Art
Grade 4

Developed By: Peter Behrens, Dawn Crescitelli, Joanne Crupi
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
September MP 1	Unit 1: Drawing	● Line drawing using various subject matter from observation or photographic imagery - learning how to break down an image into basic shapes to make it easier to draw. Contour line drawing. Drawing using a variety of lines and line thickness.
October MP1	Unit 1: Drawing	● Value studies - create a value scale and turn shapes into forms. Apply knowledge of value scale to choice drawing.
November MP 2	Unit 1: Drawing	● Choice drawing using prior knowledge of sketching, line work and value using various drawing mediums.
December MP 2	Unit 2: Painting / Color Theory	● Color Schemes - using color schemes to paint an image using various painting mediums to create unity in a composition.
January MP 3	Unit 2: Painting / Color Theory	● Value - creating value with color using various painting mediums to show form and contrast.
February MP 3	Unit 2: Painting / Color Theory	● Choice painting using prior knowledge of color schemes and value using various painting mediums.
March		● Collage - using various types of paper to create an image of

MP 3	Unit 3: Mixed Media / Collage / Fabrics & Fibers	choice using various collage techniques.
April MP 4	Unit 3: Mixed Media / Collage / Fabrics & Fibers	● Weaving - using yarn to create a basic weaving using various weaving techniques.
May MP 4	Unit 4: Sculpture / Ceramics	● Clay Sculpture - practice specific clay techniques using a variety of subject matters.
June MP 4	Unit 4: Sculpture / Ceramics	● Sculpture - Demonstrate various construction techniques for various sculptural mediums to create a three dimensional design of choice.

Unit 1
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. 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
8 - 15 class sessions
Standards
NJSLS: Visual and Performing Arts (link)
1.5.5.Cr: CREATING: Generating and conceptualizing ideas.

1.5.5.Cr.1	1.5.5.Cr: Creating - Anchor Standard 1: Generating and conceptualizing ideas.

	By the end of Grade 5	a. Brainstorm and curate ideas to innovatively problem solve during artmaking and design projects. b. Individually and collaboratively set goals, investigate, choose, and demonstrate diverse approaches to artmaking that is meaningful to the makers.
1.5.5.Cr.2	1.5.5.Cr: Creating - Anchor Standard 2: Organizing and developing ideas.	
	By the end of Grade 5	a. Experiment and develop skills in multiple art-making techniques and approaches, through invention and practice. b. Demonstrate craftsmanship through the safe and respectful use of materials, tools and equipment. c. Individually or collaboratively represent environments or objects of personal significance that includes a process of peer discussion, revision and refinement.
1.5.5.Cr.3	1.5.5.Cr: Creating - Anchor Standard 3: Refining and completing artistic ideas and work.	
	By the end of Grade 5	a. Reflect, refine, and revise work individually and collaboratively, and discuss and describe personal choices in artmaking.
1.5.5.Pr: PRESENTING: Interpreting and sharing artistic work.		
1.5.5.Pr.4	1.5.5.Pr: Presenting - Anchor Standard 4: Selecting, analyzing, and interpreting work.	
	By the end of Grade 5	a. Define and analyze the responsibilities of a curator in preserving and presenting artifacts or artwork.
1.5.5.Pr.5	1.5.5.Pr: Presenting - Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.	
	By the end of Grade 5	a. Prepare and present artwork safely and effectively.presentation or preservation.
1.5.5.Pr.6	1.5.5.Pr: Presenting - Anchor Standard 6: Convey meaning through art.	
	By the end of Grade 5	a. Discuss how exhibits and museums provide information and in person experiences about concepts and topics.
1.5.5.Re: RESPONDING: Understanding and evaluating how the arts convey meaning.		
1.5.5.Re.7	1.5.5.Re: Responding - Anchor Standard 7: Perceiving and analyzing artistic work.	
	By the end of Grade 5	a. Speculate about artistic processes, interpret, and compare works of art and other responses. b. Analyze visual arts including cultural associations.
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	By the end of Grade 5	● a. Interpret ideas and mood in artworks by analyzing form, structure, context, subject, and visual elements.
1.5.5.Re.9	1.5.5.Re: Responding - Anchor Standard 9: Applying criteria to evaluate artistic work.	
	By the end of Grade 5	● a. Identify different evaluative criteria for different types of artwork dependent on genre, historical and cultural contexts.
1.5.5.Cn: CONNECTING: Relating artistic ideas and work with personal meaning and external context.		
1.5.5.Cn.10	1.5.5.Cn: Connecting - Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products	
	By the end of Grade 5	● a. Create works of art that reflect community cultural traditions. Discuss using formal and conceptual vocabulary.
1.5.5.Cn.11	1.5.5.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 5	● a. Communicate how art is used to inform the values, beliefs and culture of an individual or society. ● b. Communicate how art is used to inform others about global issues, including climate changes.
Social Emotional Learning Competencies ([link](#))		
Self-Awareness		**1. Recognize one's feelings and thoughts** ● 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 of improvement or development they want to pursue ● Develop an action plan linked to a personal goal **7. Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals** ● Assess lessons learned from experiences and mistakes ● 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 ● 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** ● Differentiate between the factual and emotional content of what a person presents ● 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) ● Analyze the thoughts and beliefs of others contrary to their own

	9. Demonstrate an awareness of the differences among individuals, groups and others' cultural backgrounds ● Explain how individual, social, and cultural differences may increase stereotyping ● Demonstrate an increased understanding of cultural differences ● Recognize how one's own perspective and biases impact interactions with others **10. Demonstrate an understanding of the need for mutual respect when viewpoints differ** ● Understand different group dynamics and respond in accordance with social rules ● Evaluate how social and cultural norms and values have an effect on personal interactions ● Interpret social cues and design reactions in response to those cues ● Recognize and understand opposing viewpoints and demonstrate the skills needed to relate to, reflect on and respectfully disagree with other's perspectives **11. Demonstrate an awareness of the expectations for social interactions in a variety of settings** ● Analyze social situations and determine appropriate responses to those situations, including face- to-face interactions, professional dialogue and electronic interactions ● Understand group dynamics and respond appropriately ● Evaluate how social and cultural norms and values influence personal interactions ● Interpret social cues and design reactions in response to those cues
Relationship Skills	**12. Establish and maintain healthy relationships** ● Regularly demonstrate use of systematic decision-making, by identifying a decision, gathering information, and assessing alternative resolutions ● Evaluate strategies for avoiding risky behavior in different situations ● Evaluate external influences on their decision making- both positive and negative (i.e. media, peers, and cultural norms) **13. Utilize positive communication and social skills to interact effectively with others** ● Identify helpful questions to use when determining consequences of decisions ● Can independently utilize a decision-making model to provide rationale for a decision **14. Identify ways to resist inappropriate social pressure** ● Demonstrate personal responsibility in making ethical decisions ● Recognize ethical, safety, and societal factors when making decisions ● Evaluate how external influences (e.g. media, peer,

	cultural norms) affect decision-making **15. Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways** ● Understand the qualities of healthy dating relationships ● 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) ● Recognize how relationships grow and change with peers, teachers, and others **16. Identify who, when, where, or how to seek help for oneself or others when needed** ● Understand and be able to demonstrate how to effectively communicate with others in a variety of social situations ● 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** ● Define social networking, its role in social pressure and its impact on their life ● 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	
6.1.5.History UP.6	Evaluate the impact of different interpretations of experiences and events by people with different cultural or individual perspectives.
6.1.5.History UP.7:	Describe why it is important to understand the perspectives of other cultures in an interconnected world.

Integration of Technology	
8.2.5.ED.3	Follow step by step directions to assemble a product or solve a problem, using appropriate tools to accomplish the task.

Instructional Focus

Enduring Understandings:	Essential Questions:
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 goals.	*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 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.	**Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.** What methods and processes are considered when preparing

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.
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.

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? 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:

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.
- 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.

Students will be able to:

Creating
- Compare and contrast the use of contour line in everyday life and in two and three-dimensional master works of art from various cultures and mediums. Use outline to delineate imagery in the creation of original artwork.
- Differentiate the use of shape in everyday life from various cultures and eras in two and three dimensional works of art and illustrate applications of the shape in original artwork.
- Use the elements of line, shape, texture, color and the principles of balance, pattern, and proportion to individually and collaboratively create two-dimensional artwork that incorporates symbols and themes depicted in works of art throughout time .

Presenting
- Identify various artists whose pivotal works of art have influenced a key shift in the art movement.

Responding
- Examine the use of an element (e.g., line, shape, form, color, volume) in works of art from various genres and then demonstrate the distinctive qualities of its use in multiple drawings.

- 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.
- 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.

- Collaborate with classmates in the creation of works and presentation of a multiple art media art exhibition by contributing work along a common theme.
- Demonstrate proficient painting and drawing techniques and application methods
- Demonstrate different kinds of geometric and organic shapes.
- Demonstrate of basic drawing skills and concepts (horizon line, overlapping, foreground, middle ground, background)
- Create 2-D works of art using various drawing media: (pencil, charcoal, crayon, marker, oil pastel).

Connecting
- Recognize and identify the significant elements of art (e.g. line, color, shape/form, space) and principles of design (e.g., balance, proportion, emphasis).
- Evaluate the application of the elements of art and principles of design (e.g., line direction, color mood, shape patterning, unity, emphasis and contrast) using measurable criteria.
- Evaluate the effectiveness of various works of art using those elements common to all four art disciplines (e.g., line rhythm, space, unit, and emphasis) using discipline specific arts terminology.
- Identify and communicate the various purposes of art (e.g., record, create, and design), genres (e.g., portrait, still life, landscape, non objective vs. abstract), media (e.g., paint, pastels, clay, markers) and themes (e.g., nature, beauty, history, culture) used in works of art.

Suggested Resources/Technology Tools

Art history/Artist/Artwork Connections (suggested):
- Jean Dubuffet
- Frank Stella
- Wassily Kandinsky
- Albrecht Durer
- M.C. Escher
- Prairie-Styled stain glass windows.
- Penny carpets from the 1800's.
- Claus Oldenburg's public sculptures
- Victorian Silhouette portraits
- Cezanne's influence on cubism with his use of geometric shapes.
- Pop culture and cinema through its dramatic use of light and dark values.

Resources (websites, books, videos):
The Getty Center:www.artednet.getty.edu
The Metropolitan Museum of Art: www.metmuseum.org
Whitney Museum of American Art: www.whitney.org
Louvre Museum: www.louvre.fr

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

Key Terms

background	shading	value	form
portrait	middle ground	foreground	geometric
horizon	horizontal	landscape	line
organic	overlapping	self-portrait	proportion
repetition	cast shadow	texture	still-life
medium	pattern	contrast	variety

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

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

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		● b. Communicate how art is used to inform others about global issues, including climate changes.

Social Emotional Learning Competencies ([link](#))		
Self-Awareness		**1. Recognize one's feelings and thoughts** ● 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 of improvement or development they want to pursue ● Develop an action plan linked to a personal goal **7. Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals** ● Assess lessons learned from experiences and mistakes ● 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 ● 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** ● Differentiate between the factual and emotional content of what a person presents ● 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) ● Analyze the thoughts and beliefs of others contrary to their own **9. Demonstrate an awareness of the differences among individuals, groups and others' cultural backgrounds** ● Explain how individual, social, and cultural differences may increase stereotyping ● Demonstrate an increased understanding of cultural differences ● Recognize how one's own perspective and biases impact interactions with others **10. Demonstrate an understanding of the need for mutual respect when viewpoints differ** ● Understand different group dynamics and respond in accordance with social rules ● Evaluate how social and cultural norms and values have an effect on personal interactions ● Interpret social cues and design reactions in response to those cues ● Recognize and understand opposing viewpoints and demonstrate the skills needed to relate to, reflect on and respectfully disagree with other's perspectives **11. Demonstrate an awareness of the expectations for social interactions in a variety of settings** ● Analyze social situations and determine appropriate

	responses to those situations, including face- to-face interactions, professional dialogue and electronic interactions ● Understand group dynamics and respond appropriately ● Evaluate how social and cultural norms and values influence personal interactions ● Interpret social cues and design reactions in response to those cues
Relationship Skills	**12. Establish and maintain healthy relationships** ● Regularly demonstrate use of systematic decision-making, by identifying a decision, gathering information, and assessing alternative resolutions ● Evaluate strategies for avoiding risky behavior in different situations ● Evaluate external influences on their decision making- both positive and negative (i.e. media, peers, and cultural norms) **13. Utilize positive communication and social skills to interact effectively with others** ● Identify helpful questions to use when determining consequences of decisions ● Can independently utilize a decision-making model to provide rationale for a decision **14. Identify ways to resist inappropriate social pressure** ● Demonstrate personal responsibility in making ethical decisions ● Recognize ethical, safety, and societal factors when making decisions ● Evaluate how external influences (e.g. media, peer, cultural norms) affect decision-making **15. Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways** ● Understand the qualities of healthy dating relationships ● 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) ● Recognize how relationships grow and change with peers, teachers, and others **16. Identify who, when, where, or how to seek help for oneself or others when needed** ● Understand and be able to demonstrate how to effectively communicate with others in a variety of social situations ● 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** ● Define social networking, its role in social pressure

and its impact on their life
- 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	
6.1.5.History UP.6	Evaluate the impact of different interpretations of experiences and events by people with different cultural or individual perspectives.
6.1.5.History UP.7:	Describe why it is important to understand the perspectives of other cultures in an interconnected world.
Integration of Technology	
8.2.5.ED.3	Follow step by step directions to assemble a product or solve a problem, using appropriate tools to accomplish the task.

Instructional Focus

Enduring Understandings:	**Essential Questions:**
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 goals.	*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 traditions? How do artists determine what resources and criteria are needed to formulate artistic investigations?
Anchor Standard 2: Organizing and developing ideas.	**Anchor Standard 2: Organizing and developing ideas.** How do artists work? How do artists and designers determine

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:
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. ● 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	● Differentiate ways warm and colors exist in everyday life and are found in two and three dimensional works of art from various cultures and mediums. Utilize warm and cool colors in the design and creation of original two and three-dimensional artwork. ● Recognize a range of values within the light, dark and middle color spectrums evident in everyday life and masterworks of art and experiment with ranges of value in original artwork. ● Use the elements of line, shape, texture, color and the principles balance, pattern, and proportion to individually and collaboratively create two-dimensional artwork that incorporates symbols and themes depicted in works of art throughout time . ● Investigate visual rhythm created through repetition and patterning in two-dimensional works of art and use simple repetitive patterns in the creation of original two-dimensional artwork.
Presenting.	**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.	● Create original works of art inspired by influential artists throughout history that changed the perception of art and/or altered art-making methodologies.
Responding	**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	● Examine various genres and styles of visual art and identify common and distinctive characteristics of artworks from master works from a variety of cultural and historical eras Create a painting that reflects an understanding of the basic compositional approach of that genre or genres. ● Collaborate with classmates in the creation of works and presentation of a multiple art media art exhibition by contributing work along a common theme. ● Demonstrate proficient painting and drawing techniques and application methods ● Demonstrate a variety of brush styles and appropriate types for use in watercolor, acrylic, and tempera painting. ● Demonstrate proficient concepts of color theory including primary, secondary, and warm and cool color schemes. ● Demonstrate proficient 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 proficient painting application methods including color mixing, and blending techniques.
- Demonstrate proficiency in various painting methods to create representational and inventive finishes.

Connecting

- Use discipline-specific arts terminology to evaluate the strengths and weaknesses of various works.
- Evaluate the application of the elements of art and principles of design (e.g., line direction, color mood, shape patterning, unity, emphasis and contrast) using measurable criteria.
- Recognize and identify the significant elements of art (e.g. line, color, shape/form, space) and principles of design (e.g., balance, proportion, emphasis).
- Identify and communicate the various purposes of art (e.g., record, create, and design), genres (e.g., portrait, still life, landscape, non objective vs. abstract), media (e.g., paint, pastels, clay, markers) and themes (e.g., nature, beauty, history, culture) used in works of art.

Suggested Resources/Technology Tools

Art history/Artist/Artwork Connections (suggested):
- Molas sewn by women of the Kuna culture.
- Russel Wright's Moderne functional products.
- Jessica Stockholder's brightly colored installations comprised of plastic consumer goods.
- Winslow Homer's Breezing Up (A Fair Wind).
- Joseph Alders
- Alda Fish
- Prehistoric art,
- Ancient Egypt art
- Modernist paintings
- Weavings and installations by Jim Isermann.
- Patterns found in Persian fabric.
- Inter-lacing patterns in Islamic art.
- Composition in Halftones by Piet Mondrian.
- Still Life with Apples by Cezanne.
- Ed Canna by Georgia O'Keefe
- Fauvism
- Impressionism,
- American folk art.

Resources (websites, books, videos):
The Getty Center:www.artednet.getty.edu
The Metropolitan Museum of Art: www.metmuseum.org
Whitney Museum of American Art: www.whitney.org
Louvre Museum: www.louvre.fr

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	wax resist

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](#))		
1.5.5.Cr: CREATING: Generating and conceptualizing ideas.		
1.5.5.Cr.1	1.5.5.Cr: Creating - Anchor Standard 1: Generating and conceptualizing ideas.	
	By the end of Grade 5	● a. Brainstorm and curate ideas to innovatively problem solve during artmaking and design projects. ● b. Individually and collaboratively set goals, investigate, choose, and demonstrate diverse approaches to artmaking that is meaningful to the makers.
1.5.5.Cr.2	1.5.5.Cr: Creating - Anchor Standard 2: Organizing and developing ideas.	
	By the end of Grade 5	● a. Experiment and develop skills in multiple art-making techniques and approaches, through invention and practice. ● b. Demonstrate craftsmanship through the safe and respectful use of materials, tools and equipment. ● c. Individually or collaboratively represent environments or objects of personal significance that includes a process of peer discussion, revision and refinement.
1.5.5.Cr.3	1.5.5.Cr: Creating - Anchor Standard 3: Refining and completing artistic ideas and work.	

	By the end of Grade 5	● a. Reflect, refine, and revise work individually and collaboratively, and discuss and describe personal choices in artmaking.
1.5.5.Pr: PRESENTING: Interpreting and sharing artistic work.		
1.5.5.Pr.4	1.5.5.Pr: Presenting - Anchor Standard 4: Selecting, analyzing, and interpreting work.	
	By the end of Grade 5	● a. Define and analyze the responsibilities of a curator in preserving and presenting artifacts or artwork.
1.5.5.Pr.5	1.5.5.Pr: Presenting - Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.	
	By the end of Grade 5	● a. Prepare and present artwork safely and effectively.presentation or preservation.
1.5.5.Pr.6	1.5.5.Pr: Presenting - Anchor Standard 6: Convey meaning through art.	
	By the end of Grade 5	● a. Discuss how exhibits and museums provide information and in person experiences about concepts and topics.
1.5.5.Re: RESPONDING: Understanding and evaluating how the arts convey meaning.		
1.5.5.Re.7	1.5.5.Re: Responding - Anchor Standard 7: Perceiving and analyzing artistic work.	
	By the end of Grade 5	● a. Speculate about artistic processes, interpret, and compare works of art and other responses. ● b. Analyze visual arts including cultural associations.
1.5.5.Re.8	1.5.5.Re: Responding - Anchor Standard 8: Interpreting intent and meaning.	
	By the end of Grade 5	● a. Interpret ideas and mood in artworks by analyzing form, structure, context, subject, and visual elements.
1.5.5.Re.9	1.5.5.Re: Responding - Anchor Standard 9: Applying criteria to evaluate artistic work.	
	By the end of Grade 5	● a. Identify different evaluative criteria for different types of artwork dependent on genre, historical and cultural contexts.
1.5.5.Cn: CONNECTING: Relating artistic ideas and work with personal meaning and external context.		
1.5.5.Cn.10	1.5.5.Cn: Connecting - Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products	
	By the end of Grade 5	● a. Create works of art that reflect community cultural traditions. Discuss using formal and conceptual vocabulary.
1.5.5.Cn.11	1.5.5.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 5	a. Communicate how art is used to inform the values, beliefs and culture of an individual or society. b. Communicate how art is used to inform others about global issues, including climate changes.
**Social Emotional Learning Competencies (link)**	
Self-Awareness		**1. Recognize one's feelings and thoughts** - 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 of improvement or development they want to pursue ● Develop an action plan linked to a personal goal **7. Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals** ● Assess lessons learned from experiences and mistakes ● 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 ● Use creativity, problem solving and innovation to generate multiple possible solutions when experiencing obstacles
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	interactions in a variety of settings ● Analyze social situations and determine appropriate responses to those situations, including face- to-face interactions, professional dialogue and electronic interactions ● Understand group dynamics and respond appropriately ● Evaluate how social and cultural norms and values influence personal interactions ● Interpret social cues and design reactions in response to those cues
Relationship Skills	**12. Establish and maintain healthy relationships** ● Regularly demonstrate use of systematic decision-making, by identifying a decision, gathering information, and assessing alternative resolutions ● Evaluate strategies for avoiding risky behavior in different situations ● Evaluate external influences on their decision making- both positive and negative (i.e. media, peers, and cultural norms) **13. Utilize positive communication and social skills to interact effectively with others** ● Identify helpful questions to use when determining consequences of decisions ● Can independently utilize a decision-making model to provide rationale for a decision **14. Identify ways to resist inappropriate social pressure** ● Demonstrate personal responsibility in making ethical decisions ● Recognize ethical, safety, and societal factors when making decisions ● Evaluate how external influences (e.g. media, peer, cultural norms) affect decision-making **15. Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways** ● Understand the qualities of healthy dating relationships ● 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) ● Recognize how relationships grow and change with peers, teachers, and others **16. Identify who, when, where, or how to seek help for oneself or others when needed** ● Understand and be able to demonstrate how to effectively communicate with others in a variety of social situations ● 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
	- Define social networking, its role in social pressure and its impact on their life - 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

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Standard x.x

6.1.5.History UP.6	Evaluate the impact of different interpretations of experiences and events by people with different cultural or individual perspectives.
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8.2.5.ED.3	Follow step by step directions to assemble a product or solve a problem, using appropriate tools to accomplish the task.

Instructional Focus

Enduring Understandings:	**Essential Questions:**
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 goals.	*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 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 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.
Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the

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? 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

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.	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:
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. ● 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	**Creating** ● Observe tactile texture found in nature and apply art materials to create a texture (e.g., layer tissue paper to create ridges and edges, emboss surfaces, build up surface using modeling paste etc.). ● Survey ways that artists have portrayed the human body in various mediums Examine ways to draw and sculpt the human body in proportion and apply to two and three-dimensional art making. ● Recognize emphasis (center of interest) evident in everyday life and diverse works of art in various mediums. Create works of two or three-dimensional art using the principle of design of emphasis as the primary inspiration.
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.	**Presenting** ● Identify various artists whose pivotal works of art have influenced a key shift in the art movement. ● Create original works of art inspired by influential artists throughout history that changed the perception of art and/or altered art-making methodologies).
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	**Responding** ● Examine various genres and styles of visual art and identify common and distinctive characteristics of artworks from master works from a variety of cultural and historical eras. Create a mixed media composition that reflects an understanding of the basic compositional approach of that genre or genres. ● Collaborate with classmates in the creation of works and presentation of a multiple mix media art exhibition by contributing work along a common theme.
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.	**Connecting** ● Recognize and identify the significant elements of art (e.g. line, color, shape/form, space) and principles of design (e.g., balance, proportion, emphasis). ● Identify and communicate the various purposes of art (e.g., record, create, and design), genres (e.g., portrait, still life, landscape, non objective vs. abstract), media (e.g., paint, pastels, clay, markers) and themes (e.g., nature, beauty, history, culture) used in works 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.	● Evaluate the application of the elements of art and principles of design (e.g., line direction, color mood, shape patterning, unity, emphasis and contrast) using measurable criteria.

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
- Molas sewn by women of the Kuna culture.
- Russel Wright's Moderne functional products.
- Jessica Stockholder's brightly colored installations comprised of plastic consumer goods.
- Winslow Homer's Breezing Up (A Fair Wind).
- Joseph Alders
- Alda Fish
- Prehistoric art,
- Ancient Egypt art
- Modernist paintings
- Weavings and installations by Jim Isermann.
- 2
- Inter-lacing patterns in Islamic art.
- Composition in Halftones by Piet Mondrian.
- Still Life with Apples by Cezanne.
- Ed Canna by Georgia O'Keefe
- Fauvism
- Impressionism,
- American folk art.

Resources (websites, books, videos):
The Getty Center:www.artednet.getty.edu
The Metropolitan Museum of Art: www.metmuseum.org
Whitney Museum of American Art: www.whitney.org
Louvre Museum: www.louvre.fr

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

- Tablets
- Websites

Key Terms

collage	media	relief	texture
emphasis	harmony	movement	weave
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

Standards

NJSLS: Visual and Performing Arts (link)

1.5.5.Cr: CREATING: Generating and conceptualizing ideas.		
1.5.5.Cr.1	1.5.5.Cr: Creating - Anchor Standard 1: Generating and conceptualizing ideas.	
	By the end of Grade 5	● a. Brainstorm and curate ideas to innovatively problem solve during artmaking and design projects. ● b. Individually and collaboratively set goals, investigate, choose, and demonstrate diverse approaches to artmaking that is meaningful to the makers.
1.5.5.Cr.2	1.5.5.Cr: Creating - Anchor Standard 2: Organizing and developing ideas.	
	By the end of Grade 5	● a. Experiment and develop skills in multiple art-making techniques and approaches, through invention and practice. ● b. Demonstrate craftsmanship through the safe and respectful use of materials, tools and equipment. ● c. Individually or collaboratively represent environments or objects of personal significance that includes a process of peer discussion, revision and refinement.
1.5.5.Cr.3	1.5.5.Cr: Creating - Anchor Standard 3: Refining and completing artistic ideas and work.	
	By the end of Grade 5	● a. Reflect, refine, and revise work individually and collaboratively, and discuss and describe personal choices in artmaking.

1.5.5.Pr: PRESENTING: Interpreting and sharing artistic work.	
1.5.5.Pr.4	1.5.5.Pr: Presenting - Anchor Standard 4: Selecting, analyzing, and interpreting work.

	By the end of Grade 5	● a. Define and analyze the responsibilities of a curator in preserving and presenting artifacts or artwork.
1.5.5.Pr.5	1.5.5.Pr: Presenting - Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.	
	By the end of Grade 5	● a. Prepare and present artwork safely and effectively.presentation or preservation.
1.5.5.Pr.6	1.5.5.Pr: Presenting - Anchor Standard 6: Convey meaning through art.	
	By the end of Grade 5	● a. Discuss how exhibits and museums provide information and in person experiences about concepts and topics.
1.5.5.Re: RESPONDING: Understanding and evaluating how the arts convey meaning.		
1.5.5.Re.7	1.5.5.Re: Responding - Anchor Standard 7: Perceiving and analyzing artistic work.	
	By the end of Grade 5	● a. Speculate about artistic processes, interpret, and compare works of art and other responses. ● b. Analyze visual arts including cultural associations.
1.5.5.Re.8	1.5.5.Re: Responding - Anchor Standard 8: Interpreting intent and meaning.	
	By the end of Grade 5	● a. Interpret ideas and mood in artworks by analyzing form, structure, context, subject, and visual elements.
1.5.5.Re.9	1.5.5.Re: Responding - Anchor Standard 9: Applying criteria to evaluate artistic work.	
	By the end of Grade 5	● a. Identify different evaluative criteria for different types of artwork dependent on genre, historical and cultural contexts.
1.5.5.Cn: CONNECTING: Relating artistic ideas and work with personal meaning and external context.		
1.5.5.Cn.10	1.5.5.Cn: Connecting - Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products	
	By the end of Grade 5	● a. Create works of art that reflect community cultural traditions. Discuss using formal and conceptual vocabulary.
1.5.5.Cn.11	1.5.5.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 5	● a. Communicate how art is used to inform the values, beliefs and culture of an individual or society. ● b. Communicate how art is used to inform others about global issues, including climate changes.
Social Emotional Learning Competencies (link)		

Self-Awareness	**1. Recognize one's feelings and thoughts** ● 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 of improvement or development they want to pursue ● Develop an action plan linked to a personal goal **7. Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals** ● Assess lessons learned from experiences and mistakes ● 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 ● 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** ● Differentiate between the factual and emotional content of what a person presents ● 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) ● Analyze the thoughts and beliefs of others contrary to their own **9. Demonstrate an awareness of the differences among individuals, groups and others' cultural backgrounds** ● Explain how individual, social, and cultural differences may increase stereotyping ● Demonstrate an increased understanding of cultural differences ● Recognize how one's own perspective and biases impact interactions with others **10. Demonstrate an understanding of the need for mutual respect when viewpoints differ** ● Understand different group dynamics and respond in accordance with social rules ● Evaluate how social and cultural norms and values have an effect on personal interactions ● Interpret social cues and design reactions in response to those cues ● Recognize and understand opposing viewpoints and demonstrate the skills needed to relate to, reflect on and respectfully disagree with other's perspectives **11. Demonstrate an awareness of the expectations for social interactions in a variety of settings** ● Analyze social situations and determine appropriate responses to those situations, including face- to-face interactions, professional dialogue and electronic interactions ● Understand group dynamics and respond appropriately ● Evaluate how social and cultural norms and values

	influence personal interactions ● Interpret social cues and design reactions in response to those cues
Relationship Skills	**12. Establish and maintain healthy relationships** ● Regularly demonstrate use of systematic decision-making, by identifying a decision, gathering information, and assessing alternative resolutions ● Evaluate strategies for avoiding risky behavior in different situations ● Evaluate external influences on their decision making- both positive and negative (i.e. media, peers, and cultural norms) **13. Utilize positive communication and social skills to interact effectively with others** ● Identify helpful questions to use when determining consequences of decisions ● Can independently utilize a decision-making model to provide rationale for a decision **14. Identify ways to resist inappropriate social pressure** ● Demonstrate personal responsibility in making ethical decisions ● Recognize ethical, safety, and societal factors when making decisions ● Evaluate how external influences (e.g. media, peer, cultural norms) affect decision-making **15. Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways** ● Understand the qualities of healthy dating relationships ● 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) ● Recognize how relationships grow and change with peers, teachers, and others **16. Identify who, when, where, or how to seek help for oneself or others when needed** ● Understand and be able to demonstrate how to effectively communicate with others in a variety of social situations ● 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** ● Define social networking, its role in social pressure and its impact on their life ● 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	
6.1.5.History UP.6	Evaluate the impact of different interpretations of experiences and events by people with different cultural or individual perspectives.
6.1.5.History UP.7:	Describe why it is important to understand the perspectives of other cultures in an interconnected world.

Integration of Technology

8.2.5.ED.3	Follow step by step directions to assemble a product or solve a problem, using appropriate tools to accomplish the task.

Instructional Focus

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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.

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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.
People gain insights into meanings of artworks by

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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

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People evaluate art based on various criteria.

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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
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Through artmaking, people make meaning by investigating and developing awareness of perceptions, knowledge and experiences.

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People develop ideas and understandings of society, culture and history through their interactions with and analysis of art.

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- 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
- Differentiate the use of shape in everyday life from various cultures and eras in two and three dimensional works of art and illustrate applications of the shape in original artwork.
- Survey ways that artists have portrayed the human body in various mediums. Examine ways to draw and sculpt the human body in proportion and apply to two and three-dimensional art making.

- 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.
- 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.

- Use the elements of line, shape/form, texture, and color as well as the principles of balance, pattern, and proportion to create three-dimensional artwork incorporating symbols and universal themes depicted in works of art (e.g., masks, statues, pottery, and furniture etc.) throughout the ages.

Presenting
- Create original works of art inspired by influential artists throughout history that changed the perception of art and/or altered art-making methodologies.
- Identify various artists whose pivotal works of art have influenced a key shift in the art movement.

Responding

- Work individually and collaboratively to create three-dimensional cardboard sculpture using the elements of space, color, shape and value in symbolic representations of personally selected themes.

Connecting
- Identify and communicate the various purposes of art (e.g., record, create, and design), genres (e.g., portrait, still life, landscape, non objective vs. abstract), media (e.g., paint, pastels, clay, markers) and themes (e.g., nature, beauty, history, culture) used in works of art.
- Evaluate the application of the elements of art and principles of design (e.g., line direction, color mood, shape patterning, unity, emphasis and contrast) using measurable criteria.
- Recognize and identify the significant elements of art (e.g. line, color, shape/form, space) and principles of design (e.g., balance, proportion, emphasis).

Suggested Resources/Technology Tools

Art history/Artist/Artwork Connections (suggested):
- Claus Oldenburg's public sculptures.
- George Segal, Robert Arneson
- Alice Neel
- Gutzon Borglum
- Leonardo Da Vinci
- Maxfield Parrish
- Sandro Botticeli
- Egyptain Art
- Roman Art
- Mayan Art
- Chinese Art
- Louise Nevelson
- Alexander Calder
- Central American Art
- American Folk Art

Resources (websites, books, videos):
The Getty Center: www.artednet.getty.edu
The Metropolitan Museum of Art: www.metmuseum.org
Whitney Museum of American Art: www.whitney.org
Louvre Museum: www.louvre.fr

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