

KINGSWAY REGIONAL SCHOOL DISTRICT



Committed to Excellence

Course Name: Art I	Grade Level(s): 9-12
Department: Art	Credits: 5
BOE Adoption Date: October 2018	Revision Date(s): October 2019

ABSTRACT

Students taking this class will have the opportunity to expand on basic drawing skills, learn a variety of painting techniques, and create 3 dimensional arts and crafts. Students will develop drawing skills such as contour line drawing and gesture, before moving onto projects related to value in a variety of media, such as pencil and pen and ink. Students will then begin to incorporate color into their artwork by working with several different painting techniques, in both acrylic and watercolor paint. Finally, crafts and three-dimensional arts will be explored as students apply their new skills and knowledge to basket weaving, ceramics, and more.

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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 (NJSL).

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. **21st 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: Art I

Prerequisite(s): None

Unit Title:	Duration/ Month(s)	Related Standards:	Learning Goals:	Topics and Skills:
<p>Unit 1:</p> <p>Drawing</p>	<p>16 Weeks</p> <p>September- December</p>	<p>NJSLS.VPA.1.3.12.D.1, NJSLS.VPA.1.3.12.D.2, NJSLS.VPA.1.3.12.D.5, NJSLS.VPA.1.4.12.A.2, NJSLS.VPA.1.4.12.A.3, NJSLS.VPA.1.4.12.B.1, NJSLS.VPA.1.4.12.B.2</p> <p>VA:Cr1.1.1a VA:Cr2.2.1a VA:Cr3.1.1a VA:Re8.1.1a VA:Cn10.1.1a</p> <p>CAREER READY NJSLS.CRP1, NJSLS.CRP2, NJSLS.CRP4, NJSLS.CRP6, NJSLS.CRP7, NJSLS.CRP8, NJSLS.CRP9, NJSLS.CRP12</p> <p>TECHNOLOGY NJSLS.TECH.8.1.12.D.1</p> <p>MATH NJSLS.HSG.CO.D.12, NJSLS.HSG.MGA.3</p> <p>ELA NJSLSA.W4 NJSLSA.SL1</p>	<p>Students will <u>understand</u> that good craftsmanship adds value to an artwork AND <u>be able to</u> create artworks using good craftsmanship techniques in measuring, cutting, and gluing. (1 week)</p> <p>Students will: <u>understand</u> proper line drawing techniques in pencil AND <u>be able to</u> apply these techniques to their own artworks. (3 weeks)</p> <p>Students will: <u>understand</u> the role of value in producing realistic two dimensional artworks AND <u>be able to</u> use shading to create their own realistic artworks. (8 weeks)</p> <p>Students will: <u>understand</u> proper drawing techniques in pen and ink AND <u>be able to</u> apply these techniques to their own artworks. (2 weeks)</p> <p>Students will: <u>understand</u> the role of perspective in producing a three-dimensional appearance in two-dimensional artworks AND</p>	<p>Portfolio- The students will be able to: use proper measuring, scoring, cutting, and gluing techniques to construct a portfolio suitable for artwork storage.</p> <p>Contour Line Drawing- The students will be able to use observational skills to create a contour line drawing with smooth, continuous lines.</p> <p>Gesture Drawing- The students will be able to use observational skills to create gesture drawings that include correct human proportions with a loose, sketchy, line quality.</p> <p>Value Drawing- The students will be able to use observational skills to create a value drawing with contrast to create a 3-dimensional effect on a 2-D surface.</p> <p>Value Portrait-The students will be able to use observational skills to create a shaded portrait with accurate facial proportions.</p> <p>Pen and Ink Drawing- The students will be able to use observational skills to create a pen and ink drawing</p>

Unit Title:	Duration/ Month(s)	Related Standards:	Learning Goals:	Topics and Skills:
			<p><u>be able to</u> apply the principles of one-point perspective to an artwork. (2 weeks)</p>	<p>with hatching, cross-hatching, stippling to create value and contrast.</p> <p>One Point Perspective Drawing- The students will be able to use knowledge of perspective to create a drawing that accurately depicts a 3 dimensional space on a 2 dimensional surface.</p>
<p>Unit 2: Painting</p>	<p>11 Weeks January-March</p>	<p>NJSLS.VPA.1.1.12.D.1, NJSLS.VPA.1.3.12.D.1, NJSLS.VPA.1.3.12.D.2, NJSLS.VPA.1.3.12.D.5, NJSLS.VPA.1.4.12.A.1, NJSLS.VPA.1.4.12.A.2, NJSLS.VPA.1.4.12.A.3, NJSLS.VPA.1.4.12.B.1, NJSLS.VPA.1.4.12.B.2</p> <p>VA:Cr3.1.1a VA:Re8.1.1a VA:Re9.1.1a VA:Cn10.1.1a VA:Cn11.1.1a</p> <p>CAREER READY NJSLS.CRP1, NJSLS.CRP2, NJSLS.CRP4, NJSLS.CRP6, NJSLS.CRP7, NJSLS.CRP8, NJSLS.CRP9, NJSLS.CRP12</p> <p>TECHNOLOGY NJSLS.TECH.8.1.12.D.1</p>	<p>Students will: <u>understand</u> pointillism and color theory AND <u>be able to</u> mix colors using paint to produce a successful pointillism painting. (4 weeks)</p> <p>Students will: <u>understand</u> acrylic painting techniques AND <u>be able to</u> utilize these techniques to create a successful acrylic painting. (4 weeks)</p> <p>Students will: <u>understand</u> watercolor techniques AND <u>be able to</u> utilize these techniques to create a successful watercolor painting. (3 weeks)</p>	<p>Acrylic Pointillism Painting- The students will be able to use color theory to create an acrylic painting in the pointillism style.</p> <p>Acrylic Painting- The students will be able to use paint mixing and blending techniques to create an acrylic painting.</p> <p>Watercolor Painting- The students will be able to use watercolor techniques such as washes, lifting, and masking to create a painting.</p>

Unit Title:	Duration/ Month(s)	Related Standards:	Learning Goals:	Topics and Skills:
		MATH NJSLS.HSG.CO.D.12, NJSLS.HSG.MGA.3 ELA NJSLSA.W4 NJSLSA.SL1		
Unit 3: Printmaking	3 Weeks April	NJSLS.VPA.1.1.12.D.1, NJSLS.VPA.1.2.12.A.1, NJSLS.VPA.1.3.12.D.1, NJSLS.VPA.1.3.12.D.2, NJSLS.VPA.1.3.12.D.5, NJSLS.VPA.1.4.12.A.1, NJSLS.VPA.1.4.12.A.2, NJSLS.VPA.1.4.12.A.3, NJSLS.VPA.1.4.12.B.1, NJSLS.VPA.1.4.12.B.2 VA:Cr1.1.la VA:Cr1.2.la VA:Cr2.1.la VA:Cr2.2.la VA:Cr3.1.la VA:Pr4.1.la VA:Re7.1.la VA:Re7.2.la VA:Re9.1.la VA:Cn11.1.la CAREER READY NJSLS.CRP1, NJSLS.CRP2, NJSLS.CRP4, NJSLS.CRP6, NJSLS.CRP7, NJSLS.CRP8, NJSLS.CRP9, NJSLS.CRP12	Students will: <u>understand</u> the process of printmaking AND <u>be able to</u> create a successful artwork using a variety of their own prints. (3 weeks)	Printmaking- The students will use drawing, carving, and printing skills to create a series of prints using linoleum.

Unit Title:	Duration/ Month(s)	Related Standards:	Learning Goals:	Topics and Skills:
		TECHNOLOGY NJSLS.TECH.8.1.12.D.1 MATH NJSLS.HSG.CO.A.5 NJSLS.HSG.CO.D.12, NJSLS.HSG.MGA.3 ELA NJSLSA.W4 NJSLSA.SL1		
Unit 4: 3D DESIGN	6 weeks May- June	NJSLS.VPA.1.1.12.D.1, NJSLS.VPA.1.2.12.A.2, NJSLS.VPA.1.3.12.D.1, NJSLS.VPA.1.3.12.D.2, NJSLS.VPA.1.3.12.D.5, NJSLS.VPA.1.4.12.A.1, NJSLS.VPA.1.4.12.A.2, NJSLS.VPA.1.4.12.A.3, NJSLS.VPA.1.4.12.B.1, NJSLS.VPA.1.4.12.B.2 VA:Cr1.1.1a VA:Cr2.1.1a VA:Cr2.2.1a	Students will: <u>understand</u> the process of ceramics AND <u>be able to</u> design and apply these techniques to produce a ceramic object. (3 weeks) Students will: <u>understand</u> the process of basketweaving AND <u>be able to</u> apply weaving techniques to create their own unique, functional work of art. (3 weeks)	Ceramics- The students will be able to utilize hand building techniques to create an original ceramic piece. Basketweaving- The students will be able to utilize the lazy squaw and the figure-8 stitch.

Unit Title:	Duration/ Month(s)	Related Standards:	Learning Goals:	Topics and Skills:
		VA:Cr3.1.1a VA:Re9.1.1a VA:Cn11.1.1a CAREER READY NJSLS.CRP1, NJSLS.CRP2, NJSLS.CRP4, NJSLS.CRP6, NJSLS.CRP7, NJSLS.CRP8, NJSLS.CRP9, NJSLS.CRP12 TECHNOLOGY NJSLS.TECH.8.1.12.D.1 MATH NJSLS.HSG.CO.D.12, NJSLS.HSG.MGA.3 ELA NJSLSA.W4 NJSLSA.SL1		

Unit: 1 Drawing	Recommended Duration: 16 weeks
Unit Description: Students will be introduced to a variety of drawing techniques that will inform their art-making for the remainder of the course and beyond.	

Essential Questions:	Enduring Understandings:
<p>How does technical proficiency and craftsmanship effect the expression of artistic goals?</p> <p>What skills and vocabulary do I need to create and appreciate visual art?</p> <p>How are art elements and design principles used to organize and express ideas?</p> <p>What makes my artwork look “good”?</p>	<p>A high degree of technical proficiency and good craftsmanship enables the audience to perceive the intended goal of the artwork.</p> <p>Art is appreciated more when the audience has a sense of the technical proficiency and craftsmanship that is needed to create the artwork.</p> <p>Art elements and design principles can be used intentionally to elicit a specific response from the viewer.</p> <p>A high degree of observation, technical skill (learned through practice), and detail, as well as the motivation to correct and enhance the work of art will enhance the success of an artwork.</p>

Relevant Standards:	Learning Goals:	Learning Objectives:
<p>NJSLS.VPA.1.3.12.D.1- Synthesize the elements of art and principles of design in an original portfolio of two- and three-dimensional artworks that reflects personal style and a high degree of technical proficiency and expressivity.</p> <p>NJSLS.VPA.1.3.12.D.2- Produce an original body of artwork in one or more art mediums that demonstrates mastery of visual literacy, methods, techniques, and cultural understanding.</p>	<p>Students will <u>understand</u> that good craftsmanship adds value to an artwork AND <u>be able to</u> create artworks using good craftsmanship techniques in measuring, cutting, and gluing. (1 week)</p> <p>Students will: <u>understand</u> proper line drawing techniques in pencil AND <u>be able to</u> apply these techniques to their own artworks. (3 weeks)</p> <p>Students will: <u>understand</u> the role of value in producing realistic two dimensional artworks AND <u>be able to</u> use shading to create their own</p>	<p>Portfolio- The students will be able to: use proper measuring, scoring, cutting, and gluing techniques to construct a portfolio suitable for artwork storage.</p> <p>Contour Line Drawing- The students will be able to use observational skills to create a contour line drawing with smooth, continuous lines.</p> <p>Gesture Drawing- The students will be able to use observational skills to create gesture drawings that include correct human proportions with a loose, sketchy, line quality.</p>

Relevant Standards:	Learning Goals:	Learning Objectives:
<p>NJSLS.VPA.1.3.12.D.5- Identify the styles and artistic processes used in the creation of culturally and historically diverse two- and three-dimensional artworks, and emulate those styles by creating an original body of work.</p> <p>NJSLS.VPA.1.4.12.A.2- Speculate on the artist’s intent, using <u>discipline-specific arts terminology</u> and citing embedded clues to substantiate the hypothesis.</p> <p>NJSLS.VPA.1.4.12.A.3- Develop informed personal responses to an assortment of artworks across the four arts disciplines (dance, music, theatre, and visual art), using historical significance, craftsmanship, cultural context, and originality as criteria for assigning value to the works.</p> <p>NJSLS.VPA.1.4.12.B.1- Formulate criteria for arts evaluation using the principles of positive critique and observation of the elements of art and principles of design, and use the criteria to evaluate works of dance, music, theatre, visual, and multimedia artwork from diverse cultural contexts and <u>historical eras</u>.</p> <p>NJSLS.VPA.1.4.12.B.2- Evaluate how an artist’s technical proficiency may affect the creation or presentation of a work of art, as well as how the context in which a work is performed or shown may impact perceptions of its significance/meaning.</p>	<p>realistic artworks. (8 weeks)</p> <p>Students will: <u>understand</u> proper drawing techniques in pen and ink AND <u>be able to</u> apply these techniques to their own artworks. (2 weeks)</p> <p>Students will: <u>understand</u> the role of perspective in producing a three-dimensional appearance in two-dimensional artworks AND <u>be able to</u> apply the principles of one-point perspective to an artwork. (2 weeks)</p>	<p>Value Drawing- The students will be able to use observational skills to create a value drawing with contrast to create a 3-dimensional effect on a 2-D surface.</p> <p>Value Portrait-The students will be able to use observational skills to create a shaded portrait with accurate facial proportions.</p> <p>Pen and Ink Drawing- The students will be able to use observational skills to create a pen and ink drawing with hatching, cross-hatching, stippling to create value and contrast.</p> <p>One Point Perspective Drawing- The students will be able to use knowledge of perspective to create a drawing that accurately depicts a 3 dimensional space on a 2 dimensional surface.</p>

Relevant Standards:	Learning Goals:	Learning Objectives:
<p>VA:Cr1.1.1a- Use multiple approaches to begin creative endeavors.</p> <p>VA:Cr2.2.1a- Explain how traditional and non-traditional materials may impact human health and the environment and demonstrate safe handling of materials, tools, and equipment.</p> <p>VA:Cr3.1.1a- Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on, and plan revisions for works of art and design in progress.</p> <p>VA:Re8.1.1a- Interpret an artwork or collection of artworks, supported by relevant and sufficient evidence found in the work and its various contexts.</p> <p>VA:Cn10.1.1a- Document the process of developing ideas from early stages to fully elaborated ideas.</p>		

Formative Assessments	Summative Assessments:	Performance Assessments:	Major Activities/ Assignments (required):
<p>(Supportive)</p> <p>Observation of classwork</p> <p>Measuring and cutting</p> <p>Demonstration check</p> <p>Trial and Error in working methods</p> <p>Group Discussion</p> <p>Whole class discussion</p> <p>One-on-one conference at desk</p>	<p>(Written)</p> <p>Pre-Assessment for Student Growth Objective CSA1 (Google form)</p> <p>Value Pencil Drawing Summative Assessment</p>	<p>(Secondary)</p> <p>Gesture Drawing</p>	<p>(Primary)</p> <p>Portfolio</p> <p>Contour Line Drawing</p> <p>Value Drawing</p> <p>Value Portrait</p> <p>Pen and Ink Drawing</p> <p>One Point Perspective</p>

Formative Assessments	Summative Assessments:	Performance Assessments:	Major Activities/ Assignments (required):
Note taking Peer critique Class Participation Writing Assignments			

Possible Assessment Adjustments (Modifications /Accommodations/ Differentiation):			
Special Education Students	English Language Learners (ELLs)	At-Risk Learners	Advanced Learners
Frequent rest breaks Additional time Allow for redos/retakes Pace long term projects Chunk long term projects Clarify instructions Truncated/shortened assessment Probe incorrect answers of low expectancy students	Provide visual instructions Provide visual examples of project Chunk long term projects Clarify instructions	Space for movement or breaks Quiet corner of the room for assessment Reduction of distractions Rest breaks Verbal and visual cues regarding directions and staying on task Agenda book use for tracking when assessments are Immediate feedback Work-in-progress check No penalty for spelling errors or sloppy handwriting Probe incorrect answers of low expectancy students	Provide examples of student work that is “above and beyond” Encourage students to continue even after requirements are met Provide additional art materials to inspire and add to artwork Provide extra credit opportunities

Instructional Strategies
Identify critical content both verbally, written, and visually Provide goals and scales Establish classroom routines Chunk content by utilizing demonstrations

Instructional Strategies
Provide visual student examples Check student progress individually and provide meaningful feedback and individualized instruction Help students reflect on learning through peer and group critique Help students revise knowledge through discussion Provide resources and guidance for cognitively complex tasks

Possible Instructional Adjustments (Modifications /Accommodations/ Differentiation):			
Special Education Students	English Language Learners (ELLs)	At-Risk Learners	Advanced Learners
Demonstrate value and respect for low expectancy students Ask questions of low expectancy students Probe incorrect answers of low expectancy students Additional time for assignments Review of directions Provision of notes or outlines Concrete examples Preferential seating Adjusted assignment timelines Immediate feedback Work-in-progress check Personalized examples Use of choice menus	Review of directions Support auditory presentations with visuals Extra visual and verbal cues and prompts Immediate feedback Work-in-progress check Personalized examples Use of choice menus	Demonstrate value and respect for low expectancy students Ask questions of low expectancy students Probe incorrect answers of low expectancy students Assistance in maintaining an uncluttered space Weekly home-school communications tools Space for movement or breaks Preferential Seating Reduction of distractions Alternate quiet and active time Teach time management skills Rest breaks Verbal and visual cues regarding directions and staying on task Agenda book and checklists Varied reinforcement procedures Immediate feedback Work-in-progress check No penalty for spelling errors or sloppy handwriting Use of choice menus	Provide examples of student work that is “above and beyond” Encourage students to continue even after requirements are met Provide additional art materials to inspire and add to artwork Provide extra credit opportunities Use of choice menus

<p>Unit Vocabulary:</p> <p>Essential: Portfolio, Technical Proficiency, Craftsmanship, Contour Line, Gesture Drawing, Value, Contrast, Pencil Hardness/Softness, Hatching, Cross-Hatching, Stippling</p> <p>Non-Essential: n/a</p>

Interdisciplinary Connections & Career Ready Practices (Note Applicable Standards):	Integration of Technology: <i>(Note the SAMR Model elements used and how.)</i>	21st Century Themes: <i>(Check and explain how the connection is made.)</i>	21st Century Skills: <i>(Check and explain how the connection is made.)</i>
<p>E/LA: NJSLSA.W4- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. NJSLSA.SL1- Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p> <p>Mathematics: NJSLS.HSG.CO.D.12- Make formal geometric constructions with a variety of tools and methods NJSLS.HSG.MGA.3- Apply geometric methods to solve design problems</p> <p>Technology: NJSLS.TECH.8.1.12.D.1- Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.</p> <p>21st Century Life and Careers:</p>	<p>Technology: S- Powerpoint presentations will be used to present new material to the students A- Google classroom will be used to communicate class content to students. A- Google Form will be used to administer assessments instead of pencil and paper.</p>	<p>n/a</p>	<p>Creativity & Innovation</p> <ul style="list-style-type: none"> • Create artwork using a variety of media and techniques <p>Critical Thinking and Problem Solving</p> <ul style="list-style-type: none"> • Discover how different drawing techniques can be utilized for different effects in artwork and determine the best time to use each method <p>Life and Career Skills</p> <ul style="list-style-type: none"> • Understand the importance of technical proficiency and craftsmanship on finished products • Demonstrate the value of following specific instructions by completing assignments per teacher protocol <p>Communication & Collaboration</p> <ul style="list-style-type: none"> • Follow verbal, written, and demonstrated instructions for completion of each assignment • Communicate plans for artwork to teacher and peers via sketchbook • Participate in peer critique to

Interdisciplinary Connections & Career Ready Practices (Note Applicable Standards):	Integration of Technology: <i>(Note the SAMR Model elements used and how.)</i>	21st Century Themes: <i>(Check and explain how the connection is made.)</i>	21st Century Skills: <i>(Check and explain how the connection is made.)</i>
<p>NJSLS.CRP1- Act as a responsible and contributing citizen and employee.</p> <p>NJSLS.CRP2- Apply appropriate academic and technical skills.</p> <p>NJSLS.CRP4- Communicate clearly and effectively and with reason.</p> <p>NJSLS.CRP6- Demonstrate creativity and innovation.</p> <p>NJSLS.CRP7- Employ valid and reliable research strategies.</p> <p>NJSLS.CRP8- Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>NJSLS.CRP9- Model integrity, ethical leadership and effective management.</p> <p>NJSLS.CRP12- Work productively in teams while using global cultural competence.</p>			<p>examine, reflect on, plan, and execute revision for works of art</p>

Resources:
Texts/Materials: Powerpoints, scissors, glue, tagboard, student examples, drawing pencils, erasers, paper, pen and ink markers, rulers, colored pencils

Unit: 2 Painting	Recommended Duration: 11 weeks
Unit Description: Students will learn how to use a variety of painting media and techniques to create visual art.	

Essential Questions:	Enduring Understandings:
<p>What can we learn about a culture through its art forms?</p> <p>Why do artists choose particular tools, techniques, and materials to express their ideas?</p> <p>How do one’s experiences influence artwork?</p> <p>Why do we need visual art terminology when responding to art?</p> <p>How can reflecting on artwork help you to improve your artwork?</p>	<p>Aspects of a particular culture are often endemic in the type and style of artwork produced during that time period.</p> <p>Some art media are better than others to express particular ideas.</p> <p>One’s personal experience can be reflected in his/her artwork.</p> <p>Using visual art terminology, instead of general terminology, when discussing artwork can lead to stronger and more specific understandings of artistic concepts and allows us to communicate our personal response to artwork in a clear and concise manner.</p> <p>The process of sharing and reflecting on artwork enables one to better understand and appreciate art and better outcomes in art-making.</p>

Relevant Standards:	Learning Goals:	Learning Objectives:
<p>NJSLS.VPA.1.1.12.D.1- Distinguish innovative applications of the elements of art and principles of design in visual artworks from diverse cultural perspectives and identify specific cross-cultural themes.</p> <p>NJSLS.VPA.1.3.12.D.1- Synthesize the elements of art and principles of design in an original portfolio of two- and three-dimensional artworks that reflects personal style and a high degree of technical proficiency and expressivity.</p>	<p>Students will: <u>understand</u> pointillism and color theory AND <u>be able to</u> mix colors using paint to produce a successful pointillism painting. (4 weeks)</p> <p>Students will: <u>understand</u> acrylic painting techniques AND <u>be able to</u> utilize these techniques to create a successful acrylic painting. (4 weeks)</p> <p>Students will:</p>	<p>Acrylic Pointillism Painting- The students will be able to use color theory to create an acrylic painting in the pointillism style.</p> <p>Acrylic Painting- The students will be able to use paint mixing and blending techniques to create an acrylic painting.</p> <p>Watercolor Painting- The students will be able to use watercolor techniques such as washes, lifting, and masking to create a painting.</p>

Relevant Standards:	Learning Goals:	Learning Objectives:
<p>NJSLS.VPA.1.3.12.D.2- Produce an original body of artwork in one or more art mediums that demonstrates mastery of visual literacy, methods, techniques, and cultural understanding.</p> <p>NJSLS.VPA.1.3.12.D.5- Identify the styles and artistic processes used in the creation of culturally and historically diverse two- and three-dimensional artworks, and emulate those styles by creating an original body of work.</p> <p>NJSLS.VPA.1.4.12.A.1- Use contextual clues to differentiate between unique and common properties and to discern the cultural implications of works of dance, music, theatre, and visual art.</p> <p>NJSLS.VPA.1.4.12.A.2- Speculate on the artist's intent, using discipline-specific arts terminology and citing embedded clues to substantiate the hypothesis.</p> <p>NJSLS.VPA.1.4.12.A.3- Develop informed personal responses to an assortment of artworks across the four arts disciplines (dance, music, theatre, and visual art), using historical significance, craftsmanship, cultural context, and originality as criteria for assigning value to the works.</p> <p>NJSLS.VPA.1.4.12.B.1- Formulate criteria for arts evaluation using the principles of positive</p>	<p><u>understand</u> watercolor techniques AND <u>be able to</u> utilize these techniques to create a successful watercolor painting. (3 weeks)</p>	

Relevant Standards:	Learning Goals:	Learning Objectives:
<p>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>.</p> <p>NJSLS.VPA.1.4.12.B.2- Evaluate how an artist’s technical proficiency may affect the creation or presentation of a work of art, as well as how the context in which a work is performed or shown may impact perceptions of its significance/meaning.</p> <p>VA:Cr3.1.1a- Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on, and plan revisions for works of art and design in progress.</p> <p>VA:Re8.1.1a- Interpret an artwork or collection of artworks, supported by relevant and sufficient evidence found in the work and its various contexts.</p> <p>VA:Re9.1.1a- Establish relevant criteria in order to evaluate a work of art or collection of works.</p> <p>VA:Cn10.1.1a- Document the process of developing ideas from early stages to fully elaborated ideas.</p> <p>VA:Cn11.1.1a- Describe how knowledge of culture, traditions, and history may influence personal responses to art.</p>		

Formative Assessments	Summative Assessments:	Performance Assessments:	Major Activities/ Assignments (required):
(Supportive) Observation of classwork Demonstration check Trial and Error in working methods Group Discussion Whole class discussion One-on-one conference at desk Note taking Peer critique Class Participation Writing Assignments	(Written) Post Assessment for Student Growth Objective CSA3 (Google form)	(Secondary) Color Wheel Watercolor Techniques	(Primary) Acrylic Pointillism Painting Acrylic Painting Watercolor Painting

Possible Assessment Adjustments (Modifications /Accommodations/ Differentiation):			
Special Education Students	English Language Learners (ELLs)	At-Risk Learners	Advanced Learners
Frequent rest breaks Additional time Allow for redos/retakes Pace long term projects Chunk long term projects Clarify instructions Truncated/shortened assessment Probe incorrect answers of low expectancy students	Provide visual instructions Provide visual examples of project Chunk long term projects Clarify instructions	Space for movement or breaks Quiet corner of the room for assessment Reduction of distractions Rest breaks Verbal and visual cues regarding directions and staying on task Agenda book use for tracking when assessments are Immediate feedback Work-in-progress check No penalty for spelling errors or sloppy handwriting Probe incorrect answers of low expectancy students	Provide examples of student work that is “above and beyond” Encourage students to continue even after requirements are met Provide additional art materials to inspire and add to artwork Provide extra credit opportunities

Instructional Strategies
Identify critical content both verbally, written, and visually Provide goals and scales Establish classroom routines Chunk content by utilizing demonstrations Provide visual student examples Check student progress individually and provide meaningful feedback and individualized instruction Help students reflect on learning through peer and group critique Help students revise knowledge through discussion Provide resources and guidance for cognitively complex tasks

Possible Instructional Adjustments (Modifications /Accommodations/ Differentiation):			
Special Education Students	English Language Learners (ELLs)	At-Risk Learners	Advanced Learners
Demonstrate value and respect for low expectancy students Ask questions of low expectancy students Probe incorrect answers of low expectancy students Additional time for assignments Review of directions Provision of notes or outlines Concrete examples Preferential seating Adjusted assignment timelines Immediate feedback Work-in-progress check Personalized examples Use of choice menus	Review of directions Support auditory presentations with visuals Extra visual and verbal cues and prompts Immediate feedback Work-in-progress check Personalized examples Use of choice menus	Demonstrate value and respect for low expectancy students Ask questions of low expectancy students Probe incorrect answers of low expectancy students Assistance in maintaining an uncluttered space Weekly home-school communications tools Space for movement or breaks Preferential Seating Reduction of distractions Alternate quiet and active time Teach time management skills Rest breaks Verbal and visual cues regarding directions and staying on task Agenda book and checklists Varied reinforcement procedures Immediate feedback Work-in-progress check	Provide examples of student work that is “above and beyond” Encourage students to continue even after requirements are met Provide additional art materials to inspire and add to artwork Provide extra credit opportunities Use of choice menus

Possible Instructional Adjustments (Modifications /Accommodations/ Differentiation):			
Special Education Students	English Language Learners (ELLs)	At-Risk Learners	Advanced Learners
		No penalty for spelling errors or sloppy handwriting Use of choice menus	

Unit Vocabulary:
Essential: acrylic paint, color theory, pointillism, primary colors, secondary colors, tertiary colors, analogous colors, complementary colors, underpainting, watercolor paint, flat wash, graded wash, lifting, masking fluid, wet-in-wet technique
Non-Essential:

Interdisciplinary Connections & Career Ready Practices (Note Applicable Standards):	Integration of Technology: (Note the SAMR Model elements used and how.)	21 st Century Themes: (Check and explain how the connection is made.)	21 st Century Skills: (Check and explain how the connection is made.)
<p>E/LA NJSLSA.W4- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. NJSLSA.SL1- Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p> <p>Mathematics: NJSL.S.HSG.CO.D.12- Make formal geometric constructions with a variety of tools and methods NJSL.S.HSG.MGA.3- Apply geometric methods to solve design problems</p>	<p>Technology: S- Powerpoint presentations will be used to present new material to the students A- Google classroom will be used to communicate class content to students. A- Google Form will be used to administer assessments instead of pencil and paper.</p>	<p>Global Awareness:</p> <ul style="list-style-type: none"> Understanding art and culture during the Impressionist and Post-Impressionist periods by studying George Seurat, color theory, and Pointillism 	<p>Creativity & Innovation</p> <ul style="list-style-type: none"> Create artwork using a variety of media and techniques <p>Critical Thinking and Problem Solving</p> <ul style="list-style-type: none"> Solve artistic problems in a variety of painting media depending on its specific attributes and techniques <p>Life and Career Skills</p> <ul style="list-style-type: none"> Understand the importance of technical proficiency and craftsmanship on finished products Demonstrate the value of following specific instructions by completing assignments per teacher protocol <p>Communication & Collaboration</p> <ul style="list-style-type: none"> Follow verbal, written, and demonstrated instructions for completion of each assignment Communicate plans for artwork to

Interdisciplinary Connections & Career Ready Practices (Note Applicable Standards):	Integration of Technology: <i>(Note the SAMR Model elements used and how.)</i>	21st Century Themes: <i>(Check and explain how the connection is made.)</i>	21st Century Skills: <i>(Check and explain how the connection is made.)</i>
<p>Technology: NJSLS.TECH.8.1.12.D.1- Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.</p> <p>21st Century Life and Careers: NJSLS.CRP1- Act as a responsible and contributing citizen and employee. NJSLS.CRP2- Apply appropriate academic and technical skills. NJSLS.CRP4- Communicate clearly and effectively and with reason. NJSLS.CRP6- Demonstrate creativity and innovation. NJSLS.CRP7- Employ valid and reliable research strategies. NJSLS.CRP8- Utilize critical thinking to make sense of problems and persevere in solving them. NJSLS.CRP9- Model integrity, ethical leadership and effective management. NJSLS.CRP12- Work productively in teams while using global cultural competence.</p>			<p>teacher and peers via sketchbook</p> <ul style="list-style-type: none"> • Participate in peer critique to examine, reflect on, plan, and execute revision for works of art

Resources:
Texts/Materials: Powerpoints, tagboard, canvas, acrylic paint, paintbrushes, watercolor paint, watercolor paper, masking tape

Unit: 3 Printmaking	Recommended Duration: 3 weeks
Unit Description: Students will learn how printmaking enables an artist to create more than one original piece from one streamlined process.	

Essential Questions:	Enduring Understandings:
<p>What can we learn about a culture through its art forms?</p> <p>How is art used in everyday life?</p>	<p>Cultures have used art as a form of expression and documentation throughout time. Art reflects culture and culture reflects art, in any given time period. Students can identify the culture behind an art piece by examining the stylistic elements and principles within the artwork, enabling them to be informed consumers of visual culture.</p> <p>Art is often used in everyday life, without the audience even realizing it, in such diverse areas as architecture, video games, industrial design, and personal expression.</p>

Relevant Standards:	Learning Goals:	Learning Objectives:
<p>NJSLS.VPA.1.1.12.D.1- Distinguish innovative applications of the elements of art and principles of design in visual artworks from diverse cultural perspectives and identify specific cross-cultural themes.</p> <p>NJSLS.VPA.1.2.12.A.1- Identify characteristic theme-based works of dance, music, theatre, and visual art, such as artworks based on the themes of family and community, from various historical periods and world cultures.</p> <p>NJSLS.VPA.1.3.12.D.1- Synthesize the elements of art and principles of design in an original portfolio of two- and three-dimensional</p>	<p>Students will: <u>understand</u> the process of printmaking AND <u>be able to</u> create a successful artwork using a variety of their own prints. (3 weeks)</p>	<p>Printmaking- The students will use drawing, carving, and printing skills to create a series of prints using linoleum.</p>

Relevant Standards:	Learning Goals:	Learning Objectives:
<p>artworks that reflects personal style and a high degree of technical proficiency and expressivity.</p> <p>NJSLS.VPA.1.3.12.D.2- Produce an original body of artwork in one or more art mediums that demonstrates mastery of visual literacy, methods, techniques, and cultural understanding.</p> <p>NJSLS.VPA.1.3.12.D.5- Identify the styles and artistic processes used in the creation of culturally and historically diverse two- and three-dimensional artworks, and emulate those styles by creating an original body of work.</p> <p>NJSLS.VPA.1.4.12.A.1- Use contextual clues to differentiate between unique and common properties and to discern the cultural implications of works of dance, music, theatre, and visual art.</p> <p>NJSLS.VPA.1.4.12.A.2- Speculate on the artist's intent, using <u>discipline-specific arts terminology</u> and citing embedded clues to substantiate the hypothesis.</p> <p>NJSLS.VPA.1.4.12.A.3- Develop informed personal responses to an assortment of artworks across the four arts disciplines (dance, music, theatre, and visual art), using historical significance, craftsmanship, cultural context, and originality as criteria for assigning value to the works.</p>		

Relevant Standards:	Learning Goals:	Learning Objectives:
<p>NJSLS.VPA.1.4.12.B.1- Formulate criteria for arts evaluation using the principles of positive critique and observation of the elements of art and principles of design, and use the criteria to evaluate works of dance, music, theatre, visual, and multimedia artwork from diverse cultural contexts and <u>historical eras</u>.</p> <p>NJSLS.VPA.1.4.12.B.2- Evaluate how an artist’s technical proficiency may affect the creation or presentation of a work of art, as well as how the context in which a work is performed or shown may impact perceptions of its significance/meaning.</p> <p>VA:Cr1.1.1a- Use multiple approaches to begin creative endeavors.</p> <p>VA:Cr1.2.1a- Shape an artistic investigation of an aspect of present-day life using a contemporary practice of art or design.</p> <p>VA:Cr2.1.1a- Engage in making a work of art without having a preconceived plan.</p> <p>VA:Cr2.2.1a- Explain how traditional and non-traditional materials may impact human health and the environment and demonstrate safe handling of materials, tools, and equipment.</p> <p>VA:Cr3.1.1a- Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on, and plan revisions for</p>		

Relevant Standards:	Learning Goals:	Learning Objectives:
<p>works of art and design in progress.</p> <p>VA:Pr4.1.1a- Analyze, select and curate artifacts and/or artworks for presentation and preservation.</p> <p>VA:Re7.1.1a- Hypothesize ways in which art influences perception and understanding of human experiences.</p> <p>VA:Re7.2.1a- Analyze how one’s understanding of the world is affected by experiencing visual imagery.</p> <p>VA:Re9.1.1a- Establish relevant criteria in order to evaluate a work of art or collection of works.</p> <p>VA:Cn11.1.1a- Describe how knowledge of culture, traditions, and history may influence personal responses to art.</p>		

Formative Assessments	Summative Assessments:	Performance Assessments:	Major Activities/ Assignments (required):
<p>(Supportive)</p> <p>Observation of classwork</p> <p>Demonstration check</p> <p>Trial and Error in working methods</p> <p>Group Discussion</p> <p>Whole class discussion</p> <p>One-on-one conference at desk</p> <p>Note taking</p> <p>Peer critique</p> <p>Class Participation</p>	<p>(Written Assessments)</p> <p>n/a</p>	<p>(Secondary)</p> <p>Printmaking Design</p> <p>Printmaking Transfer</p> <p>Linoleum Carving</p>	<p>(Primary)</p> <p>Final Reduction Prints (3)</p>

Formative Assessments	Summative Assessments:	Performance Assessments:	Major Activities/ Assignments (required):
Writing Assignments			

Possible Assessment Adjustments (Modifications /Accommodations/ Differentiation):			
Special Education Students	English Language Learners (ELLs)	At-Risk Learners	Advanced Learners
Frequent rest breaks Additional time Allow for redos/retakes Pace long term projects Chunk long term projects Clarify instructions Truncated/shortened assessment Probe incorrect answers of low expectancy students	Provide visual instructions Provide visual examples of project Chunk long term projects Clarify instructions	Space for movement or breaks Quiet corner of the room for assessment Reduction of distractions Rest breaks Verbal and visual cues regarding directions and staying on task Agenda book use for tracking when assessments are Immediate feedback Work-in-progress check No penalty for spelling errors or sloppy handwriting Probe incorrect answers of low expectancy students	Provide examples of student work that is “above and beyond” Encourage students to continue even after requirements are met Provide additional art materials to inspire and add to artwork Provide extra credit opportunities

Instructional Strategies
Identify critical content both verbally, written, and visually Provide goals and scales Establish classroom routines Chunk content by utilizing demonstrations Provide visual student examples Check student progress individually and provide meaningful feedback and individualized instruction Help students reflect on learning through peer and group critique Help students revise knowledge through discussion Provide resources and guidance for cognitively complex tasks

Possible Instructional Adjustments (Modifications /Accommodations/ Differentiation):			
Special Education Students	English Language Learners (ELLs)	At-Risk Learners	Advanced Learners
Demonstrate value and respect for low expectancy students Ask questions of low expectancy students Probe incorrect answers of low expectancy students Additional time for assignments Review of directions Provision of notes or outlines Concrete examples Preferential seating Adjusted assignment timelines Immediate feedback Work-in-progress check Personalized examples Use of choice menus	Review of directions Support auditory presentations with visuals Extra visual and verbal cues and prompts Immediate feedback Work-in-progress check Personalized examples Use of choice menus	Demonstrate value and respect for low expectancy students Ask questions of low expectancy students Probe incorrect answers of low expectancy students Assistance in maintaining an uncluttered space Weekly home-school communications tools Space for movement or breaks Preferential Seating Reduction of distractions Alternate quiet and active time Teach time management skills Rest breaks Verbal and visual cues regarding directions and staying on task Agenda book and checklists Varied reinforcement procedures Immediate feedback Work-in-progress check No penalty for spelling errors or sloppy handwriting Use of choice menus	Provide examples of student work that is “above and beyond” Encourage students to continue even after requirements are met Provide additional art materials to inspire and add to artwork Provide extra credit opportunities Use of choice menus

Unit Vocabulary:
Essential: Printmaking, Islamic tiles, reduction print, brayer, carving tool, linoleum, printing ink, symmetry Non-Essential:

Interdisciplinary Connections & Career Ready Practices (Note Applicable Standards):	Integration of Technology: <i>(Note the SAMR Model elements used and how.)</i>	21st Century Themes: <i>(Check and explain how the connection is made.)</i>	21st Century Skills: <i>(Check and explain how the connection is made.)</i>
<p>E/LA NJSLA.W4- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. NJSLA.SL1- Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p> <p>Mathematics: NJSL.HSG.CO.A.5- Given a geometric figure and a rotation, reflection, or translation, draw the transformed figure using, e.g., graph paper, tracing paper, or geometry software. Specify a sequence of transformations that will carry a given figure onto another. NJSL.HSG.CO.D.12- Make formal geometric constructions with a variety of tools and methods NJSL.HSG.MGA.3- Apply geometric methods to solve design problems</p> <p>Technology: NJSL.TECH.8.1.12.D.1- Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.</p>	<p>Technology: Technology: S- PowerPoint presentations will be used to present new material to the students A- Google classroom will be used to communicate class content to students. A- Google Form will be used to administer assessments instead of pencil and paper.</p>	<p>Global Awareness:</p> <ul style="list-style-type: none"> Understanding the geometric design elements of Islamic tiles and their societal implications through the creation of a radial symmetrical tile design utilizing traditional Islamic shapes and motifs <p>Financial, Economic, Business, & Entrepreneurial Literacy:</p> <ul style="list-style-type: none"> Experiencing the fundamental difference between original art and printed art through the creation of duplicate reduction prints 	<p>Creativity & Innovation</p> <ul style="list-style-type: none"> Create artwork using a variety of media and techniques <p>Critical Thinking and Problem Solving</p> <ul style="list-style-type: none"> Design a symmetrical tile and then solve the design issues that arise in subsequent printings of the linoleum tile through additional carved design elements <p>Life and Career Skills</p> <ul style="list-style-type: none"> Understand the importance of technical proficiency and craftsmanship on finished products Demonstrate the value of following specific instructions by completing assignments per teacher protocol <p>Communication & Collaboration</p> <ul style="list-style-type: none"> Follow verbal, written, and demonstrated instructions for completion of each assignment Communicate plans for artwork to teacher and peers via sketchbook Participate in peer critique to examine, reflect on, plan, and execute revision for works of art

Interdisciplinary Connections & Career Ready Practices (Note Applicable Standards):	Integration of Technology: <i>(Note the SAMR Model elements used and how.)</i>	21st Century Themes: <i>(Check and explain how the connection is made.)</i>	21st Century Skills: <i>(Check and explain how the connection is made.)</i>
<p>21st Century Life and Careers: NJSLS.CRP1- Act as a responsible and contributing citizen and employee. NJSLS.CRP2- Apply appropriate academic and technical skills. NJSLS.CRP4- Communicate clearly and effectively and with reason. NJSLS.CRP6- Demonstrate creativity and innovation. NJSLS.CRP7- Employ valid and reliable research strategies. NJSLS.CRP8- Utilize critical thinking to make sense of problems and persevere in solving them. NJSLS.CRP9- Model integrity, ethical leadership and effective management. NJSLS.CRP12- Work productively in teams while using global cultural competence.</p>			

Resources:
Texts/Materials: Powerpoints, drawing paper, pencils, linoleum, linoleum carvers, printing paper, printing ink, burnishing sticks

Unit: 4 3D Design	Recommended Duration: 6 weeks
Unit Description: Students will learn how to create three-dimensional works of art through sculpting and weaving.	

Essential Questions:	Enduring Understandings:
<p>Why do artists choose particular tools, techniques, and materials to express their ideas?</p> <p>Why is art created?</p> <p>In what ways have artistic traditions, cultural values, and social issues influenced and/or given rise to new traditions/artistic expression?</p>	<p>Specific media that are endemic to an artist’s locale are often incorporated into artwork, including functional artwork that, in addition to expressing an artist’s own voice, is created out of human necessity.</p> <p>Art is created not only for personal expression, but also out of pure necessity.</p> <p>We can be inspired by the artwork of a variety of cultures to create new artwork that incorporates old ideas and methods, and our own personal expression.</p>

Relevant Standards:	Learning Goals:	Learning Objectives:
<p>NJSLS.VPA.1.1.12.D.1- Distinguish innovative applications of the elements of art and principles of design in visual artworks from diverse cultural perspectives and identify specific cross-cultural themes.</p> <p>NJSLS.VPA.1.2.12.A.2- Justify the impact of innovations in the arts (e.g., the availability of music online) on societal norms and habits of mind in various historical eras.</p> <p>NJSLS.VPA.1.3.12.D.1- Synthesize the elements of art and principles of design in an original portfolio of two- and three-dimensional artworks that reflects personal style and a high degree of technical proficiency and expressivity.</p> <p>NJSLS.VPA.1.3.12.D.2- Produce an original body of artwork in one or more art mediums that demonstrates mastery of visual literacy, methods, techniques, and cultural understanding.</p>	<p>Students will: <u>understand</u> the process of ceramics AND <u>be able to</u> design and apply these techniques to produce a ceramic object. (3 weeks)</p> <p>Students will: <u>understand</u> the process of basket weaving AND <u>be able to</u> apply weaving techniques to create their own unique, functional work of art. (3 weeks)</p>	<p>Ceramics- The students will be able to utilize hand building techniques to create an original ceramic piece.</p> <p>Basket weaving- The students will be able to utilize the lazy squaw and the figure-8 stitch.</p>

Relevant Standards:	Learning Goals:	Learning Objectives:
<p>NJSLS.VPA.1.3.12.D.5- Identify the styles and artistic processes used in the creation of culturally and historically diverse two- and three-dimensional artworks, and emulate those styles by creating an original body of work.</p> <p>NJSLS.VPA.1.4.12.A.1- Use contextual clues to differentiate between unique and common properties and to discern the cultural implications of works of dance, music, theatre, and visual art.</p> <p>NJSLS.VPA.1.4.12.A.2- Speculate on the artist’s intent, using <u>discipline-specific arts terminology</u> and citing embedded clues to substantiate the hypothesis.</p> <p>NJSLS.VPA.1.4.12.A.3- Develop informed personal responses to an assortment of artworks across the four arts disciplines (dance, music, theatre, and visual art), using historical significance, craftsmanship, cultural context, and originality as criteria for assigning value to the works.</p> <p>NJSLS.VPA.1.4.12.B.1- Formulate criteria for arts evaluation using the principles of positive critique and observation of the elements of art and principles of design, and use the criteria to evaluate works of dance, music, theatre, visual, and multimedia artwork from diverse cultural contexts and <u>historical eras</u>.</p>		

Relevant Standards:	Learning Goals:	Learning Objectives:
<p>NJSLS.VPA.1.4.12.B.2- Evaluate how an artist’s technical proficiency may affect the creation or presentation of a work of art, as well as how the context in which a work is performed or shown may impact perceptions of its significance/meaning.</p> <p>VA:Cr1.1.1a- Use multiple approaches to begin creative endeavors.</p> <p>VA:Cr2.1.1a- Engage in making a work of art or design without having a preconceived plan.</p> <p>VA:Cr2.2.1a- Explain how traditional and non-traditional art materials may impact human health and the environment and demonstrate safe handling of materials, tools, and equipment.</p> <p>VA:Cr3.1.1a- Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on, and plan revisions for works of art and design in progress.</p> <p>VA:Re9.1.1a- Establish relevant criteria in order to evaluate a work of art or collection of works.</p> <p>VA:Cn11.1.1a- Describe how knowledge of culture, traditions, and history may influence personal responses to art.</p>		

Formative Assessments	Summative Assessments:	Performance Assessments:	Major Activities/ Assignments (required):
(Supportive) Observation of classwork Demonstration check Trial and Error in working methods Group Discussion Whole class discussion One-on-one conference at desk Note taking Peer critique Class Participation Writing Assignments	(Written Assessments) Painting, Printmaking, and Ceramics Summative Assessment- CSA4 (Google form)	(Secondary) Ceramic photo Basket sketch	(Primary) Ceramic Piece Basket

Possible Assessment Adjustments (Modifications /Accommodations/ Differentiation):			
Special Education Students	English Language Learners (ELLs)	At-Risk Learners	Advanced Learners
Frequent rest breaks Additional time Allow for redos/retakes Pace long term projects Chunk long term projects Clarify instructions Truncated/shortened assessment Probe incorrect answers of low expectancy students	Provide visual instructions Provide visual examples of project Chunk long term projects Clarify instructions	Space for movement or breaks Quiet corner of the room for assessment Reduction of distractions Rest breaks Verbal and visual cues regarding directions and staying on task Agenda book use for tracking when assessments are Immediate feedback Work-in-progress check No penalty for spelling errors or sloppy handwriting Probe incorrect answers of low expectancy students	Provide examples of student work that is “above and beyond” Encourage students to continue even after requirements are met Provide additional art materials to inspire and add to artwork Provide extra credit opportunities

Instructional Strategies
Identify critical content both verbally, written, and visually Provide goals and scales Establish classroom routines Chunk content by utilizing demonstrations Provide visual student examples Check student progress individually and provide meaningful feedback and individualized instruction Help students reflect on learning through peer and group critique Help students revise knowledge through discussion Provide resources and guidance for cognitively complex tasks

Possible Instructional Adjustments (Modifications /Accommodations/ Differentiation):			
Special Education Students	English Language Learners (ELLs)	At-Risk Learners	Advanced Learners
Demonstrate value and respect for low expectancy students Ask questions of low expectancy students Probe incorrect answers of low expectancy students Additional time for assignments Review of directions Provision of notes or outlines Concrete examples Preferential seating Adjusted assignment timelines Immediate feedback Work-in-progress check Personalized examples Use of choice menus	Review of directions Support auditory presentations with visuals Extra visual and verbal cues and prompts Immediate feedback Work-in-progress check Personalized examples Use of choice menus	Demonstrate value and respect for low expectancy students Ask questions of low expectancy students Probe incorrect answers of low expectancy students Assistance in maintaining an uncluttered space Weekly home-school communications tools Space for movement or breaks Preferential Seating Reduction of distractions Alternate quiet and active time Teach time management skills Rest breaks Verbal and visual cues regarding directions and staying on task Agenda book and checklists Varied reinforcement procedures Immediate feedback Work-in-progress check	Provide examples of student work that is “above and beyond” Encourage students to continue even after requirements are met Provide additional art materials to inspire and add to artwork Provide extra credit opportunities Use of choice menus

Possible Instructional Adjustments (Modifications /Accommodations/ Differentiation):			
Special Education Students	English Language Learners (ELLs)	At-Risk Learners	Advanced Learners
		No penalty for spelling errors or sloppy handwriting Use of choice menus	

Unit Vocabulary:
<p>Essential: Ceramics, pin tool, fettling knife, loop tool, cutting wire, additive sculpture, subtractive sculpture, slip and score, basketweaving, core material, lazy squaw stitch, figure 8 stitch</p> <p>Non-Essential:</p>

Interdisciplinary Connections & Career Ready Practices (Note Applicable Standards):	Integration of Technology: (Note the SAMR Model elements used and how.)	21 st Century Themes: (Check and explain how the connection is made.)	21 st Century Skills: (Check and explain how the connection is made.)
<p>E/LA NJLSA.W4- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. NJLSA.SL1- Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p> <p>Mathematics: NJLS.HSG.CO.D.12- Make formal geometric constructions with a variety of tools and methods NJLS.HSG.MGA.3- Apply geometric methods to solve design problems</p>	<p>Technology: S- Powerpoint presentations will be used to present new material to the students A- Google classroom will be used to communicate class content to students. A- Google Form will be used to administer assessments instead of pencil and paper.</p>	<p>Global Awareness:</p> <ul style="list-style-type: none"> Understanding the function and decorative elements of the South African Zulu tribe through the creation of a basket utilizing their weaving techniques 	<p>Creativity & Innovation</p> <ul style="list-style-type: none"> Create artwork using a variety of media and techniques <p>Critical Thinking and Problem Solving</p> <ul style="list-style-type: none"> Utilize sculpture methods to create unique sculpture and basket artworks <p>Life and Career Skills</p> <ul style="list-style-type: none"> Understand the importance of technical proficiency and craftsmanship on finished products Demonstrate the value of following specific instructions by completing assignments per teacher protocol <p>Communication & Collaboration</p> <ul style="list-style-type: none"> Follow verbal, written, and demonstrated instructions for completion of each assignment Communicate plans for artwork to teacher and peers via sketchbook

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<p>Technology: NJSLS.TECH.8.1.12.D.1- Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.</p> <p>21st Century Life and Careers: NJSLS.CRP1- Act as a responsible and contributing citizen and employee. NJSLS.CRP2- Apply appropriate academic and technical skills. NJSLS.CRP4- Communicate clearly and effectively and with reason. NJSLS.CRP6- Demonstrate creativity and innovation. NJSLS.CRP7- Employ valid and reliable research strategies. NJSLS.CRP8- Utilize critical thinking to make sense of problems and persevere in solving them. NJSLS.CRP9- Model integrity, ethical leadership and effective management. NJSLS.CRP12- Work productively in teams while using global cultural competence.</p>			<ul style="list-style-type: none"> • Participate in peer critique to examine, reflect on, plan, and execute revision for works of art

Resources:
<p>Texts/Materials: PowerPoints, drawing paper, drawing pencils, clay, fettling knives, pin tools, wood tools, loop tools, clay boards, slip, core material, yarn, needles</p>