

KINGSWAY REGIONAL SCHOOL DISTRICT



Committed to Excellence

Course Name: Cartooning and Animation	Grade Level(s): 9-12
Department: Art	Credits: 1
BOE Adoption Date: October 2018	Revision Date(s): October 2019

ABSTRACT

Students taking this class will have the opportunity to expand on basic drawing skills and create original cartoons and animations. Students will develop drawing skills and basic cartooning skills, such as line drawing and portraiture. Then, using gesture drawing, students will incorporate technology to create an accurate flip book and computer animation. Additionally, students will learn techniques to incorporate value and professional lettering into their work. Background designs will be created through a variety of techniques and media. The history of Cartooning will be studied through the research and replication of historical cartooning and animation techniques. Finally, cartooning techniques will be applied to traditional formats such as political cartoons, caricatures, comic strips. A culminating animation product involving Claymation, background design, and stop-motion animation technologies will round out the course.

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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: Cartooning and Animation

Prerequisite(s): None

Unit Title:	Duration/ Month(s)	Related Standards:	Learning Goals:	Topics and Skills:
Unit 1: Introduction and Portfolio	1 Week/ September	NJSLS.VPA.1.3.12.D.1, NJSLS.VPA.1.4.12.B.2, VA:Cr2.2.1a CAREER READY NJSLS.CRP1, NJSLS.CRP2 MATH NJSLS.HSG.CO.D.12, NJSLS.HSG.MGA.3	Students will <u>understand</u> that good craftsmanship adds value to an artwork AND <u>be able to</u> create artworks using good craftsmanship techniques in measuring, cutting, and gluing. (1 week)	Portfolio- The students will be able to: use proper measuring, scoring, cutting, and gluing techniques to construct a portfolio suitable for artwork storage.
Unit 2: Cartooning Basics	10 Weeks/ September - November	NJSLS.VPA.1.3.12.D.1, NJSLS.VPA.1.3.12.D.2, NJSLS.VPA.1.3.12.D.5, NJSLS.VPA.1.4.12.A.2, NJSLS.VPA.1.4.12.A.3, NJSLS.VPA.1.4.12.B.1, NJSLS.VPA.1.4.12.B.2 VA:Cr1.2.1a, VA:Cr2.1.1a, VA:Cr3.1.1a, VA:Pr4.1.1a, VA:Pr5.1.1a, VA:Re9.1.1a, VA:Cn10.1.1a CAREER READY NJSLS.CRP1, NJSLS.CRP2, NJSLS.CRP4, NJSLS.CRP6, NJSLS.CRP7, NJSLS.CRP8, NJSLS.CRP9, NJSLS.CRP12	Students will: <u>understand</u> line drawing techniques in pencil and marker AND <u>be able to</u> apply these techniques to an observational line drawing. (1 week) Students will: <u>understand</u> the correct proportions of the human face AND <u>be able to</u> apply these to a self-portrait and a character face design. (2 weeks) Students will: understand the correct proportions of the human body AND be able to apply them to gesture drawings of the figure to illustrate movement in an animation. (4 weeks) Students will: understand the importance of loose sketching for planning in cartooning AND be able to create their own loose sketch character design. (2 weeks)	Contour Line Drawing- The students will be able to: create a line drawing from observation with a variety of line width in pencil and marker. Self-Portrait- The students will be able to apply the proportions of the human face to a pencil self-portrait using line. Character Face- The students will be able to: create an original character face design using marker and a variety of line width. Gesture Chart- The students will be able to: synthesize a chart of fifty gesture poses to illustrate movement. Gesture Hands and Feet- The

Unit Title:	Duration/ Month(s)	Related Standards:	Learning Goals:	Topics and Skills:
		<p>TECHNOLOGY NJSL.S.TECH.8.1.12.D.1</p> <p>MATH NJSL.S.HSG.CO.D.12, NJSL.S.HSG.MGA.3</p> <p>ENGLISH NJSL.S.CCSS.ELA- LITERACY.CCRA.L5</p>	<p>Students will: understand the wide range of illustration styles in cartooning AND be able to draw characters in a variety of styles. (1 week)</p>	<p>students will be able to: create gesture drawings of a variety of hand and feet poses.</p> <p>Gesture Flip Book Animation- The students will be able to construct a flip book and an animation of gesture drawings to replicate the motion of a human figure.</p> <p>Disney Character Charcoal Sketch- The students will be able to extrapolate a loose sketch in charcoal from observing a finished Disney character.</p> <p>Charcoal Character Sketch- The students will be able to sketch a loose character design in charcoal.</p> <p>Animal Cartoon- The students will be able to draw one animal as both an animal-like cartoon and an anthropomorphic cartoon.</p>
<p>Unit 3: Value in Cartooning</p>	<p>4 weeks/ November- December</p>	<p>NJSL.S.VPA.1.1.12.D.1, NJSL.S.VPA.1.3.12.D.1, NJSL.S.VPA.1.3.12.D.2, NJSL.S.VPA.1.3.12.D.5, NJSL.S.VPA.1.4.12.A.2, NJSL.S.VPA.1.4.12.A.3, NJSL.S.VPA.1.4.12.B.1, NJSL.S.VPA.1.4.12.B.2</p> <p>VA:Cr3.1.Ia,</p>	<p>Students will: understand a variety of ways that value can be utilized in cartooning AND be able to create value for cartoons in different media. (4 weeks)</p>	<p>Cartoon Silhouette- The students will be able to design their own unique and detailed character and shade it with marker to create a silhouette.</p> <p>Value City- The students will be able to create a city scene using value to create depth in pencil.</p> <p>Hatch and Cross-Hatch forest with</p>

Unit Title:	Duration/ Month(s)	Related Standards:	Learning Goals:	Topics and Skills:
		VA:Re8.1.1a, VA:Re9.1.1a, VA:CN10.1.1a CAREER READY NJSLS.CRP1, NJSLS.CRP2, NJSLS.CRP4, NJSLS.CRP6, NJSLS.CRP7, NJSLS.CRP8, NJSLS.CRP9, NJSLS.CRP12 TECHNOLOGY NJSLS.TECH.8.1.12.D.1 MATH NJSLS.HSG.CO.D.12, NJSLS.HSG.MGA.3 ENGLISH NJSLS.CCSS.ELA- LITERACY.CCRA.L5		creature- The students will be able to create a mood in a Sendak-influenced landscape using hatching, cross-hatching, and colored pencil.
Unit 4: Cartooning Techniques	7 weeks/ December- January	NJSLS.VPA.1.3.12.D.1, NJSLS.VPA.1.3.12.D.2, NJSLS.VPA.1.4.12.A.2, NJSLS.VPA.1.4.12.A.3, NJSLS.VPA.1.4.12.B.1, NJSLS.VPA.1.4.12.B.2 VA:Cr3.1.1a, VA:Re.7.2.1a, VA:Re9.1.1a, VA:Cn10.1.1a CAREER READY NJSLS.CRP1, NJSLS.CRP2,	Students will: understand professional lettering techniques AND be able to create text for their cartoons. (2 weeks) Students will: understand the methodology of one-point perspective AND be able to apply it to their own artwork. (3 weeks) Students will: understand watercolor and pen and ink techniques AND be able to apply it to cartoon background designs. (2 weeks)	Dialogue and Thought Bubbles- Students will be able to: create professional-looking dialogue bubbles and thought bubbles using guidelines. Sound and Action words: Students will be able to: illustrate sound and action words for cartoons. Cracked Wall Pencil Drawing- The students will be able to draw a cracked wall with brick using pencil to create depth.

Unit Title:	Duration/ Month(s)	Related Standards:	Learning Goals:	Topics and Skills:
		NJSLS.CRP4, NJSLS.CRP6, NJSLS.CRP7, NJSLS.CRP8, NJSLS.CRP9, NJSLS.CRP12 TECHNOLOGY NJSLS.TECH.8.1.12.D.1 MATH NJSLS.HSG.CO.A.1, NJSLS.HSG.CO.D.12, NJSLS.HSG.MGA.3 ENGLISH NJSLS.CCSS.ELA- LITERACY.CCRA.L2, NJSLS.CCSS.ELA- LITERACY.CCRA.L5		One point Perspective: Students will be able to: design and illustrate their own cartoon city in one-point perspective. Background Painting: Students will be able to: paint a watercolor/pen and ink landscape painting using watercolor techniques.
Unit 5: History of Cartooning	6 Weeks/ February- March	NJSLS.VPA.1.1.12.D.1, NJSLS.VPA.1.2.12.A.1, NJSLS.VPA.1.2.12.A.2, NJSLS.VPA.1.3.12.D.1, NJSLS.VPA.1.3.12.D.2, NJSLS.VPA.1.3.12.D.4, NJSLS.VPA.1.3.12.D.5, NJSLS.VPA.1.4.12.A.1 NJSLS.VPA.1.4.12.A.2, NJSLS.VPA.1.4.12.A.3, NJSLS.VPA.1.4.12.B.1, NJSLS.VPA.1.4.12.B.2, NJSLS.VPA.1.4.12.B.3 VA:Cr1.1.1a, VA:Cr2.2.1a, VA:Cr3.1.1a, VA:Pr4.1.1a,	Students will: understand the printing process created by Ben Day AND be able to create a Ben-Day inspired cartoon painting in the style of Roy Lichtenstein. (3 weeks) Students will: understand the traditional process of cel animation utilized by animators such as Walt Disney AND be able to create their own cel animation using tradition techniques and new technology. (3 weeks)	Ben Day Dot Painting- Students will appropriate a comic image to create a fine art painting. Traditional “Disney” Cel Animation- Students will create an animation using traditional cel animation techniques, and then use current technology to create a video from their artwork.

Unit Title:	Duration/ Month(s)	Related Standards:	Learning Goals:	Topics and Skills:
		VA:Re7.1.1a, VA:Re7.2.1a, VA:Re9.1.1a, VA:Cn10.1.1a, VA:Cn11.1.1a CAREER READY NJSLS.CRP1, NJSLS.CRP2, NJSLS.CRP4, NJSLS.CRP6, NJSLS.CRP7, NJSLS.CRP8, NJSLS.CRP9, NJSLS.CRP12 CAREER AWARENESS NJSLS.21STCENT.C.9.2.12.C.1 TECHNOLOGY NJSLS.TECH.8.1.12.D.1 MATH NJSLS.HSG.CO.D.12, NJSLS.HSG.MGA.3 ENGLISH NJSLS.CCSS.ELA- LITERACY.CCRA.L2, NJSLS.CCSS.ELA- LITERACY.CCRA.L5		
Unit 6: Applying Cartooning Techniques	12 Weeks/ April-June	NJSLS.VPA.1.3.12.D.1, NJSLS.VPA.1.3.12.D.2, NJSLS.VPA.1.3.12.D.5, NJSLS.VPA.1.4.12.A.1, NJSLS.VPA.1.4.12.A.2, NJSLS.VPA.1.4.12.A.3, NJSLS.VPA.1.4.12.B.1,	Students will: understand political cartoons AND be able to create their own political cartoons. (3 weeks) Students will: understand the elements of caricature AND be able to create their own caricature. (2 weeks).	Political Cartoon Analysis- Students will be able to: identify and analyze a political cartoon. Political Cartoon- Students will be able to: create a political cartoon based on a current event.

Unit Title:	Duration/ Month(s)	Related Standards:	Learning Goals:	Topics and Skills:
		<p>NJSLS.VPA.1.4.12.B.2</p> <p>VA:Cr1.2.1a, VA:Cr2.2.1a, VA:Cr2.3.1a, VA:Cr3.1.1a, VA:Re7.1.1a, VA:Cn10.1.1a</p> <p>CAREER READY NJSLS.CRP1, NJSLS.CRP2, NJSLS.CRP4, NJSLS.CRP6, NJSLS.CRP7, NJSLS.CRP8, NJSLS.CRP9, NJSLS.CRP12</p> <p>TECHNOLOGY NJSLS.TECH.8.1.12.D.1</p> <p>MATH NJSLS.HSG.CO.D.12, NJSLS.HSG.MGA.3</p> <p>ENGLISH NJSLS.CCSS.ELA- LITERACY.CCRA.L2, NJSLS.CCSS.ELA- LITERACY.CCRA.L5</p>	<p>Students will: understand the process of comic strip creation AND be able to create their own comic strip. (3 weeks)</p> <p>Students will: understand the art of Claymation AND be able to create a video animation using Claymation characters and scenery. (4 weeks)</p>	<p>Caricature- Students will be able to: create a recognizable caricature of a celebrity.</p> <p>Comic Strip- Students will be able to: create a unique and professional comic strip utilizing their chosen medium.</p> <p>Claymation- Students will be able to: create an animated video using Claymation.</p>

Unit: 1 Introduction and Portfolio	Recommended Duration: 1 week
Unit Description: Students will be introduced to construction techniques and craftsmanship concepts that will carry throughout the course and beyond.	

Essential Questions:	Enduring Understandings:
How does technical proficiency and craftsmanship effect the expression of artistic goals?	A high degree of technical proficiency and good craftsmanship enables the audience to perceive the intended goal of the artwork.
What skills and vocabulary do I need to create and appreciate visual art?	Art is appreciated more when the audience has a sense of the technical proficiency and craftsmanship that is needed to create the artwork.

Relevant Standards:	Learning Goals:	Learning Objectives:
<p>NJSLS.VPA.1.3.12.D.1- Synthesize the elements of art and principles of design in an original portfolio of two- and three-dimensional artworks that reflects personal style and a high degree of technical proficiency and expressivity.</p> <p>NJSLS.VPA.1.4.12.B.2- Evaluate how an artist’s technical proficiency may affect the creation or presentation of a work of art, as well as how the context in which a work is performed or shown may impact perceptions of its significance/meaning.</p> <p>VA:Cr2.2.IIa- Explain how traditional and non-traditional materials may impact human health and the environment and demonstrate safe handling of materials, tools, and equipment.</p>	<p>Students will <u>understand</u> that good craftsmanship adds value to an artwork AND <u>be able to</u> create artworks using good craftsmanship techniques in measuring, cutting, and gluing. (1 week)</p>	<p>Portfolio- The students will be able to: use proper measuring, scoring, cutting, and gluing techniques to construct a portfolio suitable for artwork storage.</p>

Formative Assessments	Summative Assessments:	Performance Assessments:	Major Activities/ Assignments (required):
(Supportive) Observation of classwork Measuring and cutting demonstration check Trial and Error in working methods Group Discussion Whole class discussion One-on-one conference at desk Note taking Peer critique Class Participation	(Written) Pre-Assessment for Student Growth Objective CSA1 (Google form)	(Secondary) n/a	(Primary) Portfolio

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

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

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

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

Unit Vocabulary:
Essential: Portfolio, Technical Proficiency, Craftsmanship Non-Essential: n/a

Interdisciplinary Connections & Career Ready Practices (Note Applicable Standards):	Integration of Technology: (Note the SAMR Model elements used and how.)	21 st Century Themes: (Check and explain how the connection is made.)	21 st Century Skills: (Check and explain how the connection is made.)
<p>Mathematics: NJSLS.HSG.CO.D.12- Make formal geometric constructions with a variety of tools and methods NJSLS.HSG.MGA.3- Apply geometric methods to solve design problems</p> <p>21st Century Life and Careers: NJSLS.CRP1- Act as a responsible and contributing citizen and employee. NJSLS.CRP2- Apply appropriate academic and technical skills.</p>	<p>Technology: S- Powerpoint presentations will be used to present new material to the students. A- Google classroom will be used to communicate class content to the students. A- Google Form will be used to administer assessments instead of pencil and paper.</p>	n/a	<p>Creativity & Innovation-</p> <ul style="list-style-type: none"> Utilize specific measuring, cutting, and gluing techniques to create a product, the portfolio <p>Critical Thinking and Problem Solving</p> <ul style="list-style-type: none"> Solve artwork storage problem by creating a portfolio <p>Life and Career Skills</p> <ul style="list-style-type: none"> Understand the importance of technical proficiency and craftsmanship on finished products <p>Communication & Collaboration</p> <ul style="list-style-type: none"> Follow teacher instructions to ensure a functional final product

Resources:
Texts/Materials: Scissors, glue, tag board, student examples

Unit: 2 Cartooning Basics	Recommended Duration: 8 weeks
Unit Description: Students will learn a variety of sketching and drawing techniques that correlate to cartooning.	

Essential Questions:	Enduring Understandings:
<p>How does observation affect the outcome of a work of art?</p> <p>How can various elements of art be manipulated to create original artwork?</p> <p>What techniques and methods can be used to represent life in an artwork such as a cartoon or animation?</p> <p>How does art help us to learn about other people?</p>	<p>Astute observation of the subject matter improves the quality and detail in drawings and sketches.</p> <p>The elements of art are the building blocks of all artwork, and each can be manipulated in specific and individualized ways to create unique and interesting works of art.</p> <p>Learning to work and sketch loosely instead of with a tight hand can lead to more lifelike characters and a sense of movement and animation within artwork.</p> <p>Observing and drawing people as a practice can help an artist and the viewer to understand people, and how their movements and expressions mimic their feelings.</p>

Relevant Standards:	Learning Goals:	Learning Objectives:
<p>NJSLS.VPA.1.3.12.D.1- Synthesize the elements of art and principles of design in an original portfolio of two- and three-dimensional artworks that reflects personal style and a high degree of technical proficiency and expressivity.</p> <p>NJSLS.VPA.1.3.12.D.2- Produce an original body of artwork in one or more art mediums that demonstrates mastery of visual literacy, methods, techniques, and cultural understanding.</p>	<p>Students will: <u>understand</u> line drawing techniques in pencil and marker AND <u>be able to</u> apply these techniques to an observational line drawing. (1 week)</p> <p>Students will: <u>understand</u> the correct proportions of the human face AND <u>be able to</u> apply these to a self-portrait and a character face design. (2 weeks)</p> <p>Students will: understand the correct proportions of the human body AND be able to apply them to</p>	<p>Contour Line Drawing- The students will be able to: create a line drawing from observation with a variety of line width in pencil and marker.</p> <p>Self-Portrait- The students will be able to apply the proportions of the human face to a pencil self-portrait using line.</p> <p>Character Face- The students will be able to: create an original character face design using marker and a variety of line width.</p>

Relevant Standards:	Learning Goals:	Learning Objectives:
<p>NJSLS.VPA.1.3.12.D.5- Identify the styles and artistic processes used in the creation of culturally and historically diverse two- and three-dimensional artworks, and emulate those styles by creating an original body of work.</p> <p>NJSLS.VPA.1.4.12.A.2- Speculate on the artist’s intent, using <u>discipline-specific arts terminology</u> and citing embedded clues to substantiate the hypothesis.</p> <p>NJSLS.VPA.1.4.12.A.3- Develop informed personal responses to an assortment of artworks across the four arts disciplines (dance, music, theatre, and visual art), using historical significance, craftsmanship, cultural context, and originality as criteria for assigning value to the works.</p> <p>NJSLS.VPA.1.4.12.B.1- Formulate criteria for arts evaluation using the principles of positive critique and observation of the elements of art and principles of design, and use the criteria to evaluate works of dance, music, theatre, visual, and multimedia artwork from diverse cultural contexts and <u>historical eras</u>.</p> <p>NJSLS.VPA.1.4.12.B.2- Evaluate how an artist’s technical proficiency may affect the creation or presentation of a work of art, as well as how the context in which a work is performed or shown may impact perceptions of its significance/meaning.</p>	<p>gesture drawings of the figure to illustrate movement in an animation. (4 weeks)</p> <p>Students will: understand the importance of loose sketching for planning in cartooning AND be able to create their own loose sketch character design. (2 weeks)</p> <p>Students will: understand the wide range of illustration styles in cartooning AND be able to draw characters in a variety of styles. (1 week)</p>	<p>Gesture Chart- The students will be able to: synthesize a chart of fifty gesture poses to illustrate movement.</p> <p>Gesture Hands and Feet- The students will be able to: create gesture drawings of a variety of hand and feet poses.</p> <p>Gesture Flip Book Animation- The students will be able to construct a flip book of gesture drawings to replicate the motion of a human figure.</p> <p>Disney Character Charcoal Sketch- The students will be able to extrapolate a loose sketch in charcoal from observing a finished Disney character.</p> <p>Charcoal Character Sketch- The students will be able to sketch a loose character design in charcoal.</p> <p>Animal Cartoon- The students will be able to draw one animal as both an animal-like cartoon and an anthropomorphic cartoon.</p>

Relevant Standards:	Learning Goals:	Learning Objectives:
<p>VA:Cr1.2.1a- Shape an artistic investigation of an aspect of present-day life using a contemporary practice of art or design.</p> <p>VA:Cr2.1.1a- Engage in making a work of art or design without having a preconceived plan.</p> <p>VA:Cr3.1.1a- Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on, and plan revisions for works of art and design in progress.</p> <p>VA:Pr4.1.1a- Analyze, select, and curate artifacts and/or artworks for presentation and preservation.</p> <p>VA:Pr5.1.1a- Analyze and evaluate the reasons and ways an exhibition is presented.</p> <p>VA:Re9.1.1a- Establish relevant criteria in order to evaluate a work of art or collection of works.</p> <p>VA:Cn10.1.1a- Document the process of developing ideas from early stages to fully elaborated ideas.</p>		

Formative Assessments	Summative Assessments:	Performance Assessments:	Major Activities/ Assignments (required):
<p>(Supportive) Observation of classwork Demonstration check Trial and Error in working methods</p>	<p>(Written) Cartooning Basics Summative Assessment CSA2 (Google form)</p>	<p>(Secondary) Self Portrait Gesture Chart Gesture Hands and Feet</p>	<p>(Primary) Contour Line Drawing Character Face Gesture Flip Book Animation</p>

Formative Assessments	Summative Assessments:	Performance Assessments:	Major Activities/ Assignments (required):
Group Discussion Whole class discussion One-on-one conference at desk Note taking Peer critique Class Participation		Disney Character Charcoal Sketch	Charcoal Character Sketch Animal Cartoon

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

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

Instructional Strategies
Help students revise knowledge through discussion Provide resources and guidance for cognitively complex tasks

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

Unit Vocabulary:
Essential: Contour line drawing, line weight, self-portrait, proportion, gesture drawing, flip book, animation, gif, charcoal, anthropomorphic
Non-Essential:

Interdisciplinary Connections & Career Ready Practices (Note Applicable Standards):	Integration of Technology: <i>(Note the SAMR Model elements used and how.)</i>	21st Century Themes: <i>(Check and explain how the connection is made.)</i>	21st Century Skills: <i>(Check and explain how the connection is made.)</i>
<p>E/LA: NJSLS.CCSS.ELA-LITERACY.CCRA.L5- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>Mathematics: NJSLS.HSG.CO.D.12- Make formal geometric constructions with a variety of tools and methods NJSLS.HSG.MGA.3- Apply geometric methods to solve design problems</p> <p>Technology: NJSLS.TECH.8.1.12.D.1- Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.</p> <p>21st Century Life and Careers: NJSLS.CRP1- Act as a responsible and contributing citizen and employee. NJSLS.CRP2- Apply appropriate academic and technical skills. NJSLS.CRP4- Communicate clearly and effectively and with reason. NJSLS.CRP6- Demonstrate creativity and innovation. NJSLS.CRP7- Employ valid and reliable research strategies. NJSLS.CRP8- Utilize critical thinking to make sense of problems and persevere</p>	<p>Technology: S- Powerpoint presentations will be used to present new material to the students. M- Cell phone cameras will be used to photograph the flip book and enable it be viewed in another medium, as well as saved R- Gif Creation App such as GIFMaker will be used to create an animated GIF of the flip book A- Google classroom will be used to communicate class content to the students. A- Google Form will be used to administer assessments instead of pencil and paper.</p>	<p>n/a</p>	<p>Creativity & Innovation</p> <ul style="list-style-type: none"> • Create artwork using a variety of media and techniques <p>Media Literacy</p> <ul style="list-style-type: none"> • Utilize new technology to enhance and complete artwork by creating animations and gifs with a variety of apps and software <p>Critical Thinking and Problem Solving</p> <ul style="list-style-type: none"> • Solve problems in new art media through experimentation, trial and error, feedback, and revision <p>Life and Career Skills</p> <ul style="list-style-type: none"> • Understand the importance of technical proficiency and craftsmanship on finished products • Demonstrate the value of following specific instructions by completing assignments per teacher protocol <p>Communication & Collaboration</p> <ul style="list-style-type: none"> • Follow verbal, written, and demonstrated instructions for completion of each assignment • Communicate plans for artwork to teacher and peers via sketchbook • Participate in peer critique to examine, reflect on, plan, and execute revision for works of art

Interdisciplinary Connections & Career Ready Practices (Note Applicable Standards):	Integration of Technology: <i>(Note the SAMR Model elements used and how.)</i>	21st Century Themes: <i>(Check and explain how the connection is made.)</i>	21st Century Skills: <i>(Check and explain how the connection is made.)</i>
in solving them. NJSLS.CRP9- Model integrity, ethical leadership and effective management. NJSLS.CRP12- Work productively in teams while using global cultural competence.			

Resources:
Texts/Materials: Powerpoints, drawing paper, tagboard, drawing pencils, erasers, drawing pens, flip book templates, cell phone cameras, gif creator app such as GIFMaker, Disney character pictures, charcoal or conte crayon, animal pictures, student examples

Unit: 3 Value in Cartooning	Recommended Duration: 4 weeks
Unit Description: Students will learn a variety of ways to utilize value in cartoons to create the illusion of space and texture, or illustrate a particular mood.	

Essential Questions:	Enduring Understandings:
Does cartooning necessitate a “line-centric” approach to art-making, or do other elements of art (such as value) play a role that is equal in importance to line?	While cartooning is typically viewed as a “line-oriented” art form, other elements of art such as value play an important role in creating competent and interesting cartoons.
How can the elements and principles of art be manipulated to create effective artwork?	Each element of art can be used in many ways to create unique works of art with a specific intent.
How can I effectively communicate my ideas to others?	Technical proficiency and good craftsmanship, and the incorporation of elements and principles of design in a particular manner, allow the artist to create works of art that effectively express an idea, mood, or theme.

Relevant Standards:	Learning Goals:	Learning Objectives:
NJSLS.VPA.1.1.12.D.1- Distinguish innovative applications of the elements of art and principles of design in visual artworks from diverse cultural perspectives and identify specific cross-cultural themes.	Students will: understand a variety of ways that value can be utilized in cartooning AND be able to create value for cartoons in different media. (4 weeks)	Cartoon Silhouette- The students will be able to design their own unique and detailed character and shade it with marker to create a silhouette.
NJSLS.VPA.1.3.12.D.1- Synthesize the elements of art and principles of design in an original portfolio of two- and three-dimensional artworks that reflects personal style and a high degree of technical proficiency and expressivity.		Value City- The students will be able to create a city scene using value to create depth in pencil.
NJSLS.VPA.1.3.12.D.2- Produce an original body of artwork in one or more art mediums that demonstrates mastery of visual literacy,		Hatch and Cross-Hatch forest with creature- The students will be able to create a mood in a Sendak-influenced landscape using hatching, cross-hatching, and colored pencil.

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

Relevant Standards:	Learning Goals:	Learning Objectives:
<p>context in which a work is performed or shown may impact perceptions of its significance/meaning.</p> <p>VA:Cr3.1.1a- Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on, and plan revisions for works of art and design in progress.</p> <p>VA:Re8.1.1a- Interpret an artwork or collection of works, supported by relevant and sufficient evidence found in the work and its various contexts.</p> <p>VA:Re9.1.1a- Establish relevant criteria in order to evaluate a work of art or collection of works.</p> <p>VA:Cn10.1.1a- Document the process of developing ideas from early stages to fully elaborated ideas.</p>		

Formative Assessments	Summative Assessments:	Performance Assessments:	Major Activities/ Assignments (required):
<p>(Supportive)</p> <p>Observation of classwork</p> <p>Demonstration check</p> <p>Trial and Error in working methods</p> <p>Group Discussion</p> <p>Whole class discussion</p> <p>One-on-one conference at desk</p> <p>Note taking</p> <p>Peer critique</p> <p>Class Participation</p>	<p>(Written Assessments)</p> <p>n/a</p>	<p>(Secondary)</p> <p>n/a</p>	<p>(Primary)</p> <p>Cartoon Silhouette</p> <p>Value City</p> <p>Hatch and Cross-Hatch Forest</p>

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

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

Possible Instructional Adjustments (Modifications /Accommodations/ Differentiation):			
Special Education Students	English Language Learners (ELLs)	At-Risk Learners	Advanced Learners
Demonstrate value and respect for low expectancy students	Review of directions	Demonstrate value and respect for low expectancy students	Provide examples of student work that is “above and beyond”

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

Unit Vocabulary:
Essential: Value, silhouette, depth, pencil hardness/softness, hatching, cross-hatching
Non-Essential:

Interdisciplinary Connections & Career Ready Practices (Note Applicable Standards):	Integration of Technology: <i>(Note the SAMR Model elements used and how.)</i>	21st Century Themes: <i>(Check and explain how the connection is made.)</i>	21st Century Skills: <i>(Check and explain how the connection is made.)</i>
<p>E/LA: NJSLS.CCSS.ELA-LITERACY.CCRA.L5- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>Mathematics: NJSLS.HSG.CO.D.12- Make formal geometric constructions with a variety of tools and methods NJSLS.HSG.MGA.3- Apply geometric methods to solve design problems</p> <p>Technology: NJSLS.TECH.8.1.12.D.1- Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.</p> <p>21st Century Life and Careers: NJSLS.CRP1- Act as a responsible and contributing citizen and employee. NJSLS.CRP2- Apply appropriate academic and technical skills. NJSLS.CRP4- Communicate clearly and effectively and with reason. NJSLS.CRP6- Demonstrate creativity and innovation. NJSLS.CRP7- Employ valid and reliable research strategies. NJSLS.CRP8- Utilize critical thinking to make sense of problems and persevere in solving them.</p>	<p>Technology: S- Powerpoint presentations will be used to present new material to the students. A- Google classroom will be used to communicate class content to the students. A- Google Form will be used to administer assessments instead of pencil and paper.</p>	<p>n/a</p>	<p>Creativity & Innovation</p> <ul style="list-style-type: none"> • Create artwork using a variety of media and techniques <p>Critical Thinking and Problem Solving</p> <ul style="list-style-type: none"> • Determine how a variety of shading methods can be used to add contrast to cartoons • Ascertain which methods of shading work best in different situations <p>Life and Career Skills</p> <ul style="list-style-type: none"> • Understand the importance of technical proficiency and craftsmanship on finished products • Demonstrate the value of following specific instructions by completing assignments per teacher protocol <p>Communication & Collaboration</p> <ul style="list-style-type: none"> • Follow verbal, written, and demonstrated instructions for completion of each assignment • Communicate plans for artwork to teacher and peers via sketchbook • Participate in peer critique to examine, reflect on, plan, and execute revision for works of art

Interdisciplinary Connections & Career Ready Practices (Note Applicable Standards):	Integration of Technology: <i>(Note the SAMR Model elements used and how.)</i>	21st Century Themes: <i>(Check and explain how the connection is made.)</i>	21st Century Skills: <i>(Check and explain how the connection is made.)</i>
NJSLS.CRP9- Model integrity, ethical leadership and effective management. NJSLS.CRP12- Work productively in teams while using global cultural competence.			

Resources:
Texts/Materials: Powerpoints, drawing paper, tagboard, drawing pencils, erasers, drawing pens, cartooning packets, city pictures, Maurice Sendak illustration examples, student examples

Unit: 4 Cartooning Techniques	Recommended Duration: 7 weeks
Unit Description: Students will learn the technical aspects of cartooning, such as lettering, perspective, and background scenery.	

Essential Questions:	Enduring Understandings:
<p>What is the benefit of learning traditional art techniques without the use of computer-assisted technology?</p> <p>What methods and techniques are used to add space and depth to cartoon illustrations, above and beyond flat line drawings?</p> <p>How can attention to detail improve a work of art or any work in your life?</p>	<p>Using traditional techniques not only allows growth in technical proficiency, but also helps us to understand the history of art and the methods employed by historical artists.</p> <p>Although cartoons are sometimes viewed as being endemically line-oriented, most current cartoons and animations incorporate a sense of depth and space that can be achieved through a variety of art media and techniques, such as one-point perspective and background illustrations.</p> <p>Attention to detail is a trait that not only improves artistic results, but that can also transcend artistic practice into real world situations and work ethic.</p>

Relevant Standards:	Learning Goals:	Learning Objectives:
<p>NJSLS.VPA.1.3.12.D.1- Synthesize the elements of art and principles of design in an original portfolio of two- and three-dimensional artworks that reflects personal style and a high degree of technical proficiency and expressivity.</p> <p>NJSLS.VPA.1.3.12.D.2- Produce an original body of artwork in one or more art mediums that demonstrates mastery of visual literacy, methods, techniques, and cultural understanding.</p> <p>NJSLS.VPA.1.4.12.A.2- Speculate on the artist's intent, using <u>discipline-specific arts terminology</u></p>	<p>Students will: understand professional lettering techniques AND be able to create text for their cartoons. (2 weeks)</p> <p>Students will: understand the methodology of one-point perspective AND be able to apply it to their own artwork. (3 weeks)</p> <p>Students will: understand watercolor and pen and ink techniques AND be able to apply it to cartoon background designs. (2 weeks)</p>	<p>Dialogue and Thought Bubbles- Students will be able to: create professional-looking dialogue bubbles and thought bubbles using guidelines.</p> <p>Sound and Action words: Students will be able to: illustrate sound and action words for cartoons.</p> <p>Cracked Wall Pencil Drawing- The students will be able to draw a cracked wall with brick using pencil to create depth.</p> <p>One-point Perspective: Students will be able to: design and illustrate their own cartoon city in one-point perspective.</p>

Relevant Standards:	Learning Goals:	Learning Objectives:
<p>and citing embedded clues to substantiate the hypothesis.</p> <p>NJSLS.VPA.1.4.12.A.3- Develop informed personal responses to an assortment of artworks across the four arts disciplines (dance, music, theatre, and visual art), using historical significance, craftsmanship, cultural context, and originality as criteria for assigning value to the works.</p> <p>NJSLS.VPA.1.4.12.B.1- Formulate criteria for arts evaluation using the principles of positive critique and observation of the elements of art and principles of design, and use the criteria to evaluate works of dance, music, theatre, visual, and multimedia artwork from diverse cultural contexts and <u>historical eras</u>.</p> <p>NJSLS.VPA.1.4.12.B.2- Evaluate how an artist’s technical proficiency may affect the creation or presentation of a work of art, as well as how the context in which a work is performed or shown may impact perceptions of its significance/meaning.</p> <p>VA:Cr3.1.1a- Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on, and plan revisions for works of art and design in progress.</p> <p>VA:Re7.2.1a- Analyze how one’s understanding of the world is affected by experiencing visual</p>		<p>Background Painting: Students will be able to: paint a watercolor/pen and ink landscape painting using watercolor techniques.</p>

Relevant Standards:	Learning Goals:	Learning Objectives:
imagery. VA:Re9.1.1a- Establish relevant criteria in order to evaluate a work of art or collection of works. 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):
(Supportive) Observation of classwork Demonstration check Trial and Error in working methods Group Discussion Whole class discussion One-on-one conference at desk Note taking Peer critique Class Participation	(Written Assessments) n/a	(Secondary) Dialogue and Thought Bubbles Cracked Wall Pencil Drawing	(Primary) Sound and Action Words One Point Perspective Background Painting

Possible Assessment Adjustments (Modifications /Accommodations/ Differentiation):			
Special Education Students	English Language Learners (ELLs)	At-Risk Learners	Advanced Learners
Frequent rest breaks Additional time Allow for redos/retakes Pace long term projects Chunk long term projects Clarify instructions Truncated/shortened assessment	Provide visual instructions Provide visual examples of project Chunk long term projects Clarify instructions	Space for movement or breaks Quiet corner of the room for assessment Reduction of distractions Rest breaks Verbal and visual cues regarding directions and staying on task	Provide examples of student work that is “above and beyond” Encourage students to continue even after requirements are met Provide additional art materials to inspire and add to artwork Provide extra credit opportunities

Possible Assessment Adjustments (Modifications /Accommodations/ Differentiation):			
Special Education Students	English Language Learners (ELLs)	At-Risk Learners	Advanced Learners
Probe incorrect answers of low expectancy students		Agenda book use for tracking when assessments are Immediate feedback Work-in-progress check No penalty for spelling errors or sloppy handwriting Probe incorrect answers of low expectancy students	

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

Possible Instructional Adjustments (Modifications /Accommodations/ Differentiation):			
Special Education Students	English Language Learners (ELLs)	At-Risk Learners	Advanced Learners
Demonstrate value and respect for low expectancy students Ask questions of low expectancy students Probe incorrect answers of low expectancy students Additional time for assignments Review of directions Provision of notes or outlines Concrete examples	Review of directions Support auditory presentations with visuals Extra visual and verbal cues and prompts Immediate feedback Work-in-progress check Personalized examples Use of choice menus	Demonstrate value and respect for low expectancy students Ask questions of low expectancy students Probe incorrect answers of low expectancy students Assistance in maintaining an uncluttered space Weekly home-school communications tools	Provide examples of student work that is “above and beyond” Encourage students to continue even after requirements are met Provide additional art materials to inspire and add to artwork Provide extra credit opportunities Use of choice menus

Possible Instructional Adjustments (Modifications /Accommodations/ Differentiation):			
Special Education Students	English Language Learners (ELLs)	At-Risk Learners	Advanced Learners
Preferential seating Adjusted assignment timelines Immediate feedback Work-in-progress check Personalized examples Use of choice menus		Space for movement or breaks Preferential Seating Reduction of distractions Alternate quiet and active time Teach time management skills Rest breaks Verbal and visual cues regarding directions and staying on task Agenda book and checklists Varied reinforcement procedures Immediate feedback Work-in-progress check No penalty for spelling errors or sloppy handwriting Use of choice menus	

Unit Vocabulary:
Essential: dialogue bubble, thought bubble, guidelines, sound and action words, one-point perspective, landscape painting
Non-Essential:

Interdisciplinary Connections & Career Ready Practices (Note Applicable Standards):	Integration of Technology: <i>(Note the SAMR Model elements used and how.)</i>	21st Century Themes: <i>(Check and explain how the connection is made.)</i>	21st Century Skills: <i>(Check and explain how the connection is made.)</i>
E/LA: NJSLS.CCSS. ELA.LITERACY.CCRA.L2- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing NJSLS.CCSS.ELA-LITERACY.CCRA.L5- Demonstrate understanding of figurative language, word relationships,	Technology: S- Powerpoint presentations will be used to present new material to the students. A- Google classroom will be used to communicate class content to the students. A- Google Form will be used to administer assessments instead of	n/a	Creativity & Innovation <ul style="list-style-type: none"> • Create artwork using a variety of media and techniques Critical Thinking and Problem Solving <ul style="list-style-type: none"> • Determine the top hand-lettering techniques to create legible text for cartoons • Apply one-point perspective rules to novel situations to

Interdisciplinary Connections & Career Ready Practices (Note Applicable Standards):	Integration of Technology: <i>(Note the SAMR Model elements used and how.)</i>	21st Century Themes: <i>(Check and explain how the connection is made.)</i>	21st Century Skills: <i>(Check and explain how the connection is made.)</i>
<p>and nuances in word meanings.</p> <p>Mathematics: NJSLS.HSG.CO.A.1- Know precise definitions of angle, circle, perpendicular line, parallel line, and line segment, based on the undefined notions of point, line, distance along a line, and distance around a circular arc. NJSLS.HSG.CO.D.12- Make formal geometric constructions with a variety of tools and methods NJSLS.HSG.MGA.3- Apply geometric methods to solve design problems</p> <p>Technology: NJSLS.TECH.8.1.12.D.1- Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.</p> <p>21st Century Life and Careers: NJSLS.CRP1- Act as a responsible and contributing citizen and employee. NJSLS.CRP2- Apply appropriate academic and technical skills. NJSLS.CRP4- Communicate clearly and effectively and with reason. NJSLS.CRP6- Demonstrate creativity and innovation. NJSLS.CRP7- Employ valid and reliable research strategies. NJSLS.CRP8- Utilize critical thinking to</p>	<p>pencil and paper.</p>		<p>create the appearance of 3-dimensional landscapes/cityscapes</p> <p>Life and Career Skills</p> <ul style="list-style-type: none"> • Understand the importance of technical proficiency and craftsmanship on finished products • Demonstrate the value of following specific instructions by completing assignments per teacher protocol <p>Communication & Collaboration</p> <ul style="list-style-type: none"> • Follow verbal, written, and demonstrated instructions for completion of each assignment • Communicate plans for artwork to teacher and peers via sketchbook • Participate in peer critique to examine, reflect on, plan, and execute revision for works of art

Interdisciplinary Connections & Career Ready Practices (Note Applicable Standards):	Integration of Technology: <i>(Note the SAMR Model elements used and how.)</i>	21st Century Themes: <i>(Check and explain how the connection is made.)</i>	21st Century Skills: <i>(Check and explain how the connection is made.)</i>
<p>make sense of problems and persevere in solving them.</p> <p>NJSLS.CRP9- Model integrity, ethical leadership and effective management.</p> <p>NJSLS.CRP12- Work productively in teams while using global cultural competence.</p>			

Resources:
Texts/Materials: Powerpoints, drawing paper, drawing pencils, erasers, drawing pens, guidelines, rulers, tortillions, watercolor

Unit: 5 History of Cartooning	Recommended Duration: 6 weeks
Unit Description: Students will learn about the history of cartooning by learning about and emulating historical cartoonist styles.	

Essential Questions:	Enduring Understandings:
In what ways have artistic traditions, cultural values, and social issues influenced and/or given rise to new traditions/artistic expressions? How does emulating a master artist inform our own art-making?	By studying historical cartoonists, we can understand how their circumstances and technology impacted their art-making just as our current world circumstances and available technology influences our art-making. By borrowing techniques from a master artist or cartoonist, we can understand and incorporate their processes into our own work.

Relevant Standards:	Learning Goals:	Learning Objectives:
<p>NJSLS.VPA.1.1.12.D.1- Distinguish innovative applications of the elements of art and principles of design in visual artworks from diverse cultural perspectives and identify specific cross-cultural themes.</p> <p>NJSLS.VPA.1.2.12.A.1- Determine how dance, music, theatre, and visual art have influenced world cultures throughout history.</p> <p>NJSLS.VPA.1.2.12.A.2- Justify the impact of innovations in the arts on societal norms and habits of mind in various historical eras.</p> <p>NJSLS.VPA.1.3.12.D.1- Synthesize the elements of art and principles of design in an original portfolio of two- and three-dimensional artworks that reflects personal style and a high degree of technical proficiency and expressivity.</p>	<p>Students will: understand the printing process created by Ben Day AND be able to create a Ben-Day inspired cartoon painting in the style of Roy Lichtenstein. (3 weeks)</p> <p>Students will: understand the traditional process of cel animation utilized by animators such as Walt Disney AND be able to create their own cel animation using traditional techniques and new technology. (3 weeks)</p>	<p>Ben Day Dot Painting- Students will appropriate a comic image to create a fine art painting.</p> <p>Traditional “Disney” Cel Animation- Students will create an animation using traditional cel animation techniques, and then use current technology to create a video from their artwork.</p>

Relevant Standards:	Learning Goals:	Learning Objectives:
<p>NJSLS.VPA.1.3.12.D.2- Produce an original body of artwork in one or more art mediums that demonstrates mastery of visual literacy, methods, techniques, and cultural understanding.</p> <p>NJSLS.VPA.1.3.12.D.4- Analyze the syntax and compositional and stylistic principles of two- and three- dimensional artworks in multiple art media, and interpret themes and symbols suggested by the artworks.</p> <p>NJSLS.VPA.1.3.12.D.5- Identify the styles and artistic processes used in the creation of culturally and historically diverse two- and three-dimensional artworks, and emulate those styles by creating an original body of work.</p> <p>NJSLS.VPA.1.4.12.A.1- Use contextual clues to differentiate between unique and common properties and to discern the cultural implications of work of dance, music, theatre, and visual art.</p> <p>NJSLS.VPA.1.4.12.A.2- Speculate on the artist’s intent, using <u>discipline-specific arts terminology</u> and citing embedded clues to substantiate the hypothesis.</p> <p>NJSLS.VPA.1.4.12.A.3- Develop informed personal responses to an assortment of artworks across the four arts disciplines (dance, music, theatre, and visual art), using historical</p>		

Relevant Standards:	Learning Goals:	Learning Objectives:
<p>significance, craftsmanship, cultural context, and originality as criteria for assigning value to the works.</p> <p>NJSLS.VPA.1.4.12.B.1- Formulate criteria for arts evaluation using the principles of positive critique and observation of the elements of art and principles of design, and use the criteria to evaluate works of dance, music, theatre, visual, and multimedia artwork from diverse cultural contexts and <u>historical eras</u>.</p> <p>NJSLS.VPA.1.4.12.B.2- Evaluate how an artist’s technical proficiency may affect the creation or presentation of a work of art, as well as how the context in which a work is performed or shown may impact perceptions of its significance/meaning.</p> <p>NJSLS.VPA.1.4.12.B.3- Determine the role of art and art-making in global society by analyzing the influence of technology on the visual, performing, and multimedia arts for consumers, creators, and performers around the world.</p> <p>VA:Cr1.1.1a- Shape an artistic investigation of an aspect of present-day life using a contemporary practice of art or design.</p> <p>VA:Cr2.2.1a- Explain how traditional and non-traditional materials may impact human health and the environment and demonstrate safe handling of materials, tools, and equipment.</p>		

Relevant Standards:	Learning Goals:	Learning Objectives:
<p>VA:Cr3.1.1a- Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on, and plan revisions for works of art and design in progress.</p> <p>VA:Pr4.1.1a- Analyze, select, and curate artifacts and/or artworks for presentation and preservation.</p> <p>VA:Re7.1.1a- Hypothesize ways in which art influences perception and understanding of human experiences.</p> <p>VA:Re7.2.1a- Analyze how one’s understanding of the world is affected by experiencing visual imagery.</p> <p>VA:Re9.1.1a- Establish relevant criteria in order to evaluate a work of art or collection of works.</p> <p>VA:Cn10.1.1a- Document the process of developing ideas from early stages to fully elaborated ideas.</p> <p>VA:Cn11.1.1a- Describe how knowledge of culture, traditions, and history may influence personal responses to art.</p>		

Formative Assessments	Summative Assessments:	Performance Assessments:	Major Activities/ Assignments (required):
(Supportive) Observation of classwork Demonstration check Trial and Error in working methods Group Discussion Whole class discussion One-on-one conference at desk Note taking Peer critique Class Participation	(Written Assessments) Post-Assessment for Student Growth Objective CSA3 (Google form)	(Secondary) n/a	(Primary) Ben Day Dot painting Traditional “Disney” cel animation

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

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

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

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

Unit Vocabulary:
Essential: Ben Day dots, cel animation
Non-Essential:

Interdisciplinary Connections & Career Ready Practices (Note Applicable Standards):	Integration of Technology: <i>(Note the SAMR Model elements used and how.)</i>	21st Century Themes: <i>(Check and explain how the connection is made.)</i>	21st Century Skills: <i>(Check and explain how the connection is made.)</i>
<p>E/LA: NJSLS.CCSS. ELA.LITERACY.CCRA.L2- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing NJSLS.CCSS.ELA-LITERACY.CCRA.L5- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>Mathematics: NJSLS.HSG.CO.D.12- Make formal geometric constructions with a variety of tools and methods NJSLS.HSG.MGA.3- Apply geometric methods to solve design problems</p> <p>Technology: NJSLS.TECH.8.1.12.D.1- Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.</p> <p>21st Century Life and Careers: NJSLS.CRP1- Act as a responsible and contributing citizen and employee. NJSLS.CRP2- Apply appropriate</p>	<p>Technology: S- Powerpoint presentations will be used to present new material to the students. M- Cell phone cameras will be used to photograph the flip book and enable it be viewed in another medium, as well as saved R- Online animation software will be used to create a traditional cel animation A- Google classroom will be used to communicate class content to the students. A- Google Form will be used to administer assessments instead of pencil and paper.</p>	<p>Global Awareness</p> <ul style="list-style-type: none"> • Appreciating the effect of Pop Art on the fine art and cartooning world by emulating an artwork by Roy Lichtenstein • Experiencing the technical innovations of Disney’s animation by creating a cel animation by hand 	<p>Creativity & Innovation</p> <ul style="list-style-type: none"> • Create artwork using a variety of media and techniques <p>Critical Thinking and Problem Solving</p> <ul style="list-style-type: none"> • Determine how historical cartooning techniques have implications on current cartooning practice <p>Life and Career Skills</p> <ul style="list-style-type: none"> • Understand the importance of technical proficiency and craftsmanship on finished products • Demonstrate the value of following specific instructions by completing assignments per teacher protocol <p>Communication & Collaboration</p> <ul style="list-style-type: none"> • Follow verbal, written, and demonstrated instructions for completion of each assignment • Communicate plans for artwork to teacher and peers via sketchbook • Participate in peer critique to examine, reflect on, plan, and execute revision for works of art

Interdisciplinary Connections & Career Ready Practices (Note Applicable Standards):	Integration of Technology: <i>(Note the SAMR Model elements used and how.)</i>	21st Century Themes: <i>(Check and explain how the connection is made.)</i>	21st Century Skills: <i>(Check and explain how the connection is made.)</i>
<p>academic and technical skills.</p> <p>NJSLS.CRP4- Communicate clearly and effectively and with reason.</p> <p>NJSLS.CRP6- Demonstrate creativity and innovation.</p> <p>NJSLS.CRP7- Employ valid and reliable research strategies.</p> <p>NJSLS.CRP8- Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>NJSLS.CRP9- Model integrity, ethical leadership and effective management.</p> <p>NJSLS.CRP12- Work productively in teams while using global cultural competence.</p> <p>NJSLS.21STCENT.C.9.2.12.C.1- Review career goals and determine steps necessary for attainment.</p>			

Resources:
<p>Texts/Materials: Powerpoints, drawing paper, drawing pencils, erasers, drawing pens, guidelines, rulers, acetate, acrylic paint, Sharpie, cell phone camera, online animation software</p>

Unit: 6 Applying Cartooning Techniques	Recommended Duration: 12 weeks
Unit Description: Students will apply the cartooning techniques learned throughout the course to novel projects and situations.	

Essential Questions:	Enduring Understandings:
<p>In what ways does society and politics influence art?</p> <p>How does technical proficiency and craftsmanship effect the expression of artistic goals?</p> <p>What are the inherent differences between 2 dimensional and 3 dimensional works of art, and what are the benefits of each?</p> <p>How does the end product of animation change the way we create our original artwork?</p>	<p>Society and political views can arise as inspiration for works of art; artists can use their work to provide social and political commentary.</p> <p>A high degree of technical proficiency and good craftsmanship enables the audience to perceive the intended goal of the artwork.</p> <p>2 and 3 dimensional works of art are inherently different and allow for different perspectives and approaches to a subject matter.</p> <p>Creating animations necessitates a different approach to art-making than still images or products.</p>

Relevant Standards:	Learning Goals:	Learning Objectives:
<p>NJSLS.VPA.1.3.12.D.1- Synthesize the elements of art and principles of design in an original portfolio of two- and three-dimensional artworks that reflects personal style and a high degree of technical proficiency and expressivity.</p> <p>NJSLS.VPA.1.3.12.D.2- Produce an original body of artwork in one or more art mediums that demonstrates mastery of visual literacy, methods, techniques, and cultural understanding.</p> <p>NJSLS.VPA.1.3.12.D.5- Identify the styles and artistic processes used in the creation of culturally and historically diverse two- and</p>	<p>Students will: understand political cartoons AND be able to create their own political cartoons. (3 weeks)</p> <p>Students will: understand the elements of caricature AND be able to create their own caricature. (2 weeks).</p> <p>Students will: understand the process of comic strip creation AND be able to create their own comic strip. (3 weeks)</p> <p>Students will: understand the art of Claymation AND be able to create a video animation using Claymation characters and scenery. (4 weeks)</p>	<p>Political Cartoon Analysis- Students will be able to: identify and analyze a political cartoon.</p> <p>Political Cartoon- Students will be able to: create a political cartoon based on a current event.</p> <p>Caricature- Students will be able to: create a recognizable caricature of a celebrity.</p> <p>Comic Strip- Students will be able to: create a unique and professional comic strip utilizing their chosen medium.</p> <p>Claymation- Students will be able to: create an animated video using Claymation.</p>

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

Relevant Standards:	Learning Goals:	Learning Objectives:
<p>context in which a work is performed or shown may impact perceptions of its significance/meaning.</p> <p>VA:Cr1.2.1a- Shape an artistic investigation of an aspect of present-day life using a contemporary practice of art or design.</p> <p>VA:Cr2.2.1a- Explain how traditional and non-traditional materials may impact human health and the environment and demonstrate safe handling of materials, tools, and equipment.</p> <p>VA:Cr2.3.1a- Collaboratively develop a proposal for an installation, artwork, or space design that transforms the perception and experience of a particular place.</p> <p>VA:Cr3.1.1a- Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on, and plan revisions for works of art and design in progress.</p> <p>VA:Re7.1.1a- Hypothesize ways in which art influences perception and understanding of human experiences.</p> <p>VA:Cn10.1.1a- Document the process of developing ideas from early stages to fully elaborated ideas.</p>		

Formative Assessments	Summative Assessments:	Performance Assessments:	Major Activities/ Assignments (required):
(Supportive) Observation of classwork Demonstration check Trial and Error in working methods Group Discussion Whole class discussion One-on-one conference at desk Note taking Peer critique Class Participation	(Written Assessments) Cartoonist History and Techniques Summative Assessment CSA4 (Google form)	(Secondary) Political Cartoon Analysis Caricature	(Primary) Political Cartoon Comic Strip Claymation Animation

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

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

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

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

Unit Vocabulary:
Essential: Political cartoon, symbolism, exaggeration, labeling, analogy, irony, caricature, comic strip, panels, gutters, guidelines, thought and dialogue bubbles, sound and action words, Claymation, “in the round”, armature, stop-motion animation Non-Essential: n/a

Interdisciplinary Connections & Career Ready Practices (Note Applicable Standards):	Integration of Technology: (Note the SAMR Model elements used and how.)	21 st Century Themes: (Check and explain how the connection is made.)	21 st Century Skills: (Check and explain how the connection is made.)
<p>E/LA: NJSLS.CCSS. ELA.LITERACY.CCRA.L2- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing NJSLS.CCSS.ELA-LITERACY.CCRA.L5- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>Mathematics: NJSLS.HSG.CO.D.12- Make formal geometric constructions with a variety of tools and methods NJSLS.HSG.MGA.3- Apply geometric methods to solve design problems</p> <p>Technology: NJSLS.TECH.8.1.12.D.1- Demonstrate</p>	<p>S- Powerpoint presentations will be used to present new material to the students. M- Cell phone cameras will be used to photograph the flip book and enable it be viewed in another medium, as well as saved R- Online animation software will be used to create a traditional cel animation A- Google classroom will be used to communicate class content to the students. A- Google Form will be used to administer assessments instead of pencil and paper.</p>	<p>Global Awareness</p> <ul style="list-style-type: none"> Examining global political issues through reading, writing, and drawing cartoons in response to current event articles <p>Civic Literacy</p> <ul style="list-style-type: none"> Examining current political issues through reading, writing, and drawing cartoons in response to current event articles Responding to popular culture by creating caricatures of celebrity figures <p>Financial, Economic, Business, & Entrepreneurial Literacy</p> <ul style="list-style-type: none"> Examining current financial issues through reading, writing, and drawing cartoons in response to current event articles 	<p>Creativity & Innovation</p> <ul style="list-style-type: none"> Create artwork using a variety of media and techniques <p>Critical Thinking and Problem Solving</p> <ul style="list-style-type: none"> Decide how to combine the elements of a political cartoon to effectively comment on a current event Determine how to maintain a likeness to a celebrity while exaggerating their features to create a caricature <p>Life and Career Skills</p> <ul style="list-style-type: none"> Understand the importance of technical proficiency and craftsmanship on finished products Demonstrate the value of following specific instructions by completing assignments per teacher protocol <p>Communication & Collaboration</p> <ul style="list-style-type: none"> Follow verbal, written, and demonstrated instructions for

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>appropriate application of copyright, fair use and/or Creative Commons to an original work.</p> <p>21st Century Life and Careers: NJSLS.CRP1- Act as a responsible and contributing citizen and employee. NJSLS.CRP2- Apply appropriate academic and technical skills. NJSLS.CRP4- Communicate clearly and effectively and with reason. NJSLS.CRP6- Demonstrate creativity and innovation. NJSLS.CRP7- Employ valid and reliable research strategies. NJSLS.CRP8- Utilize critical thinking to make sense of problems and persevere in solving them. NJSLS.CRP9- Model integrity, ethical leadership and effective management. NJSLS.CRP12- Work productively in teams while using global cultural competence. NJSLS.21STCENT.C.9.2.12.C.1- Review career goals and determine steps necessary for attainment.</p>			<p>completion of each assignment</p> <ul style="list-style-type: none"> • Communicate plans for artwork to teacher and peers via sketchbook • Participate in peer critique to examine, reflect on, plan, and execute revision for works of art

Resources:
<p>Texts/Materials: Powerpoints, drawing paper, drawing pencils, erasers, drawing pens, guidelines, rulers, watercolor paper, watercolor, paintbrushes, pen and ink, Claytoon clay, armature materials, cell phone cameras, online animation software</p>