

# KINGSWAY REGIONAL SCHOOL DISTRICT



*Committed to Excellence*

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<b>Course Name: Adv. Art I</b>	<b>Grade Level(s): 9-12</b>
<b>Department: Visual and Performing Arts</b>	<b>Credits: N/A</b>
<b>BOE Adoption Date: September 2011</b>	<b>Revision Date(s): October 2019</b>

## ABSTRACT

This course is offered to serious art students who exhibit an unusual amount of interest as well as talent in the field of art and who may plan to pursue a career in art and design after graduation. The primary function of this course is to prepare students for future study and help them to develop their talent and knowledge of art. Students in all advanced art courses will be given an opportunity to explore the computer as a means of researching and producing art. In Advanced Art I during the first semester, a great deal of emphasis will be placed on drawing and design. Students will be exposed to a wide variety of exercises, techniques, subjects, and media. Second semester will be spent on more advanced media and techniques with individualized attention given to the weaknesses and needs of each student, especially in the areas of painting.

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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 Student Learning Standards (NJSLS).

### Curriculum & Instruction Goals

To ensure the District continues to work toward its mission of excellence in G.R.E.A.T. Instruction, the following curriculum and instruction goals direct the conversation:

**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 ongoing progress monitoring

### 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): Accommodations** are adaptations that do not alter the learning goal or standards being measured; accommodations can be for all students.

2. **Differentiated Instruction (DI):** The idea of differentiating instruction to accommodate the different ways that students learn involves a hefty dose of common sense, as well as sturdy support in the theory and research of education (Tomlinson & Allan, 2000). It is an approach to teaching that advocates active planning for student differences in classrooms. Teachers can differentiate content, process, product, or environment. DI can be done according to students’ readiness, interest, or learning profile.
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.
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.
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.
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 NJSLs noted within each unit.
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.
10. **Modification(s):** *Modifications* are adaptations that alter the learning goals and grade-level standards. Modifications are warranted when the learner has significant needs that impede his or her ability to access grade-level concepts. They are most appropriate for appropriate some students with IEPs and some English Language Learners.
11. **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.).

12. **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.
  - **State:** The New Jersey Student Learning Standards (NJSLSs) 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; 21st-Century Life and Careers; Language Arts Literacy; and, Mathematics*
13. **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.
14. **21<sup>st</sup> Century Skills & Themes:** These elements emphasize the growing need to focus on skills that prepare students to successfully compete in a global environment by focusing on the following: learning and innovation skills; information, media and technology skills; and life and career skills. These concepts are embedded in each unit of the curriculum.

**Proficiencies and Pacing Guide:**

**Course Title: Advanced Art I**

**Prerequisite(s):** Students should have had successfully completed Art I prior to this course. Some students may advance to this course without this prerequisite by submitting a portfolio and successfully completing an assessment that would be reviewed by department faculty to determine a student's eligibility.

Unit Title:	Duration/ Month(s)	Related Standards:	Learning Goals:	Topics and Skills:
<b>Unit 1: Drawing</b>	September-October (8 weeks)	<p><b>Subject Area:</b>            NJSLS.1.1.12.D.2            NJSLS.1.2.8.A.3            NJSLS.1.3.12.D.1            NJSLS.1.4.8.A.4            NJSLS.1.4.12.A.1            NJSLS.1.4.12.B.2</p> <p>VA:Cr1.2.IIa            VA:Cr2.1.IIIa            VA:Cr3.1.IIIa            VA:Pr4.1.IIIa            VA:Re.7.2.IIIa            VA:Cn10.1.IIIa</p> <p><b>Interdisciplinary:</b></p>	<p>Students will understand the Principles and Elements of Design and be able to apply these to their art-making assignments throughout the year.</p> <p>Students will understand the drawing basics and be able to identify strengths and weakness through critique to develop progress and growth.</p> <p>Students will understand the element of space and be able to draw a series of shapes focusing solely on the negative space.</p> <p>Students will understand the human figure and be able to draw a figure proportionally.</p> <p>Students will understand composition and light hitting form, and be able to create a drawing using a full range of value and mimicking textures with charcoal.</p>	<p>Students will:</p> <p>Identify negative space through drawing and observation</p> <p>Manipulate value and texture through the use of charcoal</p> <p>Discuss their artwork through reflection on learning by critique</p> <p>Draw proportional human figures</p> <p>Develop compositional layouts through thumbnail sketches and rearrangement</p> <p>Evaluate and observe artwork from various genres, artists and mediums, while identifying principles and elements present in each work</p>
<b>Unit 2: Color Theory</b>	November-January (12 weeks)	<p>NJSLS.1.1.12.D.2            NJSLS.1.2.8.A.3            NJSLS.1.3.12.D.1            NJSLS.1.4.8.A.4            NJSLS.1.4.12.A.1            NJSLS.1.4.12.B.2</p>	<p>Students will understand facial proportions and be able to draw their self-portraits by expressing their identity through composition and use of color.</p> <p>Students will understand the qualities of acrylic paint and be able to create a</p>	<p>Students will:</p> <p>Draw proportional facial features</p> <p>Mix colors for an accurate depiction</p> <p>Experiment and practice using and applying acrylic paint</p>

Unit Title:	Duration/ Month(s)	Related Standards:	Learning Goals:	Topics and Skills:
		Technology: NJSLS.8.1.12.D.1 VA:Cr1.2.IIa VA:Cr2.1.IIIa VA:Cr3.1.IIIa VA:Pr4.1.IIIa VA:Re.7.2.IIIa VA:Cn10.1.IIIa	<p>grayscale and blend colors/values to create a 3-dimensional looking form.</p> <p>Students will understand color theory, color value and color balance and be able to paint a still life composition utilizing those components.</p> <p>Students will understand the principles and elements of design, as well as successful various techniques used by peers by being able to discuss their work in front of the class and revisit the process and outcome executed of their pieces.</p>	<p>Compose a still life</p> <p>Paint a black and white sphere with a grayscale</p> <p>Critique their finished paintings</p>
<b>Unit 3: Sculpture &amp; Mixed-Media</b>	February-March (5 weeks)	NJSLS.1.1.12.D.2 NJSLS.1.2.8.A.3 NJSLS.1.3.12.D.1 NJSLS.1.4.8.A.4 NJSLS.1.4.12.A.1 NJSLS.1.4.12.B.2  VA:Cr1.2.IIa VA:Cr2.1.IIIa VA:Cr3.1.IIIa VA:Pr4.1.IIIa VA:Re.7.2.IIIa VA:Cn10.1.IIIa	<p>Students will understand the properties of plaster and be able to build an abstract sculpture using and armature and plaster wrap.</p> <p>Students will understand the growing trend of using non-traditional art materials as a medium and be able to create a sculpture made up of found objects.</p> <p>Students will understand the techniques used with combining collage and acrylic paint and be able to create a composition on board using magazine clippings and paint in a unified manner so that edges are seamless and consistent.</p>	<p>Sculpt a plaster sculpture using an armature</p> <p>Create a found art sculpture out of found materials</p> <p>Combine mixed-media materials onto a 2-dimensional surface</p>
<b>Unit 4: Printmaking</b>	April (2 weeks)	NJSLS.1.1.12.D.2 NJSLS.1.2.8.A.3 NJSLS.1.3.12.D.1 NJSLS.1.4.8.A.4	<p>Students will understand the processes of printmaking and be able to create a series of prints through carving an image out of a</p>	<p>Create an original image/design based off of the use of positive and negative space</p> <p>Print images using lino-cut printmaking</p>

Unit Title:	Duration/ Month(s)	Related Standards:	Learning Goals:	Topics and Skills:
		NJSLS.1.4.12.A.1 NJSLS.1.4.12.B.2  VA:Cr1.2.IIa VA:Cr2.1.IIIa VA:Cr3.1.IIIa VA:Pr4.1.IIIa VA:Re.7.2.IIIa VA:Cn10.1.IIIa	block and printing onto a paper surface for various effects.  Students will understand the principles and elements of design, as well as successful various techniques used by peers by being able to discuss their work in front of the class and revisit the process and outcome executed of their pieces.	technique  Apply prints to various surfaces through various combinations of colors and textures  Critique
<b>Unit 5: Painting: Watercolor</b>	April-May (2 weeks)	NJSLS.1.1.12.D.2 NJSLS.1.2.8.A.3 NJSLS.1.3.12.D.1 NJSLS.1.4.8.A.4 NJSLS.1.4.12.A.1 NJSLS.1.4.12.B.2  VA:Cr1.2.IIa VA:Cr2.1.IIIa VA:Cr3.1.IIIa VA:Pr4.1.IIIa VA:Re.7.2.IIIa VA:Cn10.1.IIIa	Students will understand the properties of watercolors and be able to paint using various watercolor techniques.  Students will understand the principles and elements of design, as well as successful various techniques used by peers by being able to discuss their work in front of the class and revisit the process and outcome executed of their pieces.	Utilize various watercolor techniques for a variety of desired effects  Mix colors for value and contrast  Critique
<b>Unit 6: Art History</b>	May (2 weeks)	<b>Power (Primary):</b> NJSLS .1.1.12 NJSLS.1.1.12.D.1  VA:Pr6.1.IIa VA:Re.7.1.Ia VA:Re.7.2.IIa VA:Cn11.1.IIIa  <b>Supportive (Secondary):</b>	Students will understand concepts executed by 21 <sup>st</sup> Century artists and be able to identify various terms and techniques expressed through today's world of art.	Discuss and analyze various artworks from various cultures  Identify specific characteristics and attributions in artworks

Unit Title:	Duration/ Month(s)	Related Standards:	Learning Goals:	Topics and Skills:
		NJSLS .1.4.12 NJSLS .1.2.12.A.1 NJSLS .1.2.12.A.2 NJSLS .1.3.12.D.4 NJSLS.1.4.12.A.1 NJSLS.1.4.12.A.2 NJSLS.1.4.12.B.1 NJSLS.1.4.12.B.2 NJSLS.1.4.12.B.3		
<b>Unit 7: Painting: Acrylic</b>	May-June (9 weeks)	NJSLS.1.1.12.D.2 NJSLS.1.2.8.A.3 NJSLS.1.3.12.D.1 NJSLS.1.4.8.A.4 NJSLS.1.4.12.A.1 NJSLS.1.4.12.B.2  VA:Cr1.2.IIa VA:Cr2.1.IIIa VA:Cr3.1.IIIa VA:Pr4.1.IIIa VA:Re.7.2.IIIa VA:Cn10.1.IIIa	<p>Students will understand the techniques used with acrylic paint and be able to create a piece of artwork based on the principles and elements of design successfully.</p> <p>Students will understand the principles and elements of design, as well as successful various techniques used by peers by being able to discuss their work in front of the class and revisit the process and outcome executed of their pieces</p>	<p>Manipulate acrylic paint for opaque coverage and color mixing</p> <p>Freely express their personal artistic style through mark-making, brushstrokes, and color usage</p> <p>Apply a combination of principles and elements of design to the painting</p> <p>Critique</p>

<b>Unit 1: Drawing</b>	<b>Recommended Duration: September-October [8 weeks]</b>
<p><b>Unit Description:</b> This unit is designed to set a foundation for the course so that students understand full utilization of the principles and elements of design. This will guide students through various drawing approaches to build up a solid foundation for understanding how to look at the subject and make decisions and choices on how to portray the subject through utilization of composition, form, value, mark-making and contrast. Students will also be introduced to charcoal, an essential art medium that students should be proficient at using as a drawing medium. The human figure and proportions will be analyzed, and students will strengthen any weakness they may have in figure drawing. Students will also learn to talk about their work through critiquing and class discussions.</p>	

<b>Essential Questions:</b>	<b>Enduring Understandings:</b>
<ul style="list-style-type: none"> <li>• How are art elements and design principles used to organize and express ideas?</li> <li>• How do artists and designers learn from trial and error?</li> <li>• What is the value of engaging in the process of art criticism?</li> <li>• What role does persistence play in revisiting, refining, and developing work?</li> </ul>	<ul style="list-style-type: none"> <li>• Artists use elements of art and principles of design to organize visual communication.</li> <li>• Art media, techniques and processes work together to create works of art.</li> <li>• Using visual arts terminology allows us to communicate our personal response to artwork.</li> <li>• The process of sharing and reflecting enables one to better understand and appreciate art.</li> </ul>

Relevant Standards:	Learning Goals:	Learning Objectives:
<p><b>Power (Primary):</b></p> <ul style="list-style-type: none"> <li>• <b>NJSLS.1.1.12.D.2</b> Translate literary, musical, theatrical, and dance compositions by using them as stimulus/inspiration for corresponding visual artworks.</li> <li>• <b>NJSLS.1.2.8.A.3</b> 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.</li> <li>• <b>NJSLS.1.3.12.D.1</b> Distinguish innovative applications of the elements or art and principles of design in visual artworks from diverse cultural perspectives and identify specific cross cultural themes.</li> <li>• <b>NJSLS.1.4.8.A.4</b> Evaluate how exposure to various cultures influences individual, emotional, intellectual, and kinesthetic responses to artwork.</li> <li>• <b>NJSLS.1.4.12.A.1</b> Determine how dance, music, theatre, and visual art have influenced world cultures throughout history.</li> <li>• <b>NJSLS.1.4.12.B.2</b> Evaluate how an artist's technical proficiencies may affect the creation or presentation of a work of art, as well as how the context</li> </ul>	<ul style="list-style-type: none"> <li>• Students will understand the Principles and Elements of Design and be able to apply these to their art-making assignments throughout the year.</li> <li>• Students will understand the drawing basics and be able to identify strengths and weakness through critique to develop progress and growth.</li> <li>• Students will understand the element of space and be able to draw a series of shapes focusing solely on the negative space.</li> <li>• Students will understand the human figure and be able to draw a figure proportionally.</li> <li>• Students will understand composition and light hitting form, and be able to create a drawing using a full range of value and mimicking textures with charcoal.</li> </ul>	<ul style="list-style-type: none"> <li>• Students will define element and principle vocabulary terminology</li> <li>• Students explain how artistic decisions about art making shape a work of art</li> <li>• Students will develop a repertoire of skills through mediums, techniques and application</li> <li>• Students will draw through observation</li> <li>• Students will reflect and discuss their artwork through critique</li> </ul>

Relevant Standards:	Learning Goals:	Learning Objectives:
<p>in which a work is performed or shown may impact perceptions of its significance/meaning.</p> <ul style="list-style-type: none"> <li>• <b>VA:Cr1.2.IIa</b> Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design.</li> <li>• <b>VA:Cr1.2.IIIa</b> Choose from a range of materials and methods of traditional and contemporary artistic practices, following or breaking established conventions, to plan the making of multiple works of art and design based on a theme, idea, or concept.</li> <li>• <b>VA:Cr2.1.IIIa</b> Experiment, plan, and make multiple works of art and design that explore a personally meaningful theme, idea, or concept.</li> <li>• <b>VA:Cr3.1.IIIa</b> Reflect on, re-engage, revise, and refine works of art or design considering relevant traditional and contemporary criteria as well as personal artistic vision.</li> <li>• <b>VA:Pr4.1.IIIa</b> Critique, justify, and present choices in the process of analyzing, selecting, curating, and presenting artwork for a specific exhibit or event.</li> <li>• <b>VA:Re.7.2.IIIa</b> Determine the commonalities within a group of artists or visual images attributed to a particular type of art, timeframe, or</li> </ul>		

Relevant Standards:	Learning Goals:	Learning Objectives:
culture. <ul style="list-style-type: none"> <li>• <b>VA:Cn10.1.IIIa</b> Synthesize knowledge of social, cultural, historical, and personal life with art-making approaches to create meaningful works of art or design.</li> </ul> <b>Supportive (Secondary):</b>		

Formative Assessments	Summative Assessments:	Performance Assessments:	Major Activities/ Assignments (required):
<ul style="list-style-type: none"> <li>• Observation of working on assignments</li> <li>• Teacher Handouts</li> <li>• Appropriate Daily Tasks</li> <li>• Homework</li> <li>• Trial and error in working methods (problem solving)</li> <li>• Group discussion and assignments</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> </ul>	<ul style="list-style-type: none"> <li>• CSA#1-Pre-Assessment</li> <li>• Principles and Elements quiz</li> <li>• Negative Space Drawing</li> <li>• Figure Drawing</li> <li>• Black and White Sphere and Grayscale</li> <li>• Charcoal Still Life Drawing</li> </ul>	<ul style="list-style-type: none"> <li>• Critique</li> <li>• Preliminary Sketches</li> <li>• Art creation</li> <li>• Reflections</li> <li>• Quizzes</li> </ul>	<ul style="list-style-type: none"> <li>• CSA#1-Pre-Assessment</li> <li>• Principles and Elements quiz</li> <li>• Negative Space Drawing</li> <li>• Figure Drawing</li> <li>• Black and White Sphere and Grayscale</li> <li>• Charcoal Still Life Drawing</li> </ul>

**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>• Sample completed tasks/projects</li> <li>• Additional time to complete</li> </ul>	<ul style="list-style-type: none"> <li>• Read directions to student</li> <li>• Allow for re-dos/retakes</li> <li>• Clarify test questions/read</li> </ul>	<ul style="list-style-type: none"> <li>• Read directions to student</li> <li>• Allow for re-dos/retakes</li> <li>• Clarify test questions/read</li> </ul>	<ul style="list-style-type: none"> <li>• Provide high-level questions</li> <li>• Create independent projects</li> <li>• Open-ended questions</li> </ul>

**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
tasks/projects <ul style="list-style-type: none"> <li>• Oral vs. Written quizzes</li> <li>• Alternative projects based on the same objective and learning goal</li> </ul>	test questions <ul style="list-style-type: none"> <li>• Choice test format</li> </ul>	test questions <ul style="list-style-type: none"> <li>• Choice test format</li> <li>• Additional time to complete tasks/projects</li> </ul>	

**Instructional Strategies:** *(List and describe.)*

- Scaffolding
- Modeling
- Chunking information
- Cooperative learning
- Direct instruction
- Pause, ask question, pause, review
- Comparing/contrasting
- Note-taking
- Monitoring

**Possible Instructional Adjustments (Modifications /Accommodations/ Differentiation):** *How will the teacher provide multiple means for the following student groups to ACCESS the content/skills being taught?*

Special Education Students	English Language Learners (ELLs)	At-Risk Learners	Advanced Learners
<ul style="list-style-type: none"> <li>• Small Group work to solve problems collaboratively</li> <li>• Note taking vs. hand-on activities</li> <li>• Individual work</li> <li>• One-to-one teacher support</li> <li>• Visual teaching methods</li> <li>• Do-nows (written/oral/group)</li> <li>• Re-explanation of instructions/expectations in multiple ways.</li> </ul>	<ul style="list-style-type: none"> <li>• Study sheets and teacher outlines</li> <li>• Concrete examples</li> <li>• Review of directions</li> <li>• Extra visual and verbal cues and prompts</li> <li>• Hands on activities</li> <li>• Adjusted assignment timelines</li> <li>• Reworded questions/problems with simpler language</li> <li>• Modified grading</li> </ul>	<ul style="list-style-type: none"> <li>• Study sheets and teacher outlines</li> <li>• Concrete examples</li> <li>• Review of directions</li> <li>• Extra visual and verbal cues and prompts</li> <li>• Hands on activities</li> <li>• Adjusted assignment timelines</li> <li>• Small Group work to solve problems collaboratively</li> <li>• Individual work</li> <li>• One-to-one teacher support</li> </ul>	<ul style="list-style-type: none"> <li>• Adjusted assignment timelines</li> <li>• Interest-based assignments</li> <li>• Multi-faceted instruction</li> <li>• Open-ended dialogue</li> </ul>

		<ul style="list-style-type: none"> <li>• Visual teaching methods</li> <li>• Re-explanation of instructions/expectations in multiple ways.</li> </ul>	
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**Unit Vocabulary:**  
**Essential:** line, shape, form, space, color, texture, value, elements, principles, variety, rhythm, movement, repetition, contrast, balance, emphasis, critique, function, content, context, attribution, medium, composition, proportion, gesture, croquis

<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><b>E/LA:</b></p> <ul style="list-style-type: none"> <li>• <b>NJSLSA.W4-</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</li> <li>• <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.</li> </ul> <p><b>Mathematics:</b></p> <ul style="list-style-type: none"> <li>• <b>NJSLS.HSG.CO.D.12-</b> Make formal geometric constructions with a variety of tools and methods</li> <li>• <b>NJSLS.HSG.MGA.3-</b> Apply geometric methods to solve design problems</li> </ul>	<p><b>Technology:</b></p> <ul style="list-style-type: none"> <li>• <b>S-</b>You-Tube Videos to analyze artwork.</li> <li>• <b>S-</b>PowerPoint and museum websites to show artwork</li> <li>• <b>A-</b> Use a digital camera to take photo references and adjust digital photo to desired effect or need through the use of software applications</li> </ul>	<p><b>Global Awareness:</b></p> <ul style="list-style-type: none"> <li>• Understanding art from various cultures both contemporary and historical</li> </ul>	<p><b>Creativity &amp; Innovation:</b></p> <ul style="list-style-type: none"> <li>• Elaborate, refine, analyze and evaluate original ideas in order to improve and maximize creative efforts</li> <li>• View failure as an opportunity to learn; understand that creativity and innovation is a long-term, cyclical process of small successes and frequent mistakes</li> <li>• Be open and responsive to new and diverse perspectives; incorporate group input and feedback into the work</li> </ul> <p><b>Media Literacy:</b></p> <ul style="list-style-type: none"> <li>• Use information accurately and creatively for the issue or problem at hand</li> </ul>

<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><b>Technology:</b></p> <ul style="list-style-type: none"> <li>• <b>NJSLS.TECH.8.1.12.D.1-</b> Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.</li> </ul> <p><b>21<sup>st</sup> Century Life and Careers:</b></p> <ul style="list-style-type: none"> <li>• <b>NJSLS.CRP2-</b> Apply appropriate academic and technical skills.</li> <li>• <b>NJSLS.CRP4-</b> Communicate clearly and effectively and with reason.</li> <li>• <b>NJSLS.CRP6-</b> Demonstrate creativity and innovation.</li> <li>• <b>NJSLS.CRP7-</b> Employ valid and reliable research strategies.</li> <li>• <b>NJSLS.CRP8-</b> Utilize critical thinking to make sense of problems and persevere in solving them.</li> </ul>			<p>Critical Thinking and Problem Solving:</p> <ul style="list-style-type: none"> <li>• Solve different kinds of non-familiar problems in both conventional and innovative ways</li> </ul>

<b>Resources:</b>
<p><b>Texts/Materials:</b></p> <ul style="list-style-type: none"> <li>• Those materials/texts/resources needed/referred to throughout the unit.</li> <li>• Possible supplemental materials throughout the unit.</li> </ul> <p><b>Major Assignments (required):</b></p> <ul style="list-style-type: none"> <li>• CSA#1-Pre-Assessment</li> <li>• Principles and Elements quiz</li> <li>• Negative Space Drawing</li> </ul>

**Resources:**

- Figure Drawing
- Black and White Sphere and Grayscale
- Charcoal Still Life Drawing

**Major Activities (required):**

- Critiques

<b>Unit 2: Color Theory</b>	<b>Recommended Duration: November-January [12 weeks]</b>
<p><b>Unit Description:</b> This unit will help students to strengthen their color theory skills and application. Through drawing and painting mediums, students will utilize color theory through layering or mixing colors by observing the subject being depicted in the artwork. Emphasis will be placed on value as well. Students will express their identity through a self-portrait, with a lot of room for creativity and self-expression. Students will also master painting skills needed to manipulate acrylic paint with various brushes and techniques.</p>	

<b>Essential Questions:</b>	<b>Enduring Understandings:</b>
<ul style="list-style-type: none"> <li>• How are art elements and design principles used to organize and express ideas?</li> <li>• What is the value of engaging in the process of art criticism?</li> <li>• How do artists use tools and techniques to express their ideas?</li> <li>• How do one's experiences influence artwork?</li> </ul>	<ul style="list-style-type: none"> <li>• Artists use elements of art and principles of design to organize visual communication.</li> <li>• Art media, techniques and processes work together to create works of art.</li> <li>• Using visual arts terminology allows us to communicate our personal response to artwork.</li> <li>• The process of sharing and reflecting enables one to better understand and appreciate art.</li> <li>• Artists get inspiration from many sources. Art is a personal or individual response to their environment.</li> </ul>

Relevant Standards:	Learning Goals:	Learning Objectives:
<p><b>Power (Primary):</b></p> <ul style="list-style-type: none"> <li>• <b>NJSLS.1.1.12.D.2</b> Translate literary, musical, theatrical, and dance compositions by using them as stimulus/inspiration for corresponding visual artworks.</li> <li>• <b>NJSLS.1.2.8.A.3</b> 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.</li> <li>• <b>NJSLS.1.3.12.D.1</b> Distinguish innovative applications of the elements or art and principles of design in visual artworks from diverse cultural perspectives and identify specific cross cultural themes.</li> <li>• <b>NJSLS.1.4.8.A.4</b> Evaluate how exposure to various cultures influences individual, emotional, intellectual, and kinesthetic responses to artwork.</li> <li>• <b>NJSLS.1.4.12.A.1</b> Determine how dance, music, theatre, and visual art have influenced world cultures throughout history.</li> <li>• <b>NJSLS.1.4.12.B.2</b> Evaluate how an artist's technical proficiencies may affect the creation or presentation of a work of art, as well as how the context</li> </ul>	<ul style="list-style-type: none"> <li>• Students will understand facial proportions and be able to draw their self-portraits by expressing their identity through composition and use of color.</li> <li>• Students will understand the qualities of acrylic paint and be able to create a grayscale and blend colors/values to create a 3-dimensional looking form.</li> <li>• Students will understand color theory, color value and color balance and be able to paint a still life composition utilizing those components.</li> <li>• Students will understand the principles and elements of design, as well as successful various techniques used by peers by being able to discuss their work in front of the class and revisit the process and outcome executed of their pieces.</li> </ul>	<ul style="list-style-type: none"> <li>• Define element and principle vocabulary terminology</li> <li>• Explain how artistic decisions about art making shape a work of art</li> <li>• Develop a repertoire of skills through mediums, techniques and application</li> <li>• Thoroughly observe the subject or reference being depicted.</li> <li>• Reflect and discuss their artwork through critique</li> <li>• Apply color theory to their artwork</li> <li>• Manipulate paint on a surface</li> <li>• Express their identity through art</li> </ul>

Relevant Standards:	Learning Goals:	Learning Objectives:
<p>in which a work is performed or shown may impact perceptions of its significance/meaning.</p> <ul style="list-style-type: none"> <li>• <b>VA:Cr1.2.IIa</b> Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design.</li> <li>• <b>VA:Cr1.2.IIIa</b> Choose from a range of materials and methods of traditional and contemporary artistic practices, following or breaking established conventions, to plan the making of multiple works of art and design based on a theme, idea, or concept.</li> <li>• <b>VA:Cr2.1.IIIa</b> Experiment, plan, and make multiple works of art and design that explore a personally meaningful theme, idea, or concept.</li> <li>• <b>VA:Cr3.1.IIIa</b> Reflect on, re-engage, revise, and refine works of art or design considering relevant traditional and contemporary criteria as well as personal artistic vision.</li> <li>• <b>VA:Pr4.1.IIIa</b> Critique, justify, and present choices in the process of analyzing, selecting, curating, and presenting artwork for a specific exhibit or event.</li> <li>• <b>VA:Re.7.2.IIIa</b> Determine the commonalities within a group of artists or visual images attributed to a particular type of art, timeframe, or culture.</li> </ul>		

Relevant Standards:	Learning Goals:	Learning Objectives:
<ul style="list-style-type: none"> <li>• <b>VA:Cn10.1.IIIa</b> Synthesize knowledge of social, cultural, historical, and personal life with art-making approaches to create meaningful works of art or design.</li> </ul> <p><b>Supportive (Secondary):</b></p>		

Formative Assessments	Summative Assessments:	Performance Assessments:	Major Activities/ Assignments (required):
<ul style="list-style-type: none"> <li>• Observation of working on assignments</li> <li>• Teacher Handouts</li> <li>• Appropriate Daily Tasks</li> <li>• Homework</li> <li>• Trial and error in working methods (problem solving)</li> <li>• Group discussion and assignments</li> <li>• Whole class discussion</li> <li>• Do-now checks</li> <li>• Graphic organizers</li> <li>• Note-taking</li> </ul> <p>One-on-one conferences at desk</p>	<ul style="list-style-type: none"> <li>• Self-portrait</li> <li>• CSA#2-Colored pencil Self-Portrait</li> <li>• Black &amp; White Sphere and grayscale</li> <li>• Still Life painting</li> </ul>	<ul style="list-style-type: none"> <li>• Critique</li> <li>• Preliminary Sketches</li> <li>• Art creation</li> <li>• Reflections</li> <li>• Quizzes</li> </ul>	<ul style="list-style-type: none"> <li>• Self-portrait</li> <li>• CSA#2-Colored pencil Self-Portrait</li> <li>• Black &amp; White Sphere and grayscale</li> <li>• Still Life painting</li> <li>• Black and White Sphere and Grayscale</li> <li>• Charcoal Still Life Drawing</li> </ul>

**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>• Sample completed tasks/projects</li> <li>• Additional time to complete tasks/projects</li> <li>• Oral vs. Written quizzes</li> </ul>	<ul style="list-style-type: none"> <li>• Read directions to student</li> <li>• Allow for re-dos/retakes</li> <li>• Clarify test questions/read test questions</li> <li>• Choice test format</li> </ul>	<ul style="list-style-type: none"> <li>• Read directions to student</li> <li>• Allow for re-dos/retakes</li> <li>• Clarify test questions/read test questions</li> <li>• Choice test format</li> </ul>	<ul style="list-style-type: none"> <li>• Provide high-level questions</li> <li>• Create independent projects</li> <li>• Open-ended questions</li> </ul>

**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>Alternative projects based on the same objective and learning goal</li> </ul>		<ul style="list-style-type: none"> <li>Additional time to complete tasks/projects</li> </ul>	

**Instructional Strategies:** *(List and describe.)*

- Scaffolding
- Modeling
- Chunking information
- Cooperative learning
- Direct instruction
- Pause, ask question, pause, review
- Comparing/contrasting
- Note-taking
- Monitoring

**Possible Instructional Adjustments (Modifications /Accommodations/ Differentiation):** *How will the teacher provide multiple means for the following student groups to ACCESS the content/skills being taught?*

Special Education Students	English Language Learners (ELLs)	At-Risk Learners	Advanced Learners
<ul style="list-style-type: none"> <li>Small Group work to solve problems collaboratively</li> <li>Note taking vs. hand-on activities</li> <li>Individual work</li> <li>One-to-one teacher support</li> <li>Visual teaching methods</li> <li>Do-nows (written/oral/group)</li> <li>Re-explanation of instructions/expectations in multiple ways.</li> </ul>	<ul style="list-style-type: none"> <li>Study sheets and teacher outlines</li> <li>Concrete examples</li> <li>Review of directions</li> <li>Extra visual and verbal cues and prompts</li> <li>Hands on activities</li> <li>Adjusted assignment timelines</li> <li>Reworded questions/problems with simpler language</li> <li>Modified grading</li> </ul>	<ul style="list-style-type: none"> <li>Study sheets and teacher outlines</li> <li>Concrete examples</li> <li>Review of directions</li> <li>Extra visual and verbal cues and prompts</li> <li>Hands on activities</li> <li>Adjusted assignment timelines</li> <li>Small Group work to solve problems collaboratively</li> <li>Individual work</li> <li>One-to-one teacher support</li> <li>Visual teaching methods</li> <li>Re-explanation of instructions/expectations in multiple ways.</li> </ul>	<ul style="list-style-type: none"> <li>Adjusted assignment timelines</li> <li>Interest-based assignments</li> <li>Multi-faceted instruction</li> <li>Open-ended dialogue</li> </ul>

**Unit Vocabulary:**

**Essential:** line, shape, form, space, color, texture, value, elements, principles, variety, rhythm, movement, repetition, contrast, balance, emphasis, critique, function, content, context, attribution, medium, composition, proportion, complimentary

<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><b>E/LA:</b></p> <ul style="list-style-type: none"><li>• <b>NJSLSA.W4-</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</li><li>• <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.</li></ul> <p><b>Mathematics:</b></p> <ul style="list-style-type: none"><li>• <b>NJSLS.HSG.CO.D.12-</b> Make formal geometric constructions with a variety of tools and methods</li><li>• <b>NJSLS.HSG.MGA.3-</b> Apply geometric methods to solve design problems</li></ul> <p><b>Technology:</b></p> <ul style="list-style-type: none"><li>• <b>NJSLS.TECH.8.1.12.D.1-</b> Demonstrate appropriate</li></ul>	<p><b>Technology:</b></p> <ul style="list-style-type: none"><li>• <b>S-</b>You-Tube Videos to analyze artwork.</li><li>• <b>S-</b>PowerPoint and museum websites to show artwork</li><li>• <b>A-</b> Use a digital camera to take photo references and adjust digital photo to desired effect or need through the use of software applications</li></ul>	<p><b>Global Awareness:</b></p> <ul style="list-style-type: none"><li>• Understanding art from various cultures both contemporary and historical</li></ul>	<p><b>Creativity &amp; Innovation:</b></p> <ul style="list-style-type: none"><li>• Elaborate, refine, analyze and evaluate original ideas in order to improve and maximize creative efforts</li><li>• View failure as an opportunity to learn; understand that creativity and innovation is a long-term, cyclical process of small successes and frequent mistakes</li><li>• Be open and responsive to new and diverse perspectives; incorporate group input and feedback into the work</li></ul> <p><b>Media Literacy:</b></p> <ul style="list-style-type: none"><li>• Use information accurately and creatively for the issue or problem at hand</li></ul> <p><b>Critical Thinking and Problem Solving:</b></p> <ul style="list-style-type: none"><li>• Solve different kinds of non-</li></ul>

<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>application of copyright, fair use and/or Creative Commons to an original work.</p> <p><b>21<sup>st</sup> Century Life and Careers:</b></p> <ul style="list-style-type: none"> <li>• <b>NJSLS.CRP2-</b> Apply appropriate academic and technical skills.</li> <li>• <b>NJSLS.CRP4-</b> Communicate clearly and effectively and with reason.</li> <li>• <b>NJSLS.CRP6-</b> Demonstrate creativity and innovation.</li> <li>• <b>NJSLS.CRP7-</b> Employ valid and reliable research strategies.</li> <li>• <b>NJSLS.CRP8-</b> Utilize critical thinking to make sense of problems and persevere in solving them.</li> </ul>			<p>familiar problems in both conventional and innovative ways</p>

<b>Resources:</b>
<p><b>Texts/Materials:</b></p> <ul style="list-style-type: none"> <li>• Those materials/texts/resources needed/referred to throughout the unit.</li> <li>• Possible supplemental materials throughout the unit.</li> </ul> <p><b>Major Assignments (required):</b></p> <ul style="list-style-type: none"> <li>• Self-portrait</li> <li>• CSA#2-Colored pencil Self-Portrait</li> <li>• Black &amp; White Sphere and grayscale</li> <li>• Still Life painting</li> </ul> <p><b>Major Activities (required):</b></p> <ul style="list-style-type: none"> <li>• Critiques</li> </ul>

<b>Unit 3: Sculpture &amp; Mixed-Media</b>	<b>Recommended Duration: February-March [5 weeks]</b>
<p><b>Unit Description:</b> This unit will give students the opportunity to explore 3-dimensional materials and build sculptures. Skills developed include but are not limited to problem-solving skills such as creating a foundation, finding balance, connecting materials, building armatures, and trial and error. Students are given flexibility with creativity, abstraction, and idea exploration. Craftsmanship is an essential component in sculpture, where students will hone in on techniques, materials, and application of materials for a refined product in the end.</p>	

<b>Essential Questions:</b>	<b>Enduring Understandings:</b>
<ul style="list-style-type: none"> <li>• How are art elements and design principles used to organize and express ideas?</li> <li>• Why do artists choose particular tools, techniques, and materials to express their ideas?</li> <li>• How do artists use tools and techniques to express their ideas?</li> <li>• What responsibilities come with the freedom to create?</li> </ul>	<ul style="list-style-type: none"> <li>• Artists use elements of art and principles of design to organize visual communication.</li> <li>• Art media, techniques and processes work together to create works of art.</li> <li>• Using visual arts terminology allows us to communicate our personal response to artwork.</li> <li>• The process of sharing and reflecting enables one to better understand and appreciate art.</li> <li>• Artists get inspiration from many sources. Art is a personal or individual response to their environment.</li> </ul>

Relevant Standards:	Learning Goals:	Learning Objectives:
<p><b>Power (Primary):</b></p> <ul style="list-style-type: none"> <li>• <b>NJSLS.1.1.12.D.2</b> Translate literary, musical, theatrical, and dance compositions by using them as stimulus/inspiration for corresponding visual artworks.</li> <li>• <b>NJSLS.1.2.8.A.3</b> 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.</li> <li>• <b>NJSLS.1.3.12.D.1</b> Distinguish innovative applications of the elements or art and principles of design in visual artworks from diverse cultural perspectives and identify specific cross cultural themes.</li> <li>• <b>NJSLS.1.4.8.A.4</b> Evaluate how exposure to various cultures influences individual, emotional, intellectual, and kinesthetic responses to artwork.</li> <li>• <b>NJSLS.1.4.12.A.1</b> Determine how dance, music, theatre, and visual art have influenced world cultures throughout history.</li> <li>• <b>NJSLS.1.4.12.B.2</b> Evaluate how an artist's technical proficiencies may affect the creation or presentation of a work of art, as well as how the context</li> </ul>	<ul style="list-style-type: none"> <li>• Students will understand the properties of plaster and be able to build an abstract sculpture using an armature and plaster wrap.</li> <li>• Students will understand the growing trend of using non-traditional art materials as a medium and be able to create a sculpture made up of found objects.</li> <li>• Students will understand the techniques used with combining collage and acrylic paint and be able to create a composition on board using magazine clippings and paint in a unified manner so that edges are seamless and consistent.</li> </ul>	<ul style="list-style-type: none"> <li>• Define element and principle vocabulary terminology</li> <li>• Explain how artistic decisions about art making shape a work of art</li> <li>• Develop a repertoire of skills through mediums, techniques and application</li> <li>• Thoroughly observe the subject or reference being depicted.</li> <li>• Reflect and discuss their artwork through critique</li> <li>• Apply color theory to their artwork</li> <li>• Manipulate paint on a surface</li> <li>• Express their identity through art</li> <li>• Build an abstract sculpture through the use of an armature</li> <li>• Create a sculpture using found materials and improvising ideas to bring an idea to fruition</li> <li>• Combine various mediums onto a 2-dimensional surface with seamless transitions</li> <li>• Apply excellent craftsmanship to works through proper technique</li> </ul>

Relevant Standards:	Learning Goals:	Learning Objectives:
<p>in which a work is performed or shown may impact perceptions of its significance/meaning.</p> <ul style="list-style-type: none"> <li>• <b>VA:Cr1.2.IIa</b> Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design.</li> <li>• <b>VA:Cr1.2.IIIa</b> Choose from a range of materials and methods of traditional and contemporary artistic practices, following or breaking established conventions, to plan the making of multiple works of art and design based on a theme, idea, or concept.</li> <li>• <b>VA:Cr2.1.IIIa</b> Experiment, plan, and make multiple works of art and design that explore a personally meaningful theme, idea, or concept.</li> <li>• <b>VA:Cr3.1.IIIa</b> Reflect on, re-engage, revise, and refine works of art or design considering relevant traditional and contemporary criteria as well as personal artistic vision.</li> <li>• <b>VA:Pr4.1.IIIa</b> Critique, justify, and present choices in the process of analyzing, selecting, curating, and presenting artwork for a specific exhibit or event.</li> <li>• <b>VA:Re.7.2.IIIa</b> Determine the commonalities within a group of artists or visual images attributed to a particular type of art, timeframe, or</li> </ul>		

Relevant Standards:	Learning Goals:	Learning Objectives:
culture. <ul style="list-style-type: none"> <li>• <b>VA:Cn10.1.IIIa</b> Synthesize knowledge of social, cultural, historical, and personal life with art-making approaches to create meaningful works of art or design.</li> </ul> <b>Supportive (Secondary):</b>		

Formative Assessments	Summative Assessments:	Performance Assessments:	Major Activities/ Assignments (required):
<ul style="list-style-type: none"> <li>• Observation of working on assignments</li> <li>• Teacher Handouts</li> <li>• Appropriate Daily Tasks</li> <li>• Homework</li> <li>• Trial and error in working methods (problem solving)</li> <li>• Group discussion and assignments</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> </ul>	<ul style="list-style-type: none"> <li>• Plaster-wrap sculpture</li> <li>• Charcoal Drawing of Plaster Sculpture</li> <li>• Found Art Sculpture</li> <li>• Mixed-Media Painting</li> <li>• CSA #3</li> </ul>	<ul style="list-style-type: none"> <li>• Critique</li> <li>• Preliminary Sketches/photographic reference</li> <li>• Art creation</li> <li>• Reflections</li> <li>• Quizzes</li> </ul>	<ul style="list-style-type: none"> <li>• Plaster-wrap sculpture</li> <li>• Charcoal Drawing of plaster Sculpture</li> <li>• Found Art Sculpture</li> <li>• Mixed-Media Painting</li> <li>• CSA #3</li> </ul>

**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>• Sample completed tasks/projects</li> <li>• Additional time to complete tasks/projects</li> <li>• Oral vs. Written quizzes</li> </ul>	<ul style="list-style-type: none"> <li>• Read directions to student</li> <li>• Allow for re-dos/retakes</li> <li>• Clarify test questions/read test questions</li> </ul>	<ul style="list-style-type: none"> <li>• Read directions to student</li> <li>• Allow for re-dos/retakes</li> <li>• Clarify test questions/read test questions</li> </ul>	<ul style="list-style-type: none"> <li>• Provide high-level questions</li> <li>• Create independent projects</li> <li>• Open-ended questions</li> </ul>

**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>Alternative projects based on the same objective and learning goal</li> </ul>	<ul style="list-style-type: none"> <li>Choice test format</li> </ul>	<ul style="list-style-type: none"> <li>Choice test format</li> <li>Additional time to complete tasks/projects</li> </ul>	

**Instructional Strategies:** *(List and describe.)*

- Scaffolding
- Modeling
- Chunking information
- Cooperative learning
- Direct instruction
- Pause, ask question, pause, review
- Comparing/contrasting
- Note-taking
- Monitoring

**Possible Instructional Adjustments (Modifications /Accommodations/ Differentiation):** *How will the teacher provide multiple means for the following student groups to ACCESS the content/skills being taught?*

Special Education Students	English Language Learners (ELLs)	At-Risk Learners	Advanced Learners
<ul style="list-style-type: none"> <li>Small Group work to solve problems collaboratively</li> <li>Note taking vs. hand-on activities</li> <li>Individual work</li> <li>One-to-one teacher support</li> <li>Visual teaching methods</li> <li>Do-nows (written/oral/group)</li> <li>Re-explanation of instructions/expectations in multiple ways.</li> </ul>	<ul style="list-style-type: none"> <li>Study sheets and teacher outlines</li> <li>Concrete examples</li> <li>Review of directions</li> <li>Extra visual and verbal cues and prompts</li> <li>Hands on activities</li> <li>Adjusted assignment timelines</li> <li>Reworded questions/problems with simpler language</li> <li>Modified grading</li> </ul>	<ul style="list-style-type: none"> <li>Study sheets and teacher outlines</li> <li>Concrete examples</li> <li>Review of directions</li> <li>Extra visual and verbal cues and prompts</li> <li>Hands on activities</li> <li>Adjusted assignment timelines</li> <li>Small Group work to solve problems collaboratively</li> <li>Individual work</li> <li>One-to-one teacher support</li> <li>Visual teaching methods</li> <li>Re-explanation of instructions/expectations in multiple ways.</li> </ul>	<ul style="list-style-type: none"> <li>Adjusted assignment timelines</li> <li>Interest-based assignments</li> <li>Multi-faceted instruction</li> <li>Open-ended dialogue</li> </ul>

**Unit Vocabulary:****Essential:** form, plaster, curing, armature, sculpture, medium, collage, found art

<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><b>E/LA:</b></p> <ul style="list-style-type: none"> <li>• <b>NJSLSA.W4-</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</li> <li>• <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.</li> </ul> <p><b>Mathematics:</b></p> <ul style="list-style-type: none"> <li>• <b>NJSLS.HSG.CO.D.12-</b> Make formal geometric constructions with a variety of tools and methods</li> <li>• <b>NJSLS.HSG.MGA.3-</b> Apply geometric methods to solve design problems</li> </ul> <p><b>Technology:</b></p> <ul style="list-style-type: none"> <li>• <b>NJSLS.TECH.8.1.12.D.1-</b> Demonstrate appropriate application of copyright, fair use and/or Creative Commons</li> </ul>	<p><b>Technology:</b></p> <ul style="list-style-type: none"> <li>• <b>S-</b>You-Tube Videos to analyze artwork.</li> <li>• <b>S-</b>PowerPoint and museum websites to show artwork</li> <li>• <b>A-</b> Use a digital camera to take photo references and adjust digital photo to desired effect or need through the use of software applications</li> </ul>	<p><b>Global Awareness:</b></p> <ul style="list-style-type: none"> <li>• Understanding art from various cultures both contemporary and historical</li> </ul>	<p><b>Creativity &amp; Innovation:</b></p> <ul style="list-style-type: none"> <li>• Elaborate, refine, analyze and evaluate original ideas in order to improve and maximize creative efforts</li> <li>• View failure as an opportunity to learn; understand that creativity and innovation is a long-term, cyclical process of small successes and frequent mistakes</li> <li>• Be open and responsive to new and diverse perspectives; incorporate group input and feedback into the work</li> </ul> <p><b>Media Literacy:</b></p> <ul style="list-style-type: none"> <li>• Use information accurately and creatively for the issue or problem at hand</li> </ul> <p><b>Critical Thinking and Problem Solving:</b></p> <ul style="list-style-type: none"> <li>• Solve different kinds of non-familiar problems in both</li> </ul>

<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>to an original work.</p> <p><b>21<sup>st</sup> Century Life and Careers:</b></p> <ul style="list-style-type: none"> <li>• <b>NJSLS.CRP2-</b> Apply appropriate academic and technical skills.</li> <li>• <b>NJSLS.CRP4-</b> Communicate clearly and effectively and with reason.</li> <li>• <b>NJSLS.CRP6-</b> Demonstrate creativity and innovation.</li> <li>• <b>NJSLS.CRP7-</b> Employ valid and reliable research strategies.</li> <li>• <b>NJSLS.CRP8-</b> Utilize critical thinking to make sense of problems and persevere in solving them.</li> </ul>			<p>conventional and innovative ways</p>

<b>Resources:</b>
<p><b>Texts/Materials:</b></p> <ul style="list-style-type: none"> <li>• Those materials/texts/resources needed/referred to throughout the unit.</li> <li>• Possible supplemental materials throughout the unit.</li> </ul> <p><b>Major Assignments (required):</b></p> <ul style="list-style-type: none"> <li>• Plaster-wrap sculpture</li> <li>• Charcoal Drawing of Plaster Sculpture</li> <li>• Found Art Sculpture</li> <li>• Mixed-Media Painting</li> <li>• CSA #3</li> </ul> <p><b>Major Activities (required):</b></p> <ul style="list-style-type: none"> <li>• Critiques</li> </ul>

<b>Unit 4: Printmaking</b>	<b>Recommended Duration: April [2 weeks]</b>
<p><b>Unit Description:</b> This unit will allow students to focus on a particular form of printmaking and the power of an image. Students will create a design or image that could best be executed through printmaking as a medium. Positive and negative shapes are an important part of the design and where the ink will be applied to the design versus where the paper will be exposed through the print. Students will be encouraged to print onto various surfaces, explore various color combinations, and even manipulate the print itself.</p>	

<b>Essential Questions:</b>	<b>Enduring Understandings:</b>
<ul style="list-style-type: none"> <li>• How are art elements and design principles used to organize and express ideas?</li> <li>• How is art a form of communication?</li> <li>• How do artists use tools and techniques to express their ideas?</li> <li>• How do one’s experiences influence artwork?</li> </ul>	<ul style="list-style-type: none"> <li>• Artists use elements of art and principles of design to organize visual communication.</li> <li>• Art media, techniques and processes work together to create works of art.</li> <li>• Using visual arts terminology allows us to communicate our personal response to artwork.</li> <li>• Art is a distinct form of communication that enriches the understanding of other disciplines.</li> <li>• Artists get inspiration from many sources. Art is a personal or individual response to their environment.</li> </ul>

Relevant Standards:	Learning Goals:	Learning Objectives:
<p><b>Power (Primary):</b></p> <ul style="list-style-type: none"> <li>• <b>NJSLS.1.1.12.D.2</b> Translate literary, musical, theatrical, and dance compositions by using them as stimulus/inspiration for corresponding visual artworks.</li> <li>• <b>NJSLS.1.2.8.A.3</b> 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.</li> <li>• <b>NJSLS.1.3.12.D.1</b> Distinguish innovative applications of the elements or art and principles of design in visual artworks from diverse cultural perspectives and identify specific cross-cultural themes.</li> <li>• <b>NJSLS.1.4.8.A.4</b> Evaluate how exposure to various cultures influences individual, emotional, intellectual, and kinesthetic responses to artwork.</li> <li>• <b>NJSLS.1.4.12.A.1</b> Determine how dance, music, theatre, and visual art have influenced world cultures throughout history.</li> <li>• <b>NJSLS.1.4.12.B.2</b> Evaluate how an artist's technical proficiencies 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.</li> <li>• <b>VA:Cr1.2.IIa</b> Choose from a range of materials and methods of traditional and</li> </ul>	<ul style="list-style-type: none"> <li>• Students will understand the processes of printmaking and be able to create a series of prints through carving an image out of a block and printing onto a paper surface for various effects.</li> <li>• Students will understand the principles and elements of design, as well as successful various techniques used by peers by being able to discuss their work in front of the class and revisit the process and outcome executed of their pieces.</li> </ul>	<ul style="list-style-type: none"> <li>• Create an original image/design based off of the use of positive and negative space</li> <li>• Print images using lino-cut or other printmaking technique</li> <li>• Apply prints to various surfaces through various combinations of colors and textures</li> <li>• Critique</li> </ul>

Relevant Standards:	Learning Goals:	Learning Objectives:
<p>contemporary artistic practices to plan works of art and design.</p> <ul style="list-style-type: none"> <li>• <b>VA:Cr1.2.IIIa</b> Choose from a range of materials and methods of traditional and contemporary artistic practices, following or breaking established conventions, to plan the making of multiple works of art and design based on a theme, idea, or concept.</li> <li>• <b>VA:Cr2.1.IIIa</b> Experiment, plan, and make multiple works of art and design that explore a personally meaningful theme, idea, or concept.</li> <li>• <b>VA:Cr3.1.IIIa</b> Reflect on, re-engage, revise, and refine works of art or design considering relevant traditional and contemporary criteria as well as personal artistic vision.</li> <li>• <b>VA:Pr4.1.IIIa</b> Critique, justify, and present choices in the process of analyzing, selecting, curating, and presenting artwork for a specific exhibit or event.</li> <li>• <b>VA:Re.7.2.IIIa</b> Determine the commonalities within a group of artists or visual images attributed to a particular type of art, timeframe, or culture.</li> <li>• <b>VA:Cn10.1.IIIa</b> Synthesize knowledge of social, cultural, historical, and personal life with art-making approaches to create meaningful works of art or design.</li> </ul> <p><b>Supportive (Secondary):</b></p>		

Formative Assessments	Summative Assessments:	Performance Assessments:	Major Activities/ Assignments (required):
<ul style="list-style-type: none"> <li>• Observation of working on assignments</li> <li>• Teacher Handouts</li> <li>• Appropriate Daily Tasks</li> <li>• Homework</li> <li>• Trial and error in working methods (problem solving)</li> <li>• Group discussion and assignments</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> </ul>	<ul style="list-style-type: none"> <li>• Print</li> </ul>	<ul style="list-style-type: none"> <li>• Critique</li> <li>• Preliminary Sketches</li> <li>• Art creation</li> <li>• Reflections</li> <li>• Terminology Quiz</li> </ul>	<ul style="list-style-type: none"> <li>• Print</li> </ul>

**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>• Sample completed tasks/projects</li> <li>• Additional time to complete tasks/projects</li> <li>• Oral vs. Written quizzes</li> <li>• Alternative projects based on the same objective and learning goal</li> </ul>	<ul style="list-style-type: none"> <li>• Read directions to student</li> <li>• Allow for re-dos/retakes</li> <li>• Clarify test questions/read test questions</li> <li>• Choice test format</li> </ul>	<ul style="list-style-type: none"> <li>• Read directions to student</li> <li>• Allow for re-dos/retakes</li> <li>• Clarify test questions/read test questions</li> <li>• Choice test format</li> <li>• Additional time to complete tasks/projects</li> </ul>	<ul style="list-style-type: none"> <li>• Provide high-level questions</li> <li>• Create independent projects</li> <li>• Open-ended questions</li> </ul>

**Instructional Strategies:** *(List and describe.)*

<ul style="list-style-type: none"> <li>• Scaffolding</li> <li>• Modeling</li> <li>• Chunking information</li> <li>• Cooperative learning</li> </ul>
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- Direct instruction
- Pause, ask question, pause, review
- Comparing/contrasting
- Note-taking
- Monitoring

**Possible Instructional Adjustments (Modifications /Accommodations/ Differentiation):** *How will the teacher provide multiple means for the following student groups to ACCESS the content/skills being taught?*

Special Education Students	English Language Learners (ELLs)	At-Risk Learners	Advanced Learners
<ul style="list-style-type: none"> <li>• Small Group work to solve problems collaboratively</li> <li>• Note taking vs. hand-on activities</li> <li>• Individual work</li> <li>• One-to-one teacher support</li> <li>• Visual teaching methods</li> <li>• Do-nows (written/oral/group)</li> <li>• Re-explanation of instructions/expectations in multiple ways.</li> </ul>	<ul style="list-style-type: none"> <li>• Study sheets and teacher outlines</li> <li>• Concrete examples</li> <li>• Review of directions</li> <li>• Extra visual and verbal cues and prompts</li> <li>• Hands on activities</li> <li>• Adjusted assignment timelines</li> <li>• Reworded questions/problems with simpler language</li> <li>• Modified grading</li> </ul>	<ul style="list-style-type: none"> <li>• Study sheets and teacher outlines</li> <li>• Concrete examples</li> <li>• Review of directions</li> <li>• Extra visual and verbal cues and prompts</li> <li>• Hands on activities</li> <li>• Adjusted assignment timelines</li> <li>• Small Group work to solve problems collaboratively</li> <li>• Individual work</li> <li>• One-to-one teacher support</li> <li>• Visual teaching methods</li> <li>• Re-explanation of instructions/expectations in multiple ways.</li> </ul>	<ul style="list-style-type: none"> <li>• Adjusted assignment timelines</li> <li>• Interest-based assignments</li> <li>• Multi-faceted instruction</li> <li>• Open-ended dialogue</li> </ul>

**Unit Vocabulary:**

**Essential:** line, shape, form, space, color, texture, value, elements, principles, variety, rhythm, movement, repetition, contrast, balance, emphasis, critique, function, content, context, attribution, medium, composition, ink, brayer, lino-cutting tool, ghost print, mono-print, etching, subtracting, burnish, carve

Interdisciplinary Connections & Career Ready Practices (Note Applicable Standards):	Integration of Technology: (Note the SAMR Model elements used and how.)	21 <sup>st</sup> Century Themes: (Check and explain how the connection is made.)	21 <sup>st</sup> Century Skills: (Check and explain how the connection is made.)
<b>E/LA:</b> <ul style="list-style-type: none"> <li>• <b>NJSLSA.W4-</b> Produce clear and</li> </ul>	<b>Technology:</b> <ul style="list-style-type: none"> <li>• <b>S-You-Tube</b> Videos to</li> </ul>	<b>Global Awareness:</b>	<b>Creativity &amp; Innovation:</b>

<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>coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <ul style="list-style-type: none"> <li>• <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.</li> </ul> <p><b>Mathematics:</b></p> <ul style="list-style-type: none"> <li>• <b>NJSLS.HSG.CO.D.12-</b> Make formal geometric constructions with a variety of tools and methods</li> <li>• <b>NJSLS.HSG.MGA.3-</b> Apply geometric methods to solve design problems</li> </ul> <p><b>Technology:</b></p> <ul style="list-style-type: none"> <li>• <b>NJSLS.TECH.8.1.12.D.1-</b> Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.</li> </ul> <p><b>21<sup>st</sup> Century Life and Careers:</b></p> <ul style="list-style-type: none"> <li>• <b>NJSLS.CRP2-</b> Apply appropriate academic and technical skills.</li> <li>• <b>NJSLS.CRP4-</b> Communicate clearly and effectively and with</li> </ul>	<p>analyze artwork.</p> <ul style="list-style-type: none"> <li>• <b>S-</b>PowerPoint and museum websites to show artwork</li> <li>• <b>A-</b> Use a digital camera to take photo references and adjust digital photo to desired effect or need through the use of software applications</li> </ul>	<ul style="list-style-type: none"> <li>• Understanding art from various cultures both contemporary and historical</li> </ul>	<ul style="list-style-type: none"> <li>• Elaborate, refine, analyze and evaluate original ideas in order to improve and maximize creative efforts</li> <li>• View failure as an opportunity to learn; understand that creativity and innovation is a long-term, cyclical process of small successes and frequent mistakes</li> <li>• Be open and responsive to new and diverse perspectives; incorporate group input and feedback into the work</li> </ul> <p><b>Media Literacy:</b></p> <ul style="list-style-type: none"> <li>• Use information accurately and creatively for the issue or problem at hand</li> </ul> <p><b>Critical Thinking and Problem Solving:</b></p> <ul style="list-style-type: none"> <li>• Solve different kinds of non-familiar problems in both conventional and innovative ways</li> </ul>

<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>reason.</p> <ul style="list-style-type: none"> <li>• <b>NJSLS.CRP6</b>- Demonstrate creativity and innovation.</li> <li>• <b>NJSLS.CRP7</b>- Employ valid and reliable research strategies.</li> <li>• <b>NJSLS.CRP8</b>- Utilize critical thinking to make sense of problems and persevere in solving them.</li> </ul>			

<b>Resources:</b>
<p><b>Texts/Materials:</b></p> <ul style="list-style-type: none"> <li>• Those materials/texts/resources needed/referred to throughout the unit.</li> <li>• Possible supplemental materials throughout the unit.</li> </ul> <p><b>Major Assignments (required):</b></p> <ul style="list-style-type: none"> <li>• Print</li> </ul> <p><b>Major Activities (required):</b></p> <ul style="list-style-type: none"> <li>• Critiques</li> </ul>

<b>Unit 5: Painting: Watercolor</b>	<b>Recommended Duration: April-May [2 weeks]</b>
<b>Unit Description:</b> This unit will help students to strengthen their watercolor techniques as well as creativity with exploration of this fluid medium. Students will see a variety of examples to show them limitless possibilities in approaches to watercolor painting.	

<b>Essential Questions:</b>	<b>Enduring Understandings:</b>
<ul style="list-style-type: none"> <li>• How are art elements and design principles used to organize and express ideas?</li> <li>• What is the value of engaging in the process of art criticism?</li> <li>• How do artists use tools and techniques to express their ideas?</li> <li>• How do one’s experiences influence artwork?</li> </ul>	<ul style="list-style-type: none"> <li>• Artists use elements of art and principles of design to organize visual communication.</li> <li>• Art media, techniques and processes work together to create works of art.</li> <li>• Using visual arts terminology allows us to communicate our personal response to artwork.</li> <li>• The process of sharing and reflecting enables one to better understand and appreciate art.</li> <li>• Artists get inspiration from many sources. Art is a personal or individual response to their environment.</li> </ul>

Relevant Standards:	Learning Goals:	Learning Objectives:
<p><b>Power (Primary):</b></p> <ul style="list-style-type: none"> <li>• <b>NJSLS.1.1.12.D.2</b> Translate literary, musical, theatrical, and dance compositions by using them as stimulus/inspiration for corresponding visual artworks.</li> <li>• <b>NJSLS.1.2.8.A.3</b> 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.</li> <li>• <b>NJSLS.1.3.12.D.1</b> 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> <li>• <b>NJSLS.1.4.8.A.4</b> Evaluate how exposure to various cultures influences individual, emotional, intellectual, and kinesthetic responses to artwork.</li> <li>• <b>NJSLS.1.4.12.A.1</b> Determine how dance, music, theatre, and visual art have influenced world cultures throughout history.</li> <li>• <b>NJSLS.1.4.12.B.2</b> Evaluate how an artist's technical proficiencies may affect the creation or presentation of a</li> </ul>	<ul style="list-style-type: none"> <li>• Students will understand the properties of watercolors and be able to paint using various watercolor techniques.</li> <li>• Students will understand the principles and elements of design, as well as successful various techniques used by peers by being able to discuss their work in front of the class and revisit the process and outcome executed of their pieces.</li> </ul>	<ul style="list-style-type: none"> <li>• Define element and principle vocabulary terminology</li> <li>• Explain how artistic decisions about art making shape a work of art</li> <li>• Develop a repertoire of skills through mediums, techniques and application</li> <li>• Thoroughly observe the subject or reference being depicted.</li> <li>• Reflect and discuss their artwork through critique</li> <li>• Apply color theory to their artwork</li> <li>• Manipulate paint on a surface</li> <li>• Express their identity through art</li> </ul>

Relevant Standards:	Learning Goals:	Learning Objectives:
<p>work of art, as well as how the context in which a work is performed or shown may impact perceptions of its significance/meaning.</p> <ul style="list-style-type: none"> <li>• <b>VA:Cr1.2.IIa</b> Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design.</li> <li>• <b>VA:Cr1.2.IIIa</b> Choose from a range of materials and methods of traditional and contemporary artistic practices, following or breaking established conventions, to plan the making of multiple works of art and design based on a theme, idea, or concept.</li> <li>• <b>VA:Cr2.1.IIIa</b> Experiment, plan, and make multiple works of art and design that explore a personally meaningful theme, idea, or concept.</li> <li>• <b>VA:Cr3.1.IIIa</b> Reflect on, re-engage, revise, and refine works of art or design considering relevant traditional and contemporary criteria as well as personal artistic vision.</li> <li>• <b>VA:Pr4.1.IIIa</b> Critique, justify, and present choices in the process of analyzing, selecting, curating, and presenting artwork for a specific exhibit or event.</li> <li>• <b>VA:Re.7.2.IIIa</b> Determine the commonalities within a group of artists or visual images attributed to a particular type of art, timeframe, or</li> </ul>		

Relevant Standards:	Learning Goals:	Learning Objectives:
culture. <ul style="list-style-type: none"> <li>• <b>VA:Cn10.1.IIIa</b> Synthesize knowledge of social, cultural, historical, and personal life with art-making approaches to create meaningful works of art or design.</li> </ul> <p><b>Supportive (Secondary):</b></p>		

Formative Assessments	Summative Assessments:	Performance Assessments:	Major Activities/ Assignments (required):
<ul style="list-style-type: none"> <li>• Observation of working on assignments</li> <li>• Teacher Handouts</li> <li>• Appropriate Daily Tasks</li> <li>• Homework</li> <li>• Trial and error in working methods (problem solving)</li> <li>• Group discussion and assignments</li> <li>• Whole class discussion</li> <li>• Do-now checks</li> <li>• Graphic organizers</li> <li>• Note-taking</li> </ul> One-on-one conferences at desk	<ul style="list-style-type: none"> <li>• Watercolor Painting</li> </ul>	<ul style="list-style-type: none"> <li>• Critique</li> <li>• Preliminary Sketches</li> <li>• Art creation</li> <li>• Reflections</li> <li>• Quizzes</li> </ul>	<ul style="list-style-type: none"> <li>• Watercolor Painting</li> </ul>

<b>Possible Assessment Adjustments (Modifications /Accommodations/ Differentiation):</b> <i>How will the teacher provide multiple means for the following student groups to EXPRESS their understanding and comprehension of the content/skills taught?</i>			
Special Education Students	English Language Learners (ELLs)	At-Risk Learners	Advanced Learners
<ul style="list-style-type: none"> <li>• Sample completed tasks/projects</li> <li>• Additional time to complete tasks/projects</li> <li>• Oral vs. Written quizzes</li> </ul>	<ul style="list-style-type: none"> <li>• Read directions to student</li> <li>• Allow for re-dos/retakes</li> <li>• Clarify test questions/read test questions</li> </ul>	<ul style="list-style-type: none"> <li>• Read directions to student</li> <li>• Allow for re-dos/retakes</li> <li>• Clarify test questions/read test questions</li> </ul>	<ul style="list-style-type: none"> <li>• Provide high-level questions</li> <li>• Create independent projects</li> <li>• Open-ended questions</li> </ul>

**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>Alternative projects based on the same objective and learning goal</li> </ul>	<ul style="list-style-type: none"> <li>Choice test format</li> </ul>	<ul style="list-style-type: none"> <li>Choice test format</li> <li>Additional time to complete tasks/projects</li> </ul>	

**Instructional Strategies:** *(List and describe.)*

- Scaffolding
- Modeling
- Chunking information
- Cooperative learning
- Direct instruction
- Pause, ask question, pause, review
- Comparing/contrasting
- Note-taking
- Monitoring

**Possible Instructional Adjustments (Modifications /Accommodations/ Differentiation):** *How will the teacher provide multiple means for the following student groups to ACCESS the content/skills being taught?*

Special Education Students	English Language Learners (ELLs)	At-Risk Learners	Advanced Learners
<ul style="list-style-type: none"> <li>Small Group work to solve problems collaboratively</li> <li>Note taking vs. hand-on activities</li> <li>Individual work</li> <li>One-to-one teacher support</li> <li>Visual teaching methods</li> <li>Do-nows (written/oral/group)</li> <li>Re-explanation of instructions/expectations in multiple ways.</li> </ul>	<ul style="list-style-type: none"> <li>Study sheets and teacher outlines</li> <li>Concrete examples</li> <li>Review of directions</li> <li>Extra visual and verbal cues and prompts</li> <li>Hands on activities</li> <li>Adjusted assignment timelines</li> <li>Reworded questions/problems with simpler language</li> <li>Modified grading</li> </ul>	<ul style="list-style-type: none"> <li>Study sheets and teacher outlines</li> <li>Concrete examples</li> <li>Review of directions</li> <li>Extra visual and verbal cues and prompts</li> <li>Hands on activities</li> <li>Adjusted assignment timelines</li> <li>Small Group work to solve problems collaboratively</li> <li>Individual work</li> <li>One-to-one teacher support</li> <li>Visual teaching methods</li> <li>Re-explanation of instructions/expectations in multiple ways.</li> </ul>	<ul style="list-style-type: none"> <li>Adjusted assignment timelines</li> <li>Interest-based assignments</li> <li>Multi-faceted instruction</li> <li>Open-ended dialogue</li> </ul>

**Unit Vocabulary:**

**Essential:** line, shape, form, space, color, texture, value, elements, principles, variety, rhythm, movement, repetition, contrast, balance, emphasis, critique, function, content, context, attribution, medium, composition, gradation, wash, backrun, lifts, masking fluid, stretch paper, wet on wet, dry brush, splatter

<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><b>E/LA:</b></p> <ul style="list-style-type: none"> <li>• <b>NJSLSA.W4-</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</li> <li>• <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.</li> </ul> <p><b>Mathematics:</b></p> <ul style="list-style-type: none"> <li>• <b>NJSLS.HSG.CO.D.12-</b> Make formal geometric constructions with a variety of tools and methods</li> <li>• <b>NJSLS.HSG.MGA.3-</b> Apply geometric methods to solve design problems</li> </ul> <p><b>Technology:</b></p> <ul style="list-style-type: none"> <li>• <b>NJSLS.TECH.8.1.12.D.1-</b> Demonstrate appropriate application of copyright, fair</li> </ul>	<p><b>Technology:</b></p> <ul style="list-style-type: none"> <li>• <b>S-</b>You-Tube Videos to analyze artwork.</li> <li>• <b>S-</b>PowerPoint and museum websites to show artwork</li> <li>• <b>A-</b> Use a digital camera to take photo references and adjust digital photo to desired effect or need through the use of software applications</li> </ul>	<p><b>Global Awareness:</b></p> <ul style="list-style-type: none"> <li>• Understanding art from various cultures both contemporary and historical</li> </ul>	<p><b>Creativity &amp; Innovation:</b></p> <ul style="list-style-type: none"> <li>• Elaborate, refine, analyze and evaluate original ideas in order to improve and maximize creative efforts</li> <li>• View failure as an opportunity to learn; understand that creativity and innovation is a long-term, cyclical process of small successes and frequent mistakes</li> <li>• Be open and responsive to new and diverse perspectives; incorporate group input and feedback into the work</li> </ul> <p><b>Media Literacy:</b></p> <ul style="list-style-type: none"> <li>• Use information accurately and creatively for the issue or problem at hand</li> </ul> <p><b>Critical Thinking and Problem Solving:</b></p> <ul style="list-style-type: none"> <li>• Solve different kinds of non-</li> </ul>

<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>use and/or Creative Commons to an original work.</p> <p><b>21<sup>st</sup> Century Life and Careers:</b></p> <ul style="list-style-type: none"> <li>• <b>NJSLS.CRP2-</b> Apply appropriate academic and technical skills.</li> <li>• <b>NJSLS.CRP4-</b> Communicate clearly and effectively and with reason.</li> <li>• <b>NJSLS.CRP6-</b> Demonstrate creativity and innovation.</li> <li>• <b>NJSLS.CRP7-</b> Employ valid and reliable research strategies.</li> <li>• <b>NJSLS.CRP8-</b> Utilize critical thinking to make sense of problems and persevere in solving them.</li> </ul>			<p>familiar problems in both conventional and innovative ways</p>

<b>Resources:</b>
<p><b>Texts/Materials:</b></p> <ul style="list-style-type: none"> <li>• Those materials/texts/resources needed/referred to throughout the unit.</li> <li>• Possible supplemental materials throughout the unit.</li> </ul> <p><b>Major Assignments (required):</b></p> <ul style="list-style-type: none"> <li>• Watercolor Painting</li> </ul> <p><b>Major Activities (required):</b></p> <ul style="list-style-type: none"> <li>• Critiques</li> </ul>

<b>Unit 6: Art History</b>	<b>Recommended Duration: May [2 weeks]</b>
<p><b>Unit Description:</b> This unit introduces students to significant artists from the past, as well as current, internationally or global artists. Students will observe and discuss the processes that many artists go through for creative inspiration as well as technique and application. Students will also identify context and the influence one’s environment plays as a role in the artistic process.</p>	

<b>Essential Questions:</b>	<b>Enduring Understandings:</b>
<ul style="list-style-type: none"> <li>• What is art?</li> <li>• Why is it created?</li> <li>• In what ways have artistic traditions, cultural values, and social issues influenced and/or given rise to new traditions/artistic expression?</li> <li>• What can artworks tell us about a culture or society?</li> <li>• Do artists have a responsibility to society?</li> </ul>	<ul style="list-style-type: none"> <li>• Art reflects the time period, culture, geography, and status of a region’s inhabitants</li> <li>• Artists of different cultures express meanings and ideas in different ways.</li> </ul>

Relevant Standards:	Learning Goals:	Learning Objectives:
<p><b>Power (Primary):</b></p> <ul style="list-style-type: none"> <li>• <b>NJSLS .1.1.12</b> - [<i>Standard</i>] - 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.1.1.12.D.1</b> - [<i>Cumulative Progress Indicator</i>] - 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.4.12</b> - [<i>Standard</i>] - 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.1.2.12.A.1</b> - Determine how dance, music, theatre, and visual art have influenced world cultures throughout history.</li> <li>• <b>NJSLS.1.2.12.A.2</b> - Justify the impact of innovations in the arts (e.g., the availability of music online) on societal norms and habits of mind in various <u>historical eras</u>.</li> <li>• <b>NJSLS.1.3.12.D.4</b> - Analyze the syntax and compositional and stylistic principles of two- and three-dimensional artworks in multiple art media (including computer-assisted artwork), and interpret themes and symbols suggested by the artworks.</li> <li>• <b>NJSLS.1.4.12.A.1</b> - Use contextual clues to differentiate between unique and common properties and to discern the cultural</li> </ul>	<ul style="list-style-type: none"> <li>• Students will understand concepts executed by 21<sup>st</sup> Century artists and be able to identify various terms and techniques expressed through today's world of art.</li> <li>• Students will understand various approaches to art and be able to discuss their observations of works in art history and their relationship to tradition versus innovation.</li> </ul>	<ul style="list-style-type: none"> <li>• Define element and principle vocabulary terminology</li> <li>• Explain how artistic decisions about art making shape a work of art</li> <li>• Discuss and analyze various artworks from various cultures</li> <li>• Identify specific characteristics and attributions in artworks</li> </ul>

Relevant Standards:	Learning Goals:	Learning Objectives:
<p>implications of works of dance, music, theatre, and visual art.</p> <ul style="list-style-type: none"> <li>• <b>NJSLS.1.4.12.A.2</b> - Speculate on the artist’s intent, using <u>discipline-specific arts terminology</u> and citing embedded clues to substantiate the hypothesis.</li> <li>• <b>NJSLS.1.4.12.B.1</b> - 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 <u>historical eras</u>.</li> <li>• <b>NJSLS.1.4.12.B.2</b> - 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.</li> <li>• <b>NJSLS.1.4.12.B.3</b> - 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.</li> <li>• <b>VA:Pr6.1.IIa</b> – Make, explain, and justify connections between artists or artwork and social, cultural, and political history.</li> <li>• <b>VA:Re.7.1.Ia</b>- Hypothesize ways in which art influences perception and understanding of human experiences.</li> <li>• <b>VA:Re.7.2.IIa</b>- value the effectiveness of an image or images to influence ideas, feelings, and behaviors of specific audiences.</li> </ul>		

Relevant Standards:	Learning Goals:	Learning Objectives:
<ul style="list-style-type: none"> <li>• <b>VA:Cn11.1.IIIa</b>- Appraise the impact of an artist or a group of artists on the beliefs, values, and behaviors of a society.</li> </ul>		

Formative Assessments	Summative Assessments:	Performance Assessments:	Major Activities/ Assignments (required):
<ul style="list-style-type: none"> <li>• Observation of working on assignments</li> <li>• Teacher Handouts</li> <li>• Appropriate Daily Tasks</li> <li>• Homework</li> <li>• Trial and error in working methods (problem solving)</li> <li>• Group discussion and assignments</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> </ul>	<ul style="list-style-type: none"> <li>• Reflection packet</li> <li>• Post-Modern principle Quiz</li> </ul>	<ul style="list-style-type: none"> <li>• Reflections</li> <li>• Quizzes</li> </ul>	<ul style="list-style-type: none"> <li>• Reflection packet</li> <li>• Post-Modern principle Quiz</li> </ul>

<b>Possible Assessment Adjustments (Modifications /Accommodations/ Differentiation):</b> <i>How will the teacher provide multiple means for the following student groups to EXPRESS their understanding and comprehension of the content/skills taught?</i>			
Special Education Students	English Language Learners (ELLs)	At-Risk Learners	Advanced Learners
<ul style="list-style-type: none"> <li>• Sample completed tasks/projects</li> <li>• Additional time to complete tasks/projects</li> <li>• Oral vs. Written quizzes</li> <li>• Alternative projects based on the same objective and learning goal</li> </ul>	<ul style="list-style-type: none"> <li>• Read directions to student</li> <li>• Allow for re-dos/retakes</li> <li>• Clarify test questions/read test questions</li> <li>• Choice test format</li> </ul>	<ul style="list-style-type: none"> <li>• Read directions to student</li> <li>• Allow for re-dos/retakes</li> <li>• Clarify test questions/read test questions</li> <li>• Choice test format</li> <li>• Additional time to complete tasks/projects</li> </ul>	<ul style="list-style-type: none"> <li>• Provide high-level questions</li> <li>• Create independent projects</li> <li>• Open-ended questions</li> </ul>

<b>Instructional Strategies:</b> <i>(List and describe.)</i>			
<ul style="list-style-type: none"> <li>• Scaffolding</li> <li>• Modeling</li> <li>• Chunking information</li> <li>• Cooperative learning</li> <li>• Direct instruction</li> <li>• Pause, ask question, pause, review</li> <li>• Comparing/contrasting</li> <li>• Note-taking</li> <li>• Monitoring</li> </ul>			
<b>Possible Instructional Adjustments (Modifications /Accommodations/ Differentiation):</b> <i>How will the teacher provide multiple means for the following student groups to ACCESS the content/skills being taught?</i>			
<b>Special Education Students</b>	<b>English Language Learners (ELLs)</b>	<b>At-Risk Learners</b>	<b>Advanced Learners</b>
<ul style="list-style-type: none"> <li>• Small Group work to solve problems collaboratively</li> <li>• Note taking vs. hand-on activities</li> <li>• Individual work</li> <li>• One-to-one teacher support</li> <li>• Visual teaching methods</li> <li>• Do-nows (written/oral/group)</li> <li>• Re-explanation of instructions/expectations in multiple ways.</li> </ul>	<ul style="list-style-type: none"> <li>• Study sheets and teacher outlines</li> <li>• Concrete examples</li> <li>• Review of directions</li> <li>• Extra visual and verbal cues and prompts</li> <li>• Hands on activities</li> <li>• Adjusted assignment timelines</li> <li>• Reworded questions/problems with simpler language</li> <li>• Modified grading</li> </ul>	<ul style="list-style-type: none"> <li>• Study sheets and teacher outlines</li> <li>• Concrete examples</li> <li>• Review of directions</li> <li>• Extra visual and verbal cues and prompts</li> <li>• Hands on activities</li> <li>• Adjusted assignment timelines</li> <li>• Small Group work to solve problems collaboratively</li> <li>• Individual work</li> <li>• One-to-one teacher support</li> <li>• Visual teaching methods</li> <li>• Re-explanation of instructions/expectations in multiple ways.</li> </ul>	<ul style="list-style-type: none"> <li>• Adjusted assignment timelines</li> <li>• Interest-based assignments</li> <li>• Multi-faceted instruction</li> <li>• Open-ended dialogue</li> </ul>

<b>Unit Vocabulary:</b>
<b>Essential:</b> line, shape, form, space, color, texture, value, elements, principles, variety, rhythm, movement, repetition, contrast, balance, emphasis, critique, function, content, context, attribution, medium, composition, juxtaposition, gazing, appropriation

<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><b>E/LA:</b></p> <ul style="list-style-type: none"> <li>• <b>NJSLSA.W4-</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</li> <li>• <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.</li> </ul> <p><b>Mathematics:</b></p> <ul style="list-style-type: none"> <li>• <b>NJSLS.HSG.CO.D.12-</b> Make formal geometric constructions with a variety of tools and methods</li> <li>• <b>NJSLS.HSG.MGA.3-</b> Apply geometric methods to solve design problems</li> </ul> <p><b>Technology:</b></p> <ul style="list-style-type: none"> <li>• <b>NJSLS.TECH.8.1.12.D.1-</b> Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.</li> </ul> <p><b>21<sup>st</sup> Century Life and Careers:</b></p> <ul style="list-style-type: none"> <li>• <b>NJSLS.CRP2-</b> Apply appropriate academic and technical skills.</li> </ul>	<p><b>Technology:</b></p> <ul style="list-style-type: none"> <li>• <b>S-</b>You-Tube Videos to analyze artwork.</li> <li>• <b>S-</b>PowerPoint and museum websites to show artwork</li> <li>• <b>A-</b> Use a digital camera to take photo references and adjust digital photo to desired effect or need through the use of software applications</li> </ul>	<p><b>Global Awareness:</b></p> <ul style="list-style-type: none"> <li>• Understanding art from various cultures both contemporary and historical</li> </ul>	<p><b>Creativity &amp; Innovation:</b></p> <ul style="list-style-type: none"> <li>• Elaborate, refine, analyze and evaluate original ideas in order to improve and maximize creative efforts</li> <li>• View failure as an opportunity to learn; understand that creativity and innovation is a long-term, cyclical process of small successes and frequent mistakes</li> <li>• Be open and responsive to new and diverse perspectives; incorporate group input and feedback into the work</li> </ul> <p><b>Media Literacy:</b></p> <ul style="list-style-type: none"> <li>• Use information accurately and creatively for the issue or problem at hand</li> </ul> <p><b>Critical Thinking and Problem Solving:</b></p> <ul style="list-style-type: none"> <li>• Solve different kinds of non-familiar problems in both conventional and innovative ways</li> </ul>

<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>
<ul style="list-style-type: none"> <li>• <b>NJSLS.CRP4</b>- Communicate clearly and effectively and with reason.</li> <li>• <b>NJSLS.CRP6</b>- Demonstrate creativity and innovation.</li> <li>• <b>NJSLS.CRP7</b>- Employ valid and reliable research strategies.</li> <li>• <b>NJSLS.CRP8</b>- Utilize critical thinking to make sense of problems and persevere in solving them.</li> </ul>			

<b>Resources:</b>
<p><b>Texts/Materials:</b></p> <ul style="list-style-type: none"> <li>• Those materials/texts/resources needed/referred to throughout the unit.</li> <li>• Possible supplemental materials throughout the unit.</li> </ul> <p><b>Major Assignments (required):</b></p> <ul style="list-style-type: none"> <li>• Reflection packet</li> </ul> <p><b>Major Activities (required):</b></p> <ul style="list-style-type: none"> <li>• Discuss and write about other artists and their processes</li> </ul>

<b>Unit 7: Painting: Acrylic</b>	<b>Recommended Duration: May-June [9 weeks]</b>
<p><b>Unit Description:</b> This unit will help students to conclude their year in this course with an independent painting assignment. Students are to identify the influences on their work through preliminary sketches and referencing artists, cultures, methods and techniques they find as inspiration. Students will have creative freedom, yet must consider what will make a successful piece through the use of the elements and principles of design.</p>	

<b>Essential Questions:</b>	<b>Enduring Understandings:</b>
<ul style="list-style-type: none"> <li>• How are art elements and design principles used to organize and express ideas?</li> <li>• What is the value of engaging in the process of art criticism?</li> <li>• How do artists use tools and techniques to express their ideas?</li> <li>• How do one's experiences influence artwork?</li> </ul>	<ul style="list-style-type: none"> <li>• Artists use elements of art and principles of design to organize visual communication.</li> <li>• Art media, techniques and processes work together to create works of art.</li> <li>• Using visual arts terminology allows us to communicate our personal response to artwork.</li> <li>• The process of sharing and reflecting enables one to better understand and appreciate art.</li> <li>• Artists get inspiration from many sources. Art is a personal or individual response to their environment.</li> </ul>

Relevant Standards:	Learning Goals:	Learning Objectives:
<p><b>Power (Primary):</b></p> <ul style="list-style-type: none"> <li>• <b>NJSLS.1.1.12.D.2</b> Translate literary, musical, theatrical, and dance compositions by using them as stimulus/inspiration for corresponding visual artworks.</li> <li>• <b>NJSLS.1.2.8.A.3</b> 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.</li> <li>• <b>NJSLS.1.3.12.D.1</b> Distinguish innovative applications of the elements or art and principles of design in visual artworks from diverse cultural perspectives and identify specific cross cultural themes.</li> <li>• <b>NJSLS.1.4.8.A.4</b> Evaluate how exposure to various cultures influences individual, emotional, intellectual, and kinesthetic responses to artwork.</li> <li>• <b>NJSLS.1.4.12.A.1</b> Determine how dance, music, theatre, and visual art have influenced world cultures throughout history.</li> <li>• <b>NJSLS.1.4.12.B.2</b> Evaluate how an artist's technical proficiencies 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.</li> </ul>	<ul style="list-style-type: none"> <li>• Students will understand the techniques used with acrylic paint and be able to create a piece of artwork based on the principles and elements of design successfully.</li> <li>• Students will understand the principles and elements of design, as well as successful various techniques used by peers by being able to discuss their work in front of the class and revisit the process and outcome executed of their pieces.</li> </ul>	<ul style="list-style-type: none"> <li>• Manipulate acrylic paint for opaque coverage and color mixing</li> <li>• Freely express their personal artistic style through mark-making, brushstrokes, and color usage</li> <li>• Apply a combination of principles and elements of design to the painting</li> <li>• Critique</li> </ul>

Relevant Standards:	Learning Goals:	Learning Objectives:
<ul style="list-style-type: none"> <li>• <b>VA:Cr1.2.IIa</b> Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design.</li> <li>• <b>VA:Cr1.2.IIIa</b> Choose from a range of materials and methods of traditional and contemporary artistic practices, following or breaking established conventions, to plan the making of multiple works of art and design based on a theme, idea, or concept.</li> <li>• <b>VA:Cr2.1.IIIa</b> Experiment, plan, and make multiple works of art and design that explore a personally meaningful theme, idea, or concept.</li> <li>• <b>VA:Cr3.1.IIIa</b> Reflect on, re-engage, revise, and refine works of art or design considering relevant traditional and contemporary criteria as well as personal artistic vision.</li> <li>• <b>VA:Pr4.1.IIIa</b> Critique, justify, and present choices in the process of analyzing, selecting, curating, and presenting artwork for a specific exhibit or event.</li> <li>• <b>VA:Re.7.2.IIIa</b> Determine the commonalities within a group of artists or visual images attributed to a particular type of art, timeframe, or culture.</li> <li>• <b>VA:Cn10.1.IIIa</b> Synthesize knowledge of social, cultural, historical, and personal life with art-making approaches to create meaningful works of art or design.</li> </ul> <p><b>Supportive (Secondary):</b></p>		

Formative Assessments	Summative Assessments:	Performance Assessments:	Major Activities/ Assignments (required):
<ul style="list-style-type: none"> <li>• Observation of working on assignments</li> <li>• Teacher Handouts</li> <li>• Appropriate Daily Tasks</li> <li>• Homework</li> <li>• Trial and error in working methods (problem solving)</li> <li>• Group discussion and assignments</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> </ul>	<ul style="list-style-type: none"> <li>• Independent Acrylic Painting</li> <li>• CSA #4: Reflection Assessment</li> </ul>	<ul style="list-style-type: none"> <li>• Critique</li> <li>• Preliminary Sketches</li> <li>• Art creation</li> <li>• Reflections</li> <li>• Quizzes</li> </ul>	<ul style="list-style-type: none"> <li>• Independent Acrylic Painting</li> <li>• CSA #4: Reflection Assessment</li> </ul>

**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>• Sample completed tasks/projects</li> <li>• Additional time to complete tasks/projects</li> <li>• Oral vs. Written quizzes</li> <li>• Alternative projects based on the same objective and learning goal</li> </ul>	<ul style="list-style-type: none"> <li>• Read directions to student</li> <li>• Allow for re-dos/retakes</li> <li>• Clarify test questions/read test questions</li> <li>• Choice test format</li> </ul>	<ul style="list-style-type: none"> <li>• Read directions to student</li> <li>• Allow for re-dos/retakes</li> <li>• Clarify test questions/read test questions</li> <li>• Choice test format</li> <li>• Additional time to complete tasks/projects</li> </ul>	<ul style="list-style-type: none"> <li>• Provide high-level questions</li> <li>• Create independent projects</li> <li>• Open-ended questions</li> </ul>

Instructional Strategies: <i>(List and describe.)</i>
<ul style="list-style-type: none"> <li>• Scaffolding</li> <li>• Modeling</li> <li>• Chunking information</li> <li>• Cooperative learning</li> </ul>

- Direct instruction
- Pause, ask question, pause, review
- Comparing/contrasting
- Note-taking
- Monitoring

**Possible Instructional Adjustments (Modifications /Accommodations/ Differentiation):** *How will the teacher provide multiple means for the following student groups to ACCESS the content/skills being taught?*

Special Education Students	English Language Learners (ELLs)	At-Risk Learners	Advanced Learners
<ul style="list-style-type: none"> <li>• Small Group work to solve problems collaboratively</li> <li>• Note taking vs. hand-on activities</li> <li>• Individual work</li> <li>• One-to-one teacher support</li> <li>• Visual teaching methods</li> <li>• Do-nows (written/oral/group)</li> <li>• Re-explanation of instructions/expectations in multiple ways.</li> </ul>	<ul style="list-style-type: none"> <li>• Study sheets and teacher outlines</li> <li>• Concrete examples</li> <li>• Review of directions</li> <li>• Extra visual and verbal cues and prompts</li> <li>• Hands on activities</li> <li>• Adjusted assignment timelines</li> <li>• Reworded questions/problems with simpler language</li> <li>• Modified grading</li> </ul>	<ul style="list-style-type: none"> <li>• Study sheets and teacher outlines</li> <li>• Concrete examples</li> <li>• Review of directions</li> <li>• Extra visual and verbal cues and prompts</li> <li>• Hands on activities</li> <li>• Adjusted assignment timelines</li> <li>• Small Group work to solve problems collaboratively</li> <li>• Individual work</li> <li>• One-to-one teacher support</li> <li>• Visual teaching methods</li> <li>• Re-explanation of instructions/expectations in multiple ways.</li> </ul>	<ul style="list-style-type: none"> <li>• Adjusted assignment timelines</li> <li>• Interest-based assignments</li> <li>• Multi-faceted instruction</li> <li>• Open-ended dialogue</li> </ul>

**Unit Vocabulary:**

**Essential:** line, shape, form, space, color, texture, value, elements, principles, variety, rhythm, movement, repetition, contrast, balance, emphasis, critique, function, content, context, attribution, medium, composition, proportion, scumble, gesso, canvas

Interdisciplinary Connections & Career Ready Practices (Note Applicable Standards):	Integration of Technology: (Note the SAMR Model elements used and how.)	21 <sup>st</sup> Century Themes: (Check and explain how the connection is made.)	21 <sup>st</sup> Century Skills: (Check and explain how the connection is made.)
<b>E/LA:</b> <ul style="list-style-type: none"> <li>• <b>NJSLSA.W4-</b> Produce clear and</li> </ul>	<b>Technology:</b> <ul style="list-style-type: none"> <li>• <b>S-You-Tube</b> Videos to</li> </ul>	<b>Global Awareness:</b>	<b>Creativity &amp; Innovation:</b>

<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>coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <ul style="list-style-type: none"> <li>• <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.</li> </ul> <p><b>Mathematics:</b></p> <ul style="list-style-type: none"> <li>• <b>NJSLS.HSG.CO.D.12-</b> Make formal geometric constructions with a variety of tools and methods</li> <li>• <b>NJSLS.HSG.MGA.3-</b> Apply geometric methods to solve design problems</li> </ul> <p><b>Technology:</b></p> <ul style="list-style-type: none"> <li>• <b>NJSLS.TECH.8.1.12.D.1-</b> Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.</li> </ul> <p><b>21<sup>st</sup> Century Life and Careers:</b></p> <ul style="list-style-type: none"> <li>• <b>NJSLS.CRP2-</b> Apply appropriate academic and technical skills.</li> <li>• <b>NJSLS.CRP4-</b> Communicate clearly and effectively and with</li> </ul>	<p>analyze artwork.</p> <ul style="list-style-type: none"> <li>• <b>S-</b>PowerPoint and museum websites to show artwork</li> <li>• <b>A-</b> Use a digital camera to take photo references and adjust digital photo to desired effect or need through the use of software applications</li> </ul>	<ul style="list-style-type: none"> <li>• Understanding art from various cultures both contemporary and historical</li> </ul>	<ul style="list-style-type: none"> <li>• Elaborate, refine, analyze and evaluate original ideas in order to improve and maximize creative efforts</li> <li>• View failure as an opportunity to learn; understand that creativity and innovation is a long-term, cyclical process of small successes and frequent mistakes</li> <li>• Be open and responsive to new and diverse perspectives; incorporate group input and feedback into the work</li> </ul> <p><b>Media Literacy:</b></p> <ul style="list-style-type: none"> <li>• Use information accurately and creatively for the issue or problem at hand</li> </ul> <p><b>Critical Thinking and Problem Solving:</b></p> <ul style="list-style-type: none"> <li>• Solve different kinds of non-familiar problems in both conventional and innovative ways</li> </ul>

<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>reason.</p> <ul style="list-style-type: none"> <li>• <b>NJSLS.CRP6</b>- Demonstrate creativity and innovation.</li> <li>• <b>NJSLS.CRP7</b>- Employ valid and reliable research strategies.</li> <li>• <b>NJSLS.CRP8</b>- Utilize critical thinking to make sense of problems and persevere in solving them.</li> </ul>			

<b>Resources:</b>
<p><b>Texts/Materials:</b></p> <ul style="list-style-type: none"> <li>• Those materials/texts/resources needed/referred to throughout the unit.</li> <li>• Possible supplemental materials throughout the unit.</li> </ul> <p><b>Major Assignments (required):</b></p> <ul style="list-style-type: none"> <li>• Independent Acrylic painting</li> <li>• CSA #4: Reflection Assessment</li> </ul> <p><b>Major Activities (required):</b></p> <ul style="list-style-type: none"> <li>• Critiques</li> </ul>