



Art Grade 5

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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	<ul style="list-style-type: none"> ● Value studies to review making shapes into forms.
October MP1	Unit 1: Drawing	<ul style="list-style-type: none"> ● Basic perspective drawing using general rules of creating space in a work of art.
November MP 2	Unit 1: Drawing	<ul style="list-style-type: none"> ● Choice drawing using various mediums to create form and space using value.
December MP 2	Unit 2: Painting / Color Theory	<ul style="list-style-type: none"> ● Color wheel creating primary, secondary, and tertiary colors.
January MP 3	Unit 2: Painting / Color Theory	<ul style="list-style-type: none"> ● Painting using a particular color scheme to create unity.
February MP 3	Unit 2: Painting / Color Theory	<ul style="list-style-type: none"> ● Choice painting using knowledge of color mixing, color theory and painting mediums.
March MP 3	Unit 3: Mixed Media / Collage / Fabrics & Fibers	<ul style="list-style-type: none"> ● Collage - emphasis on creating texture.
April MP 4	Unit 3: Mixed Media / Collage /	<ul style="list-style-type: none"> ● Paper mosaic - choice of subject matter.

	Fabrics & Fibers	
May MP 4	Unit 4: Sculpture / Ceramics	<ul style="list-style-type: none"> • Coil pot - emphasis on proper construction techniques and form.
June MP 4	Unit 4: Sculpture / Ceramics	<ul style="list-style-type: none"> • Paper mache sculpture

Unit 1		
Drawing		
Summary and Rationale		
<p>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.</p> <p>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.</p>		
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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<p>1. Recognize one’s feelings and thoughts</p> <ul style="list-style-type: none"> 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. <p>2. Recognize the impact of one’s feelings and thoughts on one’s own behavior</p> <ul style="list-style-type: none"> 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. <p>3. Recognize one’s personal traits, strengths and limitations</p> <ul style="list-style-type: none"> 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. <p>4. Recognize the importance of self-confidence in handling daily tasks and challenges</p> <ul style="list-style-type: none"> Identify and utilize strategies to prevent or overcome possible obstacles and hurdles Evaluate progress and adjust plan when there is little 	

	<p>to no progress</p> <ul style="list-style-type: none"> ● Identify one’s strengths and next steps for reinforcing areas of need
<p>Self-Management</p>	<p>5. Understand and practice strategies for managing one’s own emotions, thoughts and behaviors</p> <ul style="list-style-type: none"> ● 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 <p>6. Recognize the skills needed to establish and achieve personal and educational goals</p> <ul style="list-style-type: none"> ● 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 <p>7. Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one’s goals</p> <ul style="list-style-type: none"> ● 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
<p>Social-Awareness</p>	<p>8. Recognize and identify the thoughts, feelings and perspectives of others</p> <ul style="list-style-type: none"> ● 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 <p>9. Demonstrate an awareness of the differences among individuals, groups and others’ cultural backgrounds</p> <ul style="list-style-type: none"> ● Explain how individual, social, and cultural differences may increase stereotyping

	<ul style="list-style-type: none"> ● Demonstrate an increased understanding of cultural differences ● Recognize how one’s own perspective and biases impact interactions with others <p>10. Demonstrate an understanding of the need for mutual respect when viewpoints differ</p> <ul style="list-style-type: none"> ● 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 <p>11. Demonstrate an awareness of the expectations for social interactions in a variety of settings</p> <ul style="list-style-type: none"> ● 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	<p>12. Establish and maintain healthy relationships</p> <ul style="list-style-type: none"> ● 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) <p>13. Utilize positive communication and social skills to interact effectively with others</p> <ul style="list-style-type: none"> ● Identify helpful questions to use when determining consequences of decisions ● Can independently utilize a decision-making model to provide rationale for a decision <p>14. Identify ways to resist inappropriate social pressure</p> <ul style="list-style-type: none"> ● 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 <p>15. Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways</p> <ul style="list-style-type: none"> ● Understand the qualities of healthy dating relationships

	<ul style="list-style-type: none"> ● 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 <p>16. Identify who, when, where, or how to seek help for oneself or others when needed</p> <ul style="list-style-type: none"> ● 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	<p>17. Develop, implement and model effective problem solving and critical thinking skills</p> <ul style="list-style-type: none"> ● 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 <p>18. Identify the consequences associated with one’s actions in order to make constructive choices</p> <ul style="list-style-type: none"> ● 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 <p>19. Evaluate personal, ethical, safety and civic impact of decisions</p> <ul style="list-style-type: none"> ● 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:
<p><i>Creating</i> 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.</p> <p>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.</p> <p>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.</p> <p><i>Presenting</i> 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.</p> <p>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.</p>	<p><i>Creating</i> 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?</p> <p>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?</p> <p>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?</p> <p><i>Presenting</i> 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?</p> <p>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?</p>

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.

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?

- 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

Students will be able to:

Creating

- Distinguish parallel lines in everyday life and known two and three-dimensional works of art from various cultures that emphasize the convergence of lines to create the illusion of perspective. Create artwork in various mediums emphasizing line as a tool for perspective.
- Compare and contrast shape & form found in everyday life with artists and architects that utilize shape and form as the dominant element. Combine geometric and organic shapes in the design and creation of original three-dimensional forms.
- Compare and contrast emphasis and unity/harmony in two and three-dimensional works of art from various cultures and historical eras created by the combination of shape, line, and texture. Integrate shape, line, and texture for emphasis and to create unity and harmony in original artwork.

Presenting

- Discuss how artists utilize subject matter, symbols and themes to communicate meaning and purpose in art.
- Utilize contextual information pertaining to distinctive stylistic methodologies to investigate, interpret and analyze the viewpoint of the culture where the art was created. Identify through the elements and principals of design how art can help analyze art works (e.g., line creating the illusion of space; shapes and form being organic, geometric, abstract and kinetic; the use of visual and implied texture, color, various types of balance, the use of rhythm, repetition, variety, proportion and emphasis from objects found in nature) and serve as a record of time for that culture.

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.

- Using age-appropriate terminology, identify common and distinctive characteristics of masterworks from various genres of visual artworks (e.g., realism, surrealism, abstract/non-objective art, conceptual art etc.) and experiment with various compositional approaches influenced by these genres of art to create original two-dimensional artworks.
- Describe various physical properties that differentiate drawing, painting, ceramics, sculpture, printmaking, textiles, and computer imaging, and create two and three-dimensional artworks that demonstrate knowledge of those differences and stylistic influences (e.g., realism, surrealism, non-objective art, conceptual art etc.).
- 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

- Employ basic, discipline-specific arts terminology to see how artistic pieces can serve a useful purpose in daily lives.
- Identify how art communicates ideas about personal and social values and is inspired by an individual's imagination and frame of reference in self-generated, peer and masterworks of art from diverse cultures and eras.
- Use evaluative tools to evaluate the technical proficiency and application of the elements of art and principles of design in self-generated, peer and professional artworks.

Suggested Resources/Technology Tools

Art history/Artist/Artwork Connections (suggested):

- New Stones-Newton's Tones by Tony Craig
- Paul Cezanne still life paintings
- Photographs by Ansel Adams.
- Edward Hopper's paintings.
- The art and architecture of Filippo Brunelleschi.
- The architecture of Frank Gehry or Antonio Gaudi.

- Buildings or consumer products by Michael Graves.
- Simon Rodia's Watts Towers
- Russian Babushka dolls
- Hopi Katchina dolls
- Rene Magritte
- Jasper Johns
- Martin Ramirez
- Russian knotted carpets
- Canadian textiles and American Folk Art quilts

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	foreground	middle ground	horizon line
perspective	vanishing point	space	value
geometric	form	landscape	line
organic	overlapping	portrait	proportion
light source	shadow	gradient	still-life
blending	contrast	highlight	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

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

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- b. Individually and collaboratively set goals, investigate, choose, and demonstrate diverse approaches to artmaking that is meaningful to the

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1.5.5.Pr.4	1.5.5.Pr: Presenting - Anchor Standard 4: Selecting, analyzing, and interpreting work.	
	By the end of Grade 5	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<p>1. Recognize one’s feelings and thoughts</p> <ul style="list-style-type: none"> 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. <p>2. Recognize the impact of one’s feelings and thoughts on one’s own behavior</p> <ul style="list-style-type: none"> 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. <p>3. Recognize one’s personal traits, strengths and limitations</p> <ul style="list-style-type: none"> 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. <p>4. Recognize the importance of self-confidence in handling daily tasks and challenges</p> <ul style="list-style-type: none"> Identify and utilize strategies to prevent or overcome possible obstacles and hurdles Evaluate progress and adjust plan when there is little 	

	<p>to no progress</p> <ul style="list-style-type: none"> ● Identify one’s strengths and next steps for reinforcing areas of need
<p>Self-Management</p>	<p>5. Understand and practice strategies for managing one’s own emotions, thoughts and behaviors</p> <ul style="list-style-type: none"> ● 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 <p>6. Recognize the skills needed to establish and achieve personal and educational goals</p> <ul style="list-style-type: none"> ● 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 <p>7. Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one’s goals</p> <ul style="list-style-type: none"> ● 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
<p>Social-Awareness</p>	<p>8. Recognize and identify the thoughts, feelings and perspectives of others</p> <ul style="list-style-type: none"> ● 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 <p>9. Demonstrate an awareness of the differences among individuals, groups and others’ cultural backgrounds</p> <ul style="list-style-type: none"> ● Explain how individual, social, and cultural differences may increase stereotyping

	<ul style="list-style-type: none"> ● Demonstrate an increased understanding of cultural differences ● Recognize how one’s own perspective and biases impact interactions with others <p>10. Demonstrate an understanding of the need for mutual respect when viewpoints differ</p> <ul style="list-style-type: none"> ● 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 <p>11. Demonstrate an awareness of the expectations for social interactions in a variety of settings</p> <ul style="list-style-type: none"> ● 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	<p>12. Establish and maintain healthy relationships</p> <ul style="list-style-type: none"> ● 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) <p>13. Utilize positive communication and social skills to interact effectively with others</p> <ul style="list-style-type: none"> ● Identify helpful questions to use when determining consequences of decisions ● Can independently utilize a decision-making model to provide rationale for a decision <p>14. Identify ways to resist inappropriate social pressure</p> <ul style="list-style-type: none"> ● 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 <p>15. Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways</p> <ul style="list-style-type: none"> ● Understand the qualities of healthy dating relationships

	<ul style="list-style-type: none"> ● 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 <p>16. Identify who, when, where, or how to seek help for oneself or others when needed</p> <ul style="list-style-type: none"> ● 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	<p>17. Develop, implement and model effective problem solving and critical thinking skills</p> <ul style="list-style-type: none"> ● 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 <p>18. Identify the consequences associated with one’s actions in order to make constructive choices</p> <ul style="list-style-type: none"> ● 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 <p>19. Evaluate personal, ethical, safety and civic impact of decisions</p> <ul style="list-style-type: none"> ● 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:
<p><i>Creating</i> 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.</p> <p>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.</p> <p>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.</p> <p><i>Presenting</i> 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.</p> <p>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.</p>	<p><i>Creating</i> 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?</p> <p>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?</p> <p>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?</p> <p><i>Presenting</i> 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?</p> <p>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?</p>

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.

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?

- 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.

Students will be able to:

Creating

- Compare and contrast complementary colors of differing values found in the natural world and utilized in diverse two and three-dimensional works of art create works of art that emphasize complimentary color and value.

Presenting

- Utilize contextual information pertaining to distinctive stylistic methodologies to investigate, interpret and analyze the viewpoint of the culture where the art was created. Identify through the elements and principals of design how art can help analyze art works (e.g., line creating the illusion of space; shapes and form being organic, geometric, abstract and kinetic; the use of visual and implied texture, color, various types of balance, the use of rhythm, repetition, variety, proportion and emphasis from objects found in nature) and serve as a record of time for that culture.
- Demonstrate visual art as a reflection of societal values and beliefs by utilizing symbols (marks agreed upon by a culture as having specific meaning or connotations) into original works of art.
- Discuss how artists utilize subject matter, symbols and themes to communicate meaning and purpose in art.

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.

Responding

- Describe various physical properties that differentiate drawing, painting, ceramics, sculpture, printmaking, textiles, and computer imaging, and create two and three-dimensional artworks that demonstrate knowledge of those differences and stylistic influences (e.g., realism, surrealism, non-objective art, conceptual art etc.).
- 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.
- Demonstrate proficient painting application methods including color mixing, and blending techniques.
- Demonstrate proficiency in various painting methods to create representational and inventive finishes.

Connecting

- Identify how art communicates ideas about personal and social values and is inspired by an individual's imagination and frame of reference in self-generated, peer and masterworks of art from diverse cultures and eras.
- Assess the application of the elements of art and principles of design in self-generated, peer and masterworks of visual artworks using measurable criteria.

Suggested Resources/Technology Tools**Art history/Artist/Artwork Connections (suggested):**

- Frederic Edwin Church Rainy Season in the Tropics
- Andrea del Verrocchio Tobias and the Angel
- The paintings of Pierre-Auguste Renoir
- Fernand Leger's Homage to Louis David
- Katsushika Hokusai's Evening Scene on the Occasion of the Festival of Lanterns
- Georgia O'Keefe's flower paintings
- Sweetgrass Basketry
- Navajo Dream Catchers

- The stroboscope photography of Harold Edgerton including Milk Drop Coronet or Back Dive
- Grant Wood's American Gothic
- Pablo Picasso's collage Three Musicians
- Sugar Cane, a portable mural by Diego Rivera
- Red Groom three-dimensional construction
- Vincent van Gogh
- Georges Seurat
- Henri Russo,
- Elizabeth Murray
- Roy De Forest
- Christo and Jeanne Claude
- Mexican Day of the Dead

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	

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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<p>1. Recognize one’s feelings and thoughts</p> <ul style="list-style-type: none"> 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. <p>2. Recognize the impact of one’s feelings and thoughts on one’s own behavior</p> <ul style="list-style-type: none"> 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. <p>3. Recognize one’s personal traits, strengths and limitations</p> <ul style="list-style-type: none"> 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 	

	<p>strengths.</p> <p>4. Recognize the importance of self-confidence in handling daily tasks and challenges</p> <ul style="list-style-type: none"> ● 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	<p>5. Understand and practice strategies for managing one's own emotions, thoughts and behaviors</p> <ul style="list-style-type: none"> ● 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 <p>6. Recognize the skills needed to establish and achieve personal and educational goals</p> <ul style="list-style-type: none"> ● 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 <p>7. Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals</p> <ul style="list-style-type: none"> ● 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	<p>8. Recognize and identify the thoughts, feelings and perspectives of others</p> <ul style="list-style-type: none"> ● 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)

	<ul style="list-style-type: none"> ● Analyze the thoughts and beliefs of others contrary to their own <p>9. Demonstrate an awareness of the differences among individuals, groups and others' cultural backgrounds</p> <ul style="list-style-type: none"> ● 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 <p>10. Demonstrate an understanding of the need for mutual respect when viewpoints differ</p> <ul style="list-style-type: none"> ● 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 <p>11. Demonstrate an awareness of the expectations for social interactions in a variety of settings</p> <ul style="list-style-type: none"> ● 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	<p>12. Establish and maintain healthy relationships</p> <ul style="list-style-type: none"> ● 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) <p>13. Utilize positive communication and social skills to interact effectively with others</p> <ul style="list-style-type: none"> ● Identify helpful questions to use when determining consequences of decisions ● Can independently utilize a decision-making model to provide rationale for a decision <p>14. Identify ways to resist inappropriate social pressure</p> <ul style="list-style-type: none"> ● Demonstrate personal responsibility in making ethical decisions ● Recognize ethical, safety, and societal factors when

	<ul style="list-style-type: none"> making decisions ● Evaluate how external influences (e.g. media, peer, cultural norms) affect decision-making <p>15. Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways</p> <ul style="list-style-type: none"> ● 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 <p>16. Identify who, when, where, or how to seek help for oneself or others when needed</p> <ul style="list-style-type: none"> ● 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	<p>17. Develop, implement and model effective problem solving and critical thinking skills</p> <ul style="list-style-type: none"> ● 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 <p>18. Identify the consequences associated with one’s actions in order to make constructive choices</p> <ul style="list-style-type: none"> ● 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 <p>19. Evaluate personal, ethical, safety and civic impact of decisions</p> <ul style="list-style-type: none"> ● 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:
<p><i>Creating</i> 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.</p> <p>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.</p> <p>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.</p> <p><i>Presenting</i> 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.</p>	<p><i>Creating</i> 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?</p> <p>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?</p> <p>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?</p> <p><i>Presenting</i> 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?</p>

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 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.

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 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)	
<ul style="list-style-type: none"> • 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)	
<p>Students will know:</p> <p><u>Creating</u></p> <ul style="list-style-type: none"> • 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 <p><u>Presenting</u></p> <ul style="list-style-type: none"> • How to interpret, reflect on, and evaluate their own art and the works of others based on characteristics and criteria 	<p>Students will be able to:</p> <p><u>Creating</u></p> <ul style="list-style-type: none"> • Compare and contrast visual texture and implied texture evident in everyday life (i.e., actual texture vs. the illusion of having physical texture). Create two-dimensional artwork that has the perception of actual texture. Compare and contrast visual texture and implied texture evident in everyday life (i.e., actual texture vs. the illusion of having physical texture). Create two-dimensional artwork that has the perception of actual texture. • Compare and contrast emphasis and unity/harmony in two and three-dimensional works of art from various cultures and historical eras created by the combination of shape, line, and texture. Integrate shape, line, and texture for emphasis and to create unity and harmony in original artwork. • Identify images used by business and industry, politics and popular culture used to influence messages and describe how repetition, variety, proportion, balance, and emphasis are used to support the persuasive power of visual images. Replicate the use of these principles of design in the creation of original artwork intended for persuasive purpose. • Explore the concept of assemblage in the creation of themed collages. <p><u>Presenting</u></p> <ul style="list-style-type: none"> • Discuss how artists utilize subject matter, symbols and themes to communicate meaning and purpose in art. • Demonstrate visual art as a reflection of societal values and beliefs by utilizing symbols (marks agreed upon

- 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.

by a culture as having specific meaning or connotations) into original works of art

- Utilize contextual information pertaining to distinctive stylistic methodologies to investigate, interpret and analyze the viewpoint of the culture where the art was created. Identify through the elements and principals of design how art can help analyze art works (e.g., line creating the illusion of space; shapes and form being organic, geometric, abstract and kinetic; the use of visual and implied texture, color, various types of balance, the use of rhythm, repetition, variety, proportion and emphasis from objects found in nature) and serve as a record of time for that culture.

Responding

- Research works of art from various historical periods and use this research to create an original work of art that illustrates a particular theme or image in the styles researched.
- Describe various physical properties that differentiate drawing, painting, ceramics, sculpture, printmaking, textiles, and computer imaging, and create two and three-dimensional artworks that demonstrate knowledge of those differences and stylistic influences (e.g., realism, surrealism, non objective art, conceptual art etc.).

Connecting

- Employ basic, discipline-specific arts terminology to see how artistic pieces can serve a useful purpose in daily lives.
- Use discipline-specific arts terminology to evaluate the strengths and weaknesses of master works of visual art from various cultures as well as self-generated and peer artwork.
- Use evaluative tools to evaluate the technical proficiency and application of the elements of art and principles of design in self-generated, peer and professional artworks.

Suggested Resources/Technology Tools

Art history/Artist/Artwork Connections (suggested):

- Lee Krasner’s paintings and drawings including Noon
- Paintings by Max Ernst such as The Entire City or Dadaville

- Haitian Sequence Banners
- Inca feather tunics
- Javanese Batik
- Than-ka / Tibetan painted cloth scrolls
- Romare Bearden, Young Students
- Faith Ringgold, Tar Beach Painted Quilt series

Resources (websites, books, videos):

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

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		
<p>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.</p>		
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	<ul style="list-style-type: none"> ● 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<p>1. Recognize one’s feelings and thoughts</p> <ul style="list-style-type: none"> • 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. <p>2. Recognize the impact of one’s feelings and thoughts on one’s own behavior</p> <ul style="list-style-type: none"> • 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. <p>3. Recognize one’s personal traits, strengths and limitations</p> <ul style="list-style-type: none"> • 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. <p>4. Recognize the importance of self-confidence in handling daily tasks and challenges</p> <ul style="list-style-type: none"> • 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 	

	<p>areas of need</p>
<p>Self-Management</p>	<p>5. Understand and practice strategies for managing one’s own emotions, thoughts and behaviors</p> <ul style="list-style-type: none"> ● 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 <p>6. Recognize the skills needed to establish and achieve personal and educational goals</p> <ul style="list-style-type: none"> ● 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 <p>7. Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one’s goals</p> <ul style="list-style-type: none"> ● 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
<p>Social-Awareness</p>	<p>8. Recognize and identify the thoughts, feelings and perspectives of others</p> <ul style="list-style-type: none"> ● 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 <p>9. Demonstrate an awareness of the differences among individuals, groups and others’ cultural backgrounds</p> <ul style="list-style-type: none"> ● Explain how individual, social, and cultural differences may increase stereotyping ● Demonstrate an increased understanding of cultural differences

	<ul style="list-style-type: none"> ● Recognize how one’s own perspective and biases impact interactions with others <p>10. Demonstrate an understanding of the need for mutual respect when viewpoints differ</p> <ul style="list-style-type: none"> ● 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 <p>11. Demonstrate an awareness of the expectations for social interactions in a variety of settings</p> <ul style="list-style-type: none"> ● 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	<p>12. Establish and maintain healthy relationships</p> <ul style="list-style-type: none"> ● 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) <p>13. Utilize positive communication and social skills to interact effectively with others</p> <ul style="list-style-type: none"> ● Identify helpful questions to use when determining consequences of decisions ● Can independently utilize a decision-making model to provide rationale for a decision <p>14. Identify ways to resist inappropriate social pressure</p> <ul style="list-style-type: none"> ● 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 <p>15. Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways</p> <ul style="list-style-type: none"> ● Understand the qualities of healthy dating relationships ● Consistently demonstrates the utilization of strategies for maintaining positive relationships (e.g., pursue

	<p>shared interests and activities, spend time together, give and receive help, practice forgiveness)</p> <ul style="list-style-type: none"> ● Recognize how relationships grow and change with peers, teachers, and others <p>16. Identify who, when, where, or how to seek help for oneself or others when needed</p> <ul style="list-style-type: none"> ● 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	<p>17. Develop, implement and model effective problem solving and critical thinking skills</p> <ul style="list-style-type: none"> ● 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 <p>18. Identify the consequences associated with one’s actions in order to make constructive choices</p> <ul style="list-style-type: none"> ● 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 <p>19. Evaluate personal, ethical, safety and civic impact of decisions</p> <ul style="list-style-type: none"> ● 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:
<p><i>Creating</i> 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.</p> <p>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.</p> <p>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.</p> <p><i>Presenting</i> 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.</p> <p>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.</p> <p>Anchor Standard 6: Conveying meaning through art.</p>	<p><i>Creating</i> 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?</p> <p>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?</p> <p>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?</p> <p><i>Presenting</i> 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?</p> <p>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?</p> <p>Anchor Standard 6: Conveying meaning through art. What is an art museum? How does the presenting and sharing</p>

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.

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.
- 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

Students will be able to:

Creating

- Compare and contrast shape & form found in everyday life with artists and architects that utilize shape and form as the dominant element . Combine geometric and organic shapes in the design and creation of original three-dimensional forms.
- Identify symmetrical and asymmetrical vertical and horizontal balance in everyday life and works of art in diverse mediums and design and create kinetic sculptures demonstrating symmetrical and asymmetrical vertical and horizontal balance.
- Analyze visual rhythm found in nature and artwork of different mediums created through the repetition of form . Design and create original three-dimensional artworks employing repetition of form to create visual rhythm.

Presenting

- Discuss how artists utilize subject matter, symbols and themes to communicate meaning and purpose in art.
- Demonstrate visual art as a reflection of societal values and beliefs by utilizing symbols (marks agreed upon by a culture as having specific meaning or connotations) into original works of art.
- Analyze the distinguishing characteristics of various artists whose significant contribution to the art world has had an impact on their peer and future generations of artists.

Responding

- Collaborate with classmates in the creation of works and presentation of a multiple art media art exhibition by contributing work along a common theme and assume various roles in the coordination of the exhibit (e.g., curator, publicist, art critic, installer, documentary person etc.).
- Research works of art from various historical periods and use this research to create an original work of art that illustrates a particular theme or image in the styles researched.

- 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.

- Describe various physical properties that differentiate drawing, painting, ceramics, sculpture, printmaking, textiles, and computer imaging, and create two and three-dimensional artworks that demonstrate knowledge of those differences and stylistic influences (e.g., realism, surrealism, non objective art, conceptual art etc.).

Connecting

- Employ basic, discipline-specific arts terminology to see how artistic pieces can serve a useful purpose in daily lives.
- Make informed aesthetic responses to artworks based on structural arrangement (Formalism) and know the characteristics that classify artwork as formal.
- Use evaluative tools to evaluate the technical proficiency and application of the elements of art and principles of design in self-generated, peer and professional artworks.

Suggested Resources/Technology Tools

Art history/Artist/Artwork Connections (suggested):

- Sculptures by Auguste Rodin
- Eva Hess
- Installations by Cornelia Parker
- Anne Hamilton
- Aztec & Mayan headdresses
- Native American Totem Poles
- Native American Pottery
- Medieval sculpture
- Tilgnit screens
- The architecture of Frank Gehry
- Antonio Gaudi
- Buildings or consumer products by Michael Graves.
- Simon Rodia's Watts Towers
- Russian Babushka dolls
- Hopi Katchina dolls

Resources (websites, books, videos):

Whitney Museum of American Art: www.whitney.org

Louvre Museum: www.louvre.fr

www.sculpture.org

www.sculpturereview.org

www.worldsculpturenews.com

www.ceramicsmonthly.org

www.theclaystudio.org

Beginning Sculpture: www.masks.org

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 NJSL (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>