

KINGSWAY REGIONAL SCHOOL DISTRICT



Committed to Excellence

Course Name: Art II	Grade Level(s): 10-12
Department: Visual and Performing Arts	Credits: N/A
BOE Adoption Date: October 2018	Revision Date(s): October 2019

ABSTRACT

This course is offered to students who have successfully completed Art I. This course reinforces many of the skills learned in the prerequisite course, but with higher expectations and more room for creativity. 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 art courses will be given an opportunity to explore the computer as a mean of researching and producing art. In Art II 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 sculpture and 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. **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 II

Prerequisite(s): Students should have had successfully completed Art I prior to this course.

Unit Title:	Duration/ Month(s)	Related Standards:	Learning Goals:	Topics and Skills:
Unit 1: Drawing	September- October (8 weeks)	<p>Subject Area: 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.Ia VA:Cr1.2.IIa VA:Cr2.1.IIa VA:Cr2.2.IIIa VA:Pr4.1.IIa VA:Re9.1.Ia VA:Cn10.1.Ia</p> <p>Interdisciplinary:</p>	<ol style="list-style-type: none"> 1. Students will understand the Principles and Elements of Design and be able to apply these to their art-making assignments throughout the year. 2. Students will understand the drawing basics and be able to identify strengths and weakness through critique to develop progress and growth. 3. 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 graphite. 	<p>Students will:</p> <ol style="list-style-type: none"> 1. Identify negative space through drawing and observation 2. Utilize various line weights to place emphasis on form 3. Draw a black and white sphere with a grayscale 4. Manipulate value and texture through the use of graphite 5. Discuss their artwork through reflection on learning by critique 6. Develop compositional layouts through thumbnail sketches and rearrangement 7. Evaluate and observe artwork from various genres, artists and mediums, while identifying principles and elements present in each work
Unit 2: Color and Value	November- December (6 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>	<ol style="list-style-type: none"> 1. Students will understand facial proportions and be able to draw their self-portraits by expressing their identity through composition and use of value with fingerprints. 	<p>Students will:</p> <ol style="list-style-type: none"> 1. Draw proportional facial features 2. Experiment and practice using and applying fingerprints with ink

Unit Title:	Duration/ Month(s)	Related Standards:	Learning Goals:	Topics and Skills:
		VA:Cr1.2.Ia VA:Cr1.2.IIa VA:Cr2.1.IIa VA:Cr2.2.IIIa VA:Pr4.1.IIa VA:Re9.1.Ia VA:Cn10.1.Ia Technology: NJSLS.8.1.12.D.1	<ol style="list-style-type: none"> 2. Students will understand the qualities of soft pastels and be able to blend colors/values to create a 3-dimensional looking form. 3. Students will understand color theory, color value and color balance and be able to draw composition utilizing those components. 4. 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. 	<ol style="list-style-type: none"> to create a full range of value 3. Mix colors for an accurate depiction 4. Experiment and practice using and applying soft pastels 5. Compose an enlarged drawing 6. Critique their finished drawings
Unit 3: Figure	January (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.Ia VA:Cr1.2.IIa VA:Cr2.1.IIa VA:Cr2.2.IIIa VA:Pr4.1.IIa VA:Re.7.2.Ia VA:Re9.1.Ia VA:Cn10.1.Ia	<ol style="list-style-type: none"> 1. Students will understand the human figure and be able to draw a figure proportionally. 	Students will: <ol style="list-style-type: none"> 1. Draw proportional human figures

Unit Title:	Duration/ Month(s)	Related Standards:	Learning Goals:	Topics and Skills:
Unit 4: Poster Design	January- February (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.Ia VA:Cr1.2.IIa VA:Cr2.1.IIa VA:Cr2.2.IIIa VA:Pr4.1.IIa VA:Re.7.2.Ia VA:Re9.1.Ia VA:Cn10.1.Ia	<ol style="list-style-type: none"> Students will understand the purpose of advertising and design and be able to create a concert poster representing the musical artist they select. 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. 	Students will: <ol style="list-style-type: none"> Create an original image/design based off of the use references. Apply masterful techniques with the chosen medium Incorporate value and color into the design Critique
Unit 5: Sculpture	February- March (8 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.Ia VA:Cr1.2.IIa VA:Cr2.1.IIa VA:Cr2.2.IIIa VA:Pr4.1.IIa VA:Re.7.2.Ia VA:Re9.1.Ia VA:Cn10.1.Ia	<ol style="list-style-type: none"> Students will understand the history of origami and be able to fold various forms. Students will understand the properties paper and be able to build an additive sculpture through modular forms. Students will understand the malleability of wire and build a wire sculpture using the correct tools with strong craftsmanship. Students will understand the concept of subtractive sculpture and be able to carve an abstract sculpture from a plaster mold. 	Students will: <ol style="list-style-type: none"> Utilize various paper-folding techniques for a variety of forms Build an additive paper sculpture utilizing modular components Create a sculpture using wire and pliers Carve an abstract sculpture by removing excess plaster material to reveal a form Critique

Unit Title:	Duration/ Month(s)	Related Standards:	Learning Goals:	Topics and Skills:
			<p>5. 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>Unit 6: Printmaking</p>	<p>April-May (3 weeks)</p>	<p>Power (Primary):</p> <ul style="list-style-type: none"> • NJSLS .1.1.12 - [Standard] • NJSLS.1.1.12.D.1 <p>VA:Cr1.2.Ia VA:Cr1.2.IIa VA:Cr2.1.IIa VA:Cr2.2.IIIa VA:Pr4.1.IIa VA:Re.7.2.Ia VA:Re9.1.Ia VA:Cn10.1.Ia</p> <p>Supportive (Secondary):</p> <ul style="list-style-type: none"> • NJSLS .1.4.12 - • NJSLS .1.2.12.A.2 • NJSLS.1.4.12.B.1 • NJSLS.1.4.12.B.2 • NJSLS.1.4.12.B.3 	<ol style="list-style-type: none"> 1. 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. 2. 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>Students will:</p> <ol style="list-style-type: none"> 1. Create an original image/design based off of the use of positive and negative space 2. Print images using lino-cut or other printmaking technique 3. Apply prints to various surfaces through various combinations of colors and textures 4. Critique
<p>Unit 7: Color Theory and Painting</p>	<p>May-June (7 weeks)</p>	<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</p>	<ol style="list-style-type: none"> 1. Students will understand the properties of watercolors and be able to paint using various watercolor techniques. 	<p>Students will:</p> <ol style="list-style-type: none"> 1. Manipulate acrylic paint for opaque coverage and color mixing

Unit Title:	Duration/ Month(s)	Related Standards:	Learning Goals:	Topics and Skills:
		NJSL.1.4.12.B.2 VA:Cr1.2.Ia VA:Cr1.2.IIa VA:Cr2.1.IIa VA:Cr2.2.IIIa VA:Pr4.1.IIa VA:Re.7.2.Ia VA:Re9.1.Ia VA:Cn10.1.Ia	<ol style="list-style-type: none"> 2. 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. 3. 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. 	<ol style="list-style-type: none"> 2. Freely express their personal artistic style through mark-making, brushstrokes, and color usage through multiple mediums 3. Define element and principle vocabulary terminology 4. Explain how artistic decisions about art making shape a work of art 5. Develop a repertoire of skills through mediums, techniques and application 6. Thoroughly observe the subject or reference being depicted. 7. Reflect and discuss their artwork through critique 8. Apply color theory to their artwork 9. Manipulate paint on a surface 10. Express their identity through art 11. Apply a combination of principles and elements of design to the painting

Unit 1: Drawing	Recommended Duration: September-October [8 weeks]
<p>Unit Description: 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 learn to talk about their work through critiquing and class discussions.</p>	

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

Relevant Standards:	Learning Goals:	Learning Objectives:
<p>Power (Primary):</p> <ul style="list-style-type: none"> • NJSLS.1.1.12.D.2 Translate literary, musical, theatrical, and dance compositions by using them as stimulus/inspiration for corresponding visual artworks. • NJSLS.1.2.8.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. • NJSLS.1.3.12.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. • NJSLS.1.4.8.A.4 Evaluate how exposure to various cultures influences individual, emotional, intellectual, and kinesthetic responses to artwork. • NJSLS.1.4.12.A.1 Determine how dance, music, theatre, and visual art have influenced world cultures throughout history. • NJSLS.1.4.12.B.2 Evaluate how an artist's technical proficiencies may affect the creation or presentation of a work of art, as well as how the context 	<ol style="list-style-type: none"> 1. Students will understand the Principles and Elements of Design and be able to apply these to their art-making assignments throughout the year. 2. Students will understand the drawing basics and be able to identify strengths and weakness through critique to develop progress and growth. 3. 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 graphite. 	<p>Students will:</p> <ol style="list-style-type: none"> 1. Identify negative space through drawing and observation 2. Utilize various line weights to place emphasis on form 3. Draw a black and white sphere with a grayscale 4. Manipulate value and texture through the use of graphite 5. Discuss their artwork through reflection on learning by critique 6. Develop compositional layouts through thumbnail sketches and rearrangement 7. Evaluate and observe artwork from various genres, artists and mediums, while identifying principles and elements present in each work

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"> • VA:Cr1.2.Ia- Shape an artistic investigation of an aspect of present-day life using a contemporary practice of art or design. • VA:Cr1.2.IIa- Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design. • VA:Cr2.1.IIa- Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen art form. • VA:Cr2.2.IIIa- Demonstrate understanding of the importance of balancing freedom and responsibility in the use of images, materials, tools, and equipment in the creation and circulation of creative work. • VA:Pr4.1.IIa- Analyze, select, and critique personal artwork for a collection or portfolio presentation. • VA:Re9.1.Ia- Establish relevant criteria in order to evaluate a work of art or collection of works. • VA:Cn10.1.Ia- Document the process of developing ideas from early stages to fully elaborated ideas. 		

Relevant Standards:	Learning Goals:	Learning Objectives:
Supportive (Secondary):		

Formative Assessments	Summative Assessments:	Performance Assessments:	Major Activities/ Assignments (required):
<ul style="list-style-type: none"> • Observation of working on assignments • Teacher Handouts • Appropriate Daily Tasks • Homework • Trial and error in working methods (problem solving) • Group discussion and assignments • Whole class discussion • Do-now checks • Graphic organizers • Note-taking • One-on-one conferences at desk 	<ul style="list-style-type: none"> • CSA #1: Pre-Assessment • Line Drawing • Black and White Sphere and Grayscale • Value Drawing 	<ul style="list-style-type: none"> • Critique • Preliminary Sketches • Art creation • Reflections • Quizzes 	<ul style="list-style-type: none"> • CSA #1: Pre-Assessment • Line Drawing • Black and White Sphere and Grayscale • Value Drawing

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

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

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

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

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>to an original work.</p> <p>21st Century Life and Careers:</p> <ul style="list-style-type: none"> • 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. 			<p>conventional and innovative ways</p>

Resources:
<p>Texts/Materials:</p> <ul style="list-style-type: none"> • Various video segments that demonstrate techniques or processes relevant to the techniques or skills being taught <p>Major Assignments (required):</p> <ul style="list-style-type: none"> • CSA #1: Pre-Assessment • Line Drawing • Black and White Sphere and Grayscale • Value Drawing <p>Major Activities (required):</p> <ul style="list-style-type: none"> • Critiques

Unit 2: Color Theory	Recommended Duration: November-January [12 weeks]
<p>Unit Description: 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 blending skills needed to manipulate pastels with various application techniques.</p>	

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

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

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"> • VA:Cr1.2.Ia- Shape an artistic investigation of an aspect of present-day life using a contemporary practice of art or design. • VA:Cr1.2.IIa- Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design. • VA:Cr2.1.IIa- Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen art form. • VA:Cr2.2.IIIa- Demonstrate understanding of the importance of balancing freedom and responsibility in the use of images, materials, tools, and equipment in the creation and circulation of creative work. • VA:Pr4.1.IIa- Analyze, select, and critique personal artwork for a collection or portfolio presentation. • VA:Re9.1.Ia- Establish relevant criteria in order to evaluate a work of art or collection of works. • VA:Cn10.1.Ia- Document the process of developing ideas from early stages to fully elaborated ideas. <p>Supportive (Secondary):</p>		

Formative Assessments	Summative Assessments:	Performance Assessments:	Major Activities/ Assignments (required):
<ul style="list-style-type: none"> • Observation of working on assignments • Teacher Handouts • Appropriate Daily Tasks • Homework • Trial and error in working methods (problem solving) • Group discussion and assignments • Whole class discussion • Do-now checks • Graphic organizers • Note-taking • One-on-one conferences at desk 	<ul style="list-style-type: none"> • Chuck Close Fingerprint Self-portrait • CSA #2: Fingerprint Self-Portrait Assessment • Pastel Drawing 	<ul style="list-style-type: none"> • Critique • Preliminary Sketches • Art creation • Reflections • Quizzes 	<ul style="list-style-type: none"> • Chuck Close Fingerprint Self-portrait • CSA #2: Fingerprint Self-Portrait Assessment • Pastel Drawing

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

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

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

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:</p> <ul style="list-style-type: none"> • 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>Mathematics:</p> <ul style="list-style-type: none"> • 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>Technology:</p> <ul style="list-style-type: none"> • NJSLS.TECH.8.1.12.D.1- Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work. <p>21st Century Life and Careers:</p> <ul style="list-style-type: none"> • NJSLS.CRP2- Apply appropriate 	<p>Technology:</p> <ul style="list-style-type: none"> • S-You-Tube Videos to analyze artwork. • S-PowerPoint and museum websites to show artwork • A- Use a digital camera to take photo references and adjust digital photo to desired effect or need through the use of software applications 	<p>Global Awareness:</p> <ul style="list-style-type: none"> • Understanding art from various cultures both contemporary and historical 	<p>Creativity & Innovation:</p> <ul style="list-style-type: none"> • Elaborate, refine, analyze and evaluate original ideas in order to improve and maximize creative efforts • View failure as an opportunity to learn; understand that creativity and innovation is a long-term, cyclical process of small successes and frequent mistakes • Be open and responsive to new and diverse perspectives; incorporate group input and feedback into the work <p>Media Literacy:</p> <ul style="list-style-type: none"> • Use information accurately and creatively for the issue or problem at hand <p>Critical Thinking and Problem Solving:</p> <ul style="list-style-type: none"> • Solve different kinds of non-familiar problems in both conventional and innovative ways

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>academic and technical skills.</p> <ul style="list-style-type: none"> • 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. 			

Resources:
<p>Texts/Materials:</p> <ul style="list-style-type: none"> • Various video segments that demonstrate techniques or processes relevant to the techniques or skills being taught <p>Major Assignments (required):</p> <ul style="list-style-type: none"> • Chuck Close Fingerprint Self-portrait • CSA #2: Fingerprint Self-Portrait Assessment • Pastel Drawing <p>Major Activities (required):</p> <ul style="list-style-type: none"> • Critiques

Unit 3: Figure	Recommended Duration: January [2 weeks]
<p>Unit Description: This unit will give students the opportunity to explore the human form through the observation of proportions, pose, and foreshortening. Students will practice gesture drawing, quick studies of the pose, before doing a larger more detailed drawing over a few class periods. Students will design their compositional layout of the figure on their paper, and depending on pacing, can do a detailed line drawing or incorporate value into their figure.</p>	

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

Relevant Standards:	Learning Goals:	Learning Objectives:
<p>Power (Primary):</p> <ul style="list-style-type: none"> • NJSLS.1.1.12.D.2 Translate literary, musical, theatrical, and dance compositions by using them as stimulus/inspiration for corresponding visual artworks. • NJSLS.1.2.8.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. • NJSLS.1.3.12.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. • NJSLS.1.4.8.A.4 Evaluate how exposure to various cultures influences individual, emotional, intellectual, and kinesthetic responses to artwork. • NJSLS.1.4.12.A.1 Determine how dance, music, theatre, and visual art have influenced world cultures throughout history. • NJSLS.1.4.12.B.2 Evaluate how an artist's technical proficiencies may affect the creation or presentation of a work of art, as well as how the context 	<ul style="list-style-type: none"> • Students will understand the human figure and be able to draw a figure proportionally. 	<ul style="list-style-type: none"> • Explain how artistic decisions about art making shape a work of art • Thoroughly observe the subject or reference being depicted. • Reflect and discuss their artwork through critique • Draw a proportional human figure

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"> • VA:Cr1.2.Ia- Shape an artistic investigation of an aspect of present-day life using a contemporary practice of art or design. • VA:Cr1.2.IIa- Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design. • VA:Cr2.1.IIa- Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen art form. • VA:Cr2.2.IIIa- Demonstrate understanding of the importance of balancing freedom and responsibility in the use of images, materials, tools, and equipment in the creation and circulation of creative work. • VA:Pr4.1.IIa- Analyze, select, and critique personal artwork for a collection or portfolio presentation. • VA:Re9.1.Ia- Establish relevant criteria in order to evaluate a work of art or collection of works. • VA:Cn10.1.Ia- Document the process of developing ideas from early stages to fully elaborated ideas. 		

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

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

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

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

Unit Vocabulary:
Essential: proportions, gesture, croquis, form, line, value, structure, foreshortening

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:</p> <ul style="list-style-type: none"> • 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>Mathematics:</p> <ul style="list-style-type: none"> • 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>Technology:</p> <ul style="list-style-type: none"> • NJSLS.TECH.8.1.12.D.1- Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work. <p>21st Century Life and Careers:</p> <ul style="list-style-type: none"> • NJSLS.CRP2- Apply appropriate 	<p>Technology:</p> <ul style="list-style-type: none"> • S-You-Tube Videos to analyze artwork. • S-PowerPoint and museum websites to show artwork • A- Use a digital camera to take photo references and adjust digital photo to desired effect or need through the use of software applications 	<p>Global Awareness:</p> <ul style="list-style-type: none"> • Understanding art from various cultures both contemporary and historical 	<p>Creativity & Innovation:</p> <ul style="list-style-type: none"> • Elaborate, refine, analyze and evaluate original ideas in order to improve and maximize creative efforts • View failure as an opportunity to learn; understand that creativity and innovation is a long-term, cyclical process of small successes and frequent mistakes • Be open and responsive to new and diverse perspectives; incorporate group input and feedback into the work <p>Media Literacy:</p> <ul style="list-style-type: none"> • Use information accurately and creatively for the issue or problem at hand <p>Critical Thinking and Problem Solving:</p> <ul style="list-style-type: none"> • Solve different kinds of non-familiar problems in both conventional and innovative ways

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>academic and technical skills.</p> <ul style="list-style-type: none"> • 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. 			

Resources:
<p>Texts/Materials:</p> <ul style="list-style-type: none"> • Various video segments that demonstrate techniques or processes relevant to the techniques or skills being taught <p>Major Assignments (required):</p> <ul style="list-style-type: none"> • Gesture Drawings • Figure Drawing <p>Major Activities (required):</p> <ul style="list-style-type: none"> • Critiques

Unit 4: Poster Design	Recommended Duration: January-February [5 weeks]
<p>Unit Description: This unit will allow students to focus on the purpose of advertising and design. Students will look at real concert poster examples and discuss the different styles artists work in to portray the artist(s) that being advertised. Students also learn about incorporating text and fonts into the design to communicate crucial information about the event. Students have a choice between what musical artist to design a poster for and which medium(s) they would like to work in. Students also learn about the careers of Graphic Design and Illustration. Much emphasis is placed on originality and working from multiple references as opposed to copying a design or image that already exists.</p>	
Essential Questions:	Enduring Understandings:
<ul style="list-style-type: none"> • How are art elements and design principles used to organize and express ideas? • How is art a form of communication? • How do artists use tools and techniques to express their ideas? • How do one’s experiences influence artwork? 	<ul style="list-style-type: none"> • Artists use elements of art and principles of design to organize visual communication. • Art media, techniques and processes work together to create works of art. • Using visual arts terminology allows us to communicate our personal response to artwork. • Art is a distinct form of communication that enriches the understanding of other disciplines. • Artists get inspiration from many sources. Art is a personal or individual response to their environment.

Relevant Standards:	Learning Goals:	Learning Objectives:
<p>Power (Primary):</p> <ul style="list-style-type: none"> • NJSLS.1.1.12.D.2 Translate literary, musical, theatrical, and dance compositions by using them as stimulus/inspiration for corresponding visual artworks. • NJSLS.1.2.8.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. • NJSLS.1.3.12.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. • NJSLS.1.4.8.A.4 Evaluate how exposure to various cultures influences individual, emotional, intellectual, and kinesthetic responses to artwork. • NJSLS.1.4.12.A.1 Determine how dance, music, theatre, and visual art have influenced world cultures throughout history. • NJSLS.1.4.12.B.2 Evaluate how an artist's technical proficiencies may affect the creation or presentation of a work of art, as well as how the context 	<ul style="list-style-type: none"> • Students will understand the purpose of advertising and design and be able to create a concert poster representing the musical artist they select. • 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. 	<ul style="list-style-type: none"> • Create an original image/design based off of the use references. • Apply masterful techniques with the chosen medium • Incorporate value and color into the design • Critique

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"> • VA:Cr1.2.Ia- Shape an artistic investigation of an aspect of present-day life using a contemporary practice of art or design. • VA:Cr1.2.IIa- Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design. • VA:Cr2.1.IIa- Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen art form. • VA:Cr2.2.IIIa- Demonstrate understanding of the importance of balancing freedom and responsibility in the use of images, materials, tools, and equipment in the creation and circulation of creative work. • VA:Pr4.1.IIa- Analyze, select, and critique personal artwork for a collection or portfolio presentation. • VA:Re.7.2.Ia - Analyze how one’s understanding of the world is affected by experiencing visual imagery. • VA:Re9.1.Ia- Establish relevant criteria in order to evaluate a work of art or collection of works. 		

Relevant Standards:	Learning Goals:	Learning Objectives:
<ul style="list-style-type: none"> • VA:Cn10.1.1a- Document the process of developing ideas from early stages to fully elaborated ideas. 		

Formative Assessments	Summative Assessments:	Performance Assessments:	Major Activities/ Assignments (required):
<ul style="list-style-type: none"> • Observation of working on assignments • Teacher Handouts • Appropriate Daily Tasks • Homework • Trial and error in working methods (problem solving) • Group discussion and assignments • Whole class discussion • Do-now checks • Graphic organizers • Note-taking • One-on-one conferences at desk 	<ul style="list-style-type: none"> • Concert Poster • CSA #3: Concert Poster Assessment 	<ul style="list-style-type: none"> • Critique • Preliminary Sketches • Art creation • Reflections • Terminology Quiz 	<ul style="list-style-type: none"> • Concert Poster • CSA #3: Concert Poster Assessment

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

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
the same objective and learning goal		tasks/projects	

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

multiple ways.

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: <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:</p> <ul style="list-style-type: none"> • 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>Mathematics:</p> <ul style="list-style-type: none"> • 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>Technology:</p> <ul style="list-style-type: none"> • NJSLS.TECH.8.1.12.D.1- Demonstrate appropriate 	<p>Technology:</p> <ul style="list-style-type: none"> • S-You-Tube Videos to analyze artwork. • S-PowerPoint and museum websites to show artwork • A- Use a digital camera to take photo references and adjust digital photo to desired effect or need through the use of software applications 	<p>Global Awareness:</p> <ul style="list-style-type: none"> • Understanding art from various cultures both contemporary and historical 	<p>Creativity & Innovation:</p> <ul style="list-style-type: none"> • Elaborate, refine, analyze and evaluate original ideas in order to improve and maximize creative efforts • View failure as an opportunity to learn; understand that creativity and innovation is a long-term, cyclical process of small successes and frequent mistakes • Be open and responsive to new and diverse perspectives; incorporate group input and feedback into the work <p>Media Literacy:</p> <ul style="list-style-type: none"> • Use information accurately and creatively for the issue or problem at hand <p>Critical Thinking and Problem Solving:</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>application of copyright, fair use and/or Creative Commons to an original work.</p> <p>21st Century Life and Careers:</p> <ul style="list-style-type: none"> • 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. 			<ul style="list-style-type: none"> • Solve different kinds of non-familiar problems in both conventional and innovative ways

Resources:
<p>Texts/Materials:</p> <ul style="list-style-type: none"> • Various video segments that demonstrate techniques or processes relevant to the techniques or skills being taught <p>Major Assignments (required):</p> <ul style="list-style-type: none"> • Concert Poster • CSA #3: Concert Poster Assessment <p>Major Activities (required):</p> <ul style="list-style-type: none"> • Critiques

Unit 5: Sculpture	Recommended Duration: February-March [8 weeks]
<p>Unit Description: This unit will focus on various forms of sculpture, mediums, and techniques. First students will learn about the history of origami, practice various folds, and create a few origami pieces. This will transition to a modular paper sculpture through additive techniques. Students will then use additive sculpture techniques to create a wire sculpture from a reference while learning about the artist, Alexander Calder. Students will then learn about subtractive sculpture techniques and artists such as Michelangelo with marble, to ice sculpture and wood carving. From a plaster mold, students will carve away excess material to reveal an abstract form.</p>	

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

Relevant Standards:	Learning Goals:	Learning Objectives:
<p>Power (Primary):</p> <ul style="list-style-type: none"> • NJSLS.1.1.12.D.2 Translate literary, musical, theatrical, and dance compositions by using them as stimulus/inspiration for corresponding visual artworks. • NJSLS.1.2.8.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. • NJSLS.1.3.12.D.1 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. • NJSLS.1.4.8.A.4 Evaluate how exposure to various cultures influences individual, emotional, intellectual, and kinesthetic responses to artwork. • NJSLS.1.4.12.A.1 Determine how dance, music, theatre, and visual art have influenced world cultures throughout history. • NJSLS.1.4.12.B.2 Evaluate how an artist's technical proficiencies may 	<ul style="list-style-type: none"> • Students will understand the history of origami and be able to fold various forms. • Students will understand the properties paper and be able to build an additive sculpture through modular forms. • Students will understand the malleability of wire and build a wire sculpture using the correct tools with strong craftsmanship. • Students will understand the concept of subtractive sculpture and be able to carve an abstract sculpture from a plaster mold. • 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. 	<ul style="list-style-type: none"> • Utilize various paper-folding techniques for a variety of forms • Build an additive paper sculpture utilizing modular components • Create a sculpture using wire and pliers • Carve an abstract sculpture by removing excess plaster material to reveal a form • Critique

Relevant Standards:	Learning Goals:	Learning Objectives:
<p>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> <ul style="list-style-type: none"> • VA:Cr1.2.Ia- Shape an artistic investigation of an aspect of present-day life using a contemporary practice of art or design. • VA:Cr1.2.IIa- Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design. • VA:Cr2.1.IIa- Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen art form. • VA:Cr2.2.IIIa- Demonstrate understanding of the importance of balancing freedom and responsibility in the use of images, materials, tools, and equipment in the creation and circulation of creative work. • VA:Pr4.1.IIa- Analyze, select, and critique personal artwork for a collection or portfolio presentation. • VA:Re.7.2.Ia - Analyze how one’s understanding of the world is affected by experiencing visual imagery. • VA:Re9.1.Ia- Establish relevant criteria in order to evaluate a work of art or collection of works. 		

Relevant Standards:	Learning Goals:	Learning Objectives:
<ul style="list-style-type: none"> • VA:Cn10.1.Ia- Document the process of developing ideas from early stages to fully elaborated ideas. 		

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

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

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

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

Interdisciplinary Connections & Career Ready Practices (Note Applicable Standards):	Integration of Technology: <i>(Note the SAMR Model elements used and how.)</i>	21 st Century Themes: <i>(Check and explain how the connection is made.)</i>	21 st Century Skills: <i>(Check and explain how the connection is made.)</i>
<p>E/LA:</p> <ul style="list-style-type: none"> • 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>Mathematics:</p> <ul style="list-style-type: none"> • 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>Technology:</p> <ul style="list-style-type: none"> • NJSLS.TECH.8.1.12.D.1- Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work. <p>21st Century Life and Careers:</p>	<p>Technology:</p> <ul style="list-style-type: none"> • S-You-Tube Videos to analyze artwork. • S-PowerPoint and museum websites to show artwork • A- Use a digital camera to take photo references and adjust digital photo to desired effect or need through the use of software applications 	<p>Global Awareness:</p> <ul style="list-style-type: none"> • Understanding art from various cultures both contemporary and historical 	<p>Creativity & Innovation:</p> <ul style="list-style-type: none"> • Elaborate, refine, analyze and evaluate original ideas in order to improve and maximize creative efforts • View failure as an opportunity to learn; understand that creativity and innovation is a long-term, cyclical process of small successes and frequent mistakes • Be open and responsive to new and diverse perspectives; incorporate group input and feedback into the work <p>Media Literacy:</p> <ul style="list-style-type: none"> • Use information accurately and creatively for the issue or problem at hand <p>Critical Thinking and Problem Solving:</p> <ul style="list-style-type: none"> • Solve different kinds of non-familiar problems in both conventional and innovative ways

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>
<ul style="list-style-type: none"> • 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. 			

Resources:
<p>Texts/Materials:</p> <ul style="list-style-type: none"> • Various video segments that demonstrate techniques or processes relevant to the techniques or skills being taught <p>Major Assignments (required):</p> <ul style="list-style-type: none"> • Origami • Modular Paper Sculpture • Wire Techniques • Wire Sculpture • Plaster Sculpture <p>Major Activities (required):</p> <ul style="list-style-type: none"> • Critiques

Unit 6: Printmaking	Recommended Duration: April-May [3 weeks]
<p>Unit Description: This unit is a review to students of printmaking techniques from Art I, with an added element of printing onto a watercolor surface. Students must come up with a design taking into consideration what will be black and what will be carved away to reveal the watercolor painting that lies underneath. Students will also need to print many prints to come up with a successful product through trial and error with ink application onto the printing block.</p>	

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

Relevant Standards:	Learning Goals:	Learning Objectives:
<p>Power (Primary):</p> <ul style="list-style-type: none"> • NJSLS .1.1.12 - [<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. • NJSLS.1.1.12.D.1 - [<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. <p>Supportive (Secondary):</p> <ul style="list-style-type: none"> • NJSLS.4.12 - [<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. • NJSLS.1.2.12.A.1 - Determine how dance, music, theatre, and visual art have influenced world cultures throughout history. • NJSLS.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. • NJSLS.1.3.12.D.4 - Analyze the syntax and compositional and stylistic principles of two- and three-dimensional artworks in multiple art media (including computer-assisted artwork), and 	<ul style="list-style-type: none"> • 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. • 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. 	<ul style="list-style-type: none"> • Create an original image/design based off of the use of positive and negative space • Print images using lino-cut or other printmaking technique • Apply prints to various surfaces through various combinations of colors and textures • Critique • Explain how artistic decisions about art making shape a work of art

Relevant Standards:	Learning Goals:	Learning Objectives:
<p>interpret themes and symbols suggested by the artworks.</p> <ul style="list-style-type: none"> • NJSLS.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. • NJSLS.1.4.12.A.2 - Speculate on the artist's intent, using discipline-specific arts terminology and citing embedded clues to substantiate the hypothesis. • NJSLS.1.4.12.B.1 - Formulate criteria for arts evaluation using the principles of positive critique and observation of the elements of art and principles of design, and use the criteria to evaluate works of dance, music, theatre, visual, and multimedia artwork from diverse cultural contexts and historical eras. • NJSLS.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. • NJSLS.1.4.12.B.3 - Determine the role of art and art-making in a global society by analyzing the influence of technology on the visual, performing, and multimedia arts for consumers, creators, and performers around the world. 		

Relevant Standards:	Learning Goals:	Learning Objectives:
<ul style="list-style-type: none"> • VA:Cr1.2.Ia- Shape an artistic investigation of an aspect of present-day life using a contemporary practice of art or design. • VA:Cr1.2.IIa- Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design. • VA:Cr2.1.IIa- Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen art form. • VA:Cr2.2.IIIa- Demonstrate understanding of the importance of balancing freedom and responsibility in the use of images, materials, tools, and equipment in the creation and circulation of creative work. • VA:Pr4.1.IIa- Analyze, select, and critique personal artwork for a collection or portfolio presentation. • VA:Re.7.2.Ia - Analyze how one’s understanding of the world is affected by experiencing visual imagery. • VA:Re9.1.Ia- Establish relevant criteria in order to evaluate a work of art or collection of works. • VA:Cn10.1.Ia- Document the process of developing ideas from early stages to fully elaborated ideas. 		

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

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

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

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, juxtaposition, gazing, appropriation

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:</p> <ul style="list-style-type: none"> • 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>Mathematics:</p> <ul style="list-style-type: none"> • 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>Technology:</p> <ul style="list-style-type: none"> • NJSLS.TECH.8.1.12.D.1- Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work. <p>21st Century Life and Careers:</p> <ul style="list-style-type: none"> • NJSLS.CRP2- Apply appropriate 	<p>Technology:</p> <ul style="list-style-type: none"> • S-You-Tube Videos to analyze artwork. • S-PowerPoint and museum websites to show artwork • A- Use a digital camera to take photo references and adjust digital photo to desired effect or need through the use of software applications 	<p>Global Awareness:</p> <ul style="list-style-type: none"> • Understanding art from various cultures both contemporary and historical 	<p>Creativity & Innovation:</p> <ul style="list-style-type: none"> • Elaborate, refine, analyze and evaluate original ideas in order to improve and maximize creative efforts • View failure as an opportunity to learn; understand that creativity and innovation is a long-term, cyclical process of small successes and frequent mistakes • Be open and responsive to new and diverse perspectives; incorporate group input and feedback into the work <p>Media Literacy:</p> <ul style="list-style-type: none"> • Use information accurately and creatively for the issue or problem at hand <p>Critical Thinking and Problem Solving:</p> <ul style="list-style-type: none"> • Solve different kinds of non-familiar problems in both conventional and innovative ways

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>academic and technical skills.</p> <ul style="list-style-type: none"> • 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. 			

Resources:
<p>Texts/Materials:</p> <ul style="list-style-type: none"> • Various video segments that demonstrate techniques or processes relevant to the techniques or skills being taught <p>Major Assignments (required):</p> <ul style="list-style-type: none"> • Lino-cut print <p>Major Activities (required):</p> <ul style="list-style-type: none"> • Critiques

Unit 7: Color Theory & Painting	Recommended Duration: May-June [7 weeks]
<p>Unit Description: This unit will help students to conclude their year in this course with extra attention to painting techniques with watercolors and then acrylic paint. Emphasis will be placed on color theory through various exercises, and techniques will be practiced before working on the final piece. Students will work from references taken by the students themselves, yet must consider what will make a successful piece through the use of the elements and principles of design.</p>	

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

Relevant Standards:	Learning Goals:	Learning Objectives:
<p>Power (Primary):</p> <ul style="list-style-type: none"> • NJSLS.1.1.12.D.2 Translate literary, musical, theatrical, and dance compositions by using them as stimulus/inspiration for corresponding visual artworks. 	<ul style="list-style-type: none"> • Students will understand the properties of watercolors and be able to paint using various watercolor techniques. 	<ul style="list-style-type: none"> • Manipulate acrylic paint for opaque coverage and color mixing • Freely express their personal artistic style through mark-making, brushstrokes, and color usage through multiple mediums

Relevant Standards:	Learning Goals:	Learning Objectives:
<ul style="list-style-type: none"> • NJSLS.1.2.8.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. • NJSLS.1.3.12.D.1 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. • NJSLS.1.4.8.A.4 Evaluate how exposure to various cultures influences individual, emotional, intellectual, and kinesthetic responses to artwork. • NJSLS.1.4.12.A.1 Determine how dance, music, theatre, and visual art have influenced world cultures throughout history. • NJSLS.1.4.12.B.2 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. • VA:Cr1.2.Ia- Shape an artistic investigation of an aspect of present- 	<ul style="list-style-type: none"> • 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. • 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. 	<ul style="list-style-type: none"> • Define element and principle vocabulary terminology • Explain how artistic decisions about art making shape a work of art • Develop a repertoire of skills through mediums, techniques and application • Thoroughly observe the subject or reference being depicted. • Reflect and discuss their artwork through critique • Apply color theory to their artwork • Manipulate paint on a surface • Express their identity through art • Apply a combination of principles and elements of design to the painting

Relevant Standards:	Learning Goals:	Learning Objectives:
<p>day life using a contemporary practice of art or design.</p> <ul style="list-style-type: none"> • VA:Cr1.2.IIa- Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design. • VA:Cr2.1.IIa- Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen art form. • VA:Cr2.2.IIIa- Demonstrate understanding of the importance of balancing freedom and responsibility in the use of images, materials, tools, and equipment in the creation and circulation of creative work. • VA:Pr4.1.IIa- Analyze, select, and critique personal artwork for a collection or portfolio presentation. • VA:Re.7.2.Ia - Analyze how one’s understanding of the world is affected by experiencing visual imagery. • VA:Re9.1.Ia- Establish relevant criteria in order to evaluate a work of art or collection of works. • VA:Cn10.1.Ia- Document the process of developing ideas from early stages to fully elaborated ideas. <p>Supportive (Secondary):</p>		

Formative Assessments	Summative Assessments:	Performance Assessments:	Major Activities/ Assignments (required):
<ul style="list-style-type: none"> • Observation of working on assignments • Teacher Handouts • Appropriate Daily Tasks • Homework • Trial and error in working methods (problem solving) • Group discussion and assignments • Whole class discussion • Do-now checks • Graphic organizers • Note-taking • One-on-one conferences at desk 	<ul style="list-style-type: none"> • Painted Color Wheels • Watercolor Techniques • Watercolor/Acrylic/Colored-pencil Piece • CSA #4: Painting Reflection Assessment 	<ul style="list-style-type: none"> • Critique • Preliminary Sketches • Art creation • Reflections • Quizzes 	<ul style="list-style-type: none"> • Painted Color Wheels • Watercolor Techniques • Watercolor/Acrylic/Colored-pencil Piece • CSA #4: Painting Reflection Assessment

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

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

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 st Century Themes: (Check and explain how the connection is made.)	21 st Century Skills: (Check and explain how the connection is made.)
E/LA: <ul style="list-style-type: none"> • NJSLSA.W4- Produce clear and coherent writing in which the development, organization, 	Technology: <ul style="list-style-type: none"> • S-You-Tube Videos to analyze artwork. 	Global Awareness: <ul style="list-style-type: none"> • Understanding art from various cultures both 	Creativity & Innovation: <ul style="list-style-type: none"> • Elaborate, refine, analyze and evaluate original ideas in order

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

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>
<ul style="list-style-type: none"> • 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. 			

Resources:
<p>Texts/Materials:</p> <ul style="list-style-type: none"> • Various video segments that demonstrate techniques or processes relevant to the techniques or skills being taught <p>Major Assignments (required):</p> <ul style="list-style-type: none"> • Painted Color Wheels • Watercolor Techniques • Watercolor/Acrylic/Colored-pencil Piece • CSA #4: Painting Reflection Assessment <p>Major Activities (required):</p> <ul style="list-style-type: none"> • Critiques