect for low expectancy students</li> <li>-Ask questions of low expectancy students</li> <li>-Probe incorrect answers of low expectancy students</li> <li>-Additional time for assignments</li> <li>-Review of directions</li> <li>-Provision of notes or outlines</li> <li>-Concrete examples</li> <li>-Preferential seating</li> <li>-Adjusted assignment timelines</li> <li>-Immediate feedback</li> <li>-Work-in-progress check</li> <li>-Personalized examples</li> </ul>	<ul style="list-style-type: none"> <li>-Review of directions</li> <li>-Support auditory presentations with visuals</li> <li>-Extra visual and verbal cues and prompts</li> <li>-Immediate feedback</li> <li>-Work-in-progress check</li> <li>-Personalized examples</li> </ul>	<ul style="list-style-type: none"> <li>-Demonstrate value and respect for low expectancy students</li> <li>-Ask questions of low expectancy students</li> <li>-Probe incorrect answers of low expectancy students</li> <li>-Assistance in maintaining an uncluttered space</li> <li>-Weekly home-school communications tools</li> <li>-Space for movement or breaks</li> <li>-Preferential Seating</li> <li>-Reduction of distractions</li> <li>-Alternate quiet and active time</li> <li>-Teach time management skills</li> <li>-Rest breaks</li> <li>-Verbal and visual cues regarding directions and staying on task</li> <li>-Agenda book and checklists</li> <li>-Varied reinforcement procedures</li> <li>-Immediate feedback</li> <li>-Work-in-progress check</li> <li>-No penalty for spelling errors or sloppy handwriting</li> </ul>	<ul style="list-style-type: none"> <li>-Provide examples of student work that is “above and beyond”</li> <li>-Encourage students to continue even after requirements are met</li> <li>-Provide additional art materials to inspire and add to artwork</li> <li>-Provide extra credit opportunities</li> </ul>

**Unit Vocabulary:****Essential:** wearable, conceptual art, artistic voice/choice**Non-Essential:** Elements, Principles

<b>Interdisciplinary Connections &amp; Career Ready Practices (Note Applicable Standards):</b>	<b>Integration of Technology:</b> <i>(Note the SAMR Model elements used and how.)</i>	<b>21<sup>st</sup> Century Themes:</b> <i>(Check and explain how the connection is made.)</i>	<b>21<sup>st</sup> Century Skills:</b> <i>(Check and explain how the connection is made.)</i>
<p>Technology: <b>NJSLS.TECH.8.2.1.C.2</b> Analyze a product and how it has changed or might change overtime to meet human needs and wants.</p> <p>21<sup>st</sup> Century Life and Career <b>NJSLS.CRP6</b> Demonstrate creativity and innovation. <b>NJSLS.CRP8</b> Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>E/LA <b>NJSLS.W.11-12.4</b> Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience</p>	<p>Technology:</p> <ul style="list-style-type: none"> <li>• Online Portfolio construction</li> <li>• Slideshows to display expectations and exemplars.</li> <li>• Student device usage for personal idea generation.</li> </ul>	<p><input checked="" type="checkbox"/> Global Awareness</p> <p><input type="checkbox"/> Civic Literacy</p> <p><input checked="" type="checkbox"/> Financial, Economic, Business, &amp; Entrepreneurial Literacy</p> <p><input type="checkbox"/> Health Literacy</p>	<p><input checked="" type="checkbox"/> Creativity &amp; Innovation</p> <p><input checked="" type="checkbox"/> Media Literacy</p> <p><input checked="" type="checkbox"/> Critical Thinking &amp; Problem Solving</p> <p><input checked="" type="checkbox"/> Life and Career Skills <i>(flexibility, initiative, cross-cultural skills, productivity, leadership, etc.)</i></p> <p><input type="checkbox"/> Information &amp; Communication Technologies Literacy</p> <p><input checked="" type="checkbox"/> Communication &amp; Collaboration</p> <p><input checked="" type="checkbox"/> Information Literacy</p>

**Resources:****Texts/Materials:**

- Powerpoint Slide-shows
- Various non-fiction resources
- Teacher handouts/worksheets
- All supplies available from prior knowledge from the year.

**Resources:**

**Major Assignments (required):**

- Portfolio submission and reflection
- Wearable group challenge
- Independent Final Conceptual Project

Stitch work on fabric

**Major Activities (required):**

- Group wearable competition
- Project Rubrics (when appropriate)
- Class critique and personal reflections