# Art
## Grade 2

**Developed By**: Peter Behrens, Dawn Crescitelli, Joanne Crupi, Jessica Manley
**Approved:** Dr. James Riley
**Effective Date:**  Fall 2021
Scope and Sequence

- [Unit 1](): Drawing
- [Unit 2](): Painting / Color Theory
- [Unit 3](): Mixed Media / Collage / Fabrics & Fibers
- [Unit 4](): Sculpture / Ceramics

| Month | Unit | Activities/Assessments |
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| September MP 1 | Unit 1: Drawing | <ul><li>Explore different line types ( zigzag, dotted and wavy lines of varying weights and length etc.)</li><li>Analyze the proportions of the human face.  Create portraits and identify how lines can be used to alter facial features and expressions</li></ul> |
| October MP1 | Unit 1: Drawing | <ul><li>Analyze how artists use lines, shapes and overlapping to create the illusion of space and three-dimensional objects on a two dimensional surface.</li><li>Identify the parts of a landscape and use them to create original landscapes based on observations from nature</li></ul> |
| November MP 2 | Unit 1: Drawing | <ul><li>Explore different media and techniques and discuss which tools are appropriate for particular applications and methods.</li><li>Identify ways to use patterns to create textures in original drawings</li></ul> |
| December MP 2 | Unit 2: Painting / Color Theory | <ul><li>Identify primary and secondary colors.  Mix the primary colors to create secondary colors and use these colors in original works of art</li><li>Explore works of art that employ the use of radial balance/radial symmetry.  Discuss radial balance/symmetry examples in nature</li></ul> |

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| January<br><br>MP 3 | Unit 2: Painting / Color Theory | ● Create original works of art that display an understanding of radial balance.<br>● Differentiate between warm and cool colors and identify their use in works by peers and famous artists |
| February<br><br>MP 3 | Unit 2: Painting / Color Theory | ● Develop ideas for creative works that use warm and cool colors as the main color scheme.<br>● Discuss contrast and identify how contrasting colors can be used to create emphasis in works of art. |
| March<br><br>MP 3 | Unit 3: Mixed Media / Collage / Fabrics & Fibers | ● Distinguish differences between real and simulated texture. Identify ways artists achieve simulated texture in works of art.<br>● Utilize a variety of mediums to create simulated texture in original works of art. |
| April<br><br>MP 4 | Unit 3: Mixed Media / Collage / Fabrics & Fibers | ● Analyze works of art in which collage is the primary technique used.<br>● Identify how artists can use a wide range of materials in a collage. Produce a collage that employs a variety of mediums and material. |
| May<br><br>MP 4 | Unit 4: Sculpture / Ceramics | ● Identify how sculpture and ceramics allow artists to work using three dimensions versus two. Define form and recognize differences in how it is utilized in two dimensions versus three.<br>● Plan and sketch ideas for three dimensional sculptures. Identify which mediums will best suit these ideas. |
| June<br><br>MP 4 | Unit 4: Sculpture / Ceramics | ● Analyze how artists use slab and coil techniques in ceramics.<br>● Employ slab and coil techniques in original works of art. |

| Unit 1 |
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| Drawing |
| Summary and Rationale |
|  Participation in the arts as creators, performers/presenters/producers and audience members enables individuals to discover and develop their own creative capacity, thereby providing a source of lifelong satisfaction.<br><br>Drawing has creative, expressive and educational value; it remains fundamental to translating and analyzing the world. Drawing remains a central and pivotal activity to the work of many artists and designers – a touchstone and tool of creative exploration that informs visual discovery. It fundamentally enables the visualization and development of perceptions and ideas. The role of drawing in education remains critical, and not just to the creative disciplines in art and design for which it is foundational. |

| Recommended Pacing |
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| 8 - 15 class sessions |
| Standards |
| **NJSLS: Visual and Performing Arts ([link](link))** |

| 1.5.2.Cr: CREATING: Generating and conceptualizing ideas. | | |
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| 1.5.2.Cr.1 | 1.5.2.Cr: Creating - Anchor Standard 1: Generating and conceptualizing ideas. | |
| | By the end of Grade 2 | <ul><li>a.. Engage in individual and collaborative exploration of materials and ideas through multiple approaches, from imaginative play to brainstorming, to solve art and design problems.</li><li>b. Engage in individual and collaborative art making through observation and investigation of the world, and in response to personal interests and curiosity.</li></ul> |
| 1.5.2.Cr.2 | 1.5.2.Cr: Creating - Anchor Standard 2: Organizing and developing ideas. | |
| | By the end of Grade 2 | <ul><li>a. Through experimentation, build skills and knowledge of materials and tools through various approaches to art making.</li><li>b. Demonstrate safe procedures for using and cleaning art tools, equipment and studio spaces</li><li>c. Create art that represents natural and constructed environments. Identify and classify uses of everyday objects through drawings, diagrams, sculptures or other visual means including repurposing objects to make something new.</li></ul> |
| 1.5.2.Cr.3 | 1.5.2.Cr: Creating - Anchor Standard 3: Refining and completing artistic ideas and work. | |
| | By the end of Grade 2 | <ul><li>a. Explain the process of making art, using art vocabulary. Discuss and reflect with peers about choices made while creating art.</li></ul> |
| 1.5.2.Pr: PRESENTING: Interpreting and sharing artistic work. | | |
| 1.5.2.Pr.4 | 1.5.2.Pr: Presenting - Anchor Standard 4: Selecting, analyzing, and interpreting work. | |
| | By the end of Grade 2 | <ul><li>a. Select artwork for display, and explain why some work, objects and artifacts are valued over others. Categorize artwork based on a theme or concept for an exhibit.</li></ul> |
| 1.5.2.Pr.5 | 1.5.2.Pr: Presenting - Anchor Standard 5: Developing and refining techniques and models or steps needed to create products. | |

| | By the end of Grade 2 | ● a. Explain the purpose of a portfolio or collection. Ask and answer questions regarding preparing artwork for presentation or preservation. |
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| 1.5.2.Pr.6 | 1.5.2.Pr: Presenting - Anchor Standard 6: Convey meaning through art. | |
| | By the end of Grade 2 | ● a. Explain what an art museum is and identify the roles and responsibilities of the people who work in and visit museums and exhibit spaces. Analyze how art exhibits inside and outside of schools (such as museums, galleries, virtual spaces, and other venues) contribute to communities. |
| 1.5.2.Re: RESPONDING: Understanding and evaluating how the arts convey meaning. | | |
| 1.5.2.Re.7 | 1.5.2.Re: Responding - Anchor Standard 7: Perceiving and analyzing artistic work. | |
| | By the end of Grade 2 | ● a. Identify works of art based on personal connections and experiences. Describe the aesthetic characteristics within both the natural and constructed world. <br> ● b. Describe, compare, and categorize visual artworks, based on subject matter and expressive properties. |
| 1.5.2.Re.8 | 1.5.2.Re: Responding - Anchor Standard 8: Interpreting intent and meaning. | |
| | By the end of Grade 2 | ● a. Categorize and describe works of art, by identifying subject matter, details, mood, and formal characteristics. |
| 1.5.2.Re.9 | 1.5.2.Re: Responding - Anchor Standard 9: Applying criteria to evaluate artistic work. | |
| | By the end of Grade 2 | ● a. Use art vocabulary to explain preferences in selecting and classifying artwork. |
| 1.5.2.Cn: CONNECTING: Relating artistic ideas and work with personal meaning and external context. | | |
| 1.5.2.Cn.10 | 1.5.2.Cn: Connecting - Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products | |
| | By the end of Grade 2 | ● a. Create art that tells a story or describes life events in home, school and community. |
| 1.5.2.Cn.11 | 1.5.2.Cn: Connecting - Anchor Standard 11: Relating artistic ideas and works within the societal, cultural and historical contexts to deepen understanding. | |
| | By the end of Grade 2 | ● a. Compare, contrast, and describe why people from different places and times make art. <br> ● b. Describe why people from different places and times make art about different issues, including climate change. |
| **Social Emotional Learning Competencies ([link](link))** | | |
| Self-Awareness | | **1. Recognize one's feelings and thoughts** <br> ● Analyze how one's own thoughts and emotions affect |

| | decision making and responsible behavior. |
| | ● Continue to effectively identify one's own emotions including in a variety of situations, with increasing vocabulary along with increasing awareness of situations, sensations and triggers associated with emotions. |
| | **2. Recognize the impact of one's feelings and thoughts on one's own behavior** |
| | ● Analyze how one's own thoughts and emotions affect decision making and responsible behavior. |
| | ● Continue to effectively identify one's own emotions including in a variety of situations, with increasing vocabulary along with increasing awareness of situations, sensations and triggers associated with emotions. |
| | **3. Recognize one's personal traits, strengths and limitations** |
| | ● Recognize and analyze how one's personal traits and qualities contribute to the work and outcomes of a group. |
| | ● Identify a post-high school option to pursue based on interests, personal traits, qualities and academic strengths. |
| | **4. Recognize the importance of self-confidence in handling daily tasks and challenges** |
| | ● Identify and utilize strategies to prevent or overcome possible obstacles and hurdles |
| | ● Evaluate progress and adjust plan when there is little to no progress |
| | ● Identify one's strengths and next steps for reinforcing areas of need |
| Self-Management | **5. Understand and practice strategies for managing one's own emotions, thoughts and behaviors** |
| | ● Differentiate between thoughts, feelings, and behaviors and learn how thoughts affect feelings and behaviors |
| | ● Identify strategies for dealing with areas of personal discomfort |
| | ● Describe strategies for releasing negative feelings and managing negative moods |
| | ● Utilize strategies for coping with and overcoming feelings of rejection, social isolation and stress |
| | **6. Recognize the skills needed to establish and achieve personal and educational goals** |
| | ● Identify a post-secondary goal with action steps, timeframes, and criteria for evaluating achievement |
| | ● Demonstrate an understanding that goal setting promotes lifelong success |
| | ● Name the features of goal planning important to achieving outcomes (measurable goal, progress monitoring, plan adjustment, etc.) |
| | ● Define a measurable personal goal that reflects an area |

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| | of improvement or development they want to pursue<br>● Develop an action plan linked to a personal goal<br>**7. Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals**<br>● Assess lessons learned from experiences and mistakes<br>● Continue to build upon and strengthen ability to identify strategies that will make use of available resources to assist in overcoming obstacles and achieving goals<br>● Use creativity, problem solving and innovation to generate multiple possible solutions when experiencing obstacles |
| Social-Awareness | **8. Recognize and identify the thoughts, feelings and perspectives of others**<br>● Differentiate between the factual and emotional content of what a person presents<br>● Analyze the factors and behaviors that affect how others perceive them in various settings (i.e. job interviews, family gatherings, school activities, and peer interactions)<br>● Analyze the thoughts and beliefs of others contrary to their own<br>**9. Demonstrate an awareness of the differences among individuals, groups and others' cultural backgrounds**<br>● Explain how individual, social, and cultural differences may increase stereotyping<br>● Demonstrate an increased understanding of cultural differences<br>● Recognize how one's own perspective and biases impact interactions with others<br>**10. Demonstrate an understanding of the need for mutual respect when viewpoints differ**<br>● Understand different group dynamics and respond in accordance with social rules<br>● Evaluate how social and cultural norms and values have an effect on personal interactions<br>● Interpret social cues and design reactions in response to those cues<br>● Recognize and understand opposing viewpoints and demonstrate the skills needed to relate to, reflect on and respectfully disagree with other's perspectives<br>**11. Demonstrate an awareness of the expectations for social interactions in a variety of settings**<br>● Analyze social situations and determine appropriate responses to those situations, including face- to-face interactions, professional dialogue and electronic interactions<br>● Understand group dynamics and respond appropriately<br>● Evaluate how social and cultural norms and values influence personal interactions<br>● Interpret social cues and design reactions in response |

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| | to those cues |
| Relationship Skills | **12. Establish and maintain healthy relationships**<br>● Regularly demonstrate use of systematic decision-making, by identifying a decision, gathering information, and assessing alternative resolutions<br>● Evaluate strategies for avoiding risky behavior in different situations<br>● Evaluate external influences on their decision making- both positive and negative (i.e. media, peers, and cultural norms)<br>**13. Utilize positive communication and social skills to interact effectively with others**<br>● Identify helpful questions to use when determining consequences of decisions<br>● Can independently utilize a decision-making model to provide rationale for a decision<br>**14. Identify ways to resist inappropriate social pressure**<br>● Demonstrate personal responsibility in making ethical decisions<br>● Recognize ethical, safety, and societal factors when making decisions<br>● Evaluate how external influences (e.g. media, peer, cultural norms) affect decision-making<br>**15. Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways**<br>● Understand the qualities of healthy dating relationships<br>● Consistently demonstrates the utilization of strategies for maintaining positive relationships (e.g., pursue shared interests and activities, spend time together, give and receive help, practice forgiveness)<br>● Recognize how relationships grow and change with peers, teachers, and others<br>**16. Identify who, when, where, or how to seek help for oneself or others when needed**<br>● Understand and be able to demonstrate how to effectively communicate with others in a variety of social situations<br>● Effectively demonstrate in social interactions how to present information to an audience of various backgrounds |
| Responsible Decision-Making | **17. Develop, implement and model effective problem solving and critical thinking skills**<br>● Define social networking, its role in social pressure and its impact on their life<br>● Demonstrate the ability to be true to personal values when interacting with others<br>● Identify consequences of safe and risky behaviors<br>**18. Identify the consequences associated with one's actions in order to make constructive choices**<br>● Utilize effective communication skills to resolve |

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| | conflicts<br>● Recognize the role miscommunication may play in creating conflicts<br>● Recognize the ways that bias and stereotype can fuel conflict and generate appropriate responses to these biases<br>**19. Evaluate personal, ethical, safety and civic impact of decisions**<br>● Demonstrate the ability to evaluate the usefulness of different community resources<br>● Demonstrate the qualities of a trusting role model<br>● Consistently demonstrate self-advocacy strategies |

| Interdisciplinary Connections | |
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| Standard x.x | |
| 6.1.2.History CC.3 | Make inferences about how past events, individuals, and innovations affect our current lives. |
| 6.1.2.History UP.2 | Use evidence to demonstrate how an individual's beliefs, values, and traditions may change and/or reflect more than one culture. |
| 6.1.2.History SE.1 | Use examples of regional folk heroes, stories, and/or songs and make inferences about how they have contributed to the development of a culture's history. |
| 6.1.2.History SE.3 | Use historical data from a variety of sources to investigate the development of a local community (e.g., origins of its name, originating members, important historical events and places). |
| Integration of Technology | |
| 8.1.2.CS.1 | Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences. |

## Instructional Focus

| **Enduring Understandings:** | **Essential Questions:** |
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| *Creating*<br>**Anchor Standard 1: Generating and conceptualizing ideas.**<br>Creativity and innovative thinking are essential life skills that can be developed. Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art-making goals.<br><br><br>**Anchor Standard 2: Organizing and developing** | *Creating*<br>**Anchor Standard 1: Generating and conceptualizing ideas.**<br>What conditions, attitudes, and behaviors support creativity and innovative thinking? What factors prevent or encourage people to take creative risks? How does collaboration expand the creative process? How does knowing the contexts, histories, and traditions of art forms help us create works of art and design? Why do artists follow or break from established traditions? How do artists determine what resources and criteria are needed to formulate artistic investigations?<br><br>**Anchor Standard 2: Organizing and developing ideas.**<br>How do artists work? How do artists and designers determine |

**ideas.**
Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches. Artists and designers balance experimentation and safety, freedom and responsibility, while developing and creating artworks. People create and interact with objects, places and design that define, shape, enhance, and empower their lives.

whether a particular direction in their work is effective? How do artists and designers learn from trial and error? How do artists and designers care for and maintain materials, tools and equipment? Why is it important, for safety and health, to understand and follow correct procedures in handling materials, tools and equipment? What responsibilities come with the freedom to create? How do objects, places and design shape lives and communities? How do artists and designers determine goals for designing or redesigning objects, places, or systems? How do artists and designers create works of art or design that effectively communicate?

**Anchor Standard 3: Refining and completing products.**
Artists and designers develop excellence through practice and constructive critique, reflecting on, revising and refining work over time.

**Anchor Standard 3: Refining and completing products.**
What role does persistence play in revising, refining and developing work? How do artists grow and become accomplished in art forms? How does collaboratively reflecting on a work help us experience it more completely?

*Presenting*
**Anchor Standard 4: Selecting, analyzing, and interpreting work.**
Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting and curating objects, artifacts, and artworks for preservation and presentation.

*Presenting*
**Anchor Standard 4: Selecting, analyzing, and interpreting work.**
How are artworks cared for and by whom? What criteria, methods and processes are used to select work for preservation or presentation? Why do people value objects, artifacts and artworks, and select them for presentation?

**Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.**
Artists, curators and others consider a variety of factors and methods including evolving technologies when preparing and refining artwork for display and or when deciding if and how to preserve and protect it.

**Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.**
What methods and processes are considered when preparing artwork for presentation or preservation? How does refining artwork affect its meaning to the viewer? What criteria are considered when selecting work for presentation, a portfolio, or a collection?

**Anchor Standard 6: Conveying meaning through art.**
Objects, artifacts and artworks collected, preserved or presented either by artists, museums, or other venues communicate meaning and a record of social, cultural and political experiences resulting in the cultivating of appreciation and understanding.

**Anchor Standard 6: Conveying meaning through art.**
What is an art museum? How does the presenting and sharing of objects, artifacts and artworks influence and shape ideas, beliefs and experiences? How do objects, artifacts and artworks collected, preserved, or presented, cultivate appreciation and understanding?

*Responding*
**Anchor Standard 7: Perceiving and analyzing products.**
Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments. Visual arts influences understanding of and responses to the

*Responding*
**Anchor Standard 7: Perceiving and analyzing products.**
How do life experiences influence the way you relate to art? How does learning about art impact how we perceive the world? What can we learn from our responses to art? What is visual art? Where and how do we encounter visual arts in our world? How do visual arts influence our views of the world?

world.
**Anchor Standard 8: Interpreting intent and meaning.**
People gain insights into meanings of artworks by engaging in the process of art criticism.

**Anchor Standard 9: Applying criteria to evaluate products.**
People evaluate art based on various criteria.

*Connecting*
**Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.**
Through artmaking, people make meaning by investigating and developing awareness of perceptions, knowledge and experiences.

**Anchor Standard 11: Relating artistic ideas and works within societal, cultural and historical contexts to deepen understanding.**
People develop ideas and understandings of society, culture and history through their interactions with and analysis of art.

**Anchor Standard 8: Interpreting intent and meaning.**
What is the value of engaging in the process of art criticism? How can the viewer "read" a work of art as text? How does knowing and using visual art vocabulary help us understand and interpret works of art?

**Anchor Standard 9: Applying criteria to evaluate products.**
How does one determine criteria to evaluate a work of art? How and why might criteria vary? How is a personal preference different from an evaluation?

*Connecting*
**Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.**
How does engaging in creating art enrich people's lives? How does making art attune people to their surroundings? How do people contribute to awareness and understanding of their lives and the lives of their communities through artmaking?

**Anchor Standard 11: Relating artistic ideas and works within societal, cultural and historical contexts to deepen understanding.**
How does art help us understand the lives of people of different times, places, and cultures? How is art used to impact the views of a society? How does art preserve aspects of life?

## Evidence of Learning (Assessments)

- Classroom Observations and Questioning
- Teacher Observation of participation, sketches, planning, and research
- Student Reflections (Sketchbook, accordion book/journal, written artist statements)
- Final Projects (rubric)
- Student Portfolios
- Performance Evaluations
- Pre and post assessments
- Self-evaluations (rubric)
- Exit Tickets
- Thinking Routines (see-think-wonder, 3-2-1, etc)
- Critiques

## Objectives (SLO)

| Students will know: | Students will be able to: |
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| **Creating** | **Creating** |
| ● Symbols convey meaning agreed upon by a group or culture. Manipulation of the basic elements of art and principles of design for personal expression results in visual communication that may be relevant in a variety of settings.<br>● Visual statements in art are derived from the basic elements of art regardless of the format and medium used to create the art.<br>● There are a wide variety of art media, each having its own materials, processes, and technical application methods for exploring solutions to creative problems.<br>● Each arts discipline has distinct characteristics, as do the artists who create them | ● Distinguish ways artists of all types employ zigzag, dotted and wavy lines of varying weights and length in two-dimensional works of art. Illustrate similar applications of line in original two dimensional artwork.<br>● Identify how artists use line, shape, balance and proportion to make facial features and to portray facial expressions capturing emotions in portraiture. Apply these aspects of art making to original artwork.<br>● Use line, geometric shapes, texture, space (i.e., positive and negative space) and color to create two-dimensional artwork that depicts three-dimensional objects. Use various materials (e.g., colored pencil, markers, watercolor, crayons etc.) and observations of the physical world that illustrate how art is part of everyday life.<br>● Characterize the use of shape (i.e., circle, square, triangle, oval and rectangle) in diverse works of known and emerging artists and compose original two and three-dimensional works of art using shape as the primary emphasis.<br>● Explore a variety of drawings and paintings using at least two distinct art media. |
| **Presenting**. | **Presenting** |
| ● How to interpret, reflect on, and evaluate their own art and the works of others based on characteristics and criteria<br>● Develop a personal philosophy regarding the nature of art and the subject of their work<br>● Preparing and refining artwork for display will have a direct affect on the meaning of the work to the viewer. | ● Discuss the role of artists and describe how artwork is used to communicate stories, ideas and emotions that are reflections of their place in history and culture<br>● Describe how the subject matter chosen by the artists for a particular artwork(s) is used to convey the purpose or intent of the artwork(s) (e.g., to celebrate, to replicate, to create emotion and personal response, etc.)<br>● Identify, select and define those elements and principles of design (e.g., line shape, color, texture, repetition, rhythm, emphasis, balance) that help create a good work |
| **Responding** | **Responding** |
| ● Exposure to a range of art is key to how we interpret, respond, and create art.<br>● Visual statements in art are derived from the basic elements of art regardless of the format and medium used to create the art.<br>● Technical skills, vocabulary and knowledge necessary for creative and expressive production<br>● Appropriate media, subject matter, and symbols for expression | ● Describe in basic verbal art vocabulary how the appearance of space is achieved in two-dimensional artwork (i.e., by overlapping objects and placing them in different areas of the picture to establish foreground, middle ground and background). Demonstrate understanding of this concept though the creation of original artwork using object placement to represent the various picture planes (i.e., foreground, middle ground, and background) in the telling of pictorial narratives. |

- Problem solving techniques for originality, flexibility, fluency, and imagination

- Describe positive and negative space using basic art vocabulary (i.e., the area that either shapes space around objects or is filled by the objects) and replicate these concepts in original two-dimensional artwork.
- Perceive and describe how artists use line to affect the mood of a work of art.
- Differentiate between geometric and organic shapes.

**Connecting**
- Relationships exist between visual arts history, culture, and other disciplines
- Art affects and is affected by the culture and world around us.
- Art is related to all other disciplines.
- Knowledge of the context of a composition, artist, and culture fosters increased understanding and appreciation of art.
- Understanding works of art provides insights into an individual's own culture and society, as well as those of others, while also providing opportunities to access, express and integrate meaning across a variety of content areas.

**Connecting**
- Use their imagination to create a story based on an arts experience. Write and illustrate an original shore story based on the arts experience.
- Identify lines, geometric, shapes and free forms found in everyday objects and used in realistic and nonobjective art. Demonstrate how line, shape and form can be expressive elements of art making by employing them in original artwork.

## Suggested Resources/Technology Tools

Art history/Artist/Artwork Connections (suggested):
- Peacock Dress by Aubrey Beardsley
- Paul Signac's Portrait of Felix Fenon
- Alexei von Jawlensky's Saviour's Face Renunciation
- Take the Train to Harlem by James Rizzi
- Sonia Delaunay Rhythm or Squares
- Sol Lewitt Costruzione Cubica or Four Geometric Figures of a Room
- Jim Dine's heart paintings
- Adolf Wolfli General View of the Island Neveranger
- The Church at Auvers by Vincent Van Gough
- Narrative paintings of everyday life by Horace Pippin
- Grandma Moses
- Norman Rockwell
- Edouard Manet
- Narrative art found in the Lascaux cave paintings

Resources (websites, books, videos):

Technology Tools:
- Chromebooks
- LCD Projector
- Classroom iMacs/desktops
- Adobe Creative Suite
- Digital SLR cameras

- Tablets
- Websites

## Key Terms

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| background | cone | cube | cylinder |
| diagonal | dotted-line | foreground | geometric |
| horizon | horizontal | landscape | line |
| organic | overlapping | portrait | proportion |
| pyramid | shadow | sphere | still-life |
| technique | vertical | wavy-line | zig-zag |

## Modifications

Special Education/IEP/504 - Modifications and accommodations must be aligned to the stated plan and uphold expectations of the plan lawfully. Every student requires a different set of accommodations based upon need. Examples specific to visual arts practice include, but are not limited to:
- Follow individual IEP/504 plans for specific modifications.
- Preferential seating
- Extended/Additional time for assessments
- Behavior management support
- Assignments/resources in electronic and physical format
- Break down assignments with oral directions, written directions, and visuals.
- Provide frequent reminders to stay on task and reinforce on-task behavior
- Work on organizational skills
- Provide visual supports
- Partnering/Grouping of students
- Re-teaching and review
- Multi-media approach to accommodate various learning styles
- Decrease/Modify number of project requirements
- Teacher/Aide/Para assistance
- Demonstrations of techniques on an individual level
- Show slide presentations to encourage exploration of project ideas

ELL - Teachers identify the modifications that they will use in the unit as related to the needs of their student population. Examples specific to visual arts practice include, but are not limited to:
- Allow the use of Google Translate where appropriate.
- Provide alternate ways for the student to respond (verbal/pictographic answers instead of written)
- Substitute a hands-on activity or use of different media in projects for a written activity

- Prepare and distribute advance notes
- Provide model sentence frames and sentence starters for both oral responses and written responses
- Provide additional time to complete assessments and assignments
- Model and use gestures to aid in understanding
- Model tasks by giving one or two examples before releasing students to work independently
- Present instructions both verbally and visually
- Simplify written and verbal instructions
- Speak clearly and naturally, and try to enunciate words, especially their ending sounds.
- Provide Visual, Graphic, Interactive, and/or Sensory Supports
- Simplify the language, format, and directions of the assessment
- Allow for alternate seating for proximity to peer helper or teacher as necessary
- When showing videos, use Closed Captioning.
- Support use of student's primary language by translating key words in directions, or key vocabulary terms or giving students opportunities to communicate in their primary language (written or orally)

Gifted and Talented/Enrichment - Utilize differentiation in the areas of acceleration, enrichment, and grouping. Examples specific to visual arts practice include, but are not limited to:
- Complex, in-depth research assignments
- Independent study where applicable
- Provide a variety of individualized work centers or student choice
- Lead demonstrations for class
- Create additional project(s) in a different medium, exploring a different technique, style, or subject.
- Individual presentation
- Multiple mediums in project

## Career Readiness, Life Literacies, and Key Skills NJSLS (June 2020)

*Please select all standards that apply to this unit of study:*
- ❏ Act as a responsible and contributing community member and employee.
- ❏ Attend to financial well-being
- ❏ Consider the environmental , social, and economic impacts and decisions
- ❏ Demonstrate creativity and innovation
- ❏ Utilize critical thinking to make sense of problems and persevere in solving them
- ❏ Demonstrate creativity and innovation.
- ❏ Model integrity, ethical leadership and effective management
- ❏ Plan education and career paths aligned to personal goals
- ❏ Use technology to enhance productivity increase collaboration and communicate effectively
- ❏ Work productively in teams while using cultural global competence

Suggestions on integrating these standards can be found at: http://www.state.nj.us/education/cccs/2014/career/9.pdf

## Unit 2

## Painting / Color Theory

| Summary and Rationale | | |
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| Participation in the arts as creators, performers/presenters/producers and audience members enables individuals to discover and develop their own creative capacity, thereby providing a source of lifelong satisfaction. The creative, expressive and educational value experienced in drawing is continued and expanded upon with painting. Painting gives students the opportunity to convey ideas, express emotion, use their senses, explore color, explore process and outcomes, and create aesthetically pleasing works and experiences. | | |
| **Recommended Pacing** | | |
| 8 - 15 class sessions | | |
| **Standards** | | |
| **NJSLS: Visual and Performing Arts ([link](link))** | | |
| 1.5.2.Cr: CREATING: Generating and conceptualizing ideas. | | |
| 1.5.2.Cr.1 | 1.5.2.Cr: Creating - Anchor Standard 1: Generating and conceptualizing ideas. | |
| | By the end of Grade 2 | ● a.. Engage in individual and collaborative exploration of materials and ideas through multiple approaches, from imaginative play to brainstorming, to solve art and design problems.<br>● b. Engage in individual and collaborative art making through observation and investigation of the world, and in response to personal interests and curiosity. |
| 1.5.2.Cr.2 | 1.5.2.Cr: Creating - Anchor Standard 2: Organizing and developing ideas. | |
| | By the end of Grade 2 | ● a. Through experimentation, build skills and knowledge of materials and tools through various approaches to art making.<br>● b. Demonstrate safe procedures for using and cleaning art tools, equipment and studio spaces<br>● c. Create art that represents natural and constructed environments. Identify and classify uses of everyday objects through drawings, diagrams, sculptures or other visual means including repurposing objects to make something new. |
| 1.5.2.Cr.3 | 1.5.2.Cr: Creating - Anchor Standard 3: Refining and completing artistic ideas and work. | |
| | By the end of Grade 2 | ● a. Explain the process of making art, using art vocabulary. Discuss and reflect with peers about choices made while creating art. |
| 1.5.2.Pr: PRESENTING: Interpreting and sharing artistic work. | | |

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| 1.5.2.Pr.4 | 1.5.2.Pr: Presenting - Anchor Standard 4: Selecting, analyzing, and interpreting work. | |
| | By the end of Grade 2 | ● a. Select artwork for display, and explain why some work, objects and artifacts are valued over others. Categorize artwork based on a theme or concept for an exhibit. |
| 1.5.2.Pr.5 | 1.5.2.Pr: Presenting - Anchor Standard 5: Developing and refining techniques and models or steps needed to create products. | |
| | By the end of Grade 2 | ● a. Explain the purpose of a portfolio or collection. Ask and answer questions regarding preparing artwork for presentation or preservation. |
| 1.5.2.Pr.6 | 1.5.2.Pr: Presenting - Anchor Standard 6: Convey meaning through art. | |
| | By the end of Grade 2 | ● a. Explain what an art museum is and identify the roles and responsibilities of the people who work in and visit museums and exhibit spaces. Analyze how art exhibits inside and outside of schools (such as museums, galleries, virtual spaces, and other venues) contribute to communities. |
| 1.5.2.Re: RESPONDING: Understanding and evaluating how the arts convey meaning. | | |
| 1.5.2.Re.7 | 1.5.2.Re: Responding - Anchor Standard 7: Perceiving and analyzing artistic work. | |
| | By the end of Grade 2 | ● a. Identify works of art based on personal connections and experiences. Describe the aesthetic characteristics within both the natural and constructed world.<br>● b. Describe, compare, and categorize visual artworks, based on subject matter and expressive properties. |
| 1.5.2.Re.8 | 1.5.2.Re: Responding - Anchor Standard 8: Interpreting intent and meaning. | |
| | By the end of Grade 2 | ● a. Categorize and describe works of art, by identifying subject matter, details, mood, and formal characteristics. |
| 1.5.2.Re.9 | 1.5.2.Re: Responding - Anchor Standard 9: Applying criteria to evaluate artistic work. | |
| | By the end of Grade 2 | ● a. Use art vocabulary to explain preferences in selecting and classifying artwork. |
| 1.5.2.Cn: CONNECTING: Relating artistic ideas and work with personal meaning and external context. | | |
| 1.5.2.Cn.10 | 1.5.2.Cn: Connecting - Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products | |
| | By the end of Grade 2 | ● a. Create art that tells a story or describes life events in home, school and community. |
| 1.5.2.Cn.11 | 1.5.2.Cn: Connecting - Anchor Standard 11: Relating artistic ideas and works within the societal, cultural and historical contexts to deepen understanding. | |

| | By the end of Grade 2 | ● a. Compare, contrast, and describe why people from different places and times make art.<br>● b. Describe why people from different places and times make art about different issues, including climate change. |
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| **Social Emotional Learning Competencies ([link](link))** | | |
| Self-Awareness | | **1. Recognize one's feelings and thoughts**<br>    ● Analyze how one's own thoughts and emotions affect decision making and responsible behavior.<br>    ● Continue to effectively identify one's own emotions including in a variety of situations, with increasing vocabulary along with increasing awareness of situations, sensations and triggers associated with emotions.<br>**2. Recognize the impact of one's feelings and thoughts on one's own behavior**<br>    ● Analyze how one's own thoughts and emotions affect decision making and responsible behavior.<br>    ● Continue to effectively identify one's own emotions including in a variety of situations, with increasing vocabulary along with increasing awareness of situations, sensations and triggers associated with emotions.<br>**3. Recognize one's personal traits, strengths and limitations**<br>    ● Recognize and analyze how one's personal traits and qualities contribute to the work and outcomes of a group.<br>    ● Identify a post-high school option to pursue based on interests, personal traits, qualities and academic strengths.<br>**4. Recognize the importance of self-confidence in handling daily tasks and challenges**<br>    ● Identify and utilize strategies to prevent or overcome possible obstacles and hurdles<br>    ● Evaluate progress and adjust plan when there is little to no progress<br>    ● Identify one's strengths and next steps for reinforcing areas of need |
| Self-Management | | **5. Understand and practice strategies for managing one's own emotions, thoughts and behaviors**<br>    ● Differentiate between thoughts, feelings, and behaviors and learn how thoughts affect feelings and behaviors<br>    ● Identify strategies for dealing with areas of personal discomfort<br>    ● Describe strategies for releasing negative feelings and managing negative moods<br>    ● Utilize strategies for coping with and overcoming feelings of rejection, social isolation and stress<br>**6. Recognize the skills needed to establish and achieve** |

| | personal and educational goals |
|---|---|
| | • Identify a post-secondary goal with action steps, timeframes, and criteria for evaluating achievement<br>• Demonstrate an understanding that goal setting promotes lifelong success<br>• Name the features of goal planning important to achieving outcomes (measurable goal, progress monitoring, plan adjustment, etc.)<br>• Define a measurable personal goal that reflects an area of improvement or development they want to pursue<br>• Develop an action plan linked to a personal goal<br>**7. Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals**<br>• Assess lessons learned from experiences and mistakes<br>• Continue to build upon and strengthen ability to identify strategies that will make use of available resources to assist in overcoming obstacles and achieving goals<br>• Use creativity, problem solving and innovation to generate multiple possible solutions when experiencing obstacles |
| Social-Awareness | **8. Recognize and identify the thoughts, feelings and perspectives of others**<br>• Differentiate between the factual and emotional content of what a person presents<br>• Analyze the factors and behaviors that affect how others perceive them in various settings (i.e. job interviews, family gatherings, school activities, and peer interactions)<br>• Analyze the thoughts and beliefs of others contrary to their own<br>**9. Demonstrate an awareness of the differences among individuals, groups and others' cultural backgrounds**<br>• Explain how individual, social, and cultural differences may increase stereotyping<br>• Demonstrate an increased understanding of cultural differences<br>• Recognize how one's own perspective and biases impact interactions with others<br>**10. Demonstrate an understanding of the need for mutual respect when viewpoints differ**<br>• Understand different group dynamics and respond in accordance with social rules<br>• Evaluate how social and cultural norms and values have an effect on personal interactions<br>• Interpret social cues and design reactions in response to those cues<br>• Recognize and understand opposing viewpoints and demonstrate the skills needed to relate to, reflect on and respectfully disagree with other's perspectives<br>**11. Demonstrate an awareness of the expectations for social** |

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| | **interactions in a variety of settings**<br>● Analyze social situations and determine appropriate responses to those situations, including face- to-face interactions, professional dialogue and electronic interactions<br>● Understand group dynamics and respond appropriately<br>● Evaluate how social and cultural norms and values influence personal interactions<br>● Interpret social cues and design reactions in response to those cues |
| Relationship Skills | **12. Establish and maintain healthy relationships**<br>● Regularly demonstrate use of systematic decision-making, by identifying a decision, gathering information, and assessing alternative resolutions<br>● Evaluate strategies for avoiding risky behavior in different situations<br>● Evaluate external influences on their decision making- both positive and negative (i.e. media, peers, and cultural norms)<br>**13. Utilize positive communication and social skills to interact effectively with others**<br>● Identify helpful questions to use when determining consequences of decisions<br>● Can independently utilize a decision-making model to provide rationale for a decision<br>**14. Identify ways to resist inappropriate social pressure**<br>● Demonstrate personal responsibility in making ethical decisions<br>● Recognize ethical, safety, and societal factors when making decisions<br>● Evaluate how external influences (e.g. media, peer, cultural norms) affect decision-making<br>**15. Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways**<br>● Understand the qualities of healthy dating relationships<br>● Consistently demonstrates the utilization of strategies for maintaining positive relationships (e.g., pursue shared interests and activities, spend time together, give and receive help, practice forgiveness)<br>● Recognize how relationships grow and change with peers, teachers, and others<br>**16. Identify who, when, where, or how to seek help for oneself or others when needed**<br>● Understand and be able to demonstrate how to effectively communicate with others in a variety of social situations<br>● Effectively demonstrate in social interactions how to present information to an audience of various backgrounds |
| Responsible Decision-Making | **17. Develop, implement and model effective problem** |

|  | **solving and critical thinking skills**<br>● Define social networking, its role in social pressure and its impact on their life<br>● Demonstrate the ability to be true to personal values when interacting with others<br>● Identify consequences of safe and risky behaviors<br>**18. Identify the consequences associated with one's actions in order to make constructive choices**<br>● Utilize effective communication skills to resolve conflicts<br>● Recognize the role miscommunication may play in creating conflicts<br>● Recognize the ways that bias and stereotype can fuel conflict and generate appropriate responses to these biases<br>**19. Evaluate personal, ethical, safety and civic impact of decisions**<br>● Demonstrate the ability to evaluate the usefulness of different community resources<br>● Demonstrate the qualities of a trusting role model<br>● Consistently demonstrate self-advocacy strategies |
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| Interdisciplinary Connections | |
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| Standard x.x | |
| 6.1.2.History CC.3 | Make inferences about how past events, individuals, and innovations affect our current lives. |
| 6.1.2.History UP.2 | Use evidence to demonstrate how an individual's beliefs, values, and traditions may change and/or reflect more than one culture. |
| 6.1.2.History SE.1 | Use examples of regional folk heroes, stories, and/or songs and make inferences about how they have contributed to the development of a culture's history. |
| 6.1.2.History SE.3 | Use historical data from a variety of sources to investigate the development of a local community (e.g., origins of its name, originating members, important historical events and places). |
| Integration of Technology | |
| 8.1.2.CS.1 | Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences. |

| Instructional Focus | |
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| **Enduring Understandings:** | **Essential Questions:** |
| *Creating*<br>**Anchor Standard 1: Generating and conceptualizing ideas.**<br>Creativity and innovative thinking are essential life | *Creating*<br>**Anchor Standard 1: Generating and conceptualizing ideas.**<br>What conditions, attitudes, and behaviors support creativity and innovative thinking? What factors prevent or encourage people to take creative risks? How does collaboration expand |

skills that can be developed. Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art-making goals.

the creative process? How does knowing the contexts, histories, and traditions of art forms help us create works of art and design? Why do artists follow or break from established traditions? How do artists determine what resources and criteria are needed to formulate artistic investigations?

**Anchor Standard 2: Organizing and developing ideas.**
Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches. Artists and designers balance experimentation and safety, freedom and responsibility, while developing and creating artworks. People create and interact with objects, places and design that define, shape, enhance, and empower their lives.

**Anchor Standard 2: Organizing and developing ideas.**
How do artists work? How do artists and designers determine whether a particular direction in their work is effective? How do artists and designers learn from trial and error? How do artists and designers care for and maintain materials, tools and equipment? Why is it important, for safety and health, to understand and follow correct procedures in handling materials, tools and equipment? What responsibilities come with the freedom to create? How do objects, places and design shape lives and communities? How do artists and designers determine goals for designing or redesigning objects, places, or systems? How do artists and designers create works of art or design that effectively communicate?

**Anchor Standard 3: Refining and completing products.**
Artists and designers develop excellence through practice and constructive critique, reflecting on, revising and refining work over time.

**Anchor Standard 3: Refining and completing products.**
What role does persistence play in revising, refining and developing work? How do artists grow and become accomplished in art forms? How does collaboratively reflecting on a work help us experience it more completely?

*Presenting*
**Anchor Standard 4: Selecting, analyzing, and interpreting work.**
Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting and curating objects, artifacts, and artworks for preservation and presentation.

*Presenting*
**Anchor Standard 4: Selecting, analyzing, and interpreting work.**
How are artworks cared for and by whom? What criteria, methods and processes are used to select work for preservation or presentation? Why do people value objects, artifacts and artworks, and select them for presentation?

**Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.**
 Artists, curators and others consider a variety of factors and methods including evolving technologies when preparing and refining artwork for display and or when deciding if and how to preserve and protect it.

**Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.**
What methods and processes are considered when preparing artwork for presentation or preservation? How does refining artwork affect its meaning to the viewer? What criteria are considered when selecting work for presentation, a portfolio, or a collection?

**Anchor Standard 6: Conveying meaning through art.**
Objects, artifacts and artworks collected, preserved or presented either by artists, museums, or other venues communicate meaning and a record of social, cultural and political experiences resulting in the cultivating of appreciation and understanding.

**Anchor Standard 6: Conveying meaning through art.**
What is an art museum? How does the presenting and sharing of objects, artifacts and artworks influence and shape ideas, beliefs and experiences? How do objects, artifacts and artworks collected, preserved, or presented, cultivate appreciation and understanding?

*Responding*
**Anchor Standard 7: Perceiving and analyzing products.**
 Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments. Visual arts influences understanding of and responses to the world.

**Anchor Standard 8: Interpreting intent and meaning.**
People gain insights into meanings of artworks by engaging in the process of art criticism.

**Anchor Standard 9: Applying criteria to evaluate products.**
People evaluate art based on various criteria.

*Connecting*
**Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.**
Through artmaking, people make meaning by investigating and developing awareness of perceptions, knowledge and experiences.

**Anchor Standard 11: Relating artistic ideas and works within societal, cultural and historical contexts to deepen understanding.**
People develop ideas and understandings of society, culture and history through their interactions with and analysis of art.

*Responding*
**Anchor Standard 7: Perceiving and analyzing products.**
How do life experiences influence the way you relate to art? How does learning about art impact how we perceive the world? What can we learn from our responses to art? What is visual art? Where and how do we encounter visual arts in our world? How do visual arts influence our views of the world?

**Anchor Standard 8: Interpreting intent and meaning.**
What is the value of engaging in the process of art criticism? How can the viewer "read" a work of art as text? How does knowing and using visual art vocabulary help us understand and interpret works of art?

**Anchor Standard 9: Applying criteria to evaluate products.**
 How does one determine criteria to evaluate a work of art? How and why might criteria vary? How is a personal preference different from an evaluation?

*Connecting*
**Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.**
How does engaging in creating art enrich people's lives? How does making art attune people to their surroundings? How do people contribute to awareness and understanding of their lives and the lives of their communities through artmaking?

**Anchor Standard 11: Relating artistic ideas and works within societal, cultural and historical contexts to deepen understanding.**
How does art help us understand the lives of people of different times, places, and cultures? How is art used to impact the views of a society? How does art preserve aspects of life?

**Evidence of Learning (Assessments)**

- Classroom Observations and Questioning
- Teacher Observation of participation, sketches, planning, and research
- Student Reflections (Sketchbook, accordion book/journal, written artist statements)
- Final Projects (rubric)
- Student Portfolios
- Performance Evaluations
- Pre and post assessments
- Self-evaluations (rubric)
- Exit Tickets
- Thinking Routines (see-think-wonder, 3-2-1, etc)
- Critiques

| Objectives (SLO) | |
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| Students will know:<br><br>**Creating**<br>● Symbols convey meaning agreed upon by a group or culture. Manipulation of the basic elements of art and principles of design for personal expression results in visual communication that may be relevant in a variety of settings.<br>● Visual statements in art are derived from the basic elements of art regardless of the format and medium used to create the art.<br>● There are a wide variety of art media, each having its own materials, processes, and technical application methods for exploring solutions to creative problems.<br>● Each arts discipline has distinct characteristics, as do the artists who create them<br><br>**Presenting**.<br>● How to interpret, reflect on, and evaluate their own art and the works of others based on characteristics and criteria<br>● Develop a personal philosophy regarding the nature of art and the subject of their work<br>● Preparing and refining artwork for display will have a direct affect on the meaning of the work to the viewer.<br><br><br><br><br>**Responding**<br>● Exposure to a range of art is key to how we interpret, respond, and create art.<br>● Visual statements in art are derived from the basic elements of art regardless of the format and medium used to create the art.<br>● Technical skills, vocabulary and knowledge necessary for creative and expressive production<br>● Appropriate media, subject matter, and symbols for expression<br>● Problem solving techniques for originality, flexibility, fluency, and imagination | Students will be able to:<br>**Creating**<br>● Distinguish primary and secondary colors in works of known and emerging artists. Mix primary colors to create secondary colors and utilize primary and secondary colors in original works of art.<br>● Compare applications of the principle of design of radial balance in two-dimensional works of peers, known and emerging artists from diverse cultures and historical eras. Design and create paintings that show radial balance.<br>● Integrate the principles of design of emphasis in original two and three-dimensional art works and explain how this principle of design is used to communicate the artistic intent of peer and diverse known and emerging artists<br><br><br>**Presenting**<br>● Discuss the role of artists and describe how artwork is used to communicate stories, ideas and emotions that are reflections of their place in history and culture .<br>● Describe how the subject matter chosen by the artists for a particular artwork(s) is used to convey the purpose or intent of the artwork(s) (e.g., to celebrate, to replicate, to create emotion and personal response, etc.).<br>● Identify, select and define those elements and principles of design (e.g., line shape, color, texture, repetition, rhythm, emphasis, balance) that help create a good work.<br><br>**Responding**<br>● Discuss the lineage of famous artists and their connection to cultures past and present<br>● Identify the warm colors (e.g., red, yellow and orange) and the cool colors (e.g., blue, green and purple) and demonstrate how they can be used for expressive effect through the creation of original pieces of art.<br>● Use symbolism for pictorial representation/visual communication in the creation of works of art stemming from real life observation for inspiration.<br>● Demonstrate a variety of brush styles and appropriate types for use in watercolor, acrylic, and tempera painting.<br>● Demonstrate basic concepts of color theory including primary, secondary, and warm and cool color schemes.<br>● Demonstrate basic watercolor techniques including wet on wet, and color resist. |

## Connecting

- Relationships exist between visual arts history, culture, and other disciplines
- Art affects and is affected by the culture and world around us.
- Art is related to all other disciplines.
- Knowledge of the context of a composition, artist, and culture fosters increased understanding and appreciation of art.
- Understanding works of art provides insights into an individual's own culture and society, as well as those of others, while also providing opportunities to access, express and integrate meaning across a variety of content areas.

- Demonstrate basic painting application methods including color mixing, and blending techniques.

## Connecting

- Identify the characteristics of exemplary works of visual art, and identify characteristics of the artists who created them (e.g., gender, age, absence or presence of training, style, etc.).
- Recognize that individuals have different opinions about various works of art by sharing individual responses for liking or disliking specific aspects of a particular work of art.

## Suggested Resources/Technology Tools

Art history/Artist/Artwork Connections (suggested):
- Frederic Edwin Church Rainy Season in the Tropics
- Andrea del Verrocchio Tobias and the Angel
- The paintings of Pierre-Auguste Renoir
- Fernand Leger's Homage to Louis David
- Katsushika Hokusai's Evening Scene on the Occasion of the Festival of Lanterns
- Georgia O'Keefe's flower paintings
- Sweetgrass Basketry
- Navajo Dream Catchers
- The stroboscope photography of Harold Edgerton including Milk Drop Coronet or Back Dive
- Grant Wood's American Gothic
- Pablo Picasso's collage Three Musicians
- Sugar Cane, a portable mural by Diego Rivera
- Red Groom three-dimensional construction

Resources (websites, books, videos):

Technology Tools:
- Chromebooks
- LCD Projector
- Classroom iMacs/desktops
- Adobe Creative Suite
- Digital SLR cameras
- Tablets
- Websites

## Key Terms

| | | | |
|---|---|---|---|
| abstract | blend | blot | canvas |
| color scheme | color wheel | composition | contrast |
| dry brush | flat brush | mix | palette |
| primary | round brush | secondary | shade |
| smooth | tempera | tertiary | tint |
| wash | watercolor | wet on wet | |

## Modifications

Special Education/IEP/504 - Modifications and accommodations must be aligned to the stated plan and uphold expectations of the plan lawfully. Every student requires a different set of accommodations based upon need. Examples specific to visual arts practice include, but are not limited to:

- Follow individual IEP/504 plans for specific modifications.
- Preferential seating
- Extended/Additional time for assessments
- Behavior management support
- Assignments/resources in electronic and physical format
- Break down assignments with oral directions, written directions, and visuals.
- Provide frequent reminders to stay on task and reinforce on-task behavior
- Work on organizational skills
- Provide visual supports
- Partnering/Grouping of students
- Re-teaching and review
- Multi-media approach to accommodate various learning styles
- Decrease/Modify number of project requirements
- Teacher/Aide/Para assistance
- Demonstrations of techniques on an individual level
- Show slide presentations to encourage exploration of project ideas

ELL - Teachers identify the modifications that they will use in the unit as related to the needs of their student population. Examples specific to visual arts practice include, but are not limited to:

- Allow the use of Google Translate where appropriate.
- Provide alternate ways for the student to respond (verbal/pictographic answers instead of written)
- Substitute a hands-on activity or use of different media in projects for a written activity
- Prepare and distribute advance notes
- Provide model sentence frames and sentence starters for both oral responses and written responses
- Provide additional time to complete assessments and assignments
- Model and use gestures to aid in understanding
- Model tasks by giving one or two examples before releasing students to work independently
- Present instructions both verbally and visually
- Simplify written and verbal instructions

- Speak clearly and naturally, and try to enunciate words, especially their ending sounds.
- Provide Visual, Graphic, Interactive, and/or Sensory Supports
- Simplify the language, format, and directions of the assessment
- Allow for alternate seating for proximity to peer helper or teacher as necessary
- When showing videos, use Closed Captioning.
- Support use of student's primary language by translating key words in directions, or key vocabulary terms or giving students opportunities to communicate in their primary language (written or orally)

Gifted and Talented/Enrichment - Utilize differentiation in the areas of acceleration, enrichment, and grouping. Examples specific to visual arts practice include, but are not limited to:
- Complex, in-depth research assignments
- Independent study where applicable
- Provide a variety of individualized work centers or student choice
- Lead demonstrations for class
- Create additional project(s) in a different medium, exploring a different technique, style, or subject.
- Individual presentation
- Multiple mediums in project

## Career Readiness, Life Literacies, and Key Skills NJSLS (June 2020)

*Please select all standards that apply to this unit of study:*
- ❏ Act as a responsible and contributing community member and employee.
- ❏ Attend to financial well-being
- ❏ Consider the environmental , social, and economic impacts and decisions
- ❏ Demonstrate creativity and innovation
- ❏ Utilize critical thinking to make sense of problems and persevere in solving them
- ❏ Demonstrate creativity and innovation.
- ❏ Model integrity, ethical leadership and effective management
- ❏ Plan education and career paths aligned to personal goals
- ❏ Use technology to enhance productivity increase collaboration and communicate effectively
- ❏ Work productively in teams while using cultural global competence

Suggestions on integrating these standards can be found at: http://www.state.nj.us/education/cccs/2014/career/9.pdf

## Unit 3

### Mixed Media / Collage / Fabrics & Fibers

### Summary and Rationale

Participation in the arts as creators, performers/presenters/producers and audience members enables individuals to discover and develop their own creative capacity, thereby providing a source of lifelong satisfaction.

An introduction to mixed media techniques, collage and fibers allows students to reinterpret and expand upon the skills they learned using traditional media. Exposure to a wider variety of art making experiences allows students to identify their preferred method of expression.

| Recommended Pacing |
| --- |
| 8 - 15 class sessions |

| Standards |
| --- |

| **NJSLS: Visual and Performing Arts ([link](#))** |
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| 1.5.2.Cr: CREATING: Generating and conceptualizing ideas. | |
| --- | --- |
| 1.5.2.Cr.1 | 1.5.2.Cr: Creating - Anchor Standard 1: Generating and conceptualizing ideas. |
| | By the end of Grade 2 | ● a.. Engage in individual and collaborative exploration of materials and ideas through multiple approaches, from imaginative play to brainstorming, to solve art and design problems.<br>● b. Engage in individual and collaborative art making through observation and investigation of the world, and in response to personal interests and curiosity. |
| 1.5.2.Cr.2 | 1.5.2.Cr: Creating - Anchor Standard 2: Organizing and developing ideas. |
| | By the end of Grade 2 | ● a. Through experimentation, build skills and knowledge of materials and tools through various approaches to art making.<br>● b. Demonstrate safe procedures for using and cleaning art tools, equipment and studio spaces<br>● c. Create art that represents natural and constructed environments. Identify and classify uses of everyday objects through drawings, diagrams, sculptures or other visual means including repurposing objects to make something new. |
| 1.5.2.Cr.3 | 1.5.2.Cr: Creating - Anchor Standard 3: Refining and completing artistic ideas and work. |
| | By the end of Grade 2 | ● a. Explain the process of making art, using art vocabulary. Discuss and reflect with peers about choices made while creating art. |
| 1.5.2.Pr: PRESENTING: Interpreting and sharing artistic work. | |
| 1.5.2.Pr.4 | 1.5.2.Pr: Presenting - Anchor Standard 4: Selecting, analyzing, and interpreting work. |
| | By the end of Grade 2 | ● a. Select artwork for display, and explain why some work, |

| | | |
|---|---|---|
| | | objects and artifacts are valued over others. Categorize artwork based on a theme or concept for an exhibit. |
| 1.5.2.Pr.5 | 1.5.2.Pr: Presenting - Anchor Standard 5: Developing and refining techniques and models or steps needed to create products. | |
| | By the end of Grade 2 | ● a. Explain the purpose of a portfolio or collection. Ask and answer questions regarding preparing artwork for presentation or preservation. |
| 1.5.2.Pr.6 | 1.5.2.Pr: Presenting - Anchor Standard 6: Convey meaning through art. | |
| | By the end of Grade 2 | ● a. Explain what an art museum is and identify the roles and responsibilities of the people who work in and visit museums and exhibit spaces. Analyze how art exhibits inside and outside of schools (such as museums, galleries, virtual spaces, and other venues) contribute to communities. |
| 1.5.2.Re: RESPONDING: Understanding and evaluating how the arts convey meaning. | | |
| 1.5.2.Re.7 | 1.5.2.Re: Responding - Anchor Standard 7: Perceiving and analyzing artistic work. | |
| | By the end of Grade 2 | ● a. Identify works of art based on personal connections and experiences. Describe the aesthetic characteristics within both the natural and constructed world.<br>● b. Describe, compare, and categorize visual artworks, based on subject matter and expressive properties. |
| 1.5.2.Re.8 | 1.5.2.Re: Responding - Anchor Standard 8: Interpreting intent and meaning. | |
| | By the end of Grade 2 | ● a. Categorize and describe works of art, by identifying subject matter, details, mood, and formal characteristics. |
| 1.5.2.Re.9 | 1.5.2.Re: Responding - Anchor Standard 9: Applying criteria to evaluate artistic work. | |
| | By the end of Grade 2 | ● a. Use art vocabulary to explain preferences in selecting and classifying artwork. |
| 1.5.2.Cn: CONNECTING: Relating artistic ideas and work with personal meaning and external context. | | |
| 1.5.2.Cn.10 | 1.5.2.Cn: Connecting - Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products | |
| | By the end of Grade 2 | ● a. Create art that tells a story or describes life events in home, school and community. |
| 1.5.2.Cn.11 | 1.5.2.Cn: Connecting - Anchor Standard 11: Relating artistic ideas and works within the societal, cultural and historical contexts to deepen understanding. | |
| | By the end of Grade 2 | ● a. Compare, contrast, and describe why people from different places and times make art.<br>● b. Describe why people from different places and times |

| | make art about different issues, including climate change. |
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| **Social Emotional Learning Competencies ([link](link))** | |
| Self-Awareness | **1. Recognize one's feelings and thoughts**<br>● Analyze how one's own thoughts and emotions affect decision making and responsible behavior.<br>● Continue to effectively identify one's own emotions including in a variety of situations, with increasing vocabulary along with increasing awareness of situations, sensations and triggers associated with emotions.<br>**2. Recognize the impact of one's feelings and thoughts on one's own behavior**<br>● Analyze how one's own thoughts and emotions affect decision making and responsible behavior.<br>● Continue to effectively identify one's own emotions including in a variety of situations, with increasing vocabulary along with increasing awareness of situations, sensations and triggers associated with emotions.<br>**3. Recognize one's personal traits, strengths and limitations**<br>● Recognize and analyze how one's personal traits and qualities contribute to the work and outcomes of a group.<br>● Identify a post-high school option to pursue based on interests, personal traits, qualities and academic strengths.<br>**4. Recognize the importance of self-confidence in handling daily tasks and challenges**<br>● Identify and utilize strategies to prevent or overcome possible obstacles and hurdles<br>● Evaluate progress and adjust plan when there is little to no progress<br>● Identify one's strengths and next steps for reinforcing areas of need |
| Self-Management | **5. Understand and practice strategies for managing one's own emotions, thoughts and behaviors**<br>● Differentiate between thoughts, feelings, and behaviors and learn how thoughts affect feelings and behaviors<br>● Identify strategies for dealing with areas of personal discomfort<br>● Describe strategies for releasing negative feelings and managing negative moods<br>● Utilize strategies for coping with and overcoming feelings of rejection, social isolation and stress<br>**6. Recognize the skills needed to establish and achieve personal and educational goals**<br>● Identify a post-secondary goal with action steps, timeframes, and criteria for evaluating achievement |

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| | ● Demonstrate an understanding that goal setting promotes lifelong success<br>● Name the features of goal planning important to achieving outcomes (measurable goal, progress monitoring, plan adjustment, etc.)<br>● Define a measurable personal goal that reflects an area of improvement or development they want to pursue<br>● Develop an action plan linked to a personal goal<br>**7. Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals**<br>    ● Assess lessons learned from experiences and mistakes<br>    ● Continue to build upon and strengthen ability to identify strategies that will make use of available resources to assist in overcoming obstacles and achieving goals<br>    ● Use creativity, problem solving and innovation to generate multiple possible solutions when experiencing obstacles |
| Social-Awareness | **8. Recognize and identify the thoughts, feelings and perspectives of others**<br>    ● Differentiate between the factual and emotional content of what a person presents<br>    ● Analyze the factors and behaviors that affect how others perceive them in various settings (i.e. job interviews, family gatherings, school activities, and peer interactions)<br>    ● Analyze the thoughts and beliefs of others contrary to their own<br>**9. Demonstrate an awareness of the differences among individuals, groups and others' cultural backgrounds**<br>    ● Explain how individual, social, and cultural differences may increase stereotyping<br>    ● Demonstrate an increased understanding of cultural differences<br>    ● Recognize how one's own perspective and biases impact interactions with others<br>**10. Demonstrate an understanding of the need for mutual respect when viewpoints differ**<br>    ● Understand different group dynamics and respond in accordance with social rules<br>    ● Evaluate how social and cultural norms and values have an effect on personal interactions<br>    ● Interpret social cues and design reactions in response to those cues<br>    ● Recognize and understand opposing viewpoints and demonstrate the skills needed to relate to, reflect on and respectfully disagree with other's perspectives<br>**11. Demonstrate an awareness of the expectations for social interactions in a variety of settings**<br>    ● Analyze social situations and determine appropriate responses to those situations, including face- to-face |

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| | interactions, professional dialogue and electronic interactions<br>● Understand group dynamics and respond appropriately<br>● Evaluate how social and cultural norms and values influence personal interactions<br>● Interpret social cues and design reactions in response to those cues |
| Relationship Skills | **12. Establish and maintain healthy relationships**<br>● Regularly demonstrate use of systematic decision-making, by identifying a decision, gathering information, and assessing alternative resolutions<br>● Evaluate strategies for avoiding risky behavior in different situations<br>● Evaluate external influences on their decision making- both positive and negative (i.e. media, peers, and cultural norms)<br>**13. Utilize positive communication and social skills to interact effectively with others**<br>● Identify helpful questions to use when determining consequences of decisions<br>● Can independently utilize a decision-making model to provide rationale for a decision<br>**14. Identify ways to resist inappropriate social pressure**<br>● Demonstrate personal responsibility in making ethical decisions<br>● Recognize ethical, safety, and societal factors when making decisions<br>● Evaluate how external influences (e.g. media, peer, cultural norms) affect decision-making<br>**15. Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways**<br>● Understand the qualities of healthy dating relationships<br>● Consistently demonstrates the utilization of strategies for maintaining positive relationships (e.g., pursue shared interests and activities, spend time together, give and receive help, practice forgiveness)<br>● Recognize how relationships grow and change with peers, teachers, and others<br>**16. Identify who, when, where, or how to seek help for oneself or others when needed**<br>● Understand and be able to demonstrate how to effectively communicate with others in a variety of social situations<br>● Effectively demonstrate in social interactions how to present information to an audience of various backgrounds |
| Responsible Decision-Making | **17. Develop, implement and model effective problem solving and critical thinking skills**<br>● Define social networking, its role in social pressure and its impact on their life |

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| | ● Demonstrate the ability to be true to personal values when interacting with others |
| | ● Identify consequences of safe and risky behaviors |
| | **18. Identify the consequences associated with one's actions in order to make constructive choices** |
| | ● Utilize effective communication skills to resolve conflicts |
| | ● Recognize the role miscommunication may play in creating conflicts |
| | ● Recognize the ways that bias and stereotype can fuel conflict and generate appropriate responses to these biases |
| | **19. Evaluate personal, ethical, safety and civic impact of decisions** |
| | ● Demonstrate the ability to evaluate the usefulness of different community resources |
| | ● Demonstrate the qualities of a trusting role model |
| | ● Consistently demonstrate self-advocacy strategies |

## Interdisciplinary Connections

Standard x.x

| 6.1.2.History CC.3 | Make inferences about how past events, individuals, and innovations affect our current lives. |
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| 6.1.2.History UP.2 | Use evidence to demonstrate how an individual's beliefs, values, and traditions may change and/or reflect more than one culture. |
| 6.1.2.History SE.1 | Use examples of regional folk heroes, stories, and/or songs and make inferences about how they have contributed to the development of a culture's history. |
| 6.1.2.History SE.3 | Use historical data from a variety of sources to investigate the development of a local community (e.g., origins of its name, originating members, important historical events and places). |

Integration of Technology

| 8.1.2.CS.1 | Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences. |
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## Instructional Focus

| **Enduring Understandings:** | **Essential Questions:** |
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| *Creating* **Anchor Standard 1: Generating and conceptualizing ideas.** Creativity and innovative thinking are essential life skills that can be developed. Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art-making | *Creating* **Anchor Standard 1: Generating and conceptualizing ideas.** What conditions, attitudes, and behaviors support creativity and innovative thinking? What factors prevent or encourage people to take creative risks? How does collaboration expand the creative process? How does knowing the contexts, histories, and traditions of art forms help us create works of art and design? Why do artists follow or break from established |

goals.

**Anchor Standard 2: Organizing and developing ideas.**
Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches. Artists and designers balance experimentation and safety, freedom and responsibility, while developing and creating artworks. People create and interact with objects, places and design that define, shape, enhance, and empower their lives.

**Anchor Standard 3: Refining and completing products.**
Artists and designers develop excellence through practice and constructive critique, reflecting on, revising and refining work over time.

*Presenting*
**Anchor Standard 4: Selecting, analyzing, and interpreting work.**
Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting and curating objects, artifacts, and artworks for preservation and presentation.

**Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.**
 Artists, curators and others consider a variety of factors and methods including evolving technologies when preparing and refining artwork for display and or when deciding if and how to preserve and protect it.

**Anchor Standard 6: Conveying meaning through art.**
Objects, artifacts and artworks collected, preserved or presented either by artists, museums, or other venues communicate meaning and a record of social, cultural and political experiences resulting in the cultivating of appreciation and understanding.

*Responding*
**Anchor Standard 7: Perceiving and analyzing products.**

traditions? How do artists determine what resources and criteria are needed to formulate artistic investigations?

**Anchor Standard 2: Organizing and developing ideas.**
How do artists work? How do artists and designers determine whether a particular direction in their work is effective? How do artists and designers learn from trial and error? How do artists and designers care for and maintain materials, tools and equipment? Why is it important, for safety and health, to understand and follow correct procedures in handling materials, tools and equipment? What responsibilities come with the freedom to create? How do objects, places and design shape lives and communities? How do artists and designers determine goals for designing or redesigning objects, places, or systems? How do artists and designers create works of art or design that effectively communicate?

**Anchor Standard 3: Refining and completing products.**
What role does persistence play in revising, refining and developing work? How do artists grow and become accomplished in art forms? How does collaboratively reflecting on a work help us experience it more completely?

*Presenting*
**Anchor Standard 4: Selecting, analyzing, and interpreting work.**
How are artworks cared for and by whom? What criteria, methods and processes are used to select work for preservation or presentation? Why do people value objects, artifacts and artworks, and select them for presentation?

**Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.**
What methods and processes are considered when preparing artwork for presentation or preservation? How does refining artwork affect its meaning to the viewer? What criteria are considered when selecting work for presentation, a portfolio, or a collection?

**Anchor Standard 6: Conveying meaning through art.**
What is an art museum? How does the presenting and sharing of objects, artifacts and artworks influence and shape ideas, beliefs and experiences? How do objects, artifacts and artworks collected, preserved, or presented, cultivate appreciation and understanding?

*Responding*
**Anchor Standard 7: Perceiving and analyzing products.**
How do life experiences influence the way you relate to art?

Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments. Visual arts influences understanding of and responses to the world.

**Anchor Standard 8: Interpreting intent and meaning.**
People gain insights into meanings of artworks by engaging in the process of art criticism.

**Anchor Standard 9: Applying criteria to evaluate products.**
People evaluate art based on various criteria.

*Connecting*
**Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.**
Through artmaking, people make meaning by investigating and developing awareness of perceptions, knowledge and experiences.

**Anchor Standard 11: Relating artistic ideas and works within societal, cultural and historical contexts to deepen understanding.**
People develop ideas and understandings of society, culture and history through their interactions with and analysis of art.

How does learning about art impact how we perceive the world? What can we learn from our responses to art? What is visual art? Where and how do we encounter visual arts in our world? How do visual arts influence our views of the world?

**Anchor Standard 8: Interpreting intent and meaning.**
What is the value of engaging in the process of art criticism? How can the viewer "read" a work of art as text? How does knowing and using visual art vocabulary help us understand and interpret works of art?

**Anchor Standard 9: Applying criteria to evaluate products.**
How does one determine criteria to evaluate a work of art? How and why might criteria vary? How is a personal preference different from an evaluation?

*Connecting*
**Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.**
How does engaging in creating art enrich people's lives? How does making art attune people to their surroundings? How do people contribute to awareness and understanding of their lives and the lives of their communities through artmaking?

**Anchor Standard 11: Relating artistic ideas and works within societal, cultural and historical contexts to deepen understanding.**
How does art help us understand the lives of people of different times, places, and cultures? How is art used to impact the views of a society? How does art preserve aspects of life?

## Evidence of Learning (Assessments)

- Classroom Observations and Questioning
- Teacher Observation of participation, sketches, planning, and research
- Student Reflections (Sketchbook, accordion book/journal, written artist statements)
- Final Projects (rubric)
- Student Portfolios
- Performance Evaluations
- Pre and post assessments
- Self-evaluations (rubric)
- Exit Tickets
- Thinking Routines (see-think-wonder, 3-2-1, etc)
- Critiques

## Objectives (SLO)

| Students will know: | Students will be able to: |
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| **Creating** | **Creating** |
| ● Symbols convey meaning agreed upon by a group or culture. Manipulation of the basic elements of art and principles of design for personal expression results in visual communication that may be relevant in a variety of settings.<br>● Visual statements in art are derived from the basic elements of art regardless of the format and medium used to create the art.<br>● There are a wide variety of art media, each having its own materials, processes, and technical application methods for exploring solutions to creative problems.<br>● Each arts discipline has distinct characteristics, as do the artists who create them | ● Compare how known and emerging artists from diverse cultures make use of texture in their artwork. Create original two-dimensional works of art that use texture as the predominant element of art.<br>● Recognize a variety of collage techniques utilizing a wide range of media on canvas.<br>● Explore the concept of assemblage in the creation of themed collages.<br>● Explore a variety of drawings and paintings using at least two distinct art media. |
| **Presenting**.<br>● How to interpret, reflect on, and evaluate their own art and the works of others based on characteristics and criteria<br>● Develop a personal philosophy regarding the nature of art and the subject of their work<br>● Preparing and refining artwork for display will have a direct affect on the meaning of the work to the viewer. | **Presenting**<br>● Discuss the role of artists and describe how artwork is used to communicate stories, ideas and emotions that are reflections of their place in history and culture<br>● Describe how the subject matter chosen by the artists for a particular artwork(s) is used to convey the purpose or intent of the artwork(s) (e.g., to celebrate, to replicate, to create emotion and personal response, etc.)<br>● Identify, select and define those elements and principles of design (e.g., line shape, color, texture, repetition, rhythm, emphasis, balance) that help create a good work. |
| **Responding**<br>● Exposure to a range of art is key to how we interpret, respond, and create art.<br>● Visual statements in art are derived from the basic elements of art regardless of the format and medium used to create the art.<br>● Technical skills, vocabulary and knowledge necessary for creative and expressive production<br>● Appropriate media, subject matter, and symbols for expression<br>● Problem solving techniques for originality, flexibility, fluency, and imagination | **Responding**<br>● Identify and create patterns from texture in original two and three-dimensional artwork.<br>● Use mixed media (e.g., pencil, crayon, markers, watercolor, colored pencils, collage, clay, wire, cardboard etc.) to create two and three-dimensional figurative works of art that follow the principles of (symmetrical) balance and proportion. Demonstrate an understanding of application methods and primary or secondary colors by using them to complete the artwork to creative effect.<br>● Use line, texture and/or patterns and shapes (geometric or freeform) to create non-objective art work that uses color and mixed media (e.g., crayon, paint, markers, colored pencils, paper, clay, wire, cardboard etc.) to express a mood.<br>● Create 2-D works of art using various drawing media: (pencil, crayon, marker, oil pastel). |

| **Connecting** | **Connecting** |
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| ● Relationships exist between visual arts history, culture, and other disciplines<br>● Art affects and is affected by the culture and world around us.<br>● Art is related to all other disciplines.<br>● Knowledge of the context of a composition, artist, and culture fosters increased understanding and appreciation of art.<br>● Understanding works of art provides insights into an individual's own culture and society, as well as those of others, while also providing opportunities to access, express and integrate meaning across a variety of content areas. | ● Compare and contrast culturally and historically diverse works of art that evoke an emotion, and identify the subject matter and purpose for the works. Describe how the subject matter contributes to the purpose.<br>● Identify various subjects and themes in works of art, and verbalize simple reasons liking/disliking parts of the content of the work of art. |

## Suggested Resources/Technology Tools

Art history/Artist/Artwork Connections (suggested):
- Lee Krasner's paintings and drawings including Noon
- Paintings by Max Ernst such as The Entire City or Dadaville
- Haitian Sequence Banners
- Inca feather tunics
- Javanese Batik
- Than-ka / Tibetan painted cloth scrolls
- Romare Bearden, Young Students
- Faith Ringgold, Tar Beach Painted Quilt series

Resources (websites, books, videos):

Technology Tools:
- Chromebooks
- LCD Projector
- Classroom iMacs/desktops
- Adobe Creative Suite
- Digital SLR cameras
- Tablets
- Websites

## Key Terms

| | | | |
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| collage | media | relief | texture |
| emphasis | harmony | movement | weave |

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| warp | distort | pattern | repetitive |
| rhythm | tearing | overlap | cut-and-paste |
| variety | arrangement | opposite | subject matter |
| focal point | scratch-art | | |

## Modifications

Special Education/IEP/504 - Modifications and accommodations must be aligned to the stated plan and uphold expectations of the plan lawfully. Every student requires a different set of accommodations based upon need. Examples specific to visual arts practice include, but are not limited to:

- Follow individual IEP/504 plans for specific modifications.
- Preferential seating
- Extended/Additional time for assessments
- Behavior management support
- Assignments/resources in electronic and physical format
- Break down assignments with oral directions, written directions, and visuals.
- Provide frequent reminders to stay on task and reinforce on-task behavior
- Work on organizational skills
- Provide visual supports
- Partnering/Grouping of students
- Re-teaching and review
- Multi-media approach to accommodate various learning styles
- Decrease/Modify number of project requirements
- Teacher/Aide/Para assistance
- Demonstrations of techniques on an individual level
- Show slide presentations to encourage exploration of project ideas

ELL - Teachers identify the modifications that they will use in the unit as related to the needs of their student population. Examples specific to visual arts practice include, but are not limited to:

- Allow the use of Google Translate where appropriate.
- Provide alternate ways for the student to respond (verbal/pictographic answers instead of written)
- Substitute a hands-on activity or use of different media in projects for a written activity
- Prepare and distribute advance notes
- Provide model sentence frames and sentence starters for both oral responses and written responses
- Provide additional time to complete assessments and assignments
- Model and use gestures to aid in understanding
- Model tasks by giving one or two examples before releasing students to work independently
- Present instructions both verbally and visually
- Simplify written and verbal instructions
- Speak clearly and naturally, and try to enunciate words, especially their ending sounds.
- Provide Visual, Graphic, Interactive, and/or Sensory Supports
- Simplify the language, format, and directions of the assessment

- Allow for alternate seating for proximity to peer helper or teacher as necessary
- When showing videos, use Closed Captioning.
- Support use of student's primary language by translating key words in directions, or key vocabulary terms or giving students opportunities to communicate in their primary language (written or orally)

Gifted and Talented/Enrichment - Utilize differentiation in the areas of acceleration, enrichment, and grouping. Examples specific to visual arts practice include, but are not limited to:
- Complex, in-depth research assignments
- Independent study where applicable
- Provide a variety of individualized work centers or student choice
- Lead demonstrations for class
- Create additional project(s) in a different medium, exploring a different technique, style, or subject.
- Individual presentation
- Multiple mediums in project

## Career Readiness, Life Literacies, and Key Skills NJSLS (June 2020)

*Please select all standards that apply to this unit of study:*
- ❏ Act as a responsible and contributing community member and employee.
- ❏ Attend to financial well-being
- ❏ Consider the environmental , social, and economic impacts and decisions
- ❏ Demonstrate creativity and innovation
- ❏ Utilize critical thinking to make sense of problems and persevere in solving them
- ❏ Demonstrate creativity and innovation.
- ❏ Model integrity, ethical leadership and effective management
- ❏ Plan education and career paths aligned to personal goals
- ❏ Use technology to enhance productivity increase collaboration and communicate effectively
- ❏ Work productively in teams while using cultural global competence

Suggestions on integrating these standards can be found at: http://www.state.nj.us/education/cccs/2014/career/9.pdf

## Unit 4

## Sculpture / Ceramics

## Summary and Rationale

Participation in the arts as creators, performers/presenters/producers and audience members enables individuals to discover and develop their own creative capacity, thereby providing a source of lifelong satisfaction.
Sculpture and ceramics allow students to manipulate materials into three-dimensional works of art. They will have a chance to explore form, an element of art, in a way they had not been able to using traditional media.

## Pacing

| | 8 - 15 class sessions | |
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| | **Standards** | |
| | **NJSLS: Visual and Performing Arts ([link](#))** | |
| | 1.5.2.Cr: CREATING: Generating and conceptualizing ideas. | |
| 1.5.2.Cr.1 | 1.5.2.Cr: Creating - Anchor Standard 1: Generating and conceptualizing ideas. | |
| | By the end of Grade 2 | ● a.. Engage in individual and collaborative exploration of materials and ideas through multiple approaches, from imaginative play to brainstorming, to solve art and design problems.<br>● b. Engage in individual and collaborative art making through observation and investigation of the world, and in response to personal interests and curiosity. |
| 1.5.2.Cr.2 | 1.5.2.Cr: Creating - Anchor Standard 2: Organizing and developing ideas. | |
| | By the end of Grade 2 | ● a. Through experimentation, build skills and knowledge of materials and tools through various approaches to art making.<br>● b. Demonstrate safe procedures for using and cleaning art tools, equipment and studio spaces<br>● c. Create art that represents natural and constructed environments. Identify and classify uses of everyday objects through drawings, diagrams, sculptures or other visual means including repurposing objects to make something new. |
| 1.5.2.Cr.3 | 1.5.2.Cr: Creating - Anchor Standard 3: Refining and completing artistic ideas and work. | |
| | By the end of Grade 2 | ● a. Explain the process of making art, using art vocabulary. Discuss and reflect with peers about choices made while creating art. |
| | 1.5.2.Pr: PRESENTING: Interpreting and sharing artistic work. | |
| 1.5.2.Pr.4 | 1.5.2.Pr: Presenting - Anchor Standard 4: Selecting, analyzing, and interpreting work. | |
| | By the end of Grade 2 | ● a. Select artwork for display, and explain why some work, objects and artifacts are valued over others. Categorize artwork based on a theme or concept for an exhibit. |
| 1.5.2.Pr.5 | 1.5.2.Pr: Presenting - Anchor Standard 5: Developing and refining techniques and models or steps needed to create products. | |
| | By the end of Grade 2 | ● a. Explain the purpose of a portfolio or collection. Ask and answer questions regarding preparing artwork for |

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| | | presentation or preservation. |
| 1.5.2.Pr.6 | 1.5.2.Pr: Presenting - Anchor Standard 6: Convey meaning through art. | |
| | By the end of Grade 2 | ● a. Explain what an art museum is and identify the roles and responsibilities of the people who work in and visit museums and exhibit spaces. Analyze how art exhibits inside and outside of schools (such as museums, galleries, virtual spaces, and other venues) contribute to communities. |
| 1.5.2.Re: RESPONDING: Understanding and evaluating how the arts convey meaning. | | |
| 1.5.2.Re.7 | 1.5.2.Re: Responding - Anchor Standard 7: Perceiving and analyzing artistic work. | |
| | By the end of Grade 2 | ● a. Identify works of art based on personal connections and experiences. Describe the aesthetic characteristics within both the natural and constructed world.<br>● b. Describe, compare, and categorize visual artworks, based on subject matter and expressive properties. |
| 1.5.2.Re.8 | 1.5.2.Re: Responding - Anchor Standard 8: Interpreting intent and meaning. | |
| | By the end of Grade 2 | ● a. Categorize and describe works of art, by identifying subject matter, details, mood, and formal characteristics. |
| 1.5.2.Re.9 | 1.5.2.Re: Responding - Anchor Standard 9: Applying criteria to evaluate artistic work. | |
| | By the end of Grade 2 | ● a. Use art vocabulary to explain preferences in selecting and classifying artwork. |
| 1.5.2.Cn: CONNECTING: Relating artistic ideas and work with personal meaning and external context. | | |
| 1.5.2.Cn.10 | 1.5.2.Cn: Connecting - Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products | |
| | By the end of Grade 2 | ● a. Create art that tells a story or describes life events in home, school and community. |
| 1.5.2.Cn.11 | 1.5.2.Cn: Connecting - Anchor Standard 11: Relating artistic ideas and works within the societal, cultural and historical contexts to deepen understanding. | |
| | By the end of Grade 2 | ● a. Compare, contrast, and describe why people from different places and times make art.<br>● b. Describe why people from different places and times make art about different issues, including climate change. |
| **Social Emotional Learning Competencies ([link](link))** | | |
| Self-Awareness | | **1. Recognize one's feelings and thoughts**<br>● Analyze how one's own thoughts and emotions affect decision making and responsible behavior.<br>● Continue to effectively identify one's own emotions |

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| | including in a variety of situations, with increasing vocabulary along with increasing awareness of situations, sensations and triggers associated with emotions.<br>**2. Recognize the impact of one's feelings and thoughts on one's own behavior**<br>● Analyze how one's own thoughts and emotions affect decision making and responsible behavior.<br>● Continue to effectively identify one's own emotions including in a variety of situations, with increasing vocabulary along with increasing awareness of situations, sensations and triggers associated with emotions.<br>**3. Recognize one's personal traits, strengths and limitations**<br>● Recognize and analyze how one's personal traits and qualities contribute to the work and outcomes of a group.<br>● Identify a post-high school option to pursue based on interests, personal traits, qualities and academic strengths.<br>**4. Recognize the importance of self-confidence in handling daily tasks and challenges**<br>● Identify and utilize strategies to prevent or overcome possible obstacles and hurdles<br>● Evaluate progress and adjust plan when there is little to no progress<br>● Identify one's strengths and next steps for reinforcing areas of need |
| Self-Management | **5. Understand and practice strategies for managing one's own emotions, thoughts and behaviors**<br>● Differentiate between thoughts, feelings, and behaviors and learn how thoughts affect feelings and behaviors<br>● Identify strategies for dealing with areas of personal discomfort<br>● Describe strategies for releasing negative feelings and managing negative moods<br>● Utilize strategies for coping with and overcoming feelings of rejection, social isolation and stress<br>**6. Recognize the skills needed to establish and achieve personal and educational goals**<br>● Identify a post-secondary goal with action steps, timeframes, and criteria for evaluating achievement<br>● Demonstrate an understanding that goal setting promotes lifelong success<br>● Name the features of goal planning important to achieving outcomes (measurable goal, progress monitoring, plan adjustment, etc.)<br>● Define a measurable personal goal that reflects an area of improvement or development they want to pursue<br>● Develop an action plan linked to a personal goal |

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| | **7. Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals**<br>● Assess lessons learned from experiences and mistakes<br>● Continue to build upon and strengthen ability to identify strategies that will make use of available resources to assist in overcoming obstacles and achieving goals<br>● Use creativity, problem solving and innovation to generate multiple possible solutions when experiencing obstacles |
| Social-Awareness | **8. Recognize and identify the thoughts, feelings and perspectives of others**<br>● Differentiate between the factual and emotional content of what a person presents<br>● Analyze the factors and behaviors that affect how others perceive them in various settings (i.e. job interviews, family gatherings, school activities, and peer interactions)<br>● Analyze the thoughts and beliefs of others contrary to their own<br>**9. Demonstrate an awareness of the differences among individuals, groups and others' cultural backgrounds**<br>● Explain how individual, social, and cultural differences may increase stereotyping<br>● Demonstrate an increased understanding of cultural differences<br>● Recognize how one's own perspective and biases impact interactions with others<br>**10. Demonstrate an understanding of the need for mutual respect when viewpoints differ**<br>● Understand different group dynamics and respond in accordance with social rules<br>● Evaluate how social and cultural norms and values have an effect on personal interactions<br>● Interpret social cues and design reactions in response to those cues<br>● Recognize and understand opposing viewpoints and demonstrate the skills needed to relate to, reflect on and respectfully disagree with other's perspectives<br>**11. Demonstrate an awareness of the expectations for social interactions in a variety of settings**<br>● Analyze social situations and determine appropriate responses to those situations, including face- to-face interactions, professional dialogue and electronic interactions<br>● Understand group dynamics and respond appropriately<br>● Evaluate how social and cultural norms and values influence personal interactions<br>● Interpret social cues and design reactions in response to those cues |

| Relationship Skills | **12. Establish and maintain healthy relationships**<br>   ● Regularly demonstrate use of systematic decision-making, by identifying a decision, gathering information, and assessing alternative resolutions<br>   ● Evaluate strategies for avoiding risky behavior in different situations<br>   ● Evaluate external influences on their decision making- both positive and negative (i.e. media, peers, and cultural norms)<br>**13. Utilize positive communication and social skills to interact effectively with others**<br>   ● Identify helpful questions to use when determining consequences of decisions<br>   ● Can independently utilize a decision-making model to provide rationale for a decision<br>**14. Identify ways to resist inappropriate social pressure**<br>   ● Demonstrate personal responsibility in making ethical decisions<br>   ● Recognize ethical, safety, and societal factors when making decisions<br>   ● Evaluate how external influences (e.g. media, peer, cultural norms) affect decision-making<br>**15. Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways**<br>   ● Understand the qualities of healthy dating relationships<br>   ● Consistently demonstrates the utilization of strategies for maintaining positive relationships (e.g., pursue shared interests and activities, spend time together, give and receive help, practice forgiveness)<br>   ● Recognize how relationships grow and change with peers, teachers, and others<br>**16. Identify who, when, where, or how to seek help for oneself or others when needed**<br>   ● Understand and be able to demonstrate how to effectively communicate with others in a variety of social situations<br>   ● Effectively demonstrate in social interactions how to present information to an audience of various backgrounds |
| Responsible Decision-Making | **17. Develop, implement and model effective problem solving and critical thinking skills**<br>   ● Define social networking, its role in social pressure and its impact on their life<br>   ● Demonstrate the ability to be true to personal values when interacting with others<br>   ● Identify consequences of safe and risky behaviors<br>**18. Identify the consequences associated with one's actions in order to make constructive choices**<br>   ● Utilize effective communication skills to resolve conflicts<br>   ● Recognize the role miscommunication may play in |

| | creating conflicts |
| | ● Recognize the ways that bias and stereotype can fuel conflict and generate appropriate responses to these biases |
| | **19. Evaluate personal, ethical, safety and civic impact of decisions** |
| | ● Demonstrate the ability to evaluate the usefulness of different community resources |
| | ● Demonstrate the qualities of a trusting role model |
| | ● Consistently demonstrate self-advocacy strategies |

| Interdisciplinary Connections | |
|---|---|
| Standard x.x | |
| 6.1.2.History CC.3 | Make inferences about how past events, individuals, and innovations affect our current lives. |
| 6.1.2.History UP.2 | Use evidence to demonstrate how an individual's beliefs, values, and traditions may change and/or reflect more than one culture. |
| 6.1.2.History SE.1 | Use examples of regional folk heroes, stories, and/or songs and make inferences about how they have contributed to the development of a culture's history. |
| 6.1.2.History SE.3 | Use historical data from a variety of sources to investigate the development of a local community (e.g., origins of its name, originating members, important historical events and places). |
| Integration of Technology | |
| 8.1.2.CS.1 | Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences. |

## Instructional Focus

| **Enduring Understandings:** | **Essential Questions:** |
|---|---|
| *Creating*<br>**Anchor Standard 1: Generating and conceptualizing ideas.**<br>Creativity and innovative thinking are essential life skills that can be developed. Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art-making goals.<br><br>**Anchor Standard 2: Organizing and developing ideas.**<br>Artists and designers experiment with forms, structures, materials, concepts, media, and | *Creating*<br>**Anchor Standard 1: Generating and conceptualizing ideas.**<br>What conditions, attitudes, and behaviors support creativity and innovative thinking? What factors prevent or encourage people to take creative risks? How does collaboration expand the creative process? How does knowing the contexts, histories, and traditions of art forms help us create works of art and design? Why do artists follow or break from established traditions? How do artists determine what resources and criteria are needed to formulate artistic investigations?<br><br>**Anchor Standard 2: Organizing and developing ideas.**<br>How do artists work? How do artists and designers determine whether a particular direction in their work is effective? How do artists and designers learn from trial and error? How do artists and designers care for and maintain materials, tools and |

art-making approaches. Artists and designers balance experimentation and safety, freedom and responsibility, while developing and creating artworks. People create and interact with objects, places and design that define, shape, enhance, and empower their lives.

equipment? Why is it important, for safety and health, to understand and follow correct procedures in handling materials, tools and equipment? What responsibilities come with the freedom to create? How do objects, places and design shape lives and communities? How do artists and designers determine goals for designing or redesigning objects, places, or systems? How do artists and designers create works of art or design that effectively communicate?

**Anchor Standard 3: Refining and completing products.**
Artists and designers develop excellence through practice and constructive critique, reflecting on, revising and refining work over time.

**Anchor Standard 3: Refining and completing products.**
What role does persistence play in revising, refining and developing work? How do artists grow and become accomplished in art forms? How does collaboratively reflecting on a work help us experience it more completely?

*Presenting*
**Anchor Standard 4: Selecting, analyzing, and interpreting work.**
Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting and curating objects, artifacts, and artworks for preservation and presentation.

*Presenting*
**Anchor Standard 4: Selecting, analyzing, and interpreting work.**
How are artworks cared for and by whom? What criteria, methods and processes are used to select work for preservation or presentation? Why do people value objects, artifacts and artworks, and select them for presentation?

**Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.**
Artists, curators and others consider a variety of factors and methods including evolving technologies when preparing and refining artwork for display and or when deciding if and how to preserve and protect it.

**Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.**
What methods and processes are considered when preparing artwork for presentation or preservation? How does refining artwork affect its meaning to the viewer? What criteria are considered when selecting work for presentation, a portfolio, or a collection?

**Anchor Standard 6: Conveying meaning through art.**
Objects, artifacts and artworks collected, preserved or presented either by artists, museums, or other venues communicate meaning and a record of social, cultural and political experiences resulting in the cultivating of appreciation and understanding.

**Anchor Standard 6: Conveying meaning through art.**
What is an art museum? How does the presenting and sharing of objects, artifacts and artworks influence and shape ideas, beliefs and experiences? How do objects, artifacts and artworks collected, preserved, or presented, cultivate appreciation and understanding?

*Responding*
**Anchor Standard 7: Perceiving and analyzing products.**
Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments. Visual arts influences understanding of and responses to the world.

*Responding*
**Anchor Standard 7: Perceiving and analyzing products.**
How do life experiences influence the way you relate to art? How does learning about art impact how we perceive the world? What can we learn from our responses to art? What is visual art? Where and how do we encounter visual arts in our world? How do visual arts influence our views of the world?

**Anchor Standard 8: Interpreting intent and

**Anchor Standard 8: Interpreting intent and meaning.**

**meaning.**
People gain insights into meanings of artworks by engaging in the process of art criticism.

**Anchor Standard 9: Applying criteria to evaluate products.**
People evaluate art based on various criteria.

*Connecting*
**Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.**
Through artmaking, people make meaning by investigating and developing awareness of perceptions, knowledge and experiences.

**Anchor Standard 11: Relating artistic ideas and works within societal, cultural and historical contexts to deepen understanding.**
People develop ideas and understandings of society, culture and history through their interactions with and analysis of art.

What is the value of engaging in the process of art criticism? How can the viewer "read" a work of art as text? How does knowing and using visual art vocabulary help us understand and interpret works of art?

**Anchor Standard 9: Applying criteria to evaluate products.**
 How does one determine criteria to evaluate a work of art? How and why might criteria vary? How is a personal preference different from an evaluation?

*Connecting*
**Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.**
How does engaging in creating art enrich people's lives? How does making art attune people to their surroundings? How do people contribute to awareness and understanding of their lives and the lives of their communities through artmaking?

**Anchor Standard 11: Relating artistic ideas and works within societal, cultural and historical contexts to deepen understanding.**
How does art help us understand the lives of people of different times, places, and cultures? How is art used to impact the views of a society? How does art preserve aspects of life?

## Evidence of Learning (Assessments)

- Classroom Observations and Questioning
- Teacher Observation of participation, sketches, planning, and research
- Student Reflections (Sketchbook, accordion book/journal, written artist statements)
- Final Projects (rubric)
- Student Portfolios
- Performance Evaluations
- Pre and post assessments
- Self-evaluations (rubric)
- Exit Tickets
- Thinking Routines (see-think-wonder, 3-2-1, etc)
- Critiques

## Objectives (SLO)

Students will know:
**Creating**
- Symbols convey meaning agreed upon by a group or culture. Manipulation of the basic elements of art and principles of design for personal expression results in visual communication that may be relevant in a variety of settings.

Students will be able to:
**Creating**
- Demonstrate the ability to create sculptures using both slab and coil techniques.  Successfully join two clay forms by scoring and adding slip.
- Plan and execute a sculpture project from their own drawing.

- Visual statements in art are derived from the basic elements of art regardless of the format and medium used to create the art.
- There are a wide variety of art media, each having its own materials, processes, and technical application methods for exploring solutions to creative problems.
- Each arts discipline has distinct characteristics, as do the artists who create them

**Presenting**.
- How to interpret, reflect on, and evaluate their own art and the works of others based on characteristics and criteria
- Develop a personal philosophy regarding the nature of art and the subject of their work
- Preparing and refining artwork for display will have a direct affect on the meaning of the work to the viewer.

**Responding**
- Exposure to a range of art is key to how we interpret, respond, and create art.
- Visual statements in art are derived from the basic elements of art regardless of the format and medium used to create the art.
- Technical skills, vocabulary and knowledge necessary for creative and expressive production
- Appropriate media, subject matter, and symbols for expression
- Problem solving techniques for originality, flexibility, fluency, and imagination

**Connecting**
- Relationships exist between visual arts history, culture, and other disciplines
- Art affects and is affected by the culture and world around us.
- Art is related to all other disciplines.
- Knowledge of the context of a composition, artist, and culture fosters increased understanding and appreciation of art.

- Demonstrate the ability to create both an additive and subtractive sculpture.

**Presenting**
- Discuss the role of artists and describe how artwork is used to communicate stories, ideas and emotions that are reflections of their place in history and culture .
- Describe how the subject matter chosen by the artists for a particular artwork(s) is used to convey the purpose or intent of the artwork(s) (e.g., to celebrate, to replicate, to create emotion and personal response, etc.).
- Identify, select and define those elements and principles of design (e.g., line shape, color, texture, repetition, rhythm, emphasis, balance) that help create a good work.

**Responding**

- Create original works of art based on age-appropriate themes using symbols derived from oral stories as a basis for pictorial representation.
- Demonstrate knowledge of the materials, tools, and methodologies used to create and tell visual stories by describing and employing basic verbal and visual art vocabulary to works of others and original artwork.
- Apply hand- building clay vessel techniques (slab, coil, pinch methods)
- Utilize the proper use of tools associated with clay hand-building.
- Create a sculptural armature to serve as a support for Paris Craft and Paper Mache (2d & 3d methods, additive sculpture)

**Connecting**
- Describe how nature is reflected in various works of art. Describe how the artist and/or the work of art incorporates elements (e.g., color, line, shape, and texture) found in nature into the work of art.
- Identify various subjects and themes in works of art, and verbalize simple reasons liking/disliking parts of the content of the work of art.

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| ● Understanding works of art provides insights into an individual's own culture and society, as well as those of others, while also providing opportunities to access, express and integrate meaning across a variety of content areas. | |

## Suggested Resources/Technology Tools

Art history/Artist/Artwork Connections (suggested):

Resources (websites, books, videos):

Technology Tools:
- Chromebooks
- LCD Projector
- Classroom iMacs/desktops
- Adobe Creative Suite
- Digital SLR cameras
- Tablets
- Websites

## Key Terms

| | | | |
|---|---|---|---|
| additive | armature | assemblage | carve |
| clay | coil | form | glaze |
| kiln | mold | movement | mobile |
| paper mache | pinch | plaster | pottery |
| relief | score | sculpture | slab |
| slip | subtractive | | |

## Modifications

Special Education/IEP/504 - Modifications and accommodations must be aligned to the stated plan and uphold expectations of the plan lawfully. Every student requires a different set of accommodations based upon need. Examples specific to visual arts practice include, but are not limited to:
- Follow individual IEP/504 plans for specific modifications.

- Preferential seating
- Extended/Additional time for assessments
- Behavior management support
- Assignments/resources in electronic and physical format
- Break down assignments with oral directions, written directions, and visuals.
- Provide frequent reminders to stay on task and reinforce on-task behavior
- Work on organizational skills
- Provide visual supports
- Partnering/Grouping of students
- Re-teaching and review
- Multi-media approach to accommodate various learning styles
- Decrease/Modify number of project requirements
- Teacher/Aide/Para assistance
- Demonstrations of techniques on an individual level
- Show slide presentations to encourage exploration of project ideas

ELL - Teachers identify the modifications that they will use in the unit as related to the needs of their student population. Examples specific to visual arts practice include, but are not limited to:
- Allow the use of Google Translate where appropriate.
- Provide alternate ways for the student to respond (verbal/pictographic answers instead of written)
- Substitute a hands-on activity or use of different media in projects for a written activity
- Prepare and distribute advance notes
- Provide model sentence frames and sentence starters for both oral responses and written responses
- Provide additional time to complete assessments and assignments
- Model and use gestures to aid in understanding
- Model tasks by giving one or two examples before releasing students to work independently
- Present instructions both verbally and visually
- Simplify written and verbal instructions
- Speak clearly and naturally, and try to enunciate words, especially their ending sounds.
- Provide Visual, Graphic, Interactive, and/or Sensory Supports
- Simplify the language, format, and directions of the assessment
- Allow for alternate seating for proximity to peer helper or teacher as necessary
- When showing videos, use Closed Captioning.
- Support use of student's primary language by translating key words in directions, or key vocabulary terms or giving students opportunities to communicate in their primary language (written or orally)

Gifted and Talented/Enrichment - Utilize differentiation in the areas of acceleration, enrichment, and grouping. Examples specific to visual arts practice include, but are not limited to:
- Complex, in-depth research assignments
- Independent study where applicable
- Provide a variety of individualized work centers or student choice
- Lead demonstrations for class
- Create additional project(s) in a different medium, exploring a different technique, style, or subject.
- Individual presentation
- Multiple mediums in project

## Career Readiness, Life Literacies, and Key Skills NJSLS (June 2020)

*Please select all standards that apply to this unit of study:*
- ❏ Act as a responsible and contributing community member and employee.
- ❏ Attend to financial well-being
- ❏ Consider the environmental , social, and economic impacts and decisions
- ❏ Demonstrate creativity and innovation
- ❏ Utilize critical thinking to make sense of problems and persevere in solving them
- ❏ Demonstrate creativity and innovation.
- ❏ Model integrity, ethical leadership and effective management
- ❏ Plan education and career paths aligned to personal goals
- ❏ Use technology to enhance productivity increase collaboration and communicate effectively
- ❏ Work productively in teams while using cultural global competence

Suggestions on integrating these standards can be found at: http://www.state.nj.us/education/cccs/2014/career/9.pdf