

# Estell Manor School District

## Art Curriculum Grade K-2

## Statement of Philosophy

The visual arts are essential to one's perception and understanding of the world around them. The creative process allows the student to explore and define the world around them visually. Visual art deepens our appreciation of life experiences and other cultures. Student enthusiasm and inquisitiveness should be cultivated and developed so as to enhance thinking ability, creativity and problem solving. Varied experiences in the arts should be provided so that the student will be able to communicate ideas and feelings.

Literacy in the visual arts empowers students to:

- Explore and develop in thought, ability and being in unique ways
- Make connections to the world around them
- Think critically as well as creative problem solving
- Understand themselves and those of different cultures/ethnicities
- Enrich their lives, increase their self-esteem and their academic potential

An education in the visual arts focuses on the creative process, aesthetic appreciation and arts literacy no matter the medium being explored. Visual art affords numerous opportunities for interdisciplinary connections such as mathematics, language arts, science and technology to name a few.

The creative process allows students to see how art is a part of everyday life and use this knowledge to communicate and think critically. The skills learned in art are necessary for success in other areas of school and life as a whole.

Primary Interdisciplinary Connections: Math, Language Arts, Science, Social Studies

21<sup>st</sup> Century life and Career and Technology 8.1-8.2, use of digital tools to access manage, evaluate and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.

**Estell Manor Elementary School District  
Grade K-2  
Art Curriculum**

<b>Unit 1 Elements of Principles of Design</b>	<b>Approximately 9 Class Days</b>
<b>Unit 2: Art and Multicultural</b>	<b>Approximately 9 Class Days</b>
<b>Unit 3: Methods and Media</b>	<b>Approximately 9 Class Days</b>
<b>Unit 4: Aesthetics and Critique</b>	<b>Approximately 9 Class Days</b>

**Unit 1 will address the following 21st Century Life and Careers skills:**

<b>Check all that apply 21<sup>st</sup> Century Themes</b>		<b>Career Ready Practices</b>	
<b>9.1</b>	<b>Personal Financial Literacy</b>		CRP1. Act as a responsible and contributing citizen and employee.
	Income and Careers		CRP2. Apply appropriate academic and technical skills.
	Money Management		CRP3. Attend to personal health and financial well-being.
	Credit and Debt Management	√	CRP4. Communicate clearly and effectively and with reason.
	Planning, Saving, and Investing		CRP5. Consider the environmental, social and economic impacts of decisions.
	Becoming a Critical Consumer	√	CRP6. Demonstrate creativity and innovation.
	Civic Financial Responsibility		CRP7. Employ valid and reliable research strategies.

	Insuring and Protecting		CRP8.Utilize critical thinking to make sense of problems and persevere in solving them.
<b>9.2</b>	<b>Career Awareness, Exploration, and Preparation</b>		CRP9. Model integrity, ethical leadership and effective management.
<b>X</b>	Career Awareness		CRP10. Plan education and career paths aligned to personal goals.
	Career Exploration	√	CRP11. Use technology to enhance productivity.
	Career Preparation		CRP12. Work productively in teams while using cultural global competence.

### Technology

8.1.2.B.1.	Illustrate and communicate original ideas and stories using multiple digital tools and resources
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<b>Unit: 1 Elements and Principles of Design</b>	<b>Duration: September-June</b>
<b>Standard</b>	

<b>1.1.2. D.1</b>	Identify the basic elements of art and principles of design in diverse types of artwork.
<b>1.1.2. D.2</b>	Identify elements of art and principles of design in specific works of art and explain how they are used.
<b>K.G.A.1</b>	Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to.
<b>K.G.A.2</b>	Correctly name shapes regardless of their orientations or overall size.
<b>K.G.A.3</b>	Identify shapes as two-dimensional (lying in a plane, “flat”) or three-dimensional (“solid”).
<b>K.G.B.5</b>	Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.
	<b>Interdisciplinary Skills</b>
<b>SL.K.1</b>	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
<b>SL.K.3</b>	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
<b>SL.K.5</b>	Add drawings or other visual displays to descriptions as desired to provide additional detail.
<b>SL.K.6</b>	Speak audibly and express thoughts, feelings, and ideas clearly.
<b>W.K.2</b>	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
	<b>Technology</b>
<b>8.1.2.B.1.</b>	Illustrate and communicate original ideas and stories using multiple digital tools and resources.
	<b>21st Century Life and Career</b>
<b>CRP11.</b>	Use technology to enhance productivity.
<b>CRP6.</b>	Demonstrate creativity and innovation.
<b>CRP4.</b>	Communicate clearly and effectively and with reason.
<b>9.2</b>	Career awareness
<b>Essential Understandings</b>	<b>Essential Questions</b>
<i>Students will understand that the compositional building blocks of visual art are: line, color, shape, form, texture, and space, as well as balance, proportion, rhythm, emphasis,</i>	<ul style="list-style-type: none"> <li>• What are the elements of art?</li> <li>• How do personal experiences affect how people create and interpret art?</li> </ul>

<p><i>and unity.</i></p> <ul style="list-style-type: none"> <li>• the elements of art are the building blocks of design.</li> <li>• art is a personal experience.</li> </ul>	
<b>Evidence of Student Learning</b>	
<b>Assessments</b>	
<b>Formative</b>	<b>Summative</b>
<ul style="list-style-type: none"> <li>• Demonstrate understanding of the basic elements of art.</li> <li>• Teacher Observation of completed project</li> <li>• Student demonstrated skills</li> <li>• Student's oral responses to open-ended questions</li> <li>• Peer and self-critique</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher created assessments that demonstrate</li> <li>• Rubrics assessing the basic elements of art</li> <li>• Self-critique</li> </ul> <p><b>Benchmark</b></p> <ul style="list-style-type: none"> <li>• Student Art Piece with Rubric</li> </ul> <p><b>Alternative</b></p> <ul style="list-style-type: none"> <li>• Student drawing to stretch project ideas or layout</li> <li>• Student self-reflection about art creation or discussion while planning art project</li> <li>• Conversation/presentation rubric to score student work and presentation of final creation</li> </ul>
<b>Knowledge and Skills</b>	
<b>Content</b>	<b>Skills</b>

<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>● that the basic elements of art and principles of design are used to create art.</li> </ul>	<p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> <li>● perform in all four art disciplines at an age appropriate level.</li> <li>● create art based on the elements and principles of design.</li> </ul>
<p><b>Instructional Plan</b></p>	
<p><b>Suggested Activities</b></p>	<p><b>Resources</b></p>
<p>Students will identify the primary colors (red, yellow and blue) and learn how to mix them to create the secondary colors (orange, purple and green).</p>	<ul style="list-style-type: none"> <li>● Art supplies/art room equipment</li> <li>● Teacher created visuals</li> </ul>
<p>Students will look for the basic shapes in their environment and be able to identify them by name. Teacher will read a book about cubist artist Pablo Picasso and students will draw portraits of themselves using square and rectangle shapes.</p>	<ul style="list-style-type: none"> <li>● Art supplies/art room equipment</li> <li>● Teacher created visuals</li> <li>● Mike Venezia book about Picasso</li> </ul>
<p>Students will create line designs for the first letter of their first name using black lines. Students will draw letter and fill in with straight, wavy and zig-zag lines to create patterns and designs. Students can add color to their designs with choice of crayons, markers or colored pencils.</p>	<ul style="list-style-type: none"> <li>● Art supplies/art room equipment</li> <li>● Teacher created visuals</li> </ul>
<p>Students will create animals of their choice by finger painting and using texture tools, cutting and collaging techniques over a period of 3 sessions.</p>	<ul style="list-style-type: none"> <li>● Art supplies/art room equipment</li> <li>● Teacher created visuals</li> <li>● Brown Bear, Brown Bear by Eric Carle</li> </ul>
<p>Students will learn about negative space by drawing and</p>	<ul style="list-style-type: none"> <li>● Art supplies/art room equipment</li> </ul>



cutting out heart shapes, taping them down to paper and sponge painting over the hearts. Hearts are removed after painting, exposing the original color of the paper.	<ul style="list-style-type: none"> <li>• Teacher created visuals</li> </ul>
<b>Literature</b>	
Getting to Know Series: The World's Greatest Artists by Mike Venezia	
<b>Websites</b>	
Elementary art videos	<a href="https://www.youtube.com/playlist?list=PLX11caOZtHXYt1ANmpu74vPC0C7_Oc8I-">https://www.youtube.com/playlist?list=PLX11caOZtHXYt1ANmpu74vPC0C7_Oc8I-</a>
Resources, lesson plans	<a href="http://www.crayola.com">www.crayola.com</a>
Gallery, lesson plans	<a href="http://www.nga.gov/content/ngaweb/education/teachers/lessons-activities.html">www.nga.gov/content/ngaweb/education/teachers/lessons-activities.html</a>
<b>Modifications</b>	
<p><b>Special Education Students / 504</b> (<i>These are just suggested ideas to modify instruction. All modifications and accommodations should be specific to each student's IEP or 504 plan</i>) reduce/revise assignments &amp; assignments as per IEP; provide individual and small group assistance; notes, and study guides; provide background knowledge.</p>	
<p><b>English Language learners:</b> <i>use consistent, simplified language; provide bilingual when appropriate; provide cooperative learning opportunities, use modeling, visual aids, and manipulatives.</i></p>	
<p><b>Students at Risk of Failure:</b> <i>Provide less distracting seating if possible, frequent check-in by teacher, study guides, notes, etc.</i></p>	
<p><b>Gifted Students:</b> <i>provide additional enrichment activity involving demonstrating knowledge, deeper research to answer a higher level questions, or complimentary assignment.</i></p>	

## Suggested Options for Differentiation

### English Language

- Total Physical Response
- Provide visuals
- Peer tutoring
- Flexible/cooperative grouping
- Teacher tutoring
- Introduce new vocabulary at introduction of lesson

### Gifted and Talented

- Alternative assignments
- Compare/Contrast artwork with similar elements of design
- Modified instruction/assignments
- Encourage peer tutoring for struggling students

### Basic Skills/Economically Disadvantaged

- Modified instruction/assignments
- Draw or write how a given artwork makes them feel
- Teacher/peer tutoring

### Special Education

- Follow all IEP modifications/504 plan
- Provide differentiated instruction as needed
- Provide manipulatives or the opportunity to draw solution strategies
- Play videos in addition to read aloud texts
- Restate, reword and clarify directions

**Unit 2 will address the following 21st Century Life and Careers skills:**

<b>Check all that apply 21st Century Themes</b>		<b>Career Ready Practices</b>	
<b>9.1</b>	<b>Personal Financial Literacy</b>		CRP1. Act as a responsible and contributing citizen and employee.
	Income and Careers		CRP2. Apply appropriate academic and technical skills.
	Money Management		CRP3. Attend to personal health and financial well-being.
	Credit and Debt Management	√	CRP4. Communicate clearly and effectively and with reason.
	Planning, Saving, and Investing		CRP5. Consider the environmental, social and economic impacts of decisions.
	Becoming a Critical Consumer	√	CRP6. Demonstrate creativity and innovation.
	Civic Financial Responsibility		CRP7. Employ valid and reliable research strategies.
	Insuring and Protecting		CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

<b>9.2</b>	<b>Career Awareness, Exploration, and Preparation</b>		CRP9. Model integrity, ethical leadership and effective management.
<b>X</b>	Career Awareness		CRP10. Plan education and career paths aligned to personal goals.
	Career Exploration	√	CRP11. Use technology to enhance productivity.
	Career Preparation		CRP12. Work productively in teams while using cultural global competence.

### Technology

8.1.2.B.1.	Illustrate and communicate original ideas and stories using multiple digital tools and resources
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<b>Unit: 2 Art History</b>		<b>Duration:</b> September-June
<b>Standard</b>		
<b>1.2.2. A.1</b>	Identify characteristic theme-based works of visual art, such as artworks based on the themes of family and community, from various historical periods and world cultures.	
<b>1.2.2. A.2</b>	Identify how artists and specific works of visual art reflect, and are affected by, past and present cultures.	
	<b>Interdisciplinary Skills</b>	

<b>SL.K.1</b>	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
<b>SL.K.3</b>	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
<b>SL.K.5</b>	Add drawings or other visual displays to descriptions as desired to provide additional detail.
<b>SL.K.6</b>	Speak audibly and express thoughts, feelings, and ideas clearly.
<b>6.1.4.D.13</b>	Describe how culture is expressed through and influenced by the behavior of people.
	<b>Technology</b>
<b>8.1.2.B.1</b>	Illustrate and communicate original ideas and stories using multiple digital tools and resources.
	<b>21st Century Life and Career</b>
<b>CRP11.</b>	Use technology to enhance productivity.
<b>CRP6.</b>	Demonstrate creativity and innovation.
<b>CRP4.</b>	Communicate clearly and effectively and with reason.
<b>9.2</b>	Career awareness
<b>Essential Understandings</b>	<b>Essential Questions</b>
<p><i>Students will understand that visual artworks from diverse cultures and historical eras have distinct characteristics and common themes that are revealed by contextual clues within the works of art.</i></p> <ul style="list-style-type: none"> <li>● art reflects as well as shapes culture and society.</li> <li>● visual arts inform us about culture, history and society.</li> </ul>	<ul style="list-style-type: none"> <li>● What can artworks tell us about a culture or society?</li> <li>● How do artists illustrate culture, history and society through images?</li> </ul>

<b>Evidence of Student Learning</b>	
<b>Assessments</b>	
<b>Formative Assessments</b>	<b>Summative Assessments</b>
<ul style="list-style-type: none"> <li>● Teacher Observation</li> <li>● Student demonstrated skills</li> <li>● Students' oral responses to open-ended questions</li> <li>● Peer and self-critique</li> </ul>	<ul style="list-style-type: none"> <li>● Teacher created assessments</li> <li>● Rubrics</li> <li>● Self-critique</li> </ul> <p><b>Benchmark</b></p> <ul style="list-style-type: none"> <li>● Student Art Piece with Rubric</li> </ul> <p><b>Alternative</b></p> <ul style="list-style-type: none"> <li>● Student drawing to stretch project ideas or layout</li> <li>● Student self-reflection about art creation or discussion while planning art project</li> <li>● Conversation/presentation rubric to score student work and presentation of final creation</li> </ul>
<b>Knowledge and Skills</b>	
<b>Content</b>	<b>Skills</b>
<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>● that theme-based visual artwork from diverse cultures and historical eras have distinct characteristics and common themes that are revealed by contextual clues within the works of art.</li> </ul>	<p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> <li>● demonstrate understanding of diverse cultures and historical eras within works of art.</li> <li>● recognize various themes in art.</li> </ul>

<ul style="list-style-type: none"> <li>● that the function and purpose of art-making across cultures is a reflection of societal values and beliefs.</li> </ul>	
<b>Instructional Plan</b>	
<b>Suggested Activities</b>	<b>Resources</b>
<p>Students will learn about artist Vincent van Gogh and create replication of his “Starry Night” painting using craypas, shaving cream and watercolor paints.</p>	<ul style="list-style-type: none"> <li>● Art supplies/art room equipment</li> <li>● Teacher created visuals</li> <li>● Artist representations</li> <li>● Mike Venezia book about van Gogh</li> <li>● YouTube videos</li> </ul>
<p>Students will learn about cave painting and assist teacher with making homemade paint with lard and different colored dirt. Students will view examples of primitive cave paintings and attempt to recreate.</p>	<ul style="list-style-type: none"> <li>● Art supplies/art room equipment</li> <li>● Teacher created visuals</li> <li>● Artist representations</li> <li>● Nature walk</li> </ul>
<p>Students will learn about artist Wassily Kandinsky and create geometric compositions based on his painting “Concentric Circles”.</p>	<ul style="list-style-type: none"> <li>● Art supplies/art room equipment</li> <li>● Teacher created visuals</li> <li>● Artist representations</li> <li>● Mike Venezia book about Kandinsky</li> <li>● YouTube videos</li> </ul>
<p>Students will take a virtual reality tour of a museum on the iPads. Students will work in small group to share information they learn and draw pictures of their favorite room in the library.</p>	<ul style="list-style-type: none"> <li>● Art supplies/art room equipment</li> <li>● Teacher created visuals</li> <li>● iPads</li> <li>● Virtual museum tour</li> </ul>
<p>Students will learn about impressionism through a lesson about Claude Monet’s Waterlilies.</p>	<ul style="list-style-type: none"> <li>● Art supplies/art room equipment</li> <li>● Teacher created visuals</li> <li>● Artist representations</li> <li>● Mike Venezia book about Monet</li> </ul>

<b>Literature</b>	
Getting to Know Series: The World's Greatest Artists by Michael Venezia	
<b>Websites</b>	
Technology, displaying student's work	<a href="http://www.artsonia.com">www.artsonia.com</a>
Art history lessons	<a href="http://www.kindergarten-lessons.com/art-history-for-children">http://www.kindergarten-lessons.com/art-history-for-children</a>
Gallery, lesson plans	<a href="http://www.nga.gov/content/ngaweb/education/teachers/lessons-activities.html">www.nga.gov/content/ngaweb/education/teachers/lessons-activities.html</a>
YouTube series: Art with Mati and Dada (multiple artists)	<a href="http://www.youtube.com/watch?v=9IGEm1Lve0">www.youtube.com/watch?v=9IGEm1Lve0</a>
Art history resources	<a href="http://www.metmuseum.org/learn/educators/lesson-plans">http://www.metmuseum.org/learn/educators/lesson-plans</a>
Virtual museum tours	<a href="https://www.google.com/culturalinstitute/beta/">https://www.google.com/culturalinstitute/beta/</a>
<b>Modifications</b>	
<p><b>Special Education Students / 504</b> (<i>These are just suggested ideas to modify instruction. All modifications and accommodations should be specific to each student's IEP or 504 plan</i>) reduce/revise assignments &amp; assignments as per IEP; provide individual and small group assistance; notes, and study guides; provide background knowledge.</p> <p><b>English Language learners:</b> <i>use consistent, simplified language; provide bilingual when appropriate; provide cooperative learning opportunities, use modeling, visual aids, and manipulatives.</i></p> <p><b>Students at Risk of Failure:</b> <i>Provide less distracting seating if possible, frequent check-in by teacher, study guides, notes, etc.</i></p> <p><b>Gifted Students:</b> <i>provide additional enrichment activity involving demonstrating knowledge, deeper research to answer</i></p>	



*a higher level questions, or complimentary assignment.*

### **Suggested Options for Differentiation**

#### **English Language Learners**

- TPR
- Flexible/cooperative grouping
- Teacher tutoring

#### **Gifted and Talented**

- Alternative assignments
- Employ valid and reliable research strategies
- Modified instruction/assignments
- Artist portrayal assignment

#### **Basic Skills/Economically Disadvantaged**

- Modified instruction/assignments
- Graphic organizers
- Teacher/peer tutoring
- Allow more time to complete assignment

#### **Special Education/504**

- Provide differentiated instruction as needed
- Follow all IEP modifications/504 plan
- Provide manipulatives or the opportunity to draw solution strategies
- Play YouTube videos in addition to read aloud texts
- Provide a support and cueing system

**Unit 3 will address the following 21st Century Life and Careers skills:**

<b>Check all that apply 21<sup>st</sup> Century Themes</b>		<b>Career Ready Practices</b>	
<b>9.1</b>	<b>Personal Financial Literacy</b>		CRP1. Act as a responsible and contributing citizen and employee.
	Income and Careers		CRP2. Apply appropriate academic and technical skills.
	Money Management		CRP3. Attend to personal health and financial well-being.
	Credit and Debt Management	√	CRP4. Communicate clearly and effectively and with reason.
	Planning, Saving, and Investing		CRP5. Consider the environmental, social and economic impacts of decisions.
	Becoming a Critical Consumer	√	CRP6. Demonstrate creativity and innovation.
	Civic Financial Responsibility		CRP7. Employ valid and reliable research strategies.

	Insuring and Protecting		CRP8.Utilize critical thinking to make sense of problems and persevere in solving them.
<b>9.2</b>	<b>Career Awareness, Exploration, and Preparation</b>		CRP9. Model integrity, ethical leadership and effective management.
<b>X</b>	Career Awareness		CRP10. Plan education and career paths aligned to personal goals.
	Career Exploration	√	CRP11. Use technology to enhance productivity.
	Career Preparation		CRP12. Work productively in teams while using cultural global competence.

### Technology

8.1.2.B.1.	Illustrate and communicate original ideas and stories using multiple digital tools and resources
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<b>Unit: 3 Methods and Media</b>	<b>Duration:</b> September - June
<b>Standard</b>	
<b>1.3.2. D.1</b>	Create two- and three-dimensional works of art using the basic elements of color, line, shape, form, texture, and space, as well as a variety of art mediums and application methods.

<b>1.3.2. D.2</b>	Use symbols to create personal works of art based on selected age-appropriate themes, using oral stories as a basis for pictorial representation.
<b>1.3.2. D.3</b>	Employ basic verbal and visual art vocabulary to demonstrate knowledge of the materials, tools, and methodologies used to create and tell visual stories.
<b>1.3.2. D.4</b>	Explore the use of a wide array of art mediums and select tools that are appropriate to the production of works of art in a variety of art media.
<b>1.3.2. D.5</b>	Create works of art that are based on observations of the physical world and that illustrate how art is part of everyday life, using a variety of art mediums and art media.
	<b>Interdisciplinary Skills</b>
<b>SL.K.1</b>	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
<b>SL.K.3</b>	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
<b>SL.K.5</b>	Add drawings or other visual displays to descriptions as desired to provide additional detail.
<b>SL.K.6</b>	Speak audibly and express thoughts, feelings, and ideas clearly.
	<b>Technology</b>
<b>8.1.2.B.1.</b>	Illustrate and communicate original ideas and stories using multiple digital tools and resources.
	<b>21st Century Life and Career</b>
<b>CRP11.</b>	Use technology to enhance productivity.
<b>CRP6.</b>	Demonstrate creativity and innovation.
<b>CRP4.</b>	Communicate clearly and effectively and with reason.
<b>9.2</b>	Career awareness
<b>Essential Understandings</b>	<b>Essential Questions</b>
<p><i>Students will understand that manipulation of the basic elements of art and principles of design for personal expression results in the sharing of ideas primarily through visual means.</i></p> <ul style="list-style-type: none"> <li>• specific techniques are used to create different</li> </ul>	<ul style="list-style-type: none"> <li>• How do artists use a variety of materials and techniques to create art?</li> <li>• Where do I see examples of art elements and design?</li> </ul>

<p>works of art.</p> <ul style="list-style-type: none"> <li>the elements of art and the principles of design are visible in artwork.</li> </ul>	
<b>Evidence of Student Learning</b>	
<b>Assessments</b>	
<b>Formative Assessments</b>	<b>Summative Assessments</b>
<ul style="list-style-type: none"> <li>Teacher Observation</li> <li>Student demonstrated skills</li> <li>Student's oral responses to open-ended questions</li> <li>Peer and self-critique</li> </ul>	<ul style="list-style-type: none"> <li>Teacher created assessments</li> <li>Rubrics</li> <li>Self-critique</li> </ul> <p><b>Benchmark</b></p> <ul style="list-style-type: none"> <li>Student Art Piece with Rubric</li> </ul> <p><b>Alternative</b></p> <ul style="list-style-type: none"> <li>Student drawing to stretch project ideas or layout</li> <li>Student self-reflection about art creation or discussion while planning art project</li> <li>Conversation/presentation rubric to score student work and presentation of final creation</li> </ul>
<b>Knowledge and Skills</b>	
<b>Content</b>	<b>Skills</b>
<i>Students will know...</i>	<i>Students will be able to...</i>

<ul style="list-style-type: none"> <li>● that visual statements in art are derived from the basic elements of art regardless of the format and medium used to create the art.</li> <li>● that symbols convey meaning agreed upon by a group or culture.</li> <li>● that each of the visual art forms uses various materials, tools, and techniques that are associated with unique verbal and visual vocabularies.</li> </ul>	<ul style="list-style-type: none"> <li>● manipulate the basic elements of art and principles of design for personal expression that result in visual communication that may be relevant in a variety of settings.</li> <li>● use various materials, tools, and techniques associated with unique verbal and visual vocabularies.</li> <li>● create works of art that are based on observations of the physical world and that illustrate how art is part of everyday life.</li> </ul>
<b>Instructional Plan</b>	
<b>Suggested Activities</b>	<b>Resources</b>
Students will create 3-D fruit of their choice using balloons, glue and bulletin board paper. Children will learn about paper mache through guided lesson.	<ul style="list-style-type: none"> <li>● Art supplies/art room equipment</li> <li>● Teacher created visuals</li> <li>● Fresh fruit bowl</li> </ul>
Students will draw picture of a child/teacher in the classroom. Each child will take turns standing up and showing their picture while the other students try to guess who they drew. Emphasis on colors, shapes, patterns and realistic detail in figure drawing.	<ul style="list-style-type: none"> <li>● Art supplies/art room equipment</li> <li>● Teacher created visuals</li> <li>● Mirror</li> </ul>
Students will create compositions with a variety of purple art materials (crayons, markers, paper, tissue, pom poms, buttons, pipecleaners, paint, scissors, glue sticks, etc.) after	<ul style="list-style-type: none"> <li>● Art supplies/art room equipment</li> <li>● Teacher created visuals</li> <li>● Harold and the Purple Crayon” by Crockett Johnson</li> </ul>

listening to the story.	
Students will learn how to use watercolor paint sets properly while painting a picture of a sunny day at the beach. Teacher will instruct proper way to clean brush, how to make colors lighter or darker and the concept of negative space.	<ul style="list-style-type: none"> <li>● Art supplies/art room equipment</li> <li>● Teacher created visuals</li> <li>● Artist representations</li> </ul>
Students will look at pictures of animals and learn how to visually break them down into basic shapes. Teacher will discuss techniques to create texture using craypas (oil pastels) and plastic scraping tools.	<ul style="list-style-type: none"> <li>● Art supplies/art room equipment</li> <li>● Teacher created visuals</li> <li>● Animal website</li> </ul>
<b>Literature</b>	
Getting to Know Series: The World's Greatest Artists by Michael Venezia	
<b>Websites</b>	
K-6 lessons, literature links, resources	<a href="http://www.kinderart.com">www.kinderart.com</a>
Resources, lesson plans	<a href="http://www.crayola.com">www.crayola.com</a>
K-6 art lesson plans	<a href="http://www.Mrsbrownart.com">www.Mrsbrownart.com</a>
Art project ideas	<a href="http://www.teachers.net">www.teachers.net</a>
<b>Modifications</b>	
<p><b>Special Education Students / 504 (These are just suggested ideas to modify instruction. All modifications and accommodations should be specific to each student's IEP or 504 plan)</b> reduce/revise assignments &amp; assignments as per IEP; provide individual and small group assistance; notes, and study guides; provide background knowledge.</p>	

**English Language learners:** *use consistent, simplified language; provide bilingual when appropriate; provide cooperative learning opportunities, use modeling, visual aids, and manipulatives.*

**Students at Risk of Failure:** *Provide less distracting seating if possible, frequent check-in by teacher, study guides, notes, etc.*

**Gifted Students:** *provide additional enrichment activity involving demonstrating knowledge, deeper research to answer a higher level questions, or complimentary assignment.*

### **Suggested Options for Differentiation**

#### **English Language Learners**

- TPR
- Flexible/cooperative grouping
- Teacher tutoring

#### **Gifted and Talented**

- Alternative assignments
- Employ valid and reliable research strategies
- Modified instruction/assignments

#### **Basic Skills/Economically Disadvantaged**

- Modified instruction/assignments
- Graphic organizers
- Teacher/peer tutoring

#### **Special Education**

- Provide differentiated instruction as needed
- Follow all IEP modifications/504 plan
- Provide manipulatives or the opportunity to draw solution strategies
- Play YouTube videos in addition to read aloud texts

**Unit 4 will address the following 21st Century Life and Careers skills:**



<b>Check all that apply 21st Century Themes</b>		<b>Career Ready Practices</b>	
<b>9.1</b>	<b>Personal Financial Literacy</b>		CRP1. Act as a responsible and contributing citizen and employee.
	Income and Careers		CRP2. Apply appropriate academic and technical skills.
	Money Management		CRP3. Attend to personal health and financial well-being.
	Credit and Debt Management	√	CRP4. Communicate clearly and effectively and with reason.
	Planning, Saving, and Investing		CRP5. Consider the environmental, social and economic impacts of decisions.
	Becoming a Critical Consumer	√	CRP6. Demonstrate creativity and innovation.
	Civic Financial Responsibility		CRP7. Employ valid and reliable research strategies.
	Insuring and Protecting		CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

<b>9.2</b>	<b>Career Awareness, Exploration, and Preparation</b>		CRP9. Model integrity, ethical leadership and effective management.
<b>X</b>	Career Awareness		CRP10. Plan education and career paths aligned to personal goals.
	Career Exploration	√	CRP11. Use technology to enhance productivity.
	Career Preparation		CRP12. Work productively in teams while using cultural global competence.

### Technology

8.1.2.B.1.	Illustrate and communicate original ideas and stories using multiple digital tools and resources
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<b>Unit: 4 Aesthetics and Critique</b>		<b>Duration:</b> September-June
<b>Standard</b>		
<b>1.4.2. A.1</b>	Identify aesthetic qualities of exemplary works of visual art, and identify characteristics of the artists who created them (e.g., gender, age, absence or presence of training, style, etc.).	
<b>1.4.2. A.2</b>	Compare and contrast culturally and historically diverse works of visual art that evoke emotion and that	

	communicate cultural meaning.
<b>1.4.2. A.3</b>	Use imagination to create a story based on an arts experience that communicated an emotion or feeling, and tell the story through each of the four arts disciplines (dance, music, theatre, and visual art).
<b>1.4.2. A.4</b>	Distinguish patterns in nature found in works of dance, music, theatre, and visual art.
<b>1.4.2. B.1</b>	Observe the basic arts elements in performances and exhibitions and use them to formulate objective assessments of artworks in dance, music, theatre, and visual art.
<b>1.4.2. B.2</b>	Apply the principles of positive critique in giving and receiving responses to performances.
<b>1.4.2. B.3</b>	Recognize the making subject or theme in works of dance, music, theatre, and visual art.
	<b>Interdisciplinary Skills</b>
<b>SL.K.1</b>	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
<b>SL.K.3</b>	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
<b>SL.K.5</b>	Add drawings or other visual displays to descriptions as desired to provide additional detail.
<b>SL.K.6</b>	Speak audibly and express thoughts, feelings, and ideas clearly.
	<b>Technology</b>
<b>8.1.2.B.1.</b>	Illustrate and communicate original ideas and stories using multiple digital tools and resources.
	<b>21st Century Life and Career</b>
<b>CRP11.</b>	Use technology to enhance productivity.
<b>CRP6.</b>	Demonstrate creativity and innovation.
<b>CRP4.</b>	Communicate clearly and effectively and with reason.
<b>9.2</b>	Career awareness
<b>Essential Understandings</b>	
<p><i>Students will understand that visual art has distinct characteristics, as do the artists who create them.</i></p> <ul style="list-style-type: none"> <li>• Art is a personal experience.</li> <li>• Studying art allows one to make informed opinions when viewing art.</li> </ul>	
<b>Essential Questions</b>	
<ul style="list-style-type: none"> <li>• How does art evoke emotion?</li> <li>• How does studying art help you observe art?</li> </ul>	

<b>Evidence of Student Learning</b>	
<b>Assessments</b>	
<b>Formative Assessments</b>	<b>Summative Assessments</b>
<ul style="list-style-type: none"> <li>● Teacher Observation</li> <li>● Student demonstrated skills</li> <li>● Student's oral responses to open-ended questions</li> <li>● Peer and self-critique</li> </ul>	<ul style="list-style-type: none"> <li>● Teacher created assessments</li> <li>● Rubrics</li> <li>● Self-critique</li> </ul> <p><b>Benchmark</b></p> <ul style="list-style-type: none"> <li>● Student Art Piece with Rubric</li> </ul> <p><b>Alternative</b></p> <ul style="list-style-type: none"> <li>● Student drawing to stretch project ideas or layout</li> <li>● Student self-reflection about art creation or discussion while planning art project</li> <li>● Conversation/presentation rubric to score student work and presentation of final creation</li> </ul>
<b>Knowledge and Skills</b>	
<b>Content</b>	<b>Skills</b>
<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>● Visual art has distinct characteristics, as do the artists who create them.</li> </ul>	<p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> <li>● Compare and contrast culturally and historically diverse works of visual art that evoke emotion and</li> </ul>

<ul style="list-style-type: none"> <li>• Constructive criticism is an important evaluative tool that enables artists to communicate more effectively.</li> </ul>	<p>that communicate cultural meaning.</p> <ul style="list-style-type: none"> <li>• Use their imaginations to create a story based on an arts experience that communicates an emotion or feeling.</li> <li>• Apply the principles of positive critique in giving and receiving responses to artwork.</li> </ul>
<b>Instructional Plan</b>	
<b>Suggested Activities</b>	<b>Resources</b>
<p>Students will compare and contrast characteristics of multiple impressionist artists work and then create their own impressionistic compositions with a variety of mediums (paint, craypas, etc.).</p>	<ul style="list-style-type: none"> <li>• Art supplies/art room equipment</li> <li>• Artist representations</li> <li>• Mike Venezia books</li> </ul>
<p>Students will view “Starry Night” by Vincent van Gogh and discuss the emotional impression it makes. Students will create their choice of landscapes based on the style of “Starry Night”.</p>	<ul style="list-style-type: none"> <li>• Art supplies/art room equipment</li> <li>• Artist representations</li> <li>• Mike Venezia books</li> </ul>
<p>Students will view images from Picasso’s Blue Period and discuss the emotions they evoke. Children will choose and create their own monochromatic palettes to create a painting that depicts their emotion. Children will take turns sharing the ideas behind their paintings.</p>	<ul style="list-style-type: none"> <li>• Art supplies/art room equipment</li> <li>• Artist representations</li> <li>• Teacher created visuals</li> <li>• Mike Venezia book about Pablo Picasso</li> </ul>
<p>Students will create abstract collages by simulating a variety of patterns found in nature (leaves, flowers, grass, sand, ocean, etc.). Teacher will show examples from famous landscape paintings. Children will explore artists</p>	<ul style="list-style-type: none"> <li>• Art supplies/art room equipment</li> <li>• Artist representations</li> </ul>

tools to create patterns and designs.	
Students will explore the patterns and textures in flowers to create large paintings of cropped sections of the flower. Lesson based on their observations of live flowers and paintings by Georgia O’Keeffe.	<ul style="list-style-type: none"> <li>● Art supplies/art room equipment</li> <li>● Teacher created visuals</li> <li>● Mike Venezia book about Georgia O’Keeffe</li> </ul>
<b>Literature</b>	
Getting to Know Series: The World’s Greatest Artists by Michael Venezia	
<b>Websites</b>	
resources, critique strategies	<a href="https://www.theartofed.com/2014/10/09/7-critiques-you-can-use-in-your-classroom-today/">https://www.theartofed.com/2014/10/09/7-critiques-you-can-use-in-your-classroom-today/</a>
technology, displaying student’s work	<a href="http://www.artsonia.com">www.artsonia.com</a>
gallery, lesson plans	<a href="http://www.nga.gov/content/ngaweb/education/teachers/lessons-activities.html">www.nga.gov/content/ngaweb/education/teachers/lessons-activities.html</a>
<b>Modifications</b>	
<p><b>Special Education Students / 504</b> <i>(These are just suggested ideas to modify instruction. All modifications and accommodations should be specific to each student’s IEP or 504 plan)</i> reduce/revise assignments &amp; assignments as per IEP; provide individual and small group assistance; notes, and study guides; provide background knowledge.</p> <p><b>English Language learners:</b> <i>use consistent, simplified language; provide bilingual when appropriate; provide cooperative learning opportunities, use modeling, visual aids, and manipulatives.</i></p> <p><b>Students at Risk of Failure:</b> <i>Provide less distracting seating if possible, frequent check-in by teacher, study guides, notes, etc.</i></p>	

**Gifted Students:** *provide additional enrichment activity involving demonstrating knowledge, deeper research to answer a higher level questions, or complimentary assignment.*

**Suggested Options for Differentiation**

**English Language Learners**

- TPR
- Flexible/cooperative grouping
- Teacher tutoring

**Gifted and Talented**

- Alternative assignments
- Employ valid and reliable research strategies
- Modified instruction/assignments

**Basic Skills/Economically Disadvantaged**

- Modified instruction/assignments
- Graphic organizers
- Teacher/peer tutoring

**Special Education**

- Provide differentiated instruction as needed
- Follow all IEP modifications/504 plan
- Provide manipulatives or the opportunity to draw solution strategies
- Play YouTube videos in addition to read aloud texts

# Estell Manor District

## Art Curriculum Grade 3-5



## **Statement of Philosophy**

The visual arts are essential to one's perception and understanding of the world around them. The creative process allows the student to explore and define the world around them visually. Visual art deepens our appreciation of life experiences and other cultures. Student enthusiasm and inquisitiveness should be cultivated and developed so as to enhance thinking ability, creativity and problem solving. Varied experiences in the arts should be provided so that the student will be able to communicate ideas and feelings.

Literacy in the visual arts empowers students to:

- Explore and develop in thought, ability and being in unique ways
- Make connections to the world around them
- Think critically as well as creative problem solving
- Understand themselves and those of different cultures/ethnicities
- Enrich their lives, increase their self-esteem and their academic potential

An education in the visual arts focuses on the creative process, aesthetic appreciation and arts literacy no matter the medium being explored. Visual art affords numerous opportunities for interdisciplinary connections such as mathematics, language arts, science and technology to name a few.

The creative process allows students to see how art is a part of everyday life and use this knowledge to communicate and think critically. The skills learned in art are necessary for success in other areas of school and life as a whole.

Primary Interdisciplinary Connections: Math, Language Arts, Science, Social Studies

21<sup>st</sup> Century Life and Career and Technology 8.1-8.2, use of digital tools to access manage, evaluate and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.

## **Pacing Guide**

<b>Unit</b>	<b>Time Frame</b>
<b>Unit 1 Elements of Principles of Design</b>	Approximately 9 Class Days
<b>Unit 2: Art and Multicultural</b>	Approximately 9 Class Days
<b>Unit 3: Methods and Media</b>	Approximately 9 Class Days
<b>Unit 4: Aesthetics and Critique</b>	Approximately 9 Class Days

**Unit 1 will address the following 21st Century Life and Careers skills:**

<b>Check all that apply 21st Century Themes</b>		<b>Career Ready Practices</b>	
<b>9.1</b>	<b>Personal Financial Literacy</b>		CRP1. Act as a responsible and contributing citizen and employee.
	Income and Careers		CRP2. Apply appropriate academic and technical skills.
	Money Management		CRP3. Attend to personal health and financial well-being.
	Credit and Debt Management	√	CRP4. Communicate clearly and effectively and with reason.
	Planning, Saving, and Investing		CRP5. Consider the environmental, social and economic impacts of decisions.
	Becoming a Critical Consumer		CRP6. Demonstrate creativity and innovation.
	Civic Financial Responsibility		CRP7. Employ valid and reliable research strategies.
	Insuring and Protecting		CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

<b>9.2</b>	<b>Career Awareness, Exploration, and Preparation</b>		CRP9. Model integrity, ethical leadership and effective management.
	Career Awareness		CRP10. Plan education and career paths aligned to personal goals.
	Career Exploration		CRP11. Use technology to enhance productivity.
	Career Preparation		CRP12. Work productively in teams while using cultural global competence.

### Technology

<b>8.1.5.E.1.</b>	Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.
<b>8.1.5.C.1.</b>	Engage in online discussions with learners of other cultures to investigate a worldwide issue from multiple perspectives and sources, evaluate findings and present possible solutions, using digital tools and online resources for all steps.

<b>Unit 1: Elements and Principles of Design</b>	<b>Duration:</b> 9 Class Days
<b>Standards</b>	
<b>1.1.5. D.1</b>	Identify elements of art and principles of design that are evident in everyday life.
<b>1.1.5. D.2</b>	Compare and contrast works of art in various mediums that use the same art elements and principles of

	design.
	<b>Interdisciplinary Skills</b>
<b>SL.5.1</b>	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
<b>SL.4.1</b>	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 4 topics and texts</i> , building on others' ideas and expressing their own clearly.
<b>SL.3.1</b>	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 3 topics and texts</i> , building on others' ideas and expressing their own clearly.
	<b>Technology</b>
<b>8.1.5.E.1.</b>	Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.
<b>8.1.5.C.1.</b>	Engage in online discussions with learners of other cultures to investigate a worldwide issue from multiple perspectives and sources, evaluate findings and present possible solutions, using digital tools and online resources for all steps.
	<b>21st Century Life and Career</b>
<b>CRP4.</b>	Communicate clearly and effectively and with reason.
<b>Essential Understandings</b>	<b>Essential Questions</b>
<ul style="list-style-type: none"> <li>• Understand the compositional building blocks of visual art, include line, color, shape, form, texture, and space, as well as balance, proportion, rhythm, emphasis, and unity.</li> <li>• Art elements and principles of design are evident in everyday life.</li> <li>• Creative problems are solved by using the elements of art and principles of design.</li> <li>• Art is a universal language that crosses cultural and language barriers throughout time.</li> <li>• Visual art helps gain insight into individual community and cultural differences.</li> </ul>	<ul style="list-style-type: none"> <li>• How do the elements and principles of art enhance functionality of living?</li> <li>• How are the elements of art and the principles of design used in creative problem solving?</li> <li>• How does the application of the elements and principles of design in different historical eras and cultures convey intellectual and emotional significance?</li> <li>• How does art provide insight into human culture and society?</li> </ul>

<b>Evidence of Student Learning</b>	
<b>Assessments</b>	
<b>Formative Assessments</b>	<b>Summative Assessments</b>
<ul style="list-style-type: none"> <li>● Teacher Observation</li> <li>● Student demonstrated skills</li> <li>● Students' oral responses to open-ended questions</li> </ul>	<ul style="list-style-type: none"> <li>● Teacher created assessments</li> <li>● Rubrics</li> <li>● Peer and Self critique</li> </ul> <p><b>Benchmark</b></p> <ul style="list-style-type: none"> <li>● Student Art Piece with Rubric</li> </ul> <p><b>Alternative</b></p> <ul style="list-style-type: none"> <li>● Student drawing to stretch project ideas or layout</li> <li>● Student self-reflection about art creation or discussion while planning art project</li> <li>● Conversation/presentation rubric to score student work and presentation of final creation</li> </ul>
<b>Knowledge and Skills</b>	
<b>Content</b>	<b>Skills</b>
<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>● That artwork reflects the elements and principles of design.</li> <li>● How art and design enhance functionality and improve quality of life.</li> <li>● Famous artists from ancient times to the present have used the basic elements of art and principles of</li> </ul>	<p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> <li>● Recognize that the elements and principles of design are universal.</li> <li>● Understand the function and purpose of the elements of art and principles of design.</li> <li>● Understand that the arts elements may be combined selectively to elicit a specific aesthetic</li> </ul>

<p>design to express themselves.</p> <ul style="list-style-type: none"> <li>● That art is a universal language.</li> <li>● That visual communication through art crosses cultural and language barriers throughout history.</li> </ul>	<p>response.</p> <ul style="list-style-type: none"> <li>● Communicate about the aesthetic qualities of art works through oral and written analysis using appropriate technical and evaluative terms.</li> <li>● Study masterworks of art from diverse cultures and different historical eras to assist in understanding specific cultures.</li> </ul>
<b>Instructional Plan</b>	
<b>Suggested Activities</b>	<b>Resources</b>
<p>Students will practice blind contour drawing of a piece of popcorn to discover how a line can create shape. Using ebony, graphite, or charcoal students will render the form through attention to light and dark areas, and add shadowing techniques to communicate space. The surface texture will be implied using blending tools and kneaded erasers.</p>	<ul style="list-style-type: none"> <li>● Art supplies/Art Room Equipment</li> <li>● Teacher and student made visuals</li> <li>● Chromebooks/IPads or Interactive whiteboard</li> <li>● Prints of famous artwork</li> </ul>
<p>Students will render a still life choosing one Principle of Design as the focal point of their work. At least four objects will be arranged by each student.</p>	<ul style="list-style-type: none"> <li>● Art supplies/Art Room Equipment</li> <li>● Collection of objects and fabric</li> <li>● Student made examples</li> <li>● Prints of famous Still Life Paintings and Drawings</li> <li>● Chromebooks/IPads or Interactive whiteboard</li> </ul>
<p>Students will compare and contrast actual and visual texture by exploring surfaces in both the art room and outdoors and taking a record of what they feel by placing paper on top of each surface then rubbing crayon on the paper. Each rubbing created will be logged, labeled and then used to develop original artwork. Some textures will</p>	<ul style="list-style-type: none"> <li>● Teacher made visuals</li> <li>● Art supplies/Art Room Equipment</li> <li>● Thin paper</li> <li>● Prints of famous collages and sculptures</li> <li>● Chromebooks/IPads or Interactive whiteboard</li> </ul>

be directly incorporated, and others recreated by the student.	
Students will develop the skills to “read” a work of art by considering the elements of art: Line, Shape, Color, Texture, Form, and Space in both two and three-dimensional art forms. including their own work and the works of other students/artists	<ul style="list-style-type: none"> <li>● Art supplies/Art Room Equipment</li> <li>● Teacher made visuals</li> <li>● Chromebooks/IPads/ or Interactive whiteboard</li> <li>● Prints of famous artwork</li> <li>● Student made artwork</li> <li>● Graphic organizer: How to Read Art</li> </ul>
Students will develop the skills to “read” a work of art by analyzing the Principles of Design: Balance, Proportion, Rhythm, Emphasis, and Unity in both two and three-dimensional art forms including their own work and the works of other students/artists	<ul style="list-style-type: none"> <li>● Art supplies/Art Room Equipment</li> <li>● Teacher made visuals</li> <li>● Chromebooks/IPads or Interactive whiteboard</li> <li>● Prints of famous artwork</li> <li>● Student made artwork</li> <li>● Graphic organizer: How to Read Art</li> </ul>
<b>Literature</b>	
<ul style="list-style-type: none"> <li>● Getting to Know Series: The World’s Greatest Artists by Michael Venezia</li> <li>● The American eye: Eleven Artists of the Twentieth Century by Jan Greenberg</li> <li>● A Child’s book of Art: Discover great paintings by Lucy Micklethwait</li> </ul>	
<b>Websites</b>	
Displaying student work	<a href="https://www.artsonia.com">https://www.artsonia.com</a>
Scholastic Art Magazine brings students full-color features on contemporary, classic, and student artists from around the world.	<a href="http://art.scholastic.com">http://art.scholastic.com</a>
Dick Blick is geared for a wide variety of age and skill levels, offering hundreds of Lesson Plans designed to meet the National Standards for Visual Art Education.	<a href="https://www.dickblick.com/lessonplans">https://www.dickblick.com/lessonplans</a>
Teaching for Artistic Behavior	<a href="http://teachingforartisticbehavior.org/tab-practice/">http://teachingforartisticbehavior.org/tab-practice/</a>



## Modifications

**Special Education Students / 504** (*These are just suggested ideas to modify instruction. All modifications and accommodations should be specific to each student's IEP or 504 plan*) reduce/revise assignments & assignments as per IEP; provide individual and small group assistance; notes, and study guides; provide background knowledge.

**English Language learners:** *use consistent, simplified language; provide bilingual when appropriate; provide cooperative learning opportunities, use modeling, visual aids, and manipulatives.*

**Students at Risk of Failure:** *Provide less distracting seating if possible, frequent check-in by teacher, study guides, notes, etc.*

**Gifted Students:** *provide additional enrichment activity involving demonstrating knowledge, deeper research to answer a higher level questions, or complimentary assignment.*

## Suggested Options for Differentiation

### English Language Learners

- Present instruction/resources verbally and visually
- Flexible/Cooperative Grouping
- Teacher Tutoring

### Gifted and Talented

- Alternative Assignments
- Employ valid and reliable research strategies
- Encourage students with high ability to modify or interpret outcomes to capture greater levels of complexity or sophistication in interpretations of ideas or topics

### Basic Skills/Economically Disadvantaged

- Modified Instructions/Assignments
- Adjust timelines to provide additional time for students to complete work
- Teacher/Peer Tutoring

### Special Education

- Follow all IEP modifications/504 plan
- Modify tools and materials for use by students with disabilities

- Provide various means through which students with disabilities can communicate their ideas or questions
- Adjust timelines to provide additional time for students to complete work

**Unit 2 will address the following 21st Century Life and Careers skills:**

<b>Check all that apply 21<sup>st</sup> Century Themes</b>		<b>Career Ready Practices</b>	
<b>9.1</b>	<b>Personal Financial Literacy</b>		CRP1. Act as a responsible and contributing citizen and employee.
	Income and Careers		CRP2. Apply appropriate academic and technical skills.
	Money Management		CRP3. Attend to personal health and financial well-being.
	Credit and Debt Management	√	CRP4. Communicate clearly and effectively and with reason.
	Planning, Saving, and Investing		CRP5. Consider the environmental, social and economic impacts of decisions.
	Becoming a Critical Consumer	√	CRP6. Demonstrate creativity and innovation.
	Civic Financial Responsibility		CRP7. Employ valid and reliable research strategies.

	Insuring and Protecting		CRP8.Utilize critical thinking to make sense of problems and persevere in solving them.
<b>9.2</b>	<b>Career Awareness, Exploration, and Preparation</b>		CRP9. Model integrity, ethical leadership and effective management.
<b>X</b>	Career Awareness		CRP10. Plan education and career paths aligned to personal goals.
	Career Exploration		CRP11. Use technology to enhance productivity.
	Career Preparation		CRP12. Work productively in teams while using cultural global competence.

### Technology

<b>8.1.5.E.1.</b>	Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.
<b>8.1.5.C.1.</b>	Engage in online discussions with learners of other cultures to investigate a worldwide issue from multiple perspectives and sources, evaluate findings and present possible solutions, using digital tools and online resources for all steps.

<b>Unit 2: Art History</b>		<b>Duration:</b> 9 Class days
<b>Standards</b>		
<b>1.2.5. A.1</b>	Recognize works of dance, music, theatre, and visual art as a reflection of societal values and beliefs.	
<b>1.2.5. A.2</b>	Relate common artistic elements that define distinctive art genres in dance, music, theatre, and visual art.	
<b>1.2.5. A.3</b>	Determine the impact of significant contributions of individual artists in dance, music, theatre, and visual art from diverse cultures throughout history.	
<b>Interdisciplinary Skills</b>		
<b>W.5.10</b>	Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	
<b>W.4.10</b>	Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	
<b>W.3.10</b>	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	
<b>SL.5.1</b>	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 5 topics and texts</i> , building on others' ideas and expressing their own clearly.	
<b>SL.4.1</b>	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 4 topics and texts</i> , building on others' ideas and expressing their own clearly.	
<b>SL.3.1</b>	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 3 topics and texts</i> , building on others' ideas and expressing their own clearly.	
<b>Technology</b>		
<b>8.1.5.E.1</b>	Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.	
<b>8.1.5.C.1</b>	Engage in online discussions with learners of other cultures to investigate a worldwide issue from multiple perspectives and sources, evaluate findings and present possible solutions, using digital tools and online resources for all steps.	
<b>21st Century Life and Career</b>		
<b>CRP4.</b>	Communicate clearly and effectively and with reason.	
<b>CRP6.</b>	Demonstrate creativity and innovation.	

<b>Essential Understandings</b>	<b>Essential Questions</b>
<ul style="list-style-type: none"> <li>● Understand that Art and culture affect and reflect each other.</li> <li>● Artworks share characteristic approaches to content, form, style, and design.</li> <li>● Individual artists and works can influence artists and signal the beginning of a new art genre.</li> <li>● Art movements may be created by an individual or group.</li> <li>● Cultures, societies, and eras influence art in history.</li> <li>● Mediums, artistic styles and techniques can be specific to multiple cultures.</li> <li>● Art reflects and shapes cultures and history.</li> <li>● Available tools and technologies influence the ways</li> <li>● in which artists express their ideas.</li> <li>● Art is influenced by societal values.</li> </ul>	<ul style="list-style-type: none"> <li>● How is a new form of art produced?</li> <li>● What influences art?</li> <li>● How is a culture’s uniqueness expressed through art?</li> <li>● How can we study cultures and history through art?</li> <li>● Why is it important to experience a variety of formats and techniques for effective visual communication and self-expression?</li> <li>● How does art reflect society’s values across cultures and eras?</li> </ul>
<b>Evidence of Student Learning</b>	
<b>Assessments</b>	
<b>Formative Assessments</b>	<b>Summative Assessments</b>
<ul style="list-style-type: none"> <li>● Teacher Observation</li> <li>● Pair-Share</li> <li>● Paired-Squared (two Pair-Share partners and share with another group of two)</li> <li>● Student demonstrated skills</li> </ul>	<ul style="list-style-type: none"> <li>● Teacher created assessments</li> <li>● Rubrics</li> <li>● Peer and Self critique</li> </ul> <p><b>Benchmark</b></p> <ul style="list-style-type: none"> <li>● Student Art Piece with Rubric</li> </ul> <p><b>Alternative</b></p>

<ul style="list-style-type: none"> <li>● Students' oral responses to open-ended questions</li> </ul>	<ul style="list-style-type: none"> <li>● Gallery Walk</li> <li>● Student drawing to stretch project ideas or layout</li> <li>● Student self-reflection about art creation or discussion while planning art project</li> <li>● Conversation/presentation rubric to score student work and presentation of final creation</li> </ul>
<b>Knowledge and Skills</b>	
<b>Content</b>	<b>Skills</b>
<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>● That artwork reflects historical, cultural, and aesthetic perspectives.</li> <li>● That artworks share characteristic approaches to content, form, style, and design.</li> <li>● That tracing the histories of dance, music, theatre, and visual art in world cultures provides insight into the lives of people and their values.</li> <li>● The arts reflect cultural mores and personal aesthetics throughout the ages.</li> <li>● New technologies have influenced art production.</li> </ul>	<p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> <li>● Identify a culture through its art.</li> <li>● List shared characteristics that define a style of art.</li> <li>● Recognize techniques used by artists in visual art movements throughout history.</li> <li>● Differentiate past and contemporary works of visual art that represent important ideas, issues, and events that are chronicled in the histories of diverse cultures.</li> <li>● Analyze the social, historical, and political impact of artists on culture and the impact of culture on the arts.</li> <li>● Recognize technological influences in art.</li> </ul>
<b>Instructional Plan</b>	
<b>Suggested Activities/Lessons Based On</b>	<b>Resources</b>
Students will discover the life art and style of Monet and his	<ul style="list-style-type: none"> <li>● Art supplies/Art Room Equipment</li> </ul>

<p>impact on Impressionism. Table groups will share information posters with the class and create a project using Impressionistic techniques.</p>	<ul style="list-style-type: none"> <li>● Teacher made visuals</li> <li>● Chromebooks/IPads/or Interactive whiteboard</li> <li>● YouTube videos/Artrageous</li> </ul>
<p>Students will discover the life art and style of Picasso and the artists impact on Cubism. Table groups will share information posters with the class and create a project using Cubist techniques.</p>	<ul style="list-style-type: none"> <li>● Art supplies/Art Room Equipment</li> <li>● Teacher made visuals</li> <li>● Chromebooks/IPads/or Interactive whiteboard</li> <li>● YouTube videos/Artrageous</li> </ul>
<p>Students will discover the life art and style of Andy Warhol and the artists impact on Pop-Art. Table groups will share information posters with the class and create a project using Pop-Art techniques.</p>	<ul style="list-style-type: none"> <li>● Art supplies/Art Room Equipment</li> <li>● Teacher made visuals</li> <li>● Chromebooks/IPads/or Interactive whiteboard</li> <li>● YouTube videos/Artrageous</li> </ul>
<p>Students will discover the life art and style of Dali and the artists impact on Surrealism. Table groups will share information posters with the class and create a project using Fauvist techniques.</p>	<ul style="list-style-type: none"> <li>● Art supplies/Art Room Equipment</li> <li>● Teacher made visuals</li> <li>● Chromebooks/IPads/or Interactive whiteboard</li> <li>● White board</li> <li>● YouTube videos/Artrageous</li> </ul>
<p>Students will discover the life art and style of Grant Wood and the artists impact on Regionalism. Table groups will share information posters with the class and create a project using Regionalist techniques.</p>	<ul style="list-style-type: none"> <li>● Art supplies/Art Room Equipment</li> <li>● Teacher made visuals</li> <li>● Chromebooks/IPads/or Interactive whiteboard</li> <li>● White board</li> <li>● YouTube videos/Artrageous</li> </ul>
<p><b>Literature</b></p>	
<ul style="list-style-type: none"> <li>● Getting to Know Series: The World's Greatest Artists by Michael Venezia</li> <li>● The American eye: Eleven Artists of the Twentieth Century by Jan Greenberg</li> <li>● A Child's book of Art: Discover great paintings by Lucy Micklethwait</li> </ul>	
<p><b>Websites</b></p>	
<p>Displaying student work</p>	<p><a href="https://www.artsonia.com">https://www.artsonia.com</a></p>



Scholastic Art Magazine brings students full-color features on contemporary, classic, and student artists from around the world.	<a href="http://art.scholastic.com">http://art.scholastic.com</a>
Artrageous with Nate is an Emmy award-winning children's Web Series Mashup of Art, Science, & History.	<a href="https://www.artrageouswithnate.com">https://www.artrageouswithnate.com</a>
<b>Suggested Options for Differentiation</b>	
<b>English Language Learners</b>	
<ul style="list-style-type: none"> <li>● Provide models</li> <li>● Present instruction/resources verbally and visually</li> <li>● Flexible/Cooperative Grouping</li> </ul>	
<b>Gifted and Talented</b>	
<ul style="list-style-type: none"> <li>● Allowing more time for students to finish artistic projects</li> <li>● Foster creativity by withholding judgment and encouraging student differences</li> <li>● Encourage students with high ability to modify or interpret outcomes to capture greater levels of complexity or sophistication in interpretations of ideas or topics</li> </ul>	
<b>Basic Skills/Economically Disadvantaged</b>	
<ul style="list-style-type: none"> <li>● Repeat directions and check for understanding</li> <li>● Reduce visual and/or auditory distractions</li> <li>● Put new learning into own words as soon as possible after lesson</li> </ul>	
<b>Special Education</b>	
<ul style="list-style-type: none"> <li>● Follow all IEP modifications/504 plan</li> <li>● Timers to keep track of time</li> <li>● Modify tools and materials for use by students with disabilities</li> <li>● Provide various means through which students with disabilities can communicate their ideas or questions</li> <li>● Adjust timelines to provide additional time for students to complete work</li> </ul>	

**Unit 3 will address the following 21st Century Life and Careers skills:**

<b>Check all that apply 21<sup>st</sup> Century Themes</b>		<b>Career Ready Practices</b>	
<b>9.1</b>	<b>Personal Financial Literacy</b>		CRP1. Act as a responsible and contributing citizen and employee.
	Income and Careers	√	CRP2. Apply appropriate academic and technical skills.
	Money Management		CRP3. Attend to personal health and financial well-being.
	Credit and Debt Management	√	CRP4. Communicate clearly and effectively and with reason.
	Planning, Saving, and Investing		CRP5. Consider the environmental, social and economic impacts of decisions.
	Becoming a Critical Consumer	√	CRP6. Demonstrate creativity and innovation.
	Civic Financial Responsibility		CRP7. Employ valid and reliable research strategies.

	Insuring and Protecting		CRP8.Utilize critical thinking to make sense of problems and persevere in solving them.
<b>9.2</b>	<b>Career Awareness, Exploration, and Preparation</b>		CRP9. Model integrity, ethical leadership and effective management.
	Career Awareness		CRP10. Plan education and career paths aligned to personal goals.
	Career Exploration	√	CRP11. Use technology to enhance productivity.
	Career Preparation		CRP12. Work productively in teams while using cultural global competence.

### Technology

<b>8.1.5.E.1.</b>	Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.
<b>8.1.5.C.1.</b>	Engage in online discussions with learners of other cultures to investigate a worldwide issue from multiple perspectives and sources, evaluate findings and present possible solutions, using digital tools and online resources for all steps.
<b>8.1.5.A.1</b>	Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.

<b>Unit 3: Methods and Media</b>		<b>Duration:</b> 9 Class Days
<b>Standards</b>		
<b>1.3.5. D.1</b>	Work individually and collaboratively to create two- and three-dimensional works of art that make cohesive visual statements and that employ the elements of art and principles of design.	
<b>1.3.5. D.2</b>	Identify common and distinctive characteristics of artworks from diverse cultural and historical eras of visual art using age-appropriate stylistic terminology (e.g., cubist, surreal, optic, impressionistic), and experiment with various compositional approaches influenced by these styles.	
<b>1.3.5. D.3</b>	Identify common and distinctive characteristics of genres of visual artworks (e.g., realism, surrealism, abstract/non-objective art, conceptual art, and others) using age-appropriate terminology, and experiment with various compositional approaches influenced by these genres.	
<b>1.3.5. D.4</b>	Differentiate drawing, painting, ceramics, sculpture, printmaking, textiles, and computer imaging by the physical properties of the resulting artworks, and experiment with various art media and art mediums to create original works of art.	
<b>1.3.5. D.5</b>	Collaborate in the creation of works of art using multiple art media and art mediums, and present the completed works in exhibition areas inside and outside the classroom.	
<b>Interdisciplinary Skills</b>		
<b>SL.5.1</b>	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.	
<b>SL.4.1</b>	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 4 topics and texts</i> , building on others' ideas and expressing their own clearly.	
<b>SL.3.1</b>	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 3 topics and texts</i> , building on others' ideas and expressing their own clearly.	
<b>W.5.10</b>	Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	
<b>W.4.10</b>	Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	
<b>W.3.10</b>	Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific	

	tasks, purposes, and audiences.
	<b>Technology</b>
<b>8.1.5.E.1.</b>	Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.
<b>8.1.5.C.1.</b>	Engage in online discussions with learners of other cultures to investigate a worldwide issue from multiple perspectives and sources, evaluate findings and present possible solutions, using digital tools and online resources for all steps.
<b>8.1.5.A.1</b>	Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.
	<b>21st Century Life and Career</b>
<b>CRP2.</b>	Apply appropriate academic and technical skills.
<b>CRP4.</b>	Communicate clearly and effectively and with reason.
<b>CRP6.</b>	Demonstrate creativity and innovation.
<b>CRP11.</b>	Use technology to enhance productivity.
<b>Essential Understandings</b>	
<b>Essential Questions</b>	
<ul style="list-style-type: none"> <li>● Art materials and elements can be used individually or collaboratively to express and create works of art.</li> <li>● Art elements and principles of design are used to express ideas and create art.</li> <li>● Tools, techniques, and materials influence the way artists express their ideas and feelings.</li> <li>● Artist use the elements of art and principles of design to organize visual communication using a variety of mediums.</li> <li>● Art can be classified into different movements and genres.</li> <li>● Art movements can be created by an individual or a group.</li> </ul>	<ul style="list-style-type: none"> <li>● How do we use art elements and principles of design to express our ideas and create art?</li> <li>● How do artists choose tools, techniques, and materials to express their ideas?</li> <li>● What choices must an artist make before beginning a work of art?</li> <li>● How do you know a work of art belongs to a certain movement or genre?</li> <li>● How is a new form of art produced?</li> </ul>

<b>Evidence of Student Learning</b>	
<b>Assessments</b>	
<b>Formative Assessments</b>	<b>Summative Assessments</b>
<ul style="list-style-type: none"> <li>● Completion of Speed Drawing</li> <li>● Student Film</li> <li>● Evidence of planning (Notes, graphic organizer, etc.)</li> <li>● Students' oral responses to open-ended questions</li> </ul>	<ul style="list-style-type: none"> <li>● Think-Write-Share</li> <li>● Journals</li> <li>● Teacher created assessments</li> <li>● Project Rubrics</li> <li>● Work Samples</li> </ul> <p><b>Benchmark</b></p> <ul style="list-style-type: none"> <li>● Student Art Piece with Rubric</li> <li>● Portfolio</li> </ul> <p><b>Alternative</b></p> <ul style="list-style-type: none"> <li>● Admit/Exit tickets</li> <li>● 3-2-1 three points to remember, two things you liked, one question you still have</li> <li>● Student self-reflection about art creation</li> </ul>
<b>Knowledge and Skills</b>	
<b>Content</b>	<b>Skills</b>
<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>● There are a variety of artistic styles.</li> <li>● There are many types of aesthetic arrangements for the exhibition of art.</li> <li>● Themes in art are often communicated through symbolism, allegory, or irony.</li> </ul>	<p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> <li>● Use learned styles to create their own works.</li> <li>● Use appropriate vocabulary and a stylistic approach to art-making.</li> <li>● Apply various art media, art mediums, technologies, and processes in the creation of art.</li> </ul>

<ul style="list-style-type: none"> <li>• That each of the many genres of art is associated with discipline-specific arts terminology and a stylistic approach to art-making.</li> </ul>	<ul style="list-style-type: none"> <li>• Examine the characteristics, thematic content, and symbolism found in works of art from diverse cultural and historical eras.</li> </ul>
<b>Instructional Plan</b>	
<b>Suggested Activities/Lessons Based On</b>	<b>Resources</b>
Students will analyze and discuss artworks from various time periods and create updated versions of iconic paintings, visually telling stories relating to contemporary art.	<ul style="list-style-type: none"> <li>• Art supplies/Art Room Equipment</li> <li>• Teacher and student made visuals</li> <li>• Chromebooks/IPads/ or Interactive whiteboard</li> </ul>
Students will choose one project to create a speed drawing film of on their Chromebook individually or in small groups. They will film themselves working from beginning to end in time lapse. Completed films will be posted in Google Classroom.	<ul style="list-style-type: none"> <li>• Art supplies/Art Room Equipment</li> <li>• Teacher and student made visuals</li> <li>• Chromebooks/IPads/ or Interactive whiteboards</li> <li>• Speed Drawing example films in Google Classroom</li> </ul>
Students will learn through practice that creating an artwork with meaning requires planning and intention. They will each develop drawings, paintings, or sculptures that incorporate a personal narrative represented through symbolic objects.	<ul style="list-style-type: none"> <li>• Art supplies/Art Room Equipment</li> <li>• Teacher and student made visuals</li> <li>• Chromebooks/IPads/ or Interactive whiteboards</li> </ul>
Through formal analysis, students will recognize that art has aesthetic value. Students will explore the use of symbols in art as effective methods of communication to create a drawing or collage about his or her own life, and choose how to share their completed work with peers using display space, technology, photography, or verbal presentation.	<ul style="list-style-type: none"> <li>• Art supplies/Art Room Equipment</li> <li>• Teacher and student made visuals</li> <li>• Chromebooks/IPads/ or Interactive whiteboards</li> <li>• Magazines</li> </ul>
Students will create a short video explaining the appropriate use of materials, tools, and equipment to create quality	<ul style="list-style-type: none"> <li>• Chromebooks/IPads</li> </ul>

craftsmanship in artwork.	
<b>Literature</b>	
<ul style="list-style-type: none"> <li>● Getting to Know Series: The World's Greatest Artists by Michael Venezia</li> <li>● The American eye: Eleven Artists of the Twentieth Century by Jan Greenberg</li> <li>● A Child's book of Art: Discover great paintings by Lucy Micklethwait</li> </ul>	
<b>Websites</b>	
Displaying student work	<a href="https://www.artsonia.com">https://www.artsonia.com</a>
Scholastic Art Magazine brings students full-color features on contemporary, classic, and student artists from around the world.	<a href="http://art.scholastic.com">http://art.scholastic.com</a>
Artrageous with Nate is an Emmy award-winning children's Web Series Mashup of Art, Science, & History.	<a href="https://www.artrageouswithnate.com">https://www.artrageouswithnate.com</a>
Dick Blick is geared for a wide variety of age and skill levels, offering hundreds of Lesson Plans designed to meet the National Standards for Visual Art Education.	<a href="https://www.dickblick.com/lessonplans">https://www.dickblick.com/lessonplans</a>
<b>Modifications</b>	
<p><b>Special Education Students / 504</b> (<i>These are just suggested ideas to modify instruction. All modifications and accommodations should be specific to each student's IEP or 504 plan</i>) reduce/revise assignments &amp; assignments as per IEP; provide individual and small group assistance; notes, and study guides; provide background knowledge.</p> <p><b>English Language learners:</b> <i>use consistent, simplified language; provide bilingual when appropriate; provide cooperative learning opportunities, use modeling, visual aids, and manipulatives.</i></p> <p><b>Students at Risk of Failure:</b> <i>Provide less distracting seating if possible, frequent check-in by teacher, study guides, notes, etc.</i></p> <p><b>Gifted Students:</b> <i>provide additional enrichment activity involving demonstrating knowledge, deeper research to answer a higher level questions, or complimentary assignment.</i></p>	



## Suggested Options for Differentiation

### English Language Learners

- Summarize of content in the form of graphic organizers.
- Present instruction/resources verbally and visually
- Flexible/Cooperative Grouping
- Teacher Tutoring

### Gifted and Talented

- Providing opportunities to express knowledge visually
- Allow elaboration and inclusion of many details
- Alternative Assignments
- Encourage students with high ability to modify or interpret outcomes to capture greater levels of complexity or sophistication in interpretations of ideas or topics

### Basic Skills/Economically Disadvantaged

- Changing order of tasks
- Adjust timelines to provide additional time for students to complete work
- Teacher/Peer Tutoring

### Special Education

- Follow all IEP modifications/504 plan
- Modify tools and materials for use by students with disabilities
- Accept Partial completion
- Assistive Technology
- Provide various means through which students with disabilities can communicate their ideas or questions
- Adjust timelines to provide additional time for students to complete work

**Unit 4 will address the following 21st Century Life and Careers skills:**

<b>Check all that apply 21<sup>st</sup> Century Themes</b>		<b>Career Ready Practices</b>	
<b>9.1</b>	<b>Personal Financial Literacy</b>		CRP1. Act as a responsible and contributing citizen and employee.
	Income and Careers		CRP2. Apply appropriate academic and technical skills.
	Money Management		CRP3. Attend to personal health and financial well-being.
	Credit and Debt Management	√	CRP4. Communicate clearly and effectively and with reason.
	Planning, Saving, and Investing		CRP5. Consider the environmental, social and economic impacts of decisions.
	Becoming a Critical Consumer	√	CRP6. Demonstrate creativity and innovation.
	Civic Financial Responsibility		CRP7. Employ valid and reliable research strategies.

	Insuring and Protecting		CRP8.Utilize critical thinking to make sense of problems and persevere in solving them.
<b>9.2</b>	<b>Career Awareness, Exploration, and Preparation</b>		CRP9. Model integrity, ethical leadership and effective management.
	Career Awareness		CRP10. Plan education and career paths aligned to personal goals.
	Career Exploration		CRP11. Use technology to enhance productivity.
	Career Preparation		CRP12. Work productively in teams while using cultural global competence.

### Technology

<b>8.1.5.E.1.</b>	Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.
<b>8.1.5.C.1.</b>	Engage in online discussions with learners of other cultures to investigate a worldwide issue from multiple perspectives and sources, evaluate findings and present possible solutions, using digital tools and online resources for all steps.

<b>Unit 4: Aesthetics and Critique</b>	<b>Duration: 9 Class Days</b>
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<b>Standards</b>	
<b>1.4.5. A.1</b>	Employ basic, discipline-specific arts terminology to categorize works of dance, music, theatre, and visual art according to established classifications.
<b>1.4.5. A.2</b>	Make informed aesthetic responses to artworks based on structural arrangement and personal, cultural, and historical points of view.
<b>1.4.5. A.3</b>	Demonstrate how art communicates ideas about personal and social values and is inspired by an individual's imagination and frame of reference (e.g., personal, social, political, historical context).
<b>1.4.5. B.1</b>	Assess the application of the elements of art and principles of design in dance, music, theatre, and visual artworks using observable, objective criteria.
<b>1.4.5. B.2</b>	Use evaluative tools, such as rubrics, for selfassessment and to appraise the objectivity of critiques by peers.
<b>1.4.5. B.3</b>	Use discipline-specific arts terminology to evaluate the strengths and weaknesses of works of dance, music, theatre, and visual art.
<b>Interdisciplinary Skills</b>	
<b>SL.5.1</b>	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 5 topics and texts</i> , building on others' ideas and expressing their own clearly.
<b>SL.4.1</b>	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 4 topics and texts</i> , building on others' ideas and expressing their own clearly.
<b>SL.3.1</b>	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 3 topics and texts</i> , building on others' ideas and expressing their own clearly.
<b>W.5.10</b>	Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<b>W.4.10</b>	Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<b>W.3.10</b>	Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<b>Technology</b>	
<b>8.1.5.E.1.</b>	Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.

<b>8.1.5.C.1.</b>	Engage in online discussions with learners of other cultures to investigate a worldwide issue from multiple perspectives and sources, evaluate findings and present possible solutions, using digital tools and online resources for all steps.
<b>21st Century Life and Career</b>	
<b>CRP4.</b>	Communicate clearly and effectively and with reason.
<b>CRP6.</b>	Demonstrate creativity and innovation.
<b>Essential Understandings</b>	<b>Essential Questions</b>
<ul style="list-style-type: none"> <li>● Works of art may be organized according to their functions and artistic purposes. Criteria for determining the aesthetic merits of artwork vary according to context.</li> <li>● Visual art can be a representation of an individual response to the world.</li> <li>● Artists of different cultures express messages and ideas in different ways.</li> <li>● Artwork is evaluated using a set of criteria.</li> <li>● Art knowledge guides an individual to an artistic interpretation.</li> <li>● Visual art can be a representation of an individual's response to the world.</li> <li>● Art enriches our lives.</li> <li>● Critique is a multi-level process using proper terminology to evaluate the effectiveness of a work of art. (formal and informal).</li> </ul>	<ul style="list-style-type: none"> <li>● How do your life experiences influence your art?</li> <li>● What are some ways artists express their visions/ ideas?</li> <li>● How does studying art help you view and judge art?</li> <li>● How do you observe art?</li> <li>● What role does art play in our lives?</li> <li>● How can art portray different views, opinions, emotions and interpretations?</li> <li>● What is the value of critique to an artist?</li> </ul>
<b>Evidence of Student Learning</b>	
<b>Assessments</b>	

<b>Formative Assessments</b>	<b>Summative Assessments</b>
<ul style="list-style-type: none"> <li>● Teacher Observation</li> <li>● Student demonstrated skills</li> <li>● Students' oral responses to open-ended questions</li> </ul>	<ul style="list-style-type: none"> <li>● Teacher created assessments</li> <li>● Rubrics</li> <li>● Peer and Self critique</li> <li>● Benchmark</li> </ul> <p><b>Benchmark</b></p> <ul style="list-style-type: none"> <li>● Student Art Piece with Rubric</li> </ul> <p><b>Alternative</b></p> <ul style="list-style-type: none"> <li>● Student drawing to stretch project ideas or layout</li> <li>● Student self-reflection about art creation or discussion while planning art project</li> <li>● Conversation/presentation rubric to score student work and presentation of final creation</li> </ul>
<b>Knowledge and Skills</b>	
<b>Content</b>	<b>Skills</b>
<i>Students will know...</i>	<i>Students will be able to...</i>
<ul style="list-style-type: none"> <li>● Criteria for determining the aesthetic merits of artwork vary according to context</li> <li>● Works of art may be organized according to their functions and artistic purposes (e.g., genres, mediums, messages, themes)</li> <li>● There is domain specific vocabulary.</li> <li>● Artists and viewers can and do disagree about the relative merits of artwork.</li> <li>● Contextual clues to artistic intent are embedded in artworks.</li> </ul>	<ul style="list-style-type: none"> <li>● Make value judgments about the arts by understanding the context, compositional design and genre.</li> <li>● Determine the aesthetic merits of artwork vary according to context.</li> <li>● Analyze and assess levels of proficiency through how artists apply the elements of art and principles of design.</li> <li>● Identify and utilize criteria for evaluating art.</li> <li>● Generate observational and emotional responses to</li> </ul>

<ul style="list-style-type: none"> <li>● That awareness of basic elements of style and design in visual art inform the creation of criteria for judging originality.</li> <li>● That assessing a work of art without critiquing the artist requires objectivity and an understanding of the work's content and form.</li> </ul>	<p>diverse culturally and historically specific works of art.</p> <ul style="list-style-type: none"> <li>● Differentiate between “traditional” works of art and those that do not use conventional elements of style.</li> <li>● Use the format of a critical essay to assess a work of art without critiquing the artist requires objectivity and an understanding of the work's content and form.</li> </ul>
<b>Instructional Plan</b>	
<b>Suggested Activities/Lessons Based On</b>	<b>Resources</b>
<p>Students will collaboratively observe, analyze, and interpret artwork created by their peers using T.A.G. While looking closely at artwork created by a classmate, and focusing on content, style, and technique, students will write 3 sentences on a sticky note: “T” Tell the artistic something you like, “A” Ask the artist a question, and “G” Give the artist a suggestion. Work is returned to the original owner with the note attached.</p>	<ul style="list-style-type: none"> <li>● Art supplies/Art Room Equipment</li> <li>● Student work in progress</li> </ul>
<p>Students will create an artwork that communicates something about a place that has significance to them. Another student from class will do research on this place, and communicate their findings by visually adding to the original piece in a way agreeable to both students using various tools and materials, and or media and technology.</p>	<ul style="list-style-type: none"> <li>● Art supplies/Art Room Equipment</li> <li>● Completed student artwork</li> <li>● Chromebooks/IPads/ or Interactive whiteboard</li> </ul>
<p>Students will write an artistic statement as a group while looking at a reproduction of a famous piece of art.</p>	<ul style="list-style-type: none"> <li>● Artistic statement flow chart</li> <li>● Completed student artwork</li> </ul>

Statements will be placed by the reproduction, and different groups will move through the room to read them. Then, as students complete their own projects in the future, they will write an artistic statement to reflect about their artwork. The finished five sentence paragraph will be displayed with their work.	<ul style="list-style-type: none"> <li>● Prints of famous artworks</li> </ul>
Students will present their artworks and artistic statements to their peers, and engage in group discussion about an appropriate location for physically or digitally displaying the finished work and how a display communicates information and ideas to the viewer.	<ul style="list-style-type: none"> <li>● Completed student artwork</li> <li>● Chromebooks/IPads</li> <li>● School map and event calendar</li> </ul>
<b>Literature</b>	
<ul style="list-style-type: none"> <li>● Getting to Know Series: The World's Greatest Artists by Michael Venezia</li> <li>● The American eye: Eleven Artists of the Twentieth Century by Jan Greenberg</li> <li>● A Child's book of Art: Discover great paintings by Lucy Micklethwait</li> </ul>	
<b>Websites</b>	
Displaying student work	<a href="https://www.artsonia.com">https://www.artsonia.com</a>
Scholastic Art Magazine brings students full-color features on contemporary, classic, and student artists from around the world.	<a href="https://www.art.scholastic.com">https://www.art.scholastic.com</a>
Artrageous with Nate is an Emmy award-winning children's Web Series Mashup of Art, Science, & History.	<a href="https://www.artrageouswithnate.com">https://www.artrageouswithnate.com</a>
The Art of Ed is an online resource for art teachers providing online classes, teaching materials, lessons, and videos.	<a href="https://www.theartofed.com">https://www.theartofed.com</a>
Dick Blick is geared for a wide variety of age and skill levels, offering hundreds of Lesson Plans designed to meet the National Standards for Visual Art Education.	<a href="https://www.dickblick.com/lessonplans">https://www.dickblick.com/lessonplans</a>



## Modifications

**Special Education Students / 504** (*These are just suggested ideas to modify instruction. All modifications and accommodations should be specific to each student's IEP or 504 plan*) reduce/revise assignments & assignments as per IEP; provide individual and small group assistance; notes, and study guides; provide background knowledge.

**English Language learners:** *use consistent, simplified language; provide bilingual when appropriate; provide cooperative learning opportunities, use modeling, visual aids, and manipulatives.*

**Students at Risk of Failure:** *Provide less distracting seating if possible, frequent check-in by teacher, study guides, notes, etc.*

**Gifted Students:** *provide additional enrichment activity involving demonstrating knowledge, deeper research to answer a higher level questions, or complimentary assignment.*

## Suggested Options for Differentiation

### English Language Learners

- Model projects
- Allow students to sit where they learn best
- Present instruction/resources verbally and visually
- Flexible/Cooperative Grouping

### Gifted and Talented

- provide challenging material
- Alternative Assignments
- Encourage students with high ability to modify or interpret outcomes

### Basic Skills/Economically Disadvantaged

- Create daily classroom routines
- Modified Instructions/Assignments
- Adjust timelines to provide additional time for students to complete work
- Teacher/Peer Tutoring

### Special Education

- Follow all IEP modifications/504 plan

- Provide varying means through which students can express what they learned
- Provide various means through which students with disabilities can communicate their ideas or questions
- Adjust timelines to provide additional time for students to complete work

# Estell Manor District

## Art Curriculum Grade 6-8

## **Statement of Philosophy**

The visual arts are essential to one's perception and understanding of the world around them. The creative process allows the student to explore and define the world around them visually. Visual art deepens our appreciation of life experiences and other cultures. Student enthusiasm and inquisitiveness should be cultivated and developed so as to enhance thinking ability, creativity and problem solving. Varied experiences in the arts should be provided so that the student will be able to communicate ideas and feelings.

Literacy in the visual arts empowers students to:

- Explore and develop in thought, ability and being in unique ways
- Make connections to the world around them
- Think critically as well as creative problem solving
- Understand themselves and those of different cultures/ethnicities
- Enrich their lives, increase their self-esteem and their academic potential

An education in the visual arts focuses on the creative process, aesthetic appreciation and arts literacy no matter the medium being explored. Visual art affords numerous opportunities for interdisciplinary connections such as mathematics, language arts, science and technology to name a few.

The creative process allows students to see how art is a part of everyday life and use this knowledge to communicate and think critically. The skills learned in art are necessary for success in other areas of school and life as a whole.

Primary Interdisciplinary Connections: Math, Language Arts, Science, Social Studies

21<sup>st</sup> Century Life and Career and Technology 8.1-8.2, use of digital tools to access manage, evaluate and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.

## **Pacing Guide**

<b>Unit</b>	<b>Time Frame</b>
<b>Unit 1 Elements of Principles of Design</b>	Approximately 9 Class Days
<b>Unit 2: Art and Multicultural</b>	Approximately 9 Class Days
<b>Unit 3: Methods and Media</b>	Approximately 9 Class Days
<b>Unit 4: Aesthetics and Critique</b>	Approximately 9 Class Days

**Unit 1 will address the following 21st Century Life and Careers skills:**

<b>Check all that apply 21st Century Themes</b>		<b>Career Ready Practices</b>	
<b>9.1</b>	<b>Personal Financial Literacy</b>		CRP1. Act as a responsible and contributing citizen and employee.
	Income and Careers		CRP2. Apply appropriate academic and technical skills.
	Money Management		CRP3. Attend to personal health and financial well-being.
	Credit and Debt Management	√	CRP4. Communicate clearly and effectively and with reason.
	Planning, Saving, and Investing		CRP5. Consider the environmental, social and economic impacts of decisions.
	Becoming a Critical Consumer		CRP6. Demonstrate creativity and innovation.
	Civic Financial Responsibility		CRP7. Employ valid and reliable research strategies.
	Insuring and Protecting		CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

<b>9.2</b>	<b>Career Awareness, Exploration, and Preparation</b>		CRP9. Model integrity, ethical leadership and effective management.
	Career Awareness		CRP10. Plan education and career paths aligned to personal goals.
	Career Exploration		CRP11. Use technology to enhance productivity.
	Career Preparation		CRP12. Work productively in teams while using cultural global competence.

### Technology

<b>8.1.8.E.1.</b>	Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem.
<b>8.1.8.C.1.</b>	Collaborate to develop and publish work that provides perspectives on a global problem for discussions with learners from other countries.

<b>Unit 1: Elements and Principles of Design</b>	<b>Duration:</b> 9 Class Days
<b>Standards</b>	
<b>1.1.8. D.1</b>	Describe the intellectual and emotional significance conveyed by the application of the elements of art and principles of design in different historical eras and cultures.
<b>1.1.8. D.2</b>	Compare and contrast various masterworks of art from diverse cultures, and identify elements of the works

	that relate to specific cultural heritages.
	<b>Interdisciplinary Skills</b>
<b>SL.6.1</b>	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
<b>SL.7.1</b>	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
<b>SL.8.1</b>	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
	<b>Technology</b>
<b>8.1.8.E.1.</b>	Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem.
<b>8.1.8.C.1.</b>	Collaborate to develop and publish work that provides perspectives on a global problem for discussions with learners from other countries.
	<b>21st Century Life and Career</b>
<b>CRP4.</b>	Communicate clearly and effectively and with reason.
<b>Essential Understandings</b>	<b>Essential Questions</b>
<ul style="list-style-type: none"> <li>● Understand the compositional building blocks of visual art, include line, color, shape, form, texture, and space, as well as balance, proportion, rhythm, emphasis, and unity.</li> <li>● Art elements and principles of design are evident in everyday life.</li> <li>● Creative problems are solved by using the elements of art and principles of design.</li> <li>● Art is a universal language that crosses cultural and language barriers throughout time.</li> </ul>	<ul style="list-style-type: none"> <li>● How do the elements and principles of art enhance functionality of living?</li> <li>● How are the elements of art and the principles of design used in creative problem solving?</li> <li>● How does the application of the elements and principles of design in different historical eras and cultures convey intellectual and emotional significance?</li> <li>● How does art provide insight into human culture and society?</li> </ul>



<ul style="list-style-type: none"> <li>• Visual art helps gain insight into individual community and cultural differences.</li> </ul>	
<b>Evidence of Student Learning</b>	
<b>Assessments</b>	
<b>Formative Assessments</b>	<b>Summative Assessments</b>
<ul style="list-style-type: none"> <li>• Teacher Observation</li> <li>• Student demonstrated skills</li> <li>• Students' oral responses to open-ended questions</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher created assessments</li> <li>• Rubrics</li> <li>• Peer and Self critique</li> </ul> <p><b>Benchmark</b></p> <ul style="list-style-type: none"> <li>• Student Art Piece with Rubric</li> </ul> <p><b>Alternative</b></p> <ul style="list-style-type: none"> <li>• Student drawing to stretch project ideas or layout</li> <li>• Student self-reflection about art creation or discussion while planning art project</li> <li>• Conversation/presentation rubric to score student work and presentation of final creation</li> </ul>
<b>Knowledge and Skills</b>	
<b>Content</b>	<b>Skills</b>
<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>• That artwork reflects the elements and principles of design.</li> <li>• How art and design enhance functionality and improve quality of life.</li> </ul>	<p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> <li>• Recognize that the elements and principles of design are universal.</li> <li>• Understand the function and purpose of the elements of art and principles of design.</li> </ul>

<ul style="list-style-type: none"> <li>● Famous artists from ancient times to the present have used the basic elements of art and principles of design to express themselves.</li> <li>● That art is a universal language.</li> <li>● That visual communication through art crosses cultural and language barriers throughout history.</li> </ul>	<ul style="list-style-type: none"> <li>● Understand that the arts elements may be combined selectively to elicit a specific aesthetic response.</li> <li>● Communicate about the aesthetic qualities of art works through oral and written analysis using appropriate technical and evaluative terms.</li> <li>● Study masterworks of art from diverse cultures and different historical eras to assist in understanding specific cultures.</li> </ul>
<b>Instructional Plan</b>	
<b>Suggested Activities</b>	<b>Resources</b>
<p>Students will practice blind contour drawing of a piece of popcorn to discover how a line can create shape. Using ebony, graphite, or charcoal students will render the form through attention to light and dark areas, and add shadowing techniques to communicate space. The surface texture will be implied using blending tools and kneaded erasers.</p>	<ul style="list-style-type: none"> <li>● Art supplies/Art Room Equipment</li> <li>● Teacher and student made visuals</li> <li>● Chromebooks/IPads or Interactive whiteboard</li> <li>● Prints of famous artwork</li> </ul>
<p>Students will render a still life choosing one Principle of Design as the focal point of their work. At least four objects will be arranged by each student.</p>	<ul style="list-style-type: none"> <li>● Art supplies/Art Room Equipment</li> <li>● Collection of objects and fabric</li> <li>● Student made examples</li> <li>● Prints of famous Still Life Paintings and Drawings</li> <li>● Chromebooks/IPads or Interactive whiteboard</li> </ul>
<p>Students will compare and contrast actual and visual texture by exploring surfaces in both the art room and outdoors and taking a record of what they feel by placing paper on top of each surface then rubbing crayon on the</p>	<ul style="list-style-type: none"> <li>● Teacher made visuals</li> <li>● Art supplies/Art Room Equipment</li> <li>● Thin paper</li> <li>● Prints of famous collages and sculptures</li> </ul>

<p>paper. Each rubbing created will be logged, labeled and then used to develop original artwork. Some textures will be directly incorporated, and others recreated by the student.</p>	<ul style="list-style-type: none"> <li>● Chromebooks/IPads or Interactive whiteboard</li> </ul>
<p>Students will develop the skills to “read” a work of art by considering the elements of art: Line, Shape, Color, Texture, Form, and Space in both two and three-dimensional art forms. including their own work and the works of other students/artists</p>	<ul style="list-style-type: none"> <li>● Art supplies/Art Room Equipment</li> <li>● Teacher made visuals</li> <li>● Chromebooks/IPads/ or Interactive whiteboard</li> <li>● Prints of famous artwork</li> <li>● Student made artwork</li> <li>● Graphic organizer: How to Read Art</li> </ul>
<p>Students will develop the skills to “read” a work of art by analyzing the Principles of Design: Balance, Proportion, Rhythm, Emphasis, and Unity in both two and three-dimensional art forms including their own work and the works of other students/artists</p>	<ul style="list-style-type: none"> <li>● Art supplies/Art Room Equipment</li> <li>● Teacher made visuals</li> <li>● Chromebooks/IPads or Interactive whiteboard</li> <li>● Prints of famous artwork</li> <li>● Student made artwork</li> <li>● Graphic organizer: How to Read Art</li> </ul>
<p><b>Literature</b></p>	
<ul style="list-style-type: none"> <li>● Getting to Know Series: The World’s Greatest Artists by Michael Venezia</li> <li>● The American eye: Eleven Artists of the Twentieth Century by Jan Greenberg</li> <li>● A Child’s book of Art: Discover great paintings by Lucy Micklethwait</li> </ul>	
<p><b>Websites</b></p>	
<p>Displaying student work</p>	<p><a href="https://www.artsonia.com">https://www.artsonia.com</a></p>
<p>Scholastic Art Magazine brings students full-color features on contemporary, classic, and student artists from around the world.</p>	<p><a href="http://art.scholastic.com">http://art.scholastic.com</a></p>
<p>Dick Blick is geared for a wide variety of age and skill levels, offering hundreds of Lesson Plans designed to meet the National Standards for Visual Art Education.</p>	<p><a href="https://www.dickblick.com/lessonplans">https://www.dickblick.com/lessonplans</a></p>

**Modifications**

**Special Education Students / 504** (*These are just suggested ideas to modify instruction. All modifications and accommodations should be specific to each student's IEP or 504 plan*) reduce/revise assignments & assignments as per IEP; provide individual and small group assistance; notes, and study guides; provide background knowledge.

**English Language learners:** *use consistent, simplified language; provide bilingual when appropriate; provide cooperative learning opportunities, use modeling, visual aids, and manipulatives.*

**Students at Risk of Failure:** *Provide less distracting seating if possible, frequent check-in by teacher, study guides, notes, etc.*

**Gifted Students:** *provide additional enrichment activity involving demonstrating knowledge, deeper research to answer a higher level questions, or complimentary assignment.*

**Suggested Options for Differentiation**

**English Language Learners**

- Present instruction/resources verbally and visually
- Flexible/Cooperative Grouping
- Teacher Tutoring

**Gifted and Talented**

- Alternative Assignments
- Employ valid and reliable research strategies
- Encourage students with high ability to modify or interpret outcomes to capture greater levels of complexity or sophistication in interpretations of ideas or topics

**Basic Skills/Economically Disadvantaged**

- Modified Instructions/Assignments
- Adjust timelines to provide additional time for students to complete work
- Teacher/Peer Tutoring

**Special Education**

- Follow all IEP modifications/504 plan
- Modify tools and materials for use by students with disabilities
- Provide various means through which students with disabilities can communicate their ideas or questions
- Adjust timelines to provide additional time for students to complete work

**Unit 2 will address the following 21st Century Life and Careers skills:**

<b>Check all that apply 21<sup>st</sup> Century Themes</b>		<b>Career Ready Practices</b>	
<b>9.1</b>	<b>Personal Financial Literacy</b>		CRP1. Act as a responsible and contributing citizen and employee.
	Income and Careers		CRP2. Apply appropriate academic and technical skills.
	Money Management		CRP3. Attend to personal health and financial well-being.
	Credit and Debt Management	√	CRP4. Communicate clearly and effectively and with reason.
	Planning, Saving, and Investing		CRP5. Consider the environmental, social and economic impacts of decisions.
	Becoming a Critical Consumer	√	CRP6. Demonstrate creativity and innovation.
	Civic Financial Responsibility		CRP7. Employ valid and reliable research strategies.

	Insuring and Protecting		CRP8.Utilize critical thinking to make sense of problems and persevere in solving them.
<b>9.2</b>	<b>Career Awareness, Exploration, and Preparation</b>		CRP9. Model integrity, ethical leadership and effective management.
<b>X</b>	Career Awareness		CRP10. Plan education and career paths aligned to personal goals.
	Career Exploration		CRP11. Use technology to enhance productivity.
	Career Preparation		CRP12. Work productively in teams while using cultural global competence.

### Technology

<b>8.1.8.E.1.</b>	Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem.
<b>8.1.8.C.1.</b>	Collaborate to develop and publish work that provides perspectives on a global problem for discussions with learners from other countries.

<b>Unit 2: Art History</b>	<b>Duration:</b> 9 Class days
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<b>Standards</b>	
<b>1.2.8. A.1</b>	Map historical innovations in dance, music, theatre, and visual art that were caused by the creation of new technologies.
<b>1.2.8. A.2</b>	Differentiate past and contemporary works of dance, music, theatre, and visual art that represent important ideas, issues, and events that are chronicled in the histories of diverse cultures.
<b>1.2.8. A.3</b>	Analyze the social, historical, and political impact of artists on culture and the impact of culture on the arts.
<b>Interdisciplinary Skills</b>	
<b>W.6.10</b>	Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<b>W.7.10</b>	Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<b>W.8.10</b>	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<b>SL.6.1</b>	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
<b>SL.7.1</b>	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
<b>SL.8.1</b>	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
<b>Technology</b>	
<b>8.1.8.E.1</b>	Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem.
<b>8.1.8.C.1</b>	Collaborate to develop and publish work that provides perspectives on a global problem for discussions with learners from other countries.
<b>21st Century Life and Career</b>	
<b>CRP4.</b>	Communicate clearly and effectively and with reason.



<b>CRP6.</b>	Demonstrate creativity and innovation.	
<b>Essential Understandings</b>	<b>Essential Questions</b>	
<ul style="list-style-type: none"> <li>● Understand that Art and culture affect and reflect each other.</li> <li>● Artworks share characteristic approaches to content, form, style, and design.</li> <li>● Individual artists and works can influence artists and signal the beginning of a new art genre.</li> <li>● Art movements may be created by an individual or group.</li> <li>● Cultures, societies, and eras influence art in history.</li> <li>● Mediums, artistic styles and techniques can be specific to multiple cultures.</li> <li>● Art reflects and shapes cultures and history.</li> <li>● Available tools and technologies influence the ways in which artists express their ideas.</li> <li>● Art is influenced by societal values.</li> </ul>	<ul style="list-style-type: none"> <li>● How is a new form of art produced?</li> <li>● What influences art?</li> <li>● How is a culture's uniqueness expressed through art?</li> <li>● How can we study cultures and history through art?</li> <li>● Why is it important to experience a variety of formats and techniques for effective visual communication and self-expression?</li> <li>● How does art reflect society's values across cultures and eras?</li> </ul>	
<b>Evidence of Student Learning</b>		
<b>Assessments</b>		
<b>Formative Assessments</b>	<b>Summative Assessments</b>	
<ul style="list-style-type: none"> <li>● Teacher Observation</li> <li>● Pair-Share</li> <li>● Paired-Squared (two Pair-Share partners and share with another group of two)</li> </ul>	<ul style="list-style-type: none"> <li>● Teacher created assessments</li> <li>● Rubrics</li> <li>● Peer and Self critique</li> </ul> <p><b>Benchmark</b></p> <ul style="list-style-type: none"> <li>● Student Art Piece with Rubric</li> </ul>	

<ul style="list-style-type: none"> <li>● Student demonstrated skills</li> <li>● Students' oral responses to open-ended questions</li> </ul>	<p><b>Alternative</b></p> <ul style="list-style-type: none"> <li>● Gallery Walk</li> <li>● Student drawing to stretch project ideas or layout</li> <li>● Student self-reflection about art creation or discussion while planning art project</li> <li>● Conversation/presentation rubric to score student work and presentation of final creation</li> </ul>
<p><b>Knowledge and Skills</b></p>	
<p><b>Content</b></p>	<p><b>Skills</b></p>
<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>● That artwork reflects historical, cultural, and aesthetic perspectives.</li> <li>● That artworks share characteristic approaches to content, form, style, and design.</li> <li>● That tracing the histories of dance, music, theatre, and visual art in world cultures provides insight into the lives of people and their values.</li> <li>● The arts reflect cultural morays and personal aesthetics throughout the ages.</li> <li>● New technologies have influenced art production.</li> </ul>	<p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> <li>● Identify a culture through its art.</li> <li>● List shared characteristics that define a style of art.</li> <li>● Recognize techniques used by artists in visual art movements throughout history.</li> <li>● Differentiate past and contemporary works of visual art that represent important ideas, issues, and events that are chronicled in the histories of diverse cultures.</li> <li>● Analyze the social, historical, and political impact of artists on culture and the impact of culture on the arts.</li> <li>● Recognize technological influences in art.</li> </ul>
<p><b>Instructional Plan</b></p>	
<p><b>Suggested Activities/Lessons Based On</b></p>	<p><b>Resources</b></p>

<p>Students will discover the life art and style of Monet and his impact on Impressionism. Table groups will share information posters with the class and create a project using Impressionistic techniques.</p>	<ul style="list-style-type: none"> <li>● Art supplies/Art Room Equipment</li> <li>● Teacher made visuals</li> <li>● Chromebooks/IPads/or Interactive whiteboard</li> <li>● YouTube videos/Artrageous</li> </ul>
<p>Students will discover the life art and style of Picasso and the artists impact on Cubism. Table groups will share information posters with the class and create a project using Cubist techniques.</p>	<ul style="list-style-type: none"> <li>● Art supplies/Art Room Equipment</li> <li>● Teacher made visuals</li> <li>● Chromebooks/IPads/or Interactive whiteboard</li> <li>● YouTube videos/Artrageous</li> </ul>
<p>Students will discover the life art and style of Andy Warhol and the artists impact on Pop-Art. Table groups will share information posters with the class and create a project using Pop-Art techniques.</p>	<ul style="list-style-type: none"> <li>● Art supplies/Art Room Equipment</li> <li>● Teacher made visuals</li> <li>● Chromebooks/IPads/or Interactive whiteboard</li> <li>● YouTube videos/Artrageous</li> </ul>
<p>Students will discover the life art and style of Dali and the artists impact on Surrealism. Table groups will share information posters with the class and create a project using Fauvist techniques.</p>	<ul style="list-style-type: none"> <li>● Art supplies/Art Room Equipment</li> <li>● Teacher made visuals</li> <li>● Chromebooks/IPads/or Interactive whiteboard</li> <li>● White board</li> <li>● YouTube videos/Artrageous</li> </ul>
<p>Students will discover the life art and style of Grant Wood and the artists impact on Regionalism. Table groups will share information posters with the class and create a project using Regionalist techniques.</p>	<ul style="list-style-type: none"> <li>● Art supplies/Art Room Equipment</li> <li>● Teacher made visuals</li> <li>● Chromebooks/IPads/or Interactive whiteboard</li> <li>● White board</li> <li>● YouTube videos/Artrageous</li> </ul>
<p><b>Literature</b></p>	
<ul style="list-style-type: none"> <li>● Getting to Know Series: The World's Greatest Artists by Michael Venezia</li> <li>● The American eye: Eleven Artists of the Twentieth Century by Jan Greenberg</li> <li>● A Child's book of Art: Discover great paintings by Lucy Micklethwait</li> </ul>	
<p><b>Websites</b></p>	

Displaying student work	<a href="https://www.artsonia.com">https://www.artsonia.com</a>
Scholastic Art Magazine brings students full-color features on contemporary, classic, and student artists from around the world.	<a href="http://art.scholastic.com">http://art.scholastic.com</a>
Artrageous with Nate is an Emmy award-winning children's Web Series Mashup of Art, Science, & History.	<a href="https://www.artrageouswithnate.com">https://www.artrageouswithnate.com</a>
<b>Suggested Options for Differentiation</b>	
<b>English Language Learners</b>	
<ul style="list-style-type: none"> <li>● Provide models</li> <li>● Present instruction/resources verbally and visually</li> <li>● Flexible/Cooperative Grouping</li> </ul>	
<b>Gifted and Talented</b>	
<ul style="list-style-type: none"> <li>● Allowing more time for students to finish artistic projects</li> <li>● Foster creativity by withholding judgment and encouraging student differences</li> <li>● Encourage students with high ability to modify or interpret outcomes to capture greater levels of complexity or sophistication in interpretations of ideas or topics</li> </ul>	
<b>Basic Skills/Economically Disadvantaged</b>	
<ul style="list-style-type: none"> <li>● Repeat directions and check for understanding</li> <li>● Reduce visual and/or auditory distractions</li> <li>● Put new learning into own words as soon as possible after lesson</li> </ul>	
<b>Special Education</b>	
<ul style="list-style-type: none"> <li>● Follow all IEP modifications/504 plan</li> <li>● Timers to keep track of time</li> <li>● Modify tools and materials for use by students with disabilities</li> <li>● Provide various means through which students with disabilities can communicate their ideas or questions</li> <li>● Adjust timelines to provide additional time for students to complete work</li> </ul>	

**Unit 3 will address the following 21st Century Life and Careers skills:**

<b>Check all that apply 21<sup>st</sup> Century Themes</b>		<b>Career Ready Practices</b>	
<b>9.1</b>	<b>Personal Financial Literacy</b>		CRP1. Act as a responsible and contributing citizen and employee.
	Income and Careers	√	CRP2. Apply appropriate academic and technical skills.
	Money Management		CRP3. Attend to personal health and financial well-being.
	Credit and Debt Management	√	CRP4. Communicate clearly and effectively and with reason.
	Planning, Saving, and Investing		CRP5. Consider the environmental, social and economic impacts of decisions.
	Becoming a Critical Consumer	√	CRP6. Demonstrate creativity and innovation.
	Civic Financial Responsibility		CRP7. Employ valid and reliable research strategies.

	Insuring and Protecting		CRP8.Utilize critical thinking to make sense of problems and persevere in solving them.
<b>9.2</b>	<b>Career Awareness, Exploration, and Preparation</b>		CRP9. Model integrity, ethical leadership and effective management.
	Career Awareness		CRP10. Plan education and career paths aligned to personal goals.
	Career Exploration	√	CRP11. Use technology to enhance productivity.
	Career Preparation		CRP12. Work productively in teams while using cultural global competence.

### Technology

<b>8.1.8.E.1.</b>	Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem.
<b>8.1.8.C.1.</b>	Collaborate to develop and publish work that provides perspectives on a global problem for discussions with learners from other countries.
<b>8.1.8.A.1</b>	Demonstrate knowledge of a real world problem using digital tools

<b>Unit 3: Methods and Media</b>		<b>Duration:</b> 9 Class Days
<b>Standards</b>		
<b>1.3.8. D.1</b>	Incorporate various art elements and the principles of balance, harmony, unity, emphasis, proportion, and rhythm/movement in the creation of two- and three- dimensional artworks, using a broad array of art media and art mediums to enhance the expression of creative ideas (e.g., perspective, implied space, illusionary depth, value, and pattern).	
<b>1.3.8. D.2</b>	Apply various art media, art mediums, technologies, and processes in the creation of allegorical, theme-based, two- and three-dimensional works of art, using tools and technologies that are appropriate to the theme and goals.	
<b>1.3.8. D.3</b>	Identify genres of art (including realism, abstract/non-objective art, and conceptual art) within various contexts using appropriate art vocabulary, and solve hands-on visual problems using a variety of genre styles.	
<b>1.3.8. D.4</b>	Delineate the thematic content of multicultural artworks, and plan, design, and execute multiple solutions to challenging visual arts problems, expressing similar thematic content.	
<b>1.3.8. D.5</b>	Examine the characteristics, thematic content, and symbolism found in works of art from diverse cultural and historical eras, and use these visual statements as inspiration for original artworks.	
<b>1.3.8. D.6</b>	Synthesize the physical properties, processes, and techniques for visual communication in multiple art media (including digital media), and apply this knowledge to the creation of original artworks.	
<b>Interdisciplinary Skills</b>		
<b>SL.6.1</b>	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.	
<b>SL.7.1</b>	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.	
<b>SL.8.1</b>	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.	
<b>W.6.10</b>	Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	

<b>W.7.10</b>	Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<b>W.8.10</b>	Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
	<b>Technology</b>
<b>8.1.8.E.1.</b>	Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem.
<b>8.1.8.C.1.</b>	Collaborate to develop and publish work that provides perspectives on a global problem for discussions with learners from other countries.
<b>8.1.8.A.1</b>	Demonstrate knowledge of a real world problem using digital tools
	<b>21st Century Life and Career</b>
<b>CRP2.</b>	Apply appropriate academic and technical skills.
<b>CRP4.</b>	Communicate clearly and effectively and with reason.
<b>CRP6.</b>	Demonstrate creativity and innovation.
<b>CRP11.</b>	Use technology to enhance productivity.
<b>Essential Understandings</b>	<b>Essential Questions</b>
<ul style="list-style-type: none"> <li>• Art materials and elements can be used individually or collaboratively to express and create works of art.</li> <li>• Art elements and principles of design are used to express ideas and create art.</li> <li>• Tools, techniques, and materials influence the way artists express their ideas and feelings.</li> <li>• Artist use the elements of art and principles of design to organize visual communication using a variety of mediums.</li> <li>• Art can be classified into different movements and genres.</li> </ul>	<ul style="list-style-type: none"> <li>• How do we use art elements and principles of design to express our ideas and create art?</li> <li>• How do artists choose tools, techniques, and materials to express their ideas?</li> <li>• What choices must an artist make before beginning a work of art?</li> <li>• How do you know a work of art belongs to a certain movement or genre?</li> <li>• How is a new form of art produced?</li> </ul>



<ul style="list-style-type: none"> <li>• Art movements can be created by an individual or a group.</li> </ul>	
<b>Evidence of Student Learning</b>	
<b>Assessments</b>	
<b>Formative Assessments</b>	<b>Summative Assessments</b>
<ul style="list-style-type: none"> <li>• Completion of Speed Drawing</li> <li>• Student Film</li> <li>• Evidence of planning (Notes, graphic organizer, etc.)</li> <li>• Students' oral responses to open-ended questions</li> </ul>	<ul style="list-style-type: none"> <li>• Think-Write-Share</li> <li>• Journals</li> <li>• Teacher created assessments</li> <li>• Project Rubrics</li> <li>• Work Samples</li> </ul> <p><b>Benchmark</b></p> <ul style="list-style-type: none"> <li>• Student Art Piece with Rubric</li> <li>• Portfolio</li> </ul> <p><b>Alternative</b></p> <ul style="list-style-type: none"> <li>• Admit/Exit tickets</li> <li>• 3-2-1 three points to remember, two things you liked, one question you still have</li> <li>• Student self-reflection about art creation</li> </ul>
<b>Knowledge and Skills</b>	
<b>Content</b>	<b>Skills</b>
<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>• There are a variety of artistic styles.</li> <li>• There are many types of aesthetic arrangements for</li> </ul>	<p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> <li>• Use learned styles to create their own works.</li> <li>• Use appropriate vocabulary and a stylistic approach</li> </ul>

<p>the exhibition of art.</p> <ul style="list-style-type: none"> <li>• Themes in art are often communicated through symbolism, allegory, or irony.</li> <li>• That each of the many genres of art is associated with discipline-specific arts terminology and a stylistic approach to art-making.</li> </ul>	<p>to art-making.</p> <ul style="list-style-type: none"> <li>• Apply various art media, art mediums, technologies, and processes in the creation of art.</li> <li>• Examine the characteristics, thematic content, and symbolism found in works of art from diverse cultural and historical eras.</li> </ul>
<b>Instructional Plan</b>	
<b>Suggested Activities/Lessons Based On</b>	<b>Resources</b>
<p>Students will analyze and discuss artworks from various time periods and create updated versions of iconic paintings, visually telling stories relating to contemporary art.</p>	<ul style="list-style-type: none"> <li>• Art supplies/Art Room Equipment</li> <li>• Teacher and student made visuals</li> <li>• Chromebooks/IPads/ or Interactive whiteboard</li> </ul>
<p>Students will choose one project to create a speed drawing film of on their Chromebook individually or in small groups. They will film themselves working from beginning to end in time lapse. Completed films will be posted in Google Classroom.</p>	<ul style="list-style-type: none"> <li>• Art supplies/Art Room Equipment</li> <li>• Teacher and student made visuals</li> <li>• Chromebooks/IPads/ or Interactive whiteboards</li> <li>• Speed Drawing example films in Google Classroom</li> </ul>
<p>Students will learn through practice that creating an artwork with meaning requires planning and intention. They will each develop drawings, paintings, or sculptures that incorporate a personal narrative represented through symbolic objects.</p>	<ul style="list-style-type: none"> <li>• Art supplies/Art Room Equipment</li> <li>• Teacher and student made visuals</li> <li>• Chromebooks/IPads/ or Interactive whiteboards</li> </ul>
<p>Through formal analysis, students will recognize that art has aesthetic value. Students will explore the use of symbols in art as effective methods of communication to create a drawing or collage about his or her own life, and choose how to share their completed work with peers using</p>	<ul style="list-style-type: none"> <li>• Art supplies/Art Room Equipment</li> <li>• Teacher and student made visuals</li> <li>• Chromebooks/IPads/ or Interactive whiteboards</li> <li>• Magazines</li> </ul>

display space, technology, photography, or verbal presentation.	
Students will create a short video explaining the appropriate use of materials, tools, and equipment to create quality craftsmanship in artwork.	<ul style="list-style-type: none"> <li>• Chromebooks/IPads</li> </ul>
<b>Literature</b>	
<ul style="list-style-type: none"> <li>• Getting to Know Series: The World's Greatest Artists by Michael Venezia</li> <li>• The American eye: Eleven Artists of the Twentieth Century by Jan Greenberg</li> <li>• A Child's book of Art: Discover great paintings by Lucy Micklethwait</li> </ul>	
<b>Websites</b>	
Displaying student work	<a href="https://www.artsonia.com">https://www.artsonia.com</a>
Scholastic Art Magazine brings students full-color features on contemporary, classic, and student artists from around the world.	<a href="http://art.scholastic.com">http://art.scholastic.com</a>
Artrageous with Nate is an Emmy award-winning children's Web Series Mashup of Art, Science, & History.	<a href="https://www.artrageouswithnate.com">https://www.artrageouswithnate.com</a>
Dick Blick is geared for a wide variety of age and skill levels, offering hundreds of Lesson Plans designed to meet the National Standards for Visual Art Education.	<a href="https://www.dickblick.com/lessonplans">https://www.dickblick.com/lessonplans</a>
<b>Modifications</b>	
<p><b>Special Education Students / 504</b> (<i>These are just suggested ideas to modify instruction. All modifications and accommodations should be specific to each student's IEP or 504 plan</i>) reduce/revise assignments &amp; assignments as per IEP; provide individual and small group assistance; notes, and study guides; provide background knowledge.</p> <p><b>English Language learners:</b> <i>use consistent, simplified language; provide bilingual when appropriate; provide cooperative learning opportunities, use modeling, visual aids, and manipulatives.</i></p> <p><b>Students at Risk of Failure:</b> <i>Provide less distracting seating if possible, frequent check-in by teacher, study guides,</i></p>	

notes, etc.

**Gifted Students:** *provide additional enrichment activity involving demonstrating knowledge, deeper research to answer a higher level questions, or complimentary assignment.*

### **Suggested Options for Differentiation**

#### **English Language Learners**

- Summarize of content in the form of graphic organizers.
- Present instruction/resources verbally and visually
- Flexible/Cooperative Grouping
- Teacher Tutoring

#### **Gifted and Talented**

- Providing opportunities to express knowledge visually
- Allow elaboration and inclusion of many details
- Alternative Assignments
- Encourage students with high ability to modify or interpret outcomes to capture greater levels of complexity or sophistication in interpretations of ideas or topics

#### **Basic Skills/Economically Disadvantaged**

- Changing order of tasks
- Adjust timelines to provide additional time for students to complete work
- Teacher/Peer Tutoring

#### **Special Education**

- Follow all IEP modifications/504 plan
- Modify tools and materials for use by students with disabilities
- Accept Partial completion
- Assistive Technology
- Provide various means through which students with disabilities can communicate their ideas or questions
- Adjust timelines to provide additional time for students to complete work



**Unit 4 will address the following 21st Century Life and Careers skills:**

<b>Check all that apply 21<sup>st</sup> Century Themes</b>		<b>Career Ready Practices</b>	
<b>9.1</b>	<b>Personal Financial Literacy</b>		CRP1. Act as a responsible and contributing citizen and employee.
	Income and Careers		CRP2. Apply appropriate academic and technical skills.
	Money Management		CRP3. Attend to personal health and financial well-being.
	Credit and Debt Management	√	CRP4. Communicate clearly and effectively and with reason.
	Planning, Saving, and Investing		CRP5. Consider the environmental, social and economic impacts of decisions.
	Becoming a Critical Consumer	√	CRP6. Demonstrate creativity and innovation.
	Civic Financial Responsibility		CRP7. Employ valid and reliable research strategies.

	Insuring and Protecting		CRP8.Utilize critical thinking to make sense of problems and persevere in solving them.
<b>9.2</b>	<b>Career Awareness, Exploration, and Preparation</b>		CRP9. Model integrity, ethical leadership and effective management.
	Career Awareness		CRP10. Plan education and career paths aligned to personal goals.
	Career Exploration		CRP11. Use technology to enhance productivity.
	Career Preparation		CRP12. Work productively in teams while using cultural global competence.

### Technology

<b>8.1.8.E.1.</b>	Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem.
<b>8.1.8.C.1.</b>	Collaborate to develop and publish work that provides perspectives on a global problem for discussions with learners from other countries.

<b>Unit 4: Aesthetics and Critique</b>	<b>Duration:</b> 9 Class Days
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<b>Standards</b>	
<b>1.4.8. A.1</b>	Generate observational and emotional responses to diverse culturally and historically specific works of dance, music, theatre, and visual art.
<b>1.4.8. A.2</b>	Identify works of dance, music, theatre, and visual art that are used for utilitarian and non-utilitarian purposes.
<b>1.4.8. A.3</b>	Distinguish among artistic styles, trends, and movements in dance, music, theatre, and visual art within diverse cultures and historical eras.
<b>1.4.8. A.4</b>	Compare and contrast changes in the accepted meanings of known artworks over time, given shifts in societal norms, beliefs, or values.
<b>1.4.8. A.5</b>	Interpret symbolism and metaphors embedded in works of dance, music, theatre, and visual art.
<b>1.4.8. A.6</b>	Differentiate between “traditional” works of art and those that do not use conventional elements of style to express new ideas.
<b>1.4.8. A.7</b>	Analyze the form, function, craftsmanship, and originality of representative works of dance, music, theatre, and visual art.
<b>1.4.8. B.1</b>	Evaluate the effectiveness of a work of art by differentiating between the artist’s technical proficiency and the work’s content or form.
<b>1.4.8. B.2</b>	Differentiate among basic formal structures and technical proficiency of artists in works of dance, music, theatre, and visual art.
<b>1.4.8. B.3</b>	Compare and contrast examples of archetypal subject matter in works of art from diverse cultural contexts and historical eras by writing critical essays.
<b>Interdisciplinary Skills</b>	
<b>SL.6.1</b>	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
<b>SL.7.1</b>	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
<b>SL.8.1</b>	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
<b>W.6.10</b>	Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks,



	purposes, and audiences.	
<b>W.7.10</b>	Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	
<b>W.8.10</b>	Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	
	<b>Technology</b>	
<b>8.1.8.E.1.</b>	Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem.	
<b>8.1.8.C.1.</b>	Collaborate to develop and publish work that provides perspectives on a global problem for discussions with learners from other countries.	
	<b>21st Century Life and Career</b>	
<b>CRP4.</b>	Communicate clearly and effectively and with reason.	
<b>CRP6.</b>	Demonstrate creativity and innovation.	
<b>Essential Understandings</b>	<b>Essential Questions</b>	
<ul style="list-style-type: none"> <li>• Works of art may be organized according to their functions and artistic purposes. Criteria for determining the aesthetic merits of artwork vary according to context.</li> <li>• Visual art can be a representation of an individual response to the world.</li> <li>• Artists of different cultures express messages and ideas in different ways.</li> <li>• Artwork is evaluated using a set of criteria.</li> <li>• Art knowledge guides an individual to an artistic interpretation.</li> <li>• Visual art can be a representation of an individual's response to the world.</li> <li>• Art enriches our lives.</li> </ul>	<ul style="list-style-type: none"> <li>• How do your life experiences influence your art?</li> <li>• What are some ways artists express their visions/ ideas?</li> <li>• How does studying art help you view and judge art?</li> <li>• How do you observe art?</li> <li>• What role does art play in our lives?</li> <li>• How can art portray different views, opinions, emotions and interpretations?</li> <li>• What is the value of critique to an artist?</li> </ul>	

<ul style="list-style-type: none"> <li>● Critique is a multi-level process using proper terminology to evaluate the effectiveness of a work of art. (formal and informal).</li> </ul>	
<b>Evidence of Student Learning</b>	
<b>Assessments</b>	
<b>Formative Assessments</b>	<b>Summative Assessments</b>
<ul style="list-style-type: none"> <li>● Teacher Observation</li> <li>● Student demonstrated skills</li> <li>● Students' oral responses to open-ended questions</li> </ul>	<ul style="list-style-type: none"> <li>● Teacher created assessments</li> <li>● Rubrics</li> <li>● Peer and Self critique</li> <li>● Benchmark</li> </ul> <p><b>Benchmark</b></p> <ul style="list-style-type: none"> <li>● Student Art Piece with Rubric</li> </ul> <p><b>Alternative</b></p> <ul style="list-style-type: none"> <li>● Student drawing to stretch project ideas or layout</li> <li>● Student self-reflection about art creation or discussion while planning art project</li> <li>● Conversation/presentation rubric to score student work and presentation of final creation</li> </ul>
<b>Knowledge and Skills</b>	
<b>Content</b>  <i>Students will know...</i>	<b>Skills</b>  <i>Students will be able to...</i>
<ul style="list-style-type: none"> <li>● Criteria for determining the aesthetic merits of artwork vary according to context</li> <li>● Works of art may be organized according to their</li> </ul>	<ul style="list-style-type: none"> <li>● Make value judgments about the arts by understanding the context, compositional design and genre.</li> </ul>

<p>functions and artistic purposes (e.g., genres, mediums, messages, themes)</p> <ul style="list-style-type: none"> <li>• There is domain specific vocabulary.</li> <li>• Artists and viewers can and do disagree about the relative merits of artwork.</li> <li>• Contextual clues to artistic intent are embedded in artworks.</li> <li>• That awareness of basic elements of style and design in visual art inform the creation of criteria for judging originality.</li> <li>• That assessing a work of art without critiquing the artist requires objectivity and an understanding of the work’s content and form.</li> </ul>	<ul style="list-style-type: none"> <li>• Determine the aesthetic merits of artwork vary according to context.</li> <li>• Analyze and assess levels of proficiency through how artists apply the elements of art and principles of design.</li> <li>• Identify and utilize criteria for evaluating art.</li> <li>• Generate observational and emotional responses to diverse culturally and historically specific works of art.</li> <li>• Differentiate between “traditional” works of art and those that do not use conventional elements of style.</li> <li>• Use the format of a critical essay to assess a work of art without critiquing the artist requires objectivity and an understanding of the work’s content and form.</li> </ul>
<b>Instructional Plan</b>	
<b>Suggested Activities/Lessons Based On</b>	<b>Resources</b>
<p>Students will collaboratively observe, analyze, and interpret artwork created by their peers using T.A.G. While looking closely at artwork created by a classmate, and focusing on content, style, and technique, students will write 3 sentences on a sticky note: “T” Tell the artistic something you like, “A” Ask the artist a question, and “G” Give the artist a suggestion. Work is returned to the original owner with the note attached.</p>	<ul style="list-style-type: none"> <li>• Art supplies/Art Room Equipment</li> <li>• Student work in progress</li> </ul>

<p>Students will create an artwork that communicates something about a place that has significance to them. Another student from class will do research on this place, and communicate their findings by visually adding to the original piece in a way agreeable to both students using various tools and materials, and or media and technology.</p>	<ul style="list-style-type: none"> <li>● Art supplies/Art Room Equipment</li> <li>● Completed student artwork</li> <li>● Chromebooks/IPads/ or Interactive whiteboard</li> </ul>
<p>Students will write an artistic statement as a group while looking at a reproduction of a famous piece of art. Statements will be placed by the reproduction, and different groups will move through the room to read them. Then, as students complete their own projects in the future, they will write an artistic statement to reflect about their artwork. The finished five sentence paragraph will be displayed with their work.</p>	<ul style="list-style-type: none"> <li>● Artistic statement flow chart</li> <li>● Completed student artwork</li> <li>● Prints of famous artworks</li> </ul>
<p>Students will present their artworks and artistic statements to their peers, and engage in group discussion about an appropriate location for physically or digitally displaying the finished work and how a display communicates information and ideas to the viewer.</p>	<ul style="list-style-type: none"> <li>● Completed student artwork</li> <li>● Chromebooks/IPads</li> <li>● School map and event calendar</li> </ul>
<b>Literature</b>	
<ul style="list-style-type: none"> <li>● Getting to Know Series: The World's Greatest Artists by Michael Venezia</li> <li>● The American eye: Eleven Artists of the Twentieth Century by Jan Greenberg</li> <li>● A Child's book of Art: Discover great paintings by Lucy Micklethwait</li> </ul>	
<b>Websites</b>	
<p>Displaying student work</p>	<p><a href="https://www.artsonia.com">https://www.artsonia.com</a></p>
<p>Scholastic Art Magazine brings students full-color features on contemporary, classic, and student artists from around the world.</p>	<p><a href="https://www.art.scholastic.com">https://www.art.scholastic.com</a></p>
<p>Artrageous with Nate is an Emmy award-winning children's Web Series Mashup of Art, Science, &amp; History.</p>	<p><a href="https://www.artrageouswithnate.com">https://www.artrageouswithnate.com</a></p>

<p>The Art of Ed is an online resource for art teachers providing online classes, teaching materials, lessons, and videos.</p>	<p><a href="https://www.theartofed.com">https://www.theartofed.com</a></p>
<p>Dick Blick is geared for a wide variety of age and skill levels, offering hundreds of Lesson Plans designed to meet the National Standards for Visual Art Education.</p>	<p><a href="https://www.dickblick.com/lessonplans">https://www.dickblick.com/lessonplans</a></p>
<p><b>Modifications</b></p> <p><b>Special Education Students / 504</b> <i>(These are just suggested ideas to modify instruction. All modifications and accommodations should be specific to each student's IEP or 504 plan)</i> reduce/revise assignments &amp; assignments as per IEP; provide individual and small group assistance; notes, and study guides; provide background knowledge.</p> <p><b>English Language learners:</b> <i>use consistent, simplified language; provide bilingual when appropriate; provide cooperative learning opportunities, use modeling, visual aids, and manipulatives.</i></p> <p><b>Students at Risk of Failure:</b> <i>Provide less distracting seating if possible, frequent check-in by teacher, study guides, notes, etc.</i></p> <p><b>Gifted Students:</b> <i>provide additional enrichment activity involving demonstrating knowledge, deeper research to answer a higher level questions, or complimentary assignment.</i></p>	
<p><b>Suggested Options for Differentiation</b></p>	
<p><b>English Language Learners</b></p> <ul style="list-style-type: none"> <li>● Model projects</li> <li>● Allow students to sit where they learn best</li> <li>● Present instruction/resources verbally and visually</li> <li>● Flexible/Cooperative Grouping</li> </ul>	
<p><b>Gifted and Talented</b></p> <ul style="list-style-type: none"> <li>● provide challenging material</li> <li>● Alternative Assignments</li> <li>● Encourage students with high ability to modify or interpret outcomes</li> </ul>	

**Basic Skills/Economically Disadvantaged**

- Create daily classroom routines
- Modified Instructions/Assignments
- Adjust timelines to provide additional time for students to complete work
- Teacher/Peer Tutoring

**Special Education**

- Follow all IEP modifications/504 plan
- Provide varying means through which students can express what they learned
- Provide various means through which students with disabilities can communicate their ideas or questions
- Adjust timelines to provide additional time for students to complete work