

KINGSWAY REGIONAL SCHOOL DISTRICT



Committed to Excellence

Course Name: Art 7	Grade Level(s): 7
Department: Visual and Performing Arts	Credits: N/A
BOE Adoption Date: October 2018	Revision Date(s): October 2019

ABSTRACT

7th grade art students will be able to explore drawing, painting, clay sculpture and printmaking. By the end of the course, students will be able to draw from what they observe in real life. They will understand basic hand building techniques and be able to meet the requirements to build clay animals with texture. Students will learn the color wheel and understand how colors relate to each other and apply that knowledge to abstract and controlled paintings. They will understand the printmaking process and be able to carve a symbol and create prints, similar to a stamp. Throughout the 7th grade Art course the Elements and Principles of Art, and art criticism will be explored. Students will learn about famous artists and their work through exploration of Art History.

TABLE OF CONTENTS

Mission Statement	Page 3
Curriculum and Instruction Goals	Page 3
How to Read this Document	Page 3
Terms to Know	Page 3
Pacing Guide	Page 6
Curriculum Units	Page 9

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:

Prerequisite(s):

Unit Title:	Duration/ Month(s)	Related Standards:	Learning Goals:	Topics and Skills:
<p>Unit 1:</p> <p>Drawing</p>	<p>Apples 4 days Animals 6 days Cities 10 days</p> <p>Total: 20 days</p>	<p>NJSLS VPA.1.1.8.D.1 NJSLS VPA 1.3.8.D.5 NJSLS VPA 1.3.8.D.2</p> <p><u>National Core Arts Standards</u> VA: Cr1.1.7a VA:Cr2.3.7a VA:Cr3.1.7a</p> <p><u>Career Ready Practices</u> NJSLS.CRP1, NJSLS.CRP2, NJSLS.CRP4, NJSLS.CRP6, NJSLS.CRP7, NJSLS.CRP8, NJSLS.CRP9,</p>	<p>Students will be able to draw by applying their understanding of observational, value, or texture techniques.</p> <p>Students will be able to understand the role of perspective in producing a three-dimensional appearance in two-dimensional artworks and be able to apply the principles of one-point perspective to an artwork.</p> <p>Know: Drawing skills – Contour line, Value, texture, 1 pt perspective Understand – How light behaves when it hits a surface and how to draw what you see Do – Draw Apples, Animals, and Cities by applying drawing skills</p>	<p><u>Observational & Contour Line Drawing:</u> <i>Students will be able to use observational skills and only line to create contour line drawing by following the contours of the object with their eyes and moving their pencil to create an exact image.</i></p> <p><u>Observational & Value Drawing:</u> <i>Students will be able to use observational skills and shading techniques such as shading in the direction of the object, pressure, and overlapping to create value drawing.</i></p> <p><u>1 Point perspective drawing</u> <i>Students will be able to use the technique of 1 point perspective in order to make a 3D drawing.</i></p>
<p>Unit 2:</p> <p>Painting</p>	<p>Letter 8 days</p> <p>Kandinsky 5 days</p> <p>Total: 13 Days</p>	<p>NJSLS VPA 1.1.8.D.1 NJSLS VPA 1.1.8.D.2 NJSLS VPA 1.3.8.D.2</p> <p><u>National Core Arts Standards</u> VA: Cr1.1.7a VA:Cr1.2.7a VA:Cr2.3.7a VA:Cr3.1.7a VA:Pr5.1.7a</p>	<p>Students will be able to paint (letters and abstract) by applying their understanding of paint application and color theory</p> <p>Know – Color theory, Kandinsky, measuring and drawing straight lines Understand – How to apply paint, how to use a ruler, color theory Do – Paint within the lines and abstractly</p>	<p><u>Letter Painting</u> Students will be able to map out and center a carefully measured block letter using ruler skills to measure and draw straight lines.</p> <p>Students will learn the significance of the color wheel in order to arrange a color scheme.</p> <p>Students will use materials properly to</p>

Unit Title:	Duration/ Month(s)	Related Standards:	Learning Goals:	Topics and Skills:
		Career Ready Practices NJSLS.CRP1, NJSLS.CRP2, NJSLS.CRP4, NJSLS.CRP6, NJSLS.CRP7, NJSLS.CRP8, NJSLS.CRP9, <u>Math</u> NJSLS 7.G.A.2		apply paint, control, and clean up in a way that will ensure the supplies last. <u>Kandinsky Watercolor</u> Students will understand the meaning and significance of abstract design. Students will acquire watercolor skills and techniques and apply them to a work of art.
Unit 3: Sculpture	Build 7 days Paint 4-5 days Total: 12 days	NJSLS VPA 1.1.8.D.1 NJSLS VPA 1.3.8.D.6 <u>National Core Arts Standards</u> VA: Cr1.1.7a VA:Cr1.2.7a VA:Cr2.3.7a VA:Cr3.1.7a VA:Re8.1.7a <u>Career Ready Practices</u> NJSLS.CRP1, NJSLS.CRP2, NJSLS.CRP4, NJSLS.CRP6, NJSLS.CRP7, NJSLS.CRP8, NJSLS.CRP9, NJSLS.CRP12 <u>Science</u> NJSLS MS-ESS2-1	Students will understand the properties of clay and be able to use their hands and clay tools to create an animal out of clay. Know – clay terms, stages of clay, tool names Understand – How clay works and how to sculpt it Do – sculpt the clay into a realistic animal	<u>Clay Animals</u> Students will understand Hand-building techniques and use of clay tools Score, slip, and blend, and texture, to create a realistic clay representation of an animal of their choice.
Unit 4: Cartooning	Behavior toon 3 days Super selfie 3 days	NJSLS VPA 1.1.8.D.1 NJSLS VPA 1.3.8.D.4 NJSLS VPA 1.4.8.A.5 NJSLS VPA 1.4.8.B.3	Students will understand they styles of original superhero comics and be able to create cartoon-style art through drawing and cut and paste by using	<u>Behavior Cartoons</u> Students will show an understanding of expected behavior in the art room by following cartooning skills to illustrate.

Unit Title:	Duration/ Month(s)	Related Standards:	Learning Goals:	Topics and Skills:
	Symbol 3 days Comic 4 days Words 5 days Total: 18 days	<u>National Core Arts Standards</u> VA: Cr1.1.7a VA:Cr2.3.7a VA:Cr3.1.7a VA:Re7.2.7a <u>Career Ready Practices</u> NJSLS.CRP1, NJSLS.CRP2, NJSLS.CRP4, NJSLS.CRP6, NJSLS.CRP7, NJSLS.CRP8, NJSLS.CRP9, NJSLS.CRP12 <u>ELA</u> NJSLS RI.7.4 NJSLSA.W3	cartooning skills. Know – Comic books & superheroes, comic strips, onomatopoeia words, rules and expectations Understand – What is expected of students in art class, and How to create superhero-style comics Do – create comic to show an understanding of the rules, create a superhero comic based on self- awareness.	<u>Superhero Selfie</u> Students will understand the shape of the human figure and how to represent that in a drawing, which will be turned into their superhero Superhero Comic Strip Onomatopoeia Word Collage

Unit: 1 Drawing	Recommended Duration: 7 weeks
Unit Description: In the drawing unit, students will learn drawing terminology and techniques to strengthen their drawing skills in order to draw and shade various subjects. Some basic color theory will be introduced for value drawing in color.	

Essential Questions:	Enduring Understandings:
<p>What are the fundamental differences between contour line drawing and value drawing?</p> <p>Can you explain the benefits of acquiring the skills to recreate what you see?</p> <p>How can a drawing be used to communicate?</p> <p>How can you show an understanding of expectations using drawings to communicate instead of text or speech?</p>	<p>Drawing can be done by using line or by shading. There are distinguished properties and uses to gain desired effects for creating contour or dynamic drawing.</p> <p>Drawing what you see can help grow creative and observation skills, as well as hand-eye coordination and motor skills that help with imagination.</p> <p>Drawing images to illustrate a topic is a universal means of communication that could break down barriers caused by language, speech, or text.</p>

Relevant Standards:	Learning Goals:	Learning Objectives:
<p><u>NJSLS VPA 1.1.8.D.1</u> Art is a universal language. Visual communication through art crosses cultural and language barriers throughout time.</p> <p><u>NJSLS VPA 1.3.8.D.4</u> Universal themes exist in art across historical eras and cultures. Art may embrace multiple solutions to a problem.</p> <p><u>NJSLS VPA 1.4.8.A.5</u> Symbolism and metaphor are characteristics of art and art-making.</p> <p><u>NJSLS VPA 1.4.8.B.3</u> Universal elements of art and principles of design apply equally to artwork across cultures and historical eras.</p>	<p>Students will be able to draw by applying their understanding of observational, value, or texture techniques.</p> <p>Students will be able to understand the role of perspective in producing a three-dimensional appearance in two-dimensional artworks and be able to apply the principles of one-point perspective to an artwork.</p> <p>Know: Drawing skills – Contour line, Value, texture, 1 pt perspective</p> <p>Understand – How light behaves when it hits a surface and how to draw what you see</p> <p>Do – Draw Apples, Animals, and Cities by applying drawing skills</p>	<p>Students will be able to...</p> <ul style="list-style-type: none"> - Draw using line to show the contours and details of an object in real life by observing and drawing what it seen - Draw by shading objects to show lights and shadows in order to make a 2D surface appear to have 3D objects on it. - Draw using texture to show how the surface of an object must feel. - Understand drawing terminology and vocabulary significant to each drawing focus. - Illustrate by using pictures to take the place of language or text to show an understanding of expectations

Formative Assessments	Summative Assessments:	Performance Assessments:	Major Activities/ Assignments (required):
Monitoring to observe drawing skills and direction following Checklists will be used daily during monitoring to show that students are meeting requirements.	Drawing quiz Outcome of Final Project Grading rubric/scale Pre-Assessment for Student Growth Objective	Assessed visually by monitoring Checklist Outcome of final project	Behavior drawing - Intro of rules and expectations Practice paintings Notes to record important information Teacher demos on painting skills and techniques Measuring and sketch Independent work to complete projects.

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
Less response choices Extra time available Extra help offered	Translation of written material if necessary	Monitoring and extra assistance	Encouraged to increase detail

Instructional Strategies: <i>(List and describe.)</i>
<ul style="list-style-type: none"> - Use of projector in class to show slides of important information throughout the unit. - Project sheet – worksheet to help organize important information - Teacher demo – provide a visual “how to” that students can mimic - Guided independent practice - Visual aid and examples provided for students to have visual examples of the outcome of each step. - Celebrating Success – stand out students will receive a reward and work will be displayed, - Check student progress individually and provide meaningful feedback and individualized instruction. - Student reflections through discussion, critique, and Artist Statements. - Review discussions, warm ups, exit tickets to review essential information.

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
Information posted and frequently reviewed Guided practice/monitoring Provide breaks and extra time Special tools to enhance motor skills	Visual and Verbal clues Review of material when necessary Extra time	Guided practice/monitoring Visual and Verbal Clues Review of material when necessary Provide breaks and extra time	Guided practice/monitoring to enhance DOK Visual examples of advanced work to encourage extended effort Follow-up activities to deepen knowledge.

Unit Vocabulary:
<p>Essential: Line: The path of a moving point</p> <p>Contour line: The outlines and the edges of an object</p> <p>Blind contour line drawing: to draw by looking at the object and not down at your paper</p> <p>Observational Drawing: to draw exactly what you observe</p> <p>Proportion: the size and details of a drawing are in correct sizes compared to the rest of the object being drawn</p> <p>Non-Essential:</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>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>Students may use camera to document, share, or display work</p>	<p><input checked="" type="checkbox"/> Global Awareness Students will use observations of their surroundings to create familiar details</p> <p><input type="checkbox"/> Civic Literacy</p> <p><input type="checkbox"/> Financial, Economic, Business, & Entrepreneurial Literacy</p> <p><input type="checkbox"/> Health Literacy</p>	<p><input checked="" type="checkbox"/> Creativity & Innovation Students will use problem solving skills and creativity to reach the expected end result.</p> <p><input type="checkbox"/> Creative observations and details</p> <p><input type="checkbox"/> Media Literacy</p> <p><input checked="" type="checkbox"/> Critical Thinking & Problem Solving Students will use problem solving skills and creativity to reach the expected end result.</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>
in solving them. NJSLS.CRP9- Model integrity, ethical leadership and effective management.			<input type="checkbox"/> Life and Career Skills <i>(flexibility, initiative, cross-cultural skills, productivity, leadership, etc.)</i> <input checked="" type="checkbox"/> Information & Communication Technologies Literacy <input checked="" type="checkbox"/> Communication & Collaboration Students will collaborate during critique to reach an improved end result. <input type="checkbox"/> Information Literacy

Unit: 2 Painting	Recommended Duration: 7 weeks
Unit Description: In the painting unit, students will learn painting terminology and techniques to strengthen their painting skills in order to paint in an abstract way and in a controlled manner according to staying in the lines and paint application, as well as learning information on color theory and color mixing.	
Resources:	
Texts/Materials: Pencils, Colored Pencils, Paper, Rulers	

Essential Questions:	Enduring Understandings:
Why do artists choose particular tools, techniques, and materials to express their ideas?	The proper techniques when using art tools produces the most successful outcome, as well as the proper care for the tools preserves resources.
What outcome is produced by careful application of details?	Careful application of details will result in the most successful outcomes.

Essential Questions:	Enduring Understandings:
<p>How does one's experiences influence artwork?</p> <p>Why do we need visual art terminology when responding to art?</p> <p>How can reflecting on artwork help you to improve your artwork?</p>	<p>One's personal experiences cause different outcomes in their artwork, especially abstract.</p> <p>Using correct visual art terminology when responding to art helps show a deeper understanding and increases a student's proper vocabulary</p> <p>Personal and group reflection helps improve artwork through suggestion and comparison.</p>

Relevant Standards:	Learning Goals:	Learning Objectives:
<p><u>NJSLS VPA 1.1.8.D.1</u> Art is a universal language. Visual communication through art crosses cultural and language barriers throughout time.</p> <p><u>NJSLS VPA 1.1.8.D.2</u> The study of masterworks of art from diverse cultures and different <u>historical eras</u> assists in understanding specific cultures.</p> <p><u>NJSLS VPA 1.3.8.D.2</u> Themes in art are often communicated through symbolism, allegory, or irony. There are a wide variety of art mediums, each having appropriate tools and processes for the production of artwork. Fluency in these mediums, and the use of the appropriate tools associated with working in these mediums, are components of art-making.</p>	<p>Students will be able to paint (letters and abstract) by applying their understanding of paint application and color theory</p> <p>Know – Color theory, Kandinsky, measuring and drawing straight lines Understand – How to apply paint, how to use a ruler, color theory Do – Paint within the lines and abstractly</p>	<p>Students will be able to...</p> <ul style="list-style-type: none"> - Outline and measure with the use of the ruler in order to create a centered, sized letter. - Create a design by painting within the lines and focusing on painting application - Create an abstract design using watercolor paint materials. - Differentiate between controlled geometric and abstract painting. - Learn painting terminology and history through introduction of new artist and works.

Formative Assessments	Summative Assessments:	Performance Assessments:	Major Activities/ Assignments (required):
Checklists will be used daily during monitoring to show that students are meeting requirements.	Painting quiz Completion of projects Grading rubric Pre/Post assessment	Outcome of final projects Conduct during classwork Clean up	Practice paintings Notes to record important information Teacher demos on painting skills and techniques Measuring and sketch Independent work to complete projects.

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
Less response choices Extra time available Extra help offered	Translations if necessary	Monitoring and extra assistance	Encouraged to increase detail

Instructional Strategies: <i>(List and describe.)</i>
<ul style="list-style-type: none"> - Use of projector in class to show slides of important information throughout the unit. - Project sheet – worksheet to help organize important information - Teacher demo – provide a visual “how to” that students can mimic - Guided independent practice - Visual aid and examples provided for students to have visual examples of the outcome of each step. - Celebrating Success – stand out students will receive a reward and work will be displayed, - Check student progress individually and provide meaningful feedback and individualized instruction. - Student reflections through discussion, critique, and Artist Statements. - Review discussions, warm ups, exit tickets to review essential information.

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
Information posted and frequently reviewed Guided practice/monitoring Provide breaks and extra time Special tools to enhance motor skills	Visual and Verbal clues Review of material when necessary Extra time	Guided practice/monitoring Visual and Verbal Clues Review of material when necessary Provide breaks and extra time	Guided practice/monitoring to enhance DOK Visual examples of advanced work to encourage extended effort Follow-up activities to deepen knowledge.

Unit Vocabulary:
Essential: Color wheel, Color Theory, Primary colors, secondary colors, complementary colors, watercolor paint, tempura paint

Interdisciplinary Connections & Career Ready Practices (Note Applicable Standards):	Integration of Technology: <i>(Note the SAMR Model elements used and how.)</i>	21st Century Themes: <i>(Check and explain how the connection is made.)</i>	21st Century Skills: <i>(Check and explain how the connection is made.)</i>
<p>21st Century Life and Careers: NJSLS.CRP1- Act as a responsible and contributing citizen and employee. NJSLS.CRP2- Apply appropriate academic and technical skills. NJSLS.CRP4- Communicate clearly and effectively and with reason. NJSLS.CRP6- Demonstrate creativity and innovation. NJSLS.CRP7- Employ valid and reliable research strategies. NJSLS.CRP8- Utilize critical thinking to make sense of problems and persevere in solving them. NJSLS.CRP9- Model integrity, ethical leadership and effective management.</p> <p><u>Math</u> 7.G.A.2 Draw (with technology, with ruler and protractor as well as freehand) geometric shapes with given conditions. Focus on constructing triangles from three measures of angles or sides, noticing when the conditions determine a unique triangle, more than one triangle, or no triangle</p>		<p>___ Global Awareness</p> <p>___ Civic Literacy</p> <p><u>x</u> Financial, Economic, Business, & Entrepreneurial Literacy</p> <p>Students will learn an introduction of what it's like to be a working artist in the real world.</p> <p>___ Health Literacy</p>	<p>___ Creativity & Innovation</p> <p>___ Media Literacy</p> <p><u>x</u> Critical Thinking & Problem Solving Students will use critical thinking skills and problem solving to complete the projects to meet the requirements.</p> <p><u>x</u> Life and Career Skills (<i>flexibility, initiative, cross-cultural skills, productivity, leadership, etc.</i>)</p> <p>Students will gain skills in productivity by learning proper set up, clean up.</p> <p>___ Information & Communication Technologies Literacy</p> <p>___ Communication & Collaboration</p> <p>___ Information Literacy</p>

Resources:
Texts/Materials: Tempera paints, watercolor paints, watercolor pencils, watercolor paper, rulers, pencils, erasers, brushes, pallets

Unit: 3 Sculpture	Recommended Duration: 2 weeks
Unit Description: In the sculpture unit, students will understand the properties of clay and the difference between shape and form, and how to use hand-building and tool techniques to sculpt clay into a realistic model of an animal of their choice.	

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

Relevant Standards:	Learning Goals:	Learning Objectives:
NJSLS VPA 1.1.8.D.1 Art is a universal language. Visual communication through art crosses cultural and language barriers	Students will be able to understand how to shape clay with their hands and the tools provided in order to create a realistic representation of an animal.	Students will use basic shapes to begin their form Students will attach one piece of clay to another by using the techniques score, slip, and blend to form their

Relevant Standards:	Learning Goals:	Learning Objectives:
throughout time. NJSLs VPA 1.3.8.D.6 The visual possibilities and inherent qualities of traditional and contemporary art materials (including digital media) may inform choices about visual communication and art-making techniques.		animals overall shape Students will use their hands and the clay tools to create details and texture, hollow animal, and finish Students will paint their animal to represent how it would look in real life.

Formative Assessments	Summative Assessments:	Performance Assessments:	Major Activities/ Assignments (required):
Checklists will be used daily during monitoring to show that students are meeting requirements.	Clay quiz Completion of projects Grading rupric Pre/Post assessment	Outcome of final projects Conduct during classwork Clean up Safety	Practice animal Starting with simple shapes Using hands and tools for sculpture Score, Slip, Blend to attach Creating texture on clay surface Painting the animal

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
Less response choices Extra time available Extra help offered	Translations if necessary	Monitoring and extra assistance	Encouraged to increase detail & size

Instructional Strategies: <i>(List and describe.)</i>
<ul style="list-style-type: none"> - Use of projector in class to show slides of important information throughout the unit. - Project sheet – worksheet to help organize important information - Teacher demo – provide a visual “how to” that students can mimic - Guided independent practice - Visual aid and examples provided for students to have visual examples of the outcome of each step. - Celebrating Success – stand out students will receive a reward and work will be displayed, - Check student progress individually and provide meaningful feedback and individualized instruction.

- Student reflections through discussion, critique, and Artist Statements.
- Review discussions, warm ups, exit tickets to review essential information.

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
Information posted and frequently reviewed Guided practice/monitoring Provide breaks and extra time Special tools to enhance motor skills	Visual and Verbal clues Review of material when necessary Extra time	Guided practice/monitoring Visual and Verbal Clues Review of material when necessary Provide breaks and extra time	Guided practice/monitoring to enhance DOK Visual examples of advanced work to encourage extended effort Follow-up activities to deepen knowledge.

Unit Vocabulary:

Essential: Clay, Greenware, Bisqueware, Ceramics, wedge, kiln, fire, loop tool, wood tool, hand-building, score, slip, blend

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.)
21 st 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		<input type="checkbox"/> Global Awareness <input type="checkbox"/> Civic Literacy <input checked="" type="checkbox"/> Financial, Economic, Business, & Entrepreneurial Literacy Students will learn an introduction of what it's like to be a working artist in the real world. <input type="checkbox"/> Health Literacy	<input checked="" type="checkbox"/> Creativity & Innovation Students must be able to create an animal based on their own creativity <input type="checkbox"/> Media Literacy <input checked="" type="checkbox"/> Critical Thinking & Problem Solving Students will use critical thinking and problem solving skills to complete the project accreting to the requirements. <input type="checkbox"/> Life and Career Skills (<i>flexibility, initiative, cross-cultural skills, productivity, leadership, etc.</i>)

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leadership and effective management.			<input type="checkbox"/> Information & Communication Technologies Literacy <input type="checkbox"/> Communication & Collaboration <input type="checkbox"/> Information Literacy

Resources:
Texts/Materials: Clay, wood tools, metal tools, kiln

Unit: Cartooning	Recommended Duration: 4 weeks
Unit Description: In the cartooning unit, students will learn techniques such as figure drawing for cartooning and literary story boarding skills to create superhero themed comic assignments by applying their drawing and cut and paste skills.	

Essential Questions:	Enduring Understandings:
How does a piece of art open opportunities for an artist to express themselves and show self-confidence?	Creating art is a valuable way for students to express feelings, emotions, and self-confidence.
What is the importance of creating symbols to express feelings instead of using words or speech?	Symbolism is a universal way to communicate when words and speech are not necessary.

Relevant Standards:	Learning Goals:	Learning Objectives:
<p><u>NJSLS VPA 1.1.8.D.1</u> Art is a universal language. Visual communication through art crosses cultural and language barriers throughout time.</p> <p><u>NJSLS VPA 1.3.8.D.4</u> Universal themes exist in art across <u>historical eras</u> and cultures. Art may embrace multiple solutions to a problem.</p> <p><u>NJSLS VPA 1.4.8.A.5</u> Symbolism and metaphor are characteristics of art and art-making.</p> <p><u>NJSLS VPA 1.4.8.B.3</u> Universal elements of art and principles of design apply equally to artwork across cultures and <u>historical eras</u>.</p>	<p>Students will understand symbolism and be able to represent themselves and their positive traits by creating a super-symbol to represent a superhero based on themselves.</p> <p>Students will understand the human form by learning figure drawing skills and applying them to character design and comic drawing</p> <p>Students will understand onomatopoeia words and be able to create their own superhero comic style words.</p>	<p>Students will learn onomatopoeia words and be able to create their own by using block lettering skills</p> <p>Students will understand how to draw the human form by learning figure drawing techniques and practice from wooden figure models</p> <p>Students will design their own superhero costume using designing skills and their knowledge of symbolism to create a super symbol</p>

Formative Assessments	Summative Assessments:	Performance Assessments:	Major Activities/ Assignments (required):
Checklists will be used daily during monitoring to show that students are	Cartooning quiz Completion of projects	Outcome of final projects Conduct during classwork	Students will experience onomatopoeia by viewing old comic style art

Formative Assessments	Summative Assessments:	Performance Assessments:	Major Activities/ Assignments (required):
meeting requirements.	Grading rubric Pre/Post assessment	Clean up	<p>Students will design a superhero character and comic strip based on themselves. They will apply figure drawing skills practiced in class.</p> <p>Students will create a super symbol that represents their superhero.</p> <p>Students will create an overall poster for mounting their superhero elements</p>

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
Less response choices Extra time available Extra help offered	Translations if necessary	Monitoring and extra assistance	Encouraged to increase detail

Instructional Strategies: <i>(List and describe.)</i>
<ul style="list-style-type: none"> - Use of projector in class to show slides of important information throughout the unit. - Project sheet – worksheet to help organize important information - Teacher demo – provide a visual “how to” that students can mimic - Guided independent practice - Visual aid and examples provided for students to have visual examples of the outcome of each step. - Celebrating Success – stand out students will receive a reward and work will be displayed, - Check student progress individually and provide meaningful feedback and individualized instruction. - Student reflections through discussion, critique, and Artist Statements. - Review discussions, warm ups, exit tickets to review essential information.

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
Information posted and frequently reviewed Guided practice/monitoring Provide breaks and extra time Special tools to enhance motor skills	Visual and Verbal clues Review of material when necessary Extra time	Guided practice/monitoring Visual and Verbal Clues Review of material when necessary Provide breaks and extra time	Guided practice/monitoring to enhance DOK Visual examples of advanced work to encourage extended effort Follow-up activities to deepen knowledge.

Unit Vocabulary:

Essential: figure drawing, gesture drawing, onomatopoeia, symbolism, character design

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			Technologies Literacy ____ Communication & Collaboration ____ Information Literacy