NEPTUNE CITY SCHOOL DISTRICT

Three Dimensional Visual Art
Curriculum
Grade 6-8

NEPTUNE CITY SCHOOL DISTRICT
Office of the Chief School Administrator, Principal
210 West Sylvania Avenue
Neptune City, NJ 07753

The Neptune City School District is appreciative and proud to accept and align the curriculum of the Neptune Township School District to properly prepare the Neptune City students for successful integration into the Neptune Township High School Educational Program.

August 1, 2022   Document *

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SCHOOL DISTRICT MISSION STATEMENT

The Neptune City School District, in partnership with the parents and the community, will support and sustain an excellent system of learning, promote pride in diversity, and expect all students to achieve the New Jersey Student Learning Standards at all grade levels to become responsible and productive citizens.

NEPTUNE CITY SCHOOL DISTRICT

**THFREE DIMENSIONAL VISUAL ART
CURRICULUM
GRADE 6-8**

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NEPTUNE TOWNSHIP SCHOOL DISTRICT

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NEPTUNE TOWNSHIP SCHOOL DISTRICT

DISTRICT MISSION STATEMENT

The primary mission of the Neptune Township School District is to prepare students for a life-long learning process in a complex and diverse world. It is with high expectations that our schools foster:

• A strong foundation in academic and modern technologies.

• A positive and varied approach to teaching and learning.

• An emphasis on critical thinking skills and problem-solving techniques.

• A respect for and an appreciation of our world, its resources, and its people.

• A sense of responsibility, good citizenship, and accountability.

• An involvement by the parents and the community in the learning process.

Neptune Township School District
Educational Outcome Goals

The students in the Neptune Township schools will become life-long learners and will:
- Become fluent and critical readers, writers, speakers, listeners, and viewers who can comprehend, respond to, and produce across multiple modalities.
- Develop mathematical skills, understandings, and attitudes to apply to the types of problem-solving and mathematical discourse that are needed to be successful in their careers and everyday life.
- Understand fundamental scientific principles, develop critical thinking skills, and demonstrate safe practices, skepticism, and open-mindedness when collecting, analyzing, and interpreting information.
- Demonstrate proficiency and responsibility in utilizing and producing technology in an ever-changing global society.
- Demonstrate proficiency in all New Jersey Student Learning Standards (NJSLS).
- Become globally responsible citizens with a high degree of literacy in civics, history, economics and geography.
- Develop a respect for their own and different cultures and demonstrate trustworthiness, responsibility, fairness, caring, and citizenship.
- Become culturally literate by being aware of the historical, societal, and multicultural aspects and implications of the arts.
- Demonstrate skills in decision-making, goal-setting, self-compassion, empathy, and effective communication, with a focus on character development.
- Understand and practice the skills of family living, health, wellness, and safety for their physical, mental, emotional, and social development.
- Develop consumer, family, and life skills necessary to be a functioning member of society.
- Develop the ability to be creative, inventive decision-makers with skills in communicating ideas, thoughts, and feelings.
- Develop career awareness and essential technical and workplace readiness skills, which are significant to many aspects of life and work.

THREE DIMENSIONAL
VISUAL ART
CURRICULUM

COURSE DESCRIPTION

This course was designed for students in Neptune Middle School to explore the Visual Arts. This course will meet for one marking period .This course allows students to experiment with media and techniques used to design and construct three dimensional artworks, including sketching, carving, modeling, and assembling in such medias as wire, wood, clay, papier-mâché, three dimensional printing and found objects. Students will examine visual art from a variety of cultures and communities, gaining an understanding of how visual art has impacted our modern day society.

Pacing Guide

All units are interwoven, and taught in a spiral fashion. Lessons are project-based and will be crafted with the aim of meeting appropriate standards, and with student interest as a focus.

Sixth Grade

Suggested Percentage of Time Spent on Unit	Unit Title
10%	What is Art?
30%	One World, Many Paths
30%	Elements & Principles of Visual Art
30%	Mastery of Technique

Seventh Grade

Suggested Percentage of Time Spent on Unit	Unit Title
30%	One World, Many Paths
10%	"Steve Jobs meets Michelangelo"
30%	Elements & Principles of Visual Art
30%	Mastery of Technique

Eighth Grade

Suggested Percentage of Time Spent on Unit	Unit Title
25%	Elements & Principles of Visual Art
25%	Mastery of Technique
25%	"Steve Jobs meets Michelangelo"
25%	One World, Many Paths

INTEGRATED SOCIAL AND EMOTIONAL LEARNING COMPETENCIES
The following social and emotional competencies are integrated in this curriculum document:

Self-Awareness	
x	Recognize one's own feelings and thoughts
x	Recognize the impact of one's feelings and thoughts on one's own behavior
x	Recognize one's personal traits, strengths and limitations
	Recognize the importance of self-confidence in handling daily tasks and challenges
Self-Management	
x	Understand and practice strategies for managing one's own emotions, thoughts and behaviors
	Recognize the skills needed to establish and achieve personal and educational goals
	Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals
Social Awareness	
x	Recognize and identify the thoughts, feelings, and perspectives of others
x	Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds
x	Demonstrate an understanding of the need for mutual respect when viewpoints differ
	Demonstrate an awareness of the expectations for social interactions in a variety of settings
Responsible Decision Making	
x	Develop, implement and model effective problem solving and critical thinking skills
x	Identify the consequences associated with one's action in order to make constructive choices
	Evaluate personal, ethical, safety and civic impact of decisions
Relationship Skills	
x	Establish and maintain healthy relationships
x	Utilize positive communication and social skills to interact effectively with others
	Identify ways to resist inappropriate social pressure
	Demonstrate the ability to present and resolve interpersonal conflicts in constructive ways
	Identify who, when, where, or how to seek help for oneself or others when needed

Unit Plan Title	What is Art?
Suggested Time Frame	Continuous

Overview / Rationale

Students will be able to identify how visual art reflects societies at different points in time and be able to parallel these creative expressions to new situations. Students will view artwork from different time periods, in the context of different cultural backgrounds. An understanding of what has been considered to be visual art over time, and its influence will be explored.

Stage 1 – Desired Results

Established Goals

New Jersey Student Learning Standards for Visual and Performing Arts: By the end of grade 8, those students choosing VISUAL ART as their required area of specialization demonstrate COMPETENCY in the following content knowledge and skills:

1.2 History of the Arts and Culture: All students will understand the role, development, and influence of the arts throughout history and across cultures.

Content Statement	Indicator #	Indicator
Technological changes have and will continue to substantially influence the development and nature of the arts.	1.2.8.A.1	Map historical innovations in dance, music, theatre, and visual art that were caused by the creation of new technologies.
Tracing the histories of dance, music, theatre, and visual art in world cultures provides insight into the lives of people and their values.	1.2.8.A.2	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.

1.4 Aesthetic Responses & Critique Methodologies: All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.

Content Statement	Indicator #	Indicator
Art may be used for utilitarian and non-utilitarian purposes.	1.4.8.A.2	Identify works of dance, music, theatre, and visual art that are used for utilitarian and non-utilitarian purposes.
Abstract ideas may be expressed in works of dance, music, theatre, and visual art using a genre's stylistic traits.	1.4.8.A.4	Compare and contrast changes in the accepted meanings of known artworks over time, given shifts in societal norms, beliefs, or values.
Universal elements of art and principles of design apply equally to artwork across cultures and historical eras.	1.4.8.B.3	Compare and contrast examples of archetypal subject matter in works of art from diverse cultural contexts and historical eras by writing critical essays.

National Core Art Standards for Visual Art

Artistic Strand: Responding

Anchor Standard 7: Perceive and analyze artistic work.

Enduring Understanding: Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments.

Essential Question: What conditions, attitudes, and behaviors support creativity and innovative thinking? What factors prevent or encourage people to take creative risks? How does collaboration expand the creative process?

Perceive	6th Grade	7th Grade	8th Grade
	VA:Re.7.1.6a: Identify and interpret works of art or design that reveal how people live around the world and what they value.	VA:Re.7.1.7a: Explain how the method of display, the location, and the experience of an artwork influence how it is perceived and valued.	VA:Re.7.1.8a: Explain how a person's aesthetic choices are influenced by culture and environment and impact the visual image that one conveys to others.

Enduring Understanding: Visual imagery influences understanding of and responses to the world.

Essential Question(s): What is an image? Where and how do we encounter images in our world? How do images influence our views of the world?

Perceive	6th Grade	7th Grade	8th Grade
	VA:Re.7.2.6a: Analyze ways that visual components and cultural associations suggested by images influence ideas, emotions, and actions.	VA:Re.7.2.7a: Analyze multiple ways that images influence specific audiences.	VA:Re.7.2.8a: Compare and contrast contexts and media in which viewers encounter images that influence ideas, emotions, and actions.

Anchor Standard 8: Interpret intent and meaning in artistic work.

Enduring Understanding: People gain insights into meanings of artworks by engaging in the process of art criticism.

Essential Question(s): What is the value of engaging in the process of art criticism? How can the viewer "read" a work of art as text? How does knowing and using visual art vocabularies help us understand and interpret works of art?

Analyze	6th Grade	7th Grade	8th Grade
	VA:Re8.1.6a: Interpret art by distinguishing between relevant and non-relevant contextual information and analyzing subject matter, characteristics of form and structure, and use of media to identify ideas and mood conveyed	VA:Re8.1.7a: Interpret art by analyzing art making approaches, the characteristics of form and structure, relevant contextual information, subject matter, and use of media to identify ideas and mood conveyed.	VA:Re8.1.8a : Interpret art by analyzing how the interaction of subject matter, characteristics of form and structure, use of media, art making approaches, and relevant contextual information contributes to understanding messages or ideas and mood conveyed.

Anchor Standard 9: Apply criteria to evaluate artistic work.

Enduring Understanding: People evaluate art based on various criteria.

Essential Question(s): How does one determine criteria to evaluate a work of art? How and why might criteria vary? How is a personal preference different from an evaluation?

Interpret	6th Grade	7th Grade	8th Grade
	VA:Re9.1.6a: Develop and apply relevant criteria to evaluate a work of art.	VA:Re9.1.7a: Compare and explain the difference between an evaluation of an artwork based on personal	VA:Re9.1.8a: Create a convincing and logical argument to support an evaluation of art.

		criteria and an evaluation of an artwork based on a set of established criteria.	

Artistic Strand: Connecting

Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.

Enduring Understanding: Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.

Essential Question(s): How does engaging in creating art enrich people's lives? How does making art attune people to their surroundings? How do people contribute to awareness and understanding of their lives and the lives of their communities through art-making?

Synthesize	*6th Grade*	*7th Grade*	*8th Grade*
	VA:Cn10.1.6a: Generate a collection of ideas reflecting current interests and concerns that could be investigated in art making.	VA:Cn10.1.7a: Individually or collaboratively create visual documentation of places and times in which people gather to make and experience art or design in the community.	VA:Cn10.1.8a: Make art collaboratively to reflect on and reinforce positive aspects of group identity.

Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding .

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

Essential Question(s): How does art help us understand the lives of people of different times, places, and cultures? How is art used to impact the views of a society? How does art preserve aspects of life?

Relate	*6th Grade*	*7th Grade*	*8th Grade*
	VA:Cn11.1.6a: Analyze how art reflects changing times, traditions, resources, and cultural uses.	VA:Cn11.1.7a: Analyze how response to art is influenced by understanding the time and place in which it was created, the available resources, and cultural uses.	VA:Cn11.1.8a: Distinguish different ways art is used to represent, establish, reinforce, and reflect group identity.

Essential Questions:	Enduring Understandings:
● What is 3-D Visual Art? ● How does 3-D visual art reflect the world we live in? ● What hassculpture in the Visual Art been over time? ● How has it evolved and what has its influence been?	● Visual Art is not a static field of study. Art is as diverse as the society and times that it reflects.

Knowledge:	Skills:
Students will know…	*Students will be able to…*
● The major Visual Art movements over time ● Understand how technical evolution is an organic process that uses prior innovation to advance to the next level ● Explore how various artists throughout history have employed their creativity to document and/or respond to contemporary social issues. ● Understand that the history of "art as social commentary" is a long-lived, cultural narrative about the world that involves rules and rule breaking.	● Identify key innovations that opened up new avenues of artistic expression ● Use 21st-century technology to create their own understanding of the evolution and influence of Art ● Share work and engage in positive critique with each other ● Reflect on the Art that they observe and respond using literary modes of writing. ● Reflect on and self-assess their work.

In this unit plan, the following 21st Century Life and Careers skills are addressed:			
Check ALL that apply – **21ˢᵗ Century Themes**		**Indicate whether these skills are:** ● **E – encouraged** ● **T – taught** ● **A – assessed** **Career Ready Practices**	
9.1	nal Financial Literacy	ETA	Act as a responsible and ːting citizen and employee.
	he and Careers	ETA	Apply appropriate academic nnical skills.
	y Management		Attend to personal health and ıl well-being.
	t and Debt Management	ETA	Communicate clearly and ely and with reason.
	ing, Saving, and ting	ETA	Consider the environmental, nd economic impacts of ıs.
X	ning a Critical ımer	ETA	Demonstrate creativity and ion.
	Financial Responsibility	ET	Employ valid and reliable ı strategies.
	ng and Protecting	ETA	Utilize critical thinking to ınse of problems and re in solving them.
9.2	er Awareness, oration, and Preparation	ETA	Model integrity, ethical hip and effective management.
X	r Awareness	E	Plan education and career igned to personal goals.
X	r Exploration	ETA	Use technology to enhance ivity.

			ETA	Work productively in teams sing cultural global ence.
	r Preparation			

Interdisciplinary Connections

N.J. Student Learning Standards for Social Studies
6.1 U.S. History: America in the World. All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities

N.J. Student Learning Standards for Math
6G-A-Solve real-world and mathematical problems involving area, surface area, and volume.

N.J. Student Learning Standards for English Language Arts
W8.1- Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
W.8.9. -Draw evidence from literary or informational texts to support analysis, reflection, and research.

Student Resources

Students will use a variety of visual art supplies, at the discretion of the instructor. These supplies may include wire, wood, clay,p aper-mache', 3D printer, found objects and other visual art materials.

Teacher Resources

- Teacher created handouts
- Appropriate web-based videos regarding various Visual Art techniques
- Platform for an Online Classroom (Google Classroom)
- Appropriate web-based platforms for visual art education

Stage 2 – Assessment Evidence

Performance Task(s):	Other Evidence:
● Use of various Visual Art techniques ● Literary blog responses ● Self-Critiques ● Completion of final projects, that reflect a specific learning objective	● Journal ● Sketchbook ● Teacher/student created online quizzes ● Class participation ● Use of a variety of visual art techniques

Stage 3 – Learning Plan

Instructional Strategies	Descriptions
Suggested Learning Activities	Is this Art?: Students will hypothesize that a particular piece is/is not a work of art. They will begin to formulate their definition of art in order to establish their evaluation criteria. Their definitions of art will be revised as they are exposed to new types of art.

	Blogging to Understand Art History: Cooperative learning assignment where each group analyzes summarizes and posts the progression and knowledge of major 3-D art movements.

Accommodations and Modifications

Below please find a list of suggestions for accommodations and modifications to meet the diverse needs of our students. Teachers should consider this a resource and understand that they are not limited to the recommendations included below.

An accommodation changes HOW a student learns; the change needed does not alter the grade-level standard. A modification changes WHAT a student learns; the change alters the grade-level expectation.

Special Education and 504 Plans
All modifications and accommodations must be specific to each individual child's IEP (Individualized Educational Plan) or 504 Plan.

● Pre-teach or preview vocabulary
● Repeat or reword directions
● Have students repeat directions
● Use of small group instruction
● Pair visual prompts with verbal presentations
● Ask students to restate information, directions, and assignments
● Repetition and time for additional practice
● Model skills/techniques to be mastered
● Extended time to complete task/assignment/work
● Provide a copy of class notes
● Strategic seating (with a purpose - eg. less distraction)
● Flexible seating
● Repetition and additional practice
● Use of manipulatives
● Use of assistive technology (as appropriate)
● Assign a peer buddy
● Emphasize key words or critical information by highlighting
● Use of graphic organizers
● Scaffold with prompts for sentence starters
● Check for understanding with more frequency
● Provide oral reminders and check student work during independent practice
● Chunk the assignment - broken up into smaller units, work submitted in phases
● Encourage student to proofread assignments and tests
● Provide regular home/school communication
● Teacher checks student planner
● Provide student with clear expectations in writing and grading criteria for assignments (rubrics)

Testing Accommodations:

Students should receive all testing accommodations for Benchmark assessments that they receive for State testing.

- Setting: Alternate setting for assessments, small groups, screens to block distractions
- Presentation: large print, test readers, use of audio, fewer questions on each page
- Response: answer verbally, use large block answer sheet, speech-to-text dictation, accept short answers
- Allow for retakes
- Provide study guides
- Use of reference aids such as glossary
- Choice of test format (multiple-choice, essay, true-false)
- Alternate ways to evaluate (projects or oral presentations instead of written tests)
- Open-book or open-note tests

English Language Learners:
All modifications and accommodations should be specific to each individual child's LEP level as determined by the WIDA screening or ACCESS, utilizing the WIDA Can Do Descriptors.

- Pre-teach or preview vocabulary
- Repeat or reword directions
- Have students repeat directions
- Use of small group instruction
- Scaffold language based on their Can Do Descriptors
- Alter materials and requirements according to Can Do Descriptors
- Adjust number of paragraphs or length of writing according to their Can Do Descriptor
- TPR (Total Physical Response-Sheltered Instruction strategy) Demonstrate concepts through multi sensory forms such as with body language, intonation
- Pair visual prompts with verbal presentations
- Repetition and additional practice
- Model skills and techniques to be mastered
- Native Language translation (peer, assistive technology, bilingual dictionary)
- Emphasize key words or critical information by highlighting
- Use of graphic organizers
- Scaffold with prompts for sentence starters
- Check for understanding with more frequency
- Use of self-assessment rubrics
- Increase one-on-one conferencing; frequent check ins
- Use study guide to organize materials
- Make vocabulary words available in a student created vocabulary notebook, vocabulary bank, Word Wall, or vocabulary ring
- Extended time
- Select text complexity and tiered vocabulary according to Can Do Descriptors
- Projects completed individually or with partners
- Use online dictionary that includes images for words:
http://visual.merriamwebster.com/.
- Use online translator to assist students with pronunciation:
http://www.reverso.net/text_translation.aspx?lang=EN.

Students at Risk of Failure:

- Use of self-assessment rubrics for check-in
- Pair visual prompts with verbal presentations
- Ask students to restate information and/or directions
- Opportunity for repetition and additional practice
- Model skills/techniques to be mastered
- Extended time
- Provide copy of class notes
- Strategic seating with a purpose
- Provide students opportunity to make corrections and/or explain their answers
- Support organizational skills
- Check daily planner
- Encourage student to proofread work
- Assign a peer buddy
- Build on students' strengths based on Multiple Intelligences: Linguistic (verbal); Logical (reasoning); Musical/Rhythmic; Intrapersonal Intelligence (understanding of self); Visual Spatial Intelligence; Interpersonal Intelligence (the ability to interact with others effectively); Kinesthetic (bodily); Naturalist Intelligence; and Learning Styles: Visual; Auditory; Tactile; Kinesthetic; Verbal

High Achieving:

Extension Activities
- Allow for student choice from a menu of differentiated outcomes; choices grouped by complexity of thinking skills; variety of options enable students to work in the mode that most interests them
- Allow students to pursue independent projects based on their individual interests
- Provide enrichment activities that include more complex material
- Allow opportunities for peer collaboration and team-teaching
- Set individual goals
- Conduct research and provide presentation of appropriate topics
- Provide students opportunity to design surveys to generate and analyze data to be be used in discussion
- Allow students to move through the assignment at their own pace (as appropriate)

Strategies to Differentiate to Meet the Needs of a Diverse Learning Population
- Vocabulary Sorts-students engage with the vocabulary word by sorting into groups of similar/different rather than memorizing definitions
- Provide "Realia" (real life objects to relate to the five senses) and ask questions relating to the senses
- Role Play-students create or participate in role playing situations or Reader's Theater
- Moving Circle-an inside and outside circle partner and discuss, circles moves to new partner (Refer to Kagan Differentiated Strategies)
- Brainstorm Carousel-Large Post Its around the room, group moves in a carousel to music. Group discusses topic and responses on paper. Groups rotate twice to see comments of others. (Refer to Kagan Differentiated Strategies)
- Gallery Walk-Objects, books, or student work is displayed. Students examine artifacts and rotate.

- Chunking-chunk reading, tests, questions, homework, etc to focus on particular elements.
- Think Pair Share Write
- Think Talk Write
- Think Pair Share
- Note-taking -can be done through words, pictures, phrases, and sentences depending on level
- KWL (Know, Want to Know, Learned)/KWHL(Know, What to Know, How Will I Learn, learned)/KWLS (Know, Want to Know, Learned, Still Want to Know) /KWLQ (Know, What to Know, Learned, Questions I Still Have) Charts
- Corners Cooperative Learning Strategy:
http://cooperativelearningstrategies.pbworks.com/w/page/28234420/Corners.
- Circle Map strategy- place the main topic in a small circle and add student ideas in a bigger circle around the topic. Students may use their native language with peers to brainstorm.
- Flexible grouping -as a whole class, a small group, or with a partner, temporary groups are created:
http://www.teachhub.com/flexible-grouping-differentiated-instruction-strategy.
- Jigsaw Activities -cooperative learning in a group, each group member is responsible for becoming an "expert" on one section of the assigned material and then "teaching" it to the other members of the team: http://www.adlit.org/strategies/22371/.

Technology Integration

__x__ **8.1 Educational Technology:**
All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and create and communicate knowledge.

_____ **8.2 Technology Integration, Engineering, Design and Computational Thinking - Programming**
All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

Unit Plan Title	One World, Many Paths
Suggested Time Frame	Continuous

Overview / Rationale

Students will explore visual art in a variety of cultures. During this unit, students will both explore art from around the world, in addition to replicating how specific elements and principles of visual art are used in different cultures. Students and teachers will have the ability to explore cultures that are meaningful to them, or may be part of a larger unit with other content areas.

Stage 1 – Desired Results

Established Goals

New Jersey Student Learning Standards for Visual and Performing Arts: By the end of grade 8, those students choosing VISUAL ART as their required area of specialization demonstrate COMPETENCY in the following content knowledge and skills.

1.1 The Creative Process: All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.

Content Statement	Indicator #	Indicator
Art is a universal language. Visual communication through art crosses cultural and language barriers throughout time.	1.1.8.D.1	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.
The study of masterworks of art from diverse cultures and different historical eras assists in understanding specific cultures.	1.1.8.D.2	Compare and contrast various masterworks of art from diverse cultures, and identify elements of the works that relate to specific cultural heritages.
1.2 History of the Arts and Culture: All students will understand the role, development, and influence of the arts throughout history and across cultures.		
Technological changes have and will continue to substantially influence the development and nature of the arts.	1.2.8.A.1	Map historical innovations in dance, music, theatre, and visual art that were caused by the creation of new technologies.
Tracing the histories of dance, music, theatre, and visual art in world cultures provides insight into the lives of people and their values.	1.2.8.A.2	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.
The arts reflect cultural mores and personal aesthetics throughout the ages.	1.2.8.A.3	Analyze the social, historical, and political impact of artists on culture and the impact of culture on the arts.

1.3 Performance: All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.		
The creation of art is driven by the principles of balance, harmony, unity, emphasis, proportion, and rhythm/movement.	1.3.8.D.1	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).
Themes in art are often communicated through symbolism, allegory, or irony. There are a wide variety of art mediums, each having appropriate tools and processes for the production of artwork. Fluency in these mediums, and the use of the appropriate tools associated with working in these mediums, are components of art making.	1.3.8.D.2	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.
The classification of art into various art genres depends on the formal aspects of visual statements (e.g., physical properties, theoretical components, cultural context). Many genres of art are associated with discipline-specific arts terminology.	1.3.8.D.3	Identify genres of art (including realism, abstract/nonobjective art, and conceptual art) within various contexts using appropriate art vocabulary, and solve hands-on visual problems using a variety of genre styles.
Universal themes exist in art across historical eras and cultures. Art may embrace multiple solutions to a problem.	1.3.8.D.4	Delineate the thematic content of multicultural artworks, and plan, design, and execute multiple solutions to challenging visual arts problems, expressing similar thematic content.
Each of the many genres of art is associated with discipline-specific arts terminology and a stylistic approach to art making.	1.3.8.D.5	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.
The visual possibilities and inherent qualities of traditional and contemporary art materials (including digital media) may inform choices about visual communication and art-making techniques.	1.3.8.D.6	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.

1.4 Aesthetic Responses & Critique Methodologies: All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.		
Contextual clues to artistic intent are embedded in artworks. Analysis of archetypal or consummate works of art requires knowledge and understanding of culturally specific art within historical contexts.	1.4.8.A.1	Generate observational and emotional responses to diverse culturally and historically specific works of dance, music, theatre, and visual art
Art may be used for utilitarian and non-utilitarian purposes.	1.4.8.A.2	Identify works of dance, music, theatre, and visual art that are used for utilitarian and non-utilitarian purposes.
Artistic styles, trends, movements, and historical responses to various genres of art evolve over time.	1.4.12.A.3	Develop informed personal responses to an assortment of artworks across the four arts disciplines (dance, music, theatre, and visual art), using historical significance, craftsmanship, cultural context, and originality as criteria for assigning value to the works.
Abstract ideas may be expressed in works of dance, music, theatre, and visual art using a genre's stylistic traits.	1.4.8.A.4	Compare and contrast changes in the accepted meanings of known artworks over time, given shifts in societal norms, beliefs, or values.
Assessing a work of art without critiquing the artist requires objectivity and an understanding of the work's content and form.	1.4.8.B.1	Evaluate the effectiveness of a work of art by differentiating between the artist's technical proficiency and the work's content or form.
Visual fluency is the ability to differentiate formal and informal structures and objectively apply observable criteria to the assessment of artworks, without consideration of the artist.	1.4.8.B.2	Differentiate among basic formal structures and technical proficiency of artists in works of dance, music, theatre, and visual art.
Universal elements of art and principles of design apply equally to artwork across cultures and historical eras.	1.4.8.B.3	Compare and contrast examples of archetypal subject matter in works of art from diverse cultural contexts and historical eras by writing critical essays.

National Core Art Standards for Visual Art
Artistic Strand: Creating
Anchor Standard 1: Generate and conceptualize artistic ideas and work.
Enduring Understanding: Creativity and innovative thinking are essential life skills that can be developed.

Essential Question(s): What conditions, attitudes, and behaviors support creativity and innovative thinking? What factors prevent or encourage people to take creative risks? How does collaboration expand the creative process?			
Investigate - Plan - Make	*6th Grade*	*7th Grade*	*8th Grade*
	VA:Cr1.1.6a: Combine concepts collaboratively to generate innovative ideas for creating art.	VA:Cr1.1.7a: Apply methods to overcome creative blocks.	VA:Cr1.1.8a: Document early stages of the creative process visually and/or verbally in traditional or new media.
Enduring Understanding: Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art making goals.			
Essential Question(s): How does knowing the contexts histories, and traditions of art forms help us create works of art and design? Why do artists follow or break from established traditions? How do artists determine what resources and criteria are needed to formulate artistic investigations?			
Investigate - Plan - Make	*6th Grade*	*7th Grade*	*8th Grade*
	VA:Cr1.2.6a: Formulate an artistic investigation of personally relevant content for creating art.	VA:Cr1.2.7a: Develop criteria to guide making a work of art or design to meet an identified goal.	VA:Cr1.2.8a: Collaboratively shape an artistic investigation of an aspect of present day life using a contemporary practice of art and design.
Anchor Standard 2: Organize and develop artistic ideas and work.			
Enduring Understanding: Artists and designers experiment with forms, structures, materials, concepts, media, and art making approaches			
Essential Question(s): How do artists work? How do artists and designers determine whether a particular direction in their work is effective? How do artists and designers learn from trial and error?			
Investigate	*6th Grade*	*7th Grade*	*8th Grade*
	VA:Cr2.1.6a: Demonstrate openness in trying new ideas, materials, methods, and approaches in making works of art and design.	VA:Cr2.1.7a: Demonstrate persistence in developing skills with various materials, methods, and approaches in creating works of art or design.	VA:Cr2.1.8a: Demonstrate willingness to experiment, innovate, and take risks to pursue ideas, forms, and meanings that emerge in the process of art making or designing.
Enduring Understanding: Artists and designers balance experimentation and safety, freedom and responsibility while developing and creating artworks.			
Essential Question(s): How do artists and designers care for and maintain materials, tools, and equipment? Why is it important for safety and health to understand and follow correct procedures in handling materials, tools, and equipment? What responsibilities come with the freedom to create?			
Investigate	*6th Grade*	*7th Grade*	*8th Grade*
	VA:Cr2.2.6a: Explain environmental implications of conservation, care, and	VA:Cr2.2.7a: Demonstrate awareness of ethical responsibility to oneself and others	VA:Cr2.2.8a: Demonstrate awareness of practices, issues, and ethics of appropriation, fair use,

	clean-up of art materials, tools, and equipment.	when posting and sharing images and other materials through the Internet, social media, and other communication formats.	copyright, open source, and creative commons as they apply to creating works of art and design.

Enduring Understanding: People create and interact with objects, places, and design that define, shape, enhance, and empower their lives.

Essential Question(s): How do objects, places, and design shape lives and communities? How do artists and designers determine goals for designing or redesigning objects, places, or systems? How do artists and designers create works of art or design that effectively communicate?

Investigate	*6th Grade*	*7th Grade*	*8th Grade*
	VA:Cr2.3.6a: Design or redesign objects, places, or systems that meet the identified needs of diverse users.	VA:Cr2.3.7a: Apply visual organizational strategies to design and produce a work of art, design, or media that clearly communicates information or ideas.	VA:Cr2.3.8a: Select, organize, and design images and words to make visually clear and compelling presentations.

Anchor Standard 3: Refine and complete artistic work.

Enduring Understanding: Artist and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time.

Essential Question(s): What role does persistence play in revising, refining, and developing work? How do artists grow and become accomplished in art forms? How does collaboratively reflecting on a work help us experience it more completely?

Reflect - Refine - Continue	*6th Grade*	*7th Grade*	*8th Grade*
	VA:Cr3.1.6a: Reflect on whether personal artwork conveys the intended meaning and revise accordingly.	VA:Cr3.1.7a: Reflect on and explain important information about personal artwork in an artist statement or another format.	VA:Cr3.1.8a: Apply relevant criteria to examine, reflect on, and plan revisions for a work of art or design in progress.

Artistic Strand: Presenting

Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.

Enduring Understanding: Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting, and curating objects artifacts, and artworks for preservation and presentation.

Essential Question(s): How are artworks cared for and by whom? What criteria, methods, and processes are used to select work for preservation or presentation? Why do people value objects, artifacts, and artworks, and select them for presentation?

	6th Grade	*7th Grade*	*8th Grade*
	VA:Pr4.1.6a: Analyze similarities and differences associated with preserving and presenting two	VA:Pr4.1.7a: Compare and contrast how technologies have changed the way artwork is preserved,	VA:Pr4.1.8a: Develop and apply criteria for evaluating a collection of artwork for presentation.

	dimensional, three dimensional, and digital artwork.	presented, and experienced.	

Anchor Standard 5: Develop and refine artistic techniques and work for presentation.

Enduring Understanding: Artists, curators and others consider a variety of factors and methods including evolving technologies when preparing and refining artwork for display and or when deciding if and how to preserve and protect it.

Essential Question(s): What methods and processes are considered when preparing artwork for presentation or preservation? How does refining artwork affect its meaning to the viewer? What criteria are considered when selecting work for presentation, a portfolio, or a collection?

Analyze	*6th Grade*	*7th Grade*	*8th Grade*
	VA:Pr5.1.6a: Individually or collaboratively, develop a visual plan for displaying works of art, analyzing exhibit space, the needs of the viewer, and the layout of the exhibit.	VA:Pr5.1.7a: Based on criteria, analyze and evaluate methods for preparing and presenting art.	VA:Pr5.1.8a: Collaboratively prepare and present selected theme based artwork for display, and formulate exhibition narratives for the viewer.

Anchor Standard 6: Convey meaning through the presentation of artistic work.

Enduring Understanding: Objects, artifacts, and artworks collected, preserved, or presented either by artists, museums, or other venues communicate meaning and a record of social, cultural, and political experiences resulting in the cultivating of appreciation and understanding.

Essential Question(s): What is an art museum? How does the presenting and sharing of objects, artifacts, and artworks influence and shape ideas, beliefs, and experiences? How do objects, artifacts, and artworks collected, preserved, or presented, cultivate appreciation and understanding?

Share	*6th Grade*	*7th Grade*	*8th Grade*
	VA:Pr6.1.6a: Assess, explain, and provide evidence of how museums or other venues reflect history and values of a community.	VA:Pr6.1.7a: Compare and contrast viewing and experiencing collections and exhibitions in different venues.	VA:Pr6.1.8a: Analyze why and how an exhibition or collection may influence ideas, beliefs, and experiences.

Artistic Strand: Responding

Anchor Standard 7: Perceive and analyze artistic work.

Enduring Understanding: Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments.

Essential Question: What conditions, attitudes, and behaviors support creativity and innovative thinking? What factors prevent or encourage people to take creative risks? How does collaboration expand the creative process?

Perceive	*6th Grade*	*7th Grade*	*8th Grade*
	VA:Re.7.1.6a: Identify and interpret works of art	VA:Re.7.1.7a: Explain how the method of	VA:Re.7.1.8a: Explain how a person's aesthetic

	or design that reveal how people live around the world and what they value.	display, the location, and the experience of an artwork influence how it is perceived and valued.	choices are influenced by culture and environment and impact the visual image that one conveys to others.

Enduring Understanding: Visual imagery influences understanding of and responses to the world.

Essential Question(s): What is an image? Where and how do we encounter images in our world? How do images influence our views of the world?

Perceive	*6th Grade*	*7th Grade*	*8th Grade*
	VA:Re.7.2.6a: Analyze ways that visual components and cultural associations suggested by images influence ideas, emotions, and actions.	VA:Re.7.2.7a: Analyze multiple ways that images influence specific audiences.	VA:Re.7.2.8a: Compare and contrast contexts and media in which viewers encounter images that influence ideas, emotions, and actions.

Anchor Standard 8: Interpret intent and meaning in artistic work.

Enduring Understanding: People gain insights into meanings of artworks by engaging in the process of art criticism.

Essential Question(s): What is the value of engaging in the process of art criticism? How can the viewer "read" a work of art as text? How does knowing and using visual art vocabularies help us understand and interpret works of art?

Analyze	*6th Grade*	*7th Grade*	*8th Grade*
	VA:Re8.1.6a: Interpret art by distinguishing between relevant and non-relevant contextual information and analyzing subject matter, characteristics of form and structure, and use of media to identify ideas and mood conveyed	VA:Re8.1.7a: Interpret art by analyzing art-making approaches, the characteristics of form and structure, relevant contextual information, subject matter, and use of media to identify ideas and mood conveyed.	VA:Re8.1.8a : Interpret art by analyzing how the interaction of subject matter, characteristics of form and structure, use of media, art-making approaches, and relevant contextual information contributes to understanding messages or ideas and mood conveyed.

Anchor Standard 9: Apply criteria to evaluate artistic work.

Enduring Understanding: People evaluate art based on various criteria.

Essential Question(s): How does one determine criteria to evaluate a work of art? How and why might criteria vary? How is a personal preference different from an evaluation?

Interpret	*6th Grade*	*7th Grade*	*8th Grade*
	VA:Re9.1.6a: Develop and apply relevant criteria to evaluate a work of art.	VA:Re9.1.7a: Compare and explain the difference between an evaluation of an artwork based on personal criteria and an evaluation of an artwork based on a set of established criteria.	VA:Re9.1.8a: Create a convincing and logical argument to support an evaluation of art.

Artistic Strand: Connecting			
Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.			
Enduring Understanding: Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.			
Essential Question(s): How does engaging in creating art enrich people's lives? How does making art attune people to their surroundings? How do people contribute to awareness and understanding of their lives and the lives of their communities through art making?			
Synthesize	*6th Grade*	*7th Grade*	*8th Grade*
	VA:Cn10.1.6a: Generate a collection of ideas reflecting current interests and concerns that could be investigated in art making.	VA:Cn10.1.7a: Individually or collaboratively create visual documentation of places and times in which people gather to make and experience art or design in the community.	VA:Cn10.1.8a: Make art collaboratively to reflect on and reinforce positive aspects of group identity.
Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding			
Enduring Understanding: People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art.			
Essential Question(s): How does art help us understand the lives of people of different times, places, and cultures? How is art used to impact the views of a society? How does art preserve aspects of life?			
Relate	*6th Grade*	*7th Grade*	*8th Grade*
	VA:Cn11.1.6a: Analyze how art reflects changing times, traditions, resources, and cultural uses.	VA:Cn11.1.7a: Analyze how response to art is influenced by understanding the time and place in which it was created, the available resources, and cultural uses.	VA:Cn11.1.8a: Distinguish different ways art is used to represent, establish, reinforce, and reflect group identity.

Essential Questions:	Enduring Understandings:
● In what ways does visual art reflect as well as shape culture? ● How does the media/mediums used for visual art across various culture, impact the overall cultural impact to the global community? ● How does technology impact the visual arts of various cultures?	● The relationship between visual arts and culture is mutually dependent; culture affects the arts, and the arts reflect and preserve culture.
Knowledge: *Students will know…* ● The influences of cultural differences that lead to different forms of artistic expression.	**Skills:** *Students will be able to…* ● Utilize online resources for Art research.

● Major visual art contributions by various cultures and communities. ● Technology has, and will continue, to impact the creation of visual art across various cultures and communities.	● Identify common artistic characteristics across cultures. ● Create original work based in artistic traditions of different cultures. ● Reflect on and self-assess their work. ● Share work and engage in positive critique with each other.

In this unit plan, the following 21st Century Life and Careers skills are addressed:			
Check ALL that apply – **21ˢᵗ Century Themes**		**Indicate whether these skills are:** ● **E – encouraged** ● **T – taught** ● **A – assessed** **Career Ready Practices**	
9.1 nal **Financial Literacy**		ETA	Act as a responsible and uting citizen and employee.
	he and Careers	ETA	Apply appropriate academic nnical skills.
	y Management		Attend to personal health and l well-being.
	t and Debt Management	ETA	Communicate clearly and ely and with reason.
	ing, Saving, and Investing	ETA	Consider the environmental, nd economic impacts of ns.
X	ming a Critical Consumer	ETA	Demonstrate creativity and ion.
	Financial Responsibility	ET	Employ valid and reliable n strategies.
	ng and Protecting	ETA	Utilize critical thinking to make f problems and persevere in them.
9.2 er **Awareness, Exploration,** Preparation		ETA	Model integrity, ethical hip and effective management.
X	r Awareness	E	. Plan education and career paths to personal goals.
X	r Exploration	ETA	. Use technology to enhance ivity.
	r Preparation	ETA	. Work productively in teams sing cultural global competence.

Interdisciplinary Connections
N.J. Student Learning Standards for Social Studies   6.1 U.S. History: America in the World. All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities

N.J. Student Learning Standards for Math
6G-A-Solve real-world and mathematical problems involving area, surface area, and volume.
N.J. Student Learning Standards for English Language Arts
W8.1- Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
W.8.9. -Draw evidence from literary or informational texts to support analysis, reflection, and research.

Student Resources
Students will use a variety of visual art supplies, at the discretion of the instructor. These supplies may include paints, card board, news papers, found objects, old magazines and other visual art materials.

Teacher Resources
● Teacher created handouts ● Appropriate web-based videos regarding various Visual Art techniques ● Platform for an Online Classroom(Google Classroom) ● Appropriate web-based platforms for visual art education

Stage 2 – Assessment Evidence

Performance Task(s):	Other Evidence:
● Use of various Visual Art techniques ● Literary blog responses ● Self-Critiques ● Completion of final projects, that reflect a specific learning objective ● Creation of various 3-D visual art projects, using the style/techniques of various global cultures and communities.	● Sketchbook ● Teacher/student created online quizzes ● Class participation ● Use of a variety of visual art techniques

Stage 3 – Learning Plan

Instructional Strategies	Descriptions
Suggested Learning Activities	Curate a Show: With Google Classroom and Google Earth, create a virtual show highlighting sculptural Art around the Globe. Blogging to Understand Art History: Cooperative learning assignment where each group analyzes, summarizes and posts the progression of major art movement. Round the Globe: Creation of original 3-D art work using techniques and materials from different cultures. such as Mexican tin art, African tribal masks,Japanese origami. What do we have in Common: Identification of the use of Elements and Principles across culture.

Accommodations and Modifications
Below please find a list of suggestions for accommodations and modifications to meet the diverse needs of our students. Teachers should consider this a resource and understand that they are not limited to the recommendations included below.

An accommodation changes HOW a student learns; the change needed does not alter the grade-level standard. A modification changes WHAT a student learns; the change alters the grade-level expectation.

Special Education and 504 Plans
All modifications and accommodations must be specific to each individual child's IEP (Individualized Educational Plan) or 504 Plan.

- Pre-teach or preview vocabulary
- Repeat or reword directions
- Have students repeat directions
- Use of small group instruction
- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments
- Repetition and time for additional practice
- Model skills/techniques to be mastered
- Extended time to complete task/assignment/work
- Provide a copy of class notes
- Strategic seating (with a purpose - eg. less distraction)
- Flexible seating
- Repetition and additional practice
- Use of manipulatives
- Use of assistive technology (as appropriate)
- Assign a peer buddy
- Emphasize key words or critical information by highlighting
- Use of graphic organizers
- Scaffold with prompts for sentence starters
- Check for understanding with more frequency
- Provide oral reminders and check student work during independent practice
- Chunk the assignment - broken up into smaller units, work submitted in phases
- Encourage student to proofread assignments and tests
- Provide regular home/school communication
- Teacher checks student planner
- Provide student with clear expectations in writing and grading criteria for assignments (rubrics)

Testing Accommodations:
Students should receive all testing accommodations for Benchmark assessments that they receive for State testing.

- Setting: Alternate setting for assessments, small groups, screens to block distractions
- Presentation: large print, test readers, use of audio, fewer questions on each page
- Response: answer verbally, use large block answer sheet, speech-to-text dictation, accept short answers
- Allow for retakes
- Provide study guides
- Use of reference aids such as glossary
- Choice of test format (multiple-choice, essay, true-false)

- Alternate ways to evaluate (projects or oral presentations instead of written tests)
- Open-book or open-note tests

English Language Learners:
All modifications and accommodations should be specific to each individual child's LEP level as determined by the WIDA screening or ACCESS, utilizing the WIDA Can Do Descriptors.

- Pre-teach or preview vocabulary
- Repeat or reword directions
- Have students repeat directions
- Use of small group instruction
- Scaffold language based on their Can Do Descriptors
- Alter materials and requirements according to Can Do Descriptors
- Adjust number of paragraphs or length of writing according to their Can Do Descriptor
- TPR (Total Physical Response-Sheltered Instruction strategy) Demonstrate concepts through multi sensory forms such as with body language, intonation
- Pair visual prompts with verbal presentations
- Repetition and additional practice
- Model skills and techniques to be mastered
- Native Language translation (peer, assistive technology, bilingual dictionary)
- Emphasize key words or critical information by highlighting
- Use of graphic organizers
- Scaffold with prompts for sentence starters
- Check for understanding with more frequency
- Use of self-assessment rubrics
- Increase one-on-one conferencing; frequent check ins
- Use study guide to organize materials
- Make vocabulary words available in a student created vocabulary notebook, vocabulary bank, Word Wall, or vocabulary ring
- Extended time
- Select text complexity and tiered vocabulary according to Can Do Descriptors
- Projects completed individually or with partners
- Use online dictionary that includes images for words: http://visual.merriamwebster.com/.
- Use online translator to assist students with pronunciation: http://www.reverso.net/text_translation.aspx?lang=EN.

Students at Risk of Failure:

- Use of self-assessment rubrics for check-in
- Pair visual prompts with verbal presentations
- Ask students to restate information and/or directions
- Opportunity for repetition and additional practice
- Model skills/techniques to be mastered
- Extended time
- Provide copy of class notes
- Strategic seating with a purpose
- Provide students opportunity to make corrections and/or explain their answers

- Support organizational skills
- Check daily planner
- Encourage student to proofread work
- Assign a peer buddy
- Build on students' strengths based on Multiple Intelligences: Linguistic (verbal); Logical (reasoning); Musical/Rhythmic; Intrapersonal Intelligence (understanding of self); Visual Spatial Intelligence; Interpersonal Intelligence (the ability to interact with others effectively); Kinesthetic (bodily); Naturalist Intelligence; and Learning Styles: Visual; Auditory; Tactile; Kinesthetic; Verbal

High Achieving:

Extension Activities
- Allow for student choice from a menu of differentiated outcomes; choices grouped by complexity of thinking skills; variety of options enable students to work in the mode that most interests them
- Allow students to pursue independent projects based on their individual interests
- Provide enrichment activities that include more complex material
- Allow opportunities for peer collaboration and team-teaching
- Set individual goals
- Conduct research and provide presentation of appropriate topics
- Provide students opportunity to design surveys to generate and analyze data to be be used in discussion
- Allow students to move through the assignment at their own pace (as appropriate)

Strategies to Differentiate to Meet the Needs of a Diverse Learning Population
- Vocabulary Sorts-students engage with the vocabulary word by sorting into groups of similar/different rather than memorizing definitions
- Provide "Realia" (real life objects to relate to the five senses) and ask questions relating to the senses
- Role Play-students create or participate in role playing situations or Reader's Theater
- Moving Circle-an inside and outside circle partner and discuss, circles moves to new partner (Refer to Kagan Differentiated Strategies)
- Brainstorm Carousel-Large Post Its around the room, group moves in a carousel to music. Group discusses topic and responses on paper. Groups rotate twice to see comments of others. (Refer to Kagan Differentiated Strategies)
- Gallery Walk-Objects, books, or student work is displayed. Students examine artifacts and rotate.
- Chunking-chunk reading, tests, questions, homework, etc to focus on particular elements.
- Think Pair Share Write
- Think Talk Write
- Think Pair Share
- Note-taking -can be done through words, pictures, phrases, and sentences depending on level
- KWL (Know, Want to Know, Learned)/KWHL(Know, What to Know, How Will I Learn, learned)/KWLS (Know, Want to Know, Learned, Still Want to Know) /KWLQ (Know, What to Know, Learned, Questions I Still Have) Charts
- Corners Cooperative Learning Strategy:

http://cooperativelearningstrategies.pbworks.com/w/page/28234420/Corners.
- Circle Map strategy- place the main topic in a small circle and add student ideas in a bigger circle around the topic. Students may use their native language with peers to brainstorm.
- Flexible grouping -as a whole class, a small group, or with a partner, temporary groups are created: http://www.teachhub.com/flexible-grouping-differentiated-instruction-strategy.
- Jigsaw Activities -cooperative learning in a group, each group member is responsible for becoming an "expert" on one section of the assigned material and then "teaching" it to the other members of the team: http://www.adlit.org/strategies/22371/.

Technology Integration

__x__8.1 Educational Technology:
All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and create and communicate knowledge.
____8.2 Technology Integration, Engineering, Design and Computational Thinking - Programming
All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

Unit Plan Title	Elements & Principles of Art
Suggested Time Frame	Continuous and ongoing

Overview / Rationale

Students will explore the use of the elements and principles of visual art during this unit. By the end of this unit, students will have an understanding for these, and understand how they make for stronger visual artists. These include Elements: line, shape, form, value, space, color, and texture; Principles: Rhythm, balance, emphasis, proportion, gradation, harmony, variety, and movement. Teachers will choose specific elements and principles based on the project, theme, and grade level.

Stage 1 – Desired Results

Established Goals

New Jersey Student Learning Standards for Visual and Performing Arts: By the end of grade 8, those students choosing VISUAL ART as their required area of specialization demonstrate COMPETENCY in the following content knowledge and skills.

1.1 The Creative Process: All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.

Content Statement	Indicator #	Indicator
Art is a universal language. Visual communication through art crosses cultural and language barriers throughout time.	1.1.8.D.1	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.
The study of masterworks of art from diverse cultures and different historical eras assists in understanding specific cultures.	1.1.8.D.2	Compare and contrast various masterworks of art from diverse cultures, and identify elements of the works that relate to specific cultural heritages.

1.2 History of the Arts and Culture: All students will understand the role, development, and influence of the arts throughout history and across cultures.

Technological changes have and will continue to substantially influence the development and nature of the arts.	1.2.8.A.1	Map historical innovations in dance, music, theatre, and visual art that were caused by the creation of new technologies.
Tracing the histories of dance, music, theatre, and visual art in world cultures provides insight into the lives of people and their values.	1.2.8.A.2	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.
The arts reflect cultural mores and personal aesthetics throughout the ages.	1.2.8.A.3	Analyze the social, historical, and political impact of artists on culture and the impact of culture on the arts.

1.3 Performance: All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.

The creation of art is driven by the principles of balance, harmony, unity, emphasis, proportion, and rhythm/movement.	1.3.8.D.1	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).
Themes in art are often communicated through symbolism, allegory, or irony. There are a wide variety of art mediums, each having appropriate tools and processes for the production of artwork. Fluency in these mediums, and the use of the appropriate tools associated with working in these mediums, are components of art making.	1.3.8.D.2	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.
The classification of art into various art genres depends on the formal aspects of visual statements (e.g., physical properties, theoretical components, cultural context). Many genres of art are associated with discipline-specific arts terminology.	1.3.8.D.3	Identify genres of art (including realism, abstract/nonobjective art, and conceptual art) within various contexts using appropriate art vocabulary, and solve hands-on visual problems using a variety of genre styles.
Universal themes exist in art across historical eras and cultures. Art may embrace multiple solutions to a problem.	1.3.8.D.4	Delineate the thematic content of multicultural artworks, and plan, design, and execute multiple solutions to challenging visual arts problems, expressing similar thematic content.
Each of the many genres of art is associated with discipline-specific arts terminology and a stylistic approach to art-making.	1.3.8.D.5	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.
The visual possibilities and inherent qualities of traditional and contemporary art materials (including digital media) may inform choices about visual communication and art-making techniques.	1.3.8.D.6	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.
1.4 Aesthetic Responses & Critique Methodologies: All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.		

Contextual clues to artistic intent are embedded in artworks. Analysis of archetypal or consummate works of art requires knowledge and understanding of culturally specific art within historical contexts.	1.4.8.A.1	Generate observational and emotional responses to diverse culturally and historically specific works of dance, music, theatre, and visual art	
Art may be used for utilitarian and non-utilitarian purposes.	1.4.8.A.2	Identify works of dance, music, theatre, and visual art that are used for utilitarian and non-utilitarian purposes.	
Artistic styles, trends, movements, and historical responses to various genres of art evolve over time.	1.4.12.A.3	Develop informed personal responses to an assortment of artworks across the four arts disciplines (dance, music, theatre, and visual art), using historical significance, craftsmanship, cultural context, and originality as criteria for assigning value to the works.	
Abstract ideas may be expressed in works of dance, music, theatre, and visual art using a genre's stylistic traits.	1.4.8.A.4	Compare and contrast changes in the accepted meanings of known artworks over time, given shifts in societal norms, beliefs, or values.	
Assessing a work of art without critiquing the artist requires objectivity and an understanding of the work's content and form.	1.4.8.B.1	Evaluate the effectiveness of a work of art by differentiating between the artist's technical proficiency and the work's content or form.	
Visual fluency is the ability to differentiate formal and informal structures and objectively apply observable criteria to the assessment of artworks, without consideration of the artist.	1.4.8.B.2	Differentiate among basic formal structures and technical proficiency of artists in works of dance, music, theatre, and visual art.	
Universal elements of art and principles of design apply equally to artwork across cultures and historical eras.	1.4.8.B.3	Compare and contrast examples of archetypal subject matter in works of art from diverse cultural contexts and historical eras by writing critical essays.	

National Core Art Standards for Visual Art			
Artistic Strand: Creating			
Anchor Standard 1: Generate and conceptualize artistic ideas and work.			
Enduring Understanding: Creativity and innovative thinking are essential life skills that can be developed.			
Essential Question(s): What conditions, attitudes, and behaviors support creativity and innovative thinking? What factors prevent or encourage people to take creative risks? How does collaboration expand the creative process?			
Investigate - Plan - Make	*6th Grade*	*7th Grade*	*8th Grade*
	VA:Cr1.1.6a: Combine concepts collaboratively to	VA:Cr1.1.7a: Apply methods to overcome creative blocks.	VA:Cr1.1.8a: Document early stages of the creative process visually and/or

			verbally in traditional or new media.

Enduring Understanding: Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art making goals.

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

Investigate - Plan - Make	6th Grade	7th Grade	8th Grade
	VA:Cr1.2.6a: Formulate an artistic investigation of personally relevant content for creating art.	VA:Cr1.2.7a: Develop criteria to guide making a work of art or design to meet an identified goal.	VA:Cr1.2.8a: Collaboratively shape an artistic investigation of an aspect of present day life using a contemporary practice of art and design.

Anchor Standard 2: Organize and develop artistic ideas and work.

Enduring Understanding: Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches

Essential Question(s): How do artists work? How do artists and designers determine whether a particular direction in their work is effective? How do artists and designers learn from trial and error?

Investigate	6th Grade	7th Grade	8th Grade
	VA:Cr2.1.6a: Demonstrate openness in trying new ideas, materials, methods, and approaches in making works of art and design.	VA:Cr2.1.7a: Demonstrate persistence in developing skills with various materials, methods, and approaches in creating works of art or design.	VA:Cr2.1.8a: Demonstrate willingness to experiment, innovate, and take risks to pursue ideas, forms, and meanings that emerge in the process of art making or designing.

Enduring Understanding: Artists and designers balance experimentation and safety, freedom and responsibility while developing and creating artworks.

Essential Question(s): How do artists and designers care for and maintain materials, tools, and equipment? Why is it important for safety and health to understand and follow correct procedures in handling materials, tools, and equipment? What responsibilities come with the freedom to create?

Investigate	6th Grade	7th Grade	8th Grade
	VA:Cr2.2.6a: Explain environmental implications of conservation, care, and clean-up of art materials, tools, and equipment.	VA:Cr2.2.7a: Demonstrate awareness of ethical responsibility to oneself and others when posting and sharing images and other materials through the Internet, social media, and other communication	VA:Cr2.2.8a: Demonstrate awareness of practices, issues, and ethics of appropriation, fair use, copyright, open source, and creative commons as they apply to creating works of art and design.

		formats.	

Enduring Understanding: People create and interact with objects, places, and design that define, shape, enhance, and empower their lives.

Essential Question(s): How do objects, places, and design shape lives and communities? How do artists and designers determine goals for designing or redesigning objects, places, or systems? How do artists and designers create works of art or design that effectively communicate?

Investigate	6th Grade	7th Grade	8th Grade
	VA:Cr2.3.6a: Design or redesign objects, places, or systems that meet the identified needs of diverse users.	VA:Cr2.3.7a: Apply visual organizational strategies to design and produce a work of art, design, or media that clearly communicates information or ideas.	VA:Cr2.3.8a: Select, organize, and design images and words to make visually clear and compelling presentations.

Anchor Standard 3: Refine and complete artistic work.

Enduring Understanding: Artist and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time.

Essential Question(s): What role does persistence play in revising, refining, and developing work? How do artists grow and become accomplished in art forms? How does collaboratively reflecting on a work help us experience it more completely?

Reflect - Refine - Continue	6th Grade	7th Grade	8th Grade
	VA:Cr3.1.6a: Reflect on whether personal artwork conveys the intended meaning and revise accordingly.	VA:Cr3.1.7a: Reflect on and explain important information about personal artwork in an artist statement or another format.	VA:Cr3.1.8a: Apply relevant criteria to examine, reflect on, and plan revisions for a work of art or design in progress.

Artistic Strand: Presenting

Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.

Enduring Understanding: Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting, and curating objects artifacts, and artworks for preservation and presentation.

Essential Question(s): How are artworks cared for and by whom? What criteria, methods, and processes are used to select work for preservation or presentation? Why do people value objects, artifacts, and artworks, and select them for presentation?

	6th Grade	7th Grade	8th Grade
	VA:Pr4.1.6a: Analyze similarities and differences associated with preserving and presenting two dimensional, three dimensional, and digital artwork.	VA:Pr4.1.7a: Compare and contrast how technologies have changed the way artwork is preserved, presented, and experienced.	VA:Pr4.1.8a: Develop and apply criteria for evaluating a collection of artwork for presentation.

Anchor Standard 5: Develop and refine artistic techniques and work for presentation.

Enduring Understanding: Artists, curators and others consider a variety of factors and methods including evolving technologies when preparing and refining artwork for display and or when deciding if and how to preserve and protect it.			
Essential Question(s): What methods and processes are considered when preparing artwork for presentation or preservation? How does refining artwork affect its meaning to the viewer? What criteria are considered when selecting work for presentation, a portfolio, or a collection?			

Analyze	*6th Grade*	*7th Grade*	*8th Grade*
	VA:Pr5.1.6a: Individually or collaboratively, develop a visual plan for displaying works of art, analyzing exhibit space, the needs of the viewer, and the layout of the exhibit.	VA:Pr5.1.7a: Based on criteria, analyze and evaluate methods for preparing and presenting art.	VA:Pr5.1.8a: Collaboratively prepare and present selected theme based artwork for display, and formulate exhibition narratives for the viewer.

Anchor Standard 6: Convey meaning through the presentation of artistic work.			
Enduring Understanding: Objects, artifacts, and artworks collected, preserved, or presented either by artists, museums, or other venues communicate meaning and a record of social, cultural, and political experiences resulting in the cultivating of appreciation and understanding.			
Essential Question(s): What is an art museum? How does the presenting and sharing of objects, artifacts, and artworks influence and shape ideas, beliefs, and experiences? How do objects, artifacts, and artworks collected, preserved, or presented, cultivate appreciation and understanding?			

Share	*6th Grade*	*7th Grade*	*8th Grade*
	VA:Pr6.1.6a: Assess, explain, and provide evidence of how museums or other venues reflect history and values of a community.	VA:Pr6.1.7a: Compare and contrast viewing and experiencing collections and exhibitions in different venues.	VA:Pr6.1.8a: Analyze why and how an exhibition or collection may influence ideas, beliefs, and experiences.

Artistic Strand: Responding

Anchor Standard 7: Perceive and analyze artistic work.			
Enduring Understanding: Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments.			
Essential Question: What conditions, attitudes, and behaviors support creativity and innovative thinking? What factors prevent or encourage people to take creative risks? How does collaboration expand the creative process?			

Perceive	*6th Grade*	*7th Grade*	*8th Grade*
	VA:Re.7.1.6a: Identify and interpret works of art or design that reveal how people live around	VA:Re.7.1.7a: Explain how the method of display, the location, and the experience of an artwork influence	VA:Re.7.1.8a: Explain how a person's aesthetic choices are influenced by culture and environment and

	the world and what they value.	how it is perceived and valued.	impact the visual image that one conveys to others.

Enduring Understanding: Visual imagery influences understanding of and responses to the world.

Essential Question(s): What is an image? Where and how do we encounter images in our world? How do images influence our views of the world?

Perceive	*6th Grade*	*7th Grade*	*8th Grade*
	VA:Re.7.2.6a: Analyze ways that visual components and cultural associations suggested by images influence ideas, emotions, and actions.	VA:Re.7.2.7a: Analyze multiple ways that images influence specific audiences.	VA:Re.7.2.8a: Compare and contrast contexts and media in which viewers encounter images that influence ideas, emotions, and actions.

Anchor Standard 8: Interpret intent and meaning in artistic work.

Enduring Understanding: People gain insights into meanings of artworks by engaging in the process of art criticism.

Essential Question(s): What is the value of engaging in the process of art criticism? How can the viewer "read" a work of art as text? How does knowing and using visual art vocabularies help us understand and interpret works of art?

Analyze	*6th Grade*	*7th Grade*	*8th Grade*
	VA:Re8.1.6a: Interpret art by distinguishing between relevant and non-relevant contextual information and analyzing subject matter, characteristics of form and structure, and use of media to identify ideas and mood conveyed.	VA:Re8.1.7a: Interpret art by analyzing art making approaches, the characteristics of form and structure, relevant contextual information, subject matter, and use of media to identify ideas and mood conveyed.	VA:Re8.1.8a : Interpret art by analyzing how the interaction of subject matter, characteristics of form and structure, use of media, art making approaches, and relevant contextual information contributes to understanding messages or ideas and mood conveyed.

Anchor Standard 9: Apply criteria to evaluate artistic work.

Enduring Understanding: People evaluate art based on various criteria.

Essential Question(s): How does one determine criteria to evaluate a work of art? How and why might criteria vary? How is a personal preference different from an evaluation?

Interpret	*6th Grade*	*7th Grade*	*8th Grade*
	VA:Re9.1.6a: Develop and apply relevant criteria to evaluate a work of art.	VA:Re9.1.7a: Compare and explain the difference between an evaluation of an artwork based on personal criteria and an evaluation of an artwork based on a set of established criteria.	VA:Re9.1.8a: Create a convincing and logical argument to support an evaluation of art.

Artistic Strand: Connecting			
Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.			
Enduring Understanding: Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.			
Essential Question(s): How does engaging in creating art enrich people's lives? How does making art attune people to their surroundings? How do people contribute to awareness and understanding of their lives and the lives of their communities through art-making?			
Synthesize	*6th Grade*	*7th Grade*	*8th Grade*
	VA:Cn10.1.6a: Generate a collection of ideas reflecting current interests and concerns that could be investigated in art making.	VA:Cn10.1.7a: Individually or collaboratively create visual documentation of places and times in which people gather to make and experience art or design in the community.	VA:Cn10.1.8a: Make art collaboratively to reflect on and reinforce positive aspects of group identity.
Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding			
Enduring Understanding: People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art.			
Essential Question(s): How does art help us understand the lives of people of different times, places, and cultures? How is art used to impact the views of a society? How does art preserve aspects of life?			
Relate	*6th Grade*	*7th Grade*	*8th Grade*
	VA:Cn11.1.6a: Analyze how art reflects changing times, traditions, resources, and cultural uses.	VA:Cn11.1.7a: Analyze how response to art is influenced by understanding the time and place in which it was created, the available resources, and cultural uses.	VA:Cn11.1.8a: Distinguish different ways art is used to represent, establish, reinforce, and reflect group identity.

Essential Questions:	Enduring Understandings:
● What are the visual elements and principles that make for stronger 3-D visual art? ● How can each of the specific elements & principles of art be applied to create successful pieces of 3-D art?	● Each element & principle of art adds a different quality to a piece of 3-D visual art. ● Employing elements and principles make for more powerful or attractive sculptural pieces.
Knowledge: *Students will know…* ● The Elements of Design (Line, Shape, Form, Space, Color, Value, Texture).	**Skills:** *Students will be able to…* ● Collect images demonstrating knowledge of each of the Elements and Principles of Design.

● The Principles of Design (Pattern, Movement, Contrast, Balance, Unity, Emphasis, Rhythm). ● Using both elements & principles will create successful pieces of 3-D visual art.	● Create effective compositions because of their knowledge of the Elements & Principles. ● Create original work reflecting this knowledge of elements & design. ● Share work and engage in positive critique with each other. ● Reflect on and self-assess their work.

In this unit plan, the following 21st Century Life and Careers skills are addressed:			
Check ALL that apply – **21ˢᵗ Century Themes**		**Indicate whether these skills are:** ● **E – encouraged** ● **T – taught** ● **A – assessed** **Career Ready Practices**	
9.1	**Personal Financial Literacy**	ETA	CRP1. Act as a responsible and contributing citizen and employee.
	Income and Careers	ETA	CRP2. Apply appropriate academic and technical skills.
	Money Management		CRP3. Attend to personal health and financial well-being.
	Credit and Debt Management	ETA	CRP4. Communicate clearly and effectively and with reason.
	Planning, Saving, and Investing	ETA	CRP5. Consider the environmental, social and economic impacts of decisions.
X	Becoming a Critical Consumer	ETA	CRP6. Demonstrate creativity and innovation.
	Civic Financial Responsibility	ET	CRP7. Employ valid and reliable research strategies.
	Insuring and Protecting	ETA	CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
9.2	**Career Awareness, Exploration, and Preparation**	ETA	CRP9. Model integrity, ethical leadership and effective management.
X	Career Awareness	E	CRP10. Plan education and career paths aligned to personal goals.
X	Career Exploration	ETA	CRP11. Use technology to enhance productivity.
	Career Preparation	ETA	CRP12. Work productively in teams while using cultural global competence.

Interdisciplinary Connections
N.J. Student Learning Standards for Social Studies

6.1 U.S. History: America in the World. All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities
N.J. Student Learning Standards for Math
6G-A-Solve real-world and mathematical problems involving area, surface area, and volume.
N.J. Student Learning Standards for English Language Arts
W8.1- Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
W.8.9. -Draw evidence from literary or informational texts to support analysis, reflection, and research.

Student Resources
Students will use a variety of visual art supplies, at the discretion of the instructor. These supplies may include wire, wood, clay, paper-mache', 3D printer, found objects and other visual art materials.

Teacher Resources
● Teacher created handouts ● Appropriate web-based videos regarding various Visual Art techniques ● Platform for an Online Classroom ● Appropriate web-based platforms for visual art education

Stage 2 – Assessment Evidence	
Performance Task(s):	**Other Evidence:**
● Use of various Visual Art techniques ● Literary blog responses ● Self-Critiques ● Completion of final projects, that reflect a specific learning objective ● Identification of element and principles in the world around us as well as the art of others. ● Demonstration of each element and principle in original visual art.	● Journal ● Sketchbook ● Teacher/student created online quizzes ● Class participation ● Use of a variety of visual art techniques

Stage 3 – Learning Plan	
Instructional Strategies	**Descriptions**
Suggested Learning Activities	<u>What is a design element?</u> Learning about elements (Line, Shape, Form, Space, Color, Value, Texture) and capturing them to create 3-dimensional works of art.
	<u>What is a design principle?</u> Learning about principles (Pattern, Movement, Contrast, Balance, Unity, Emphasis, Rhythm) and capturing them in 3-D visual art.

	Using specific elements & principles: Creating Sculptural works of visual art, using specific elements & principles of art in the pieces.

Accommodations and Modifications

Below please find a list of suggestions for accommodations and modifications to meet the diverse needs of our students. Teachers should consider this a resource and understand that they are not limited to the recommendations included below.

An accommodation changes HOW a student learns; the change needed does not alter the grade-level standard. A modification changes WHAT a student learns; the change alters the grade-level expectation.

Special Education and 504 Plans
All modifications and accommodations must be specific to each individual child's IEP (Individualized Educational Plan) or 504 Plan.

- Pre-teach or preview vocabulary
- Repeat or reword directions
- Have students repeat directions
- Use of small group instruction
- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments
- Repetition and time for additional practice
- Model skills/techniques to be mastered
- Extended time to complete task/assignment/work
- Provide a copy of class notes
- Strategic seating (with a purpose - eg. less distraction)
- Flexible seating
- Repetition and additional practice
- Use of manipulatives
- Use of assistive technology (as appropriate)
- Assign a peer buddy
- Emphasize key words or critical information by highlighting
- Use of graphic organizers
- Scaffold with prompts for sentence starters
- Check for understanding with more frequency
- Provide oral reminders and check student work during independent practice
- Chunk the assignment - broken up into smaller units, work submitted in phases
- Encourage student to proofread assignments and tests
- Provide regular home/school communication
- Teacher checks student planner
- Provide student with clear expectations in writing and grading criteria for assignments (rubrics)

Testing Accommodations:
Students should receive all testing accommodations for Benchmark assessments that they receive for State testing.

- Setting: Alternate setting for assessments, small groups, screens to block distractions

- Presentation: large print, test readers, use of audio, fewer questions on each page
- Response: answer verbally, use large block answer sheet, speech-to-text dictation, accept short answers
- Allow for retakes
- Provide study guides
- Use of reference aids such as glossary
- Choice of test format (multiple-choice, essay, true-false)
- Alternate ways to evaluate (projects or oral presentations instead of written tests)
- Open-book or open-note tests

English Language Learners:

All modifications and accommodations should be specific to each individual child's LEP level as determined by the WIDA screening or ACCESS, utilizing the WIDA Can Do Descriptors.

- Pre-teach or preview vocabulary
- Repeat or reword directions
- Have students repeat directions
- Use of small group instruction
- Scaffold language based on their Can Do Descriptors
- Alter materials and requirements according to Can Do Descriptors
- Adjust number of paragraphs or length of writing according to their Can Do Descriptor
- TPR (Total Physical Response-Sheltered Instruction strategy) Demonstrate concepts through multi sensory forms such as with body language, intonation
- Pair visual prompts with verbal presentations
- Repetition and additional practice
- Model skills and techniques to be mastered
- Native Language translation (peer, assistive technology, bilingual dictionary)
- Emphasize key words or critical information by highlighting
- Use of graphic organizers
- Scaffold with prompts for sentence starters
- Check for understanding with more frequency
- Use of self-assessment rubrics
- Increase one-on-one conferencing; frequent check ins
- Use study guide to organize materials
- Make vocabulary words available in a student created vocabulary notebook, vocabulary bank, Word Wall, or vocabulary ring
- Extended time
- Select text complexity and tiered vocabulary according to Can Do Descriptors
- Projects completed individually or with partners
- Use online dictionary that includes images for words:
http://visual.merriamwebster.com/.
- Use online translator to assist students with pronunciation:
http://www.reverso.net/text_translation.aspx?lang=EN.

Students at Risk of Failure:

- Use of self-assessment rubrics for check-in
- Pair visual prompts with verbal presentations

- Ask students to restate information and/or directions
- Opportunity for repetition and additional practice
- Model skills/techniques to be mastered
- Extended time
- Provide copy of class notes
- Strategic seating with a purpose
- Provide students opportunity to make corrections and/or explain their answers
- Support organizational skills
- Check daily planner
- Encourage student to proofread work
- Assign a peer buddy
- Build on students' strengths based on Multiple Intelligences: Linguistic (verbal); Logical (reasoning); Musical/Rhythmic; Intrapersonal Intelligence (understanding of self); Visual Spatial Intelligence; Interpersonal Intelligence (the ability to interact with others effectively); Kinesthetic (bodily); Naturalist Intelligence; and Learning Styles: Visual; Auditory; Tactile; Kinesthetic; Verbal

High Achieving:

Extension Activities
- Allow for student choice from a menu of differentiated outcomes; choices grouped by complexity of thinking skills; variety of options enable students to work in the mode that most interests them
- Allow students to pursue independent projects based on their individual interests
- Provide enrichment activities that include more complex material
- Allow opportunities for peer collaboration and team-teaching
- Set individual goals
- Conduct research and provide presentation of appropriate topics
- Provide students opportunity to design surveys to generate and analyze data to be be used in discussion
- Allow students to move through the assignment at their own pace (as appropriate)

Strategies to Differentiate to Meet the Needs of a Diverse Learning Population
- Vocabulary Sorts-students engage with the vocabulary word by sorting into groups of similar/different rather than memorizing definitions
- Provide "Realia" (real life objects to relate to the five senses) and ask questions relating to the senses
- Role Play-students create or participate in role playing situations or Reader's Theater
- Moving Circle-an inside and outside circle partner and discuss, circles moves to new partner (Refer to Kagan Differentiated Strategies)
- Brainstorm Carousel-Large Post Its around the room, group moves in a carousel to music. Group discusses topic and responses on paper. Groups rotate twice to see comments of others. (Refer to Kagan Differentiated Strategies)
- Gallery Walk-Objects, books, or student work is displayed. Students examine artifacts and rotate.
- Chunking-chunk reading, tests, questions, homework, etc to focus on particular elements.
- Think Pair Share Write
- Think Talk Write

- Think Pair Share
- Note-taking -can be done through words, pictures, phrases, and sentences depending on level
- KWL (Know, Want to Know, Learned)/KWHL(Know, What to Know, How Will I Learn, learned)/KWLS (Know, Want to Know, Learned, Still Want to Know) /KWLQ (Know, What to Know, Learned, Questions I Still Have) Charts
- Corners Cooperative Learning Strategy:
http://cooperativelearningstrategies.pbworks.com/w/page/28234420/Corners.
- Circle Map strategy- place the main topic in a small circle and add student ideas in a bigger circle around the topic. Students may use their native language with peers to brainstorm.
- Flexible grouping -as a whole class, a small group, or with a partner, temporary groups are created:
http://www.teachhub.com/flexible-grouping-differentiated-instruction-strategy.
- Jigsaw Activities -cooperative learning in a group, each group member is responsible for becoming an "expert" on one section of the assigned material and then "teaching" it to the other members of the team: http://www.adlit.org/strategies/22371/.

Technology Integration

__x__ **8.1 Educational Technology:**

All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and create and communicate knowledge.

_____ **8.2 Technology Integration, Engineering, Design and Computational Thinking - Programming**

All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

Unit Plan Title	Mastery of Technique
Suggested Time Frame	Continuous and ongoing

Overview / Rationale
During this unit, students will explore different materials and techniques to create three-dimensional visual art. The techniques will include a variety of styles, and mediums, based on student interest, and need for the specific project. Students will use a variety of tools in order to create successful projects. These tools may also include the most recent technology and appropriate software.

Stage 1 – Desired Results

Established Goals

New Jersey Student Learning Standards for Visual and Performing Arts: By the end of grade 8, those students choosing VISUAL ART as their required area of specialization demonstrate COMPETENCY in the following content knowledge and skills.

1.1 The Creative Process: All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.

Content Statement	Indicator #	Indicator
Art is a universal language. Visual communication through art crosses cultural and language barriers throughout time.	1.1.8.D.1	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.
The study of masterworks of art from diverse cultures and different historical eras assists in understanding specific cultures.	1.1.8.D.2	Compare and contrast various masterworks of art from diverse cultures, and identify elements of the works that relate to specific cultural heritages.

1.2 History of the Arts and Culture: All students will understand the role, development, and influence of the arts throughout history and across cultures.

Technological changes have and will continue to substantially influence the development and nature of the arts.	1.2.8.A.1	Map historical innovations in dance, music, theatre, and visual art that were caused by the creation of new

		technologies.
Tracing the histories of dance, music, theatre, and visual art in world cultures provides insight into the lives of people and their values.	1.2.8.A.2	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.
The arts reflect cultural mores and personal aesthetics throughout the ages.	1.2.8.A.3	Analyze the social, historical, and political impact of artists on culture and the impact of culture on the arts.
1.3 Performance: All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.		
The creation of art is driven by the principles of balance, harmony, unity, emphasis, proportion, and rhythm/movement.	1.3.8.D.1	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).
Themes in art are often communicated through symbolism, allegory, or irony. There are a wide variety of art mediums, each having appropriate tools and processes for the production of artwork. Fluency in these mediums, and the use of the appropriate tools associated with working in these mediums, are components of art making.	1.3.8.D.2	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.
The classification of art into various art genres depends on the formal aspects of visual statements (e.g., physical properties, theoretical components, cultural context). Many genres of art are associated with discipline-specific arts terminology.	1.3.8.D.3	Identify genres of art (including realism, abstract/nonobjective art, and conceptual art) within various contexts using appropriate art vocabulary, and solve hands-on visual problems using a variety of genre styles.
Universal themes exist in art across historical eras and cultures. Art may embrace multiple solutions to a problem.	1.3.8.D.4	Delineate the thematic content of multicultural artworks, and plan, design, and execute multiple solutions to challenging visual arts problems, expressing similar thematic content.
Each of the many genres of art is associated with discipline-specific arts terminology and a stylistic approach to art-making.	1.3.8.D.5	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.
The visual possibilities and inherent qualities of traditional and contemporary art materials (including digital media) may inform choices about visual communication and art-making techniques.	1.3.8.D.6	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.

1.4 Aesthetic Responses & Critique Methodologies: All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.

Contextual clues to artistic intent are embedded in artworks. Analysis of archetypal or consummate works of art requires knowledge and understanding of culturally specific art within historical contexts.	1.4.8.A.1	Generate observational and emotional responses to diverse culturally and historically specific works of dance, music, theatre, and visual art
Art may be used for utilitarian and non-utilitarian purposes.	1.4.8.A.2	Identify works of dance, music, theatre, and visual art that are used for utilitarian and non-utilitarian purposes.
Artistic styles, trends, movements, and historical responses to various genres of art evolve over time.	1.4.12.A.3	Develop informed personal responses to an assortment of artworks across the four arts disciplines (dance, music, theatre, and visual art), using historical significance, craftsmanship, cultural context, and originality as criteria for assigning value to the works.
Abstract ideas may be expressed in works of dance, music, theatre, and visual art using a genre's stylistic traits.	1.4.8.A.4	Compare and contrast changes in the accepted meanings of known artworks over time, given shifts in societal norms, beliefs, or values.
Assessing a work of art without critiquing the artist requires objectivity and an understanding of the work's content and form.	1.4.8.B.1	Evaluate the effectiveness of a work of art by differentiating between the artist's technical proficiency and the work's content or form.
Visual fluency is the ability to differentiate formal and informal structures and objectively apply observable criteria to the assessment of artworks, without consideration of the artist.	1.4.8.B.2	Differentiate among basic formal structures and technical proficiency of artists in works of dance, music, theatre, and visual art.
Universal elements of art and principles of design apply equally to artwork across cultures and historical eras.	1.4.8.B.3	Compare and contrast examples of archetypal subject matter in works of art from diverse cultural contexts and historical eras by writing critical essays.

National Core Art Standards for Visual Art

Artistic Strand: Creating		

Anchor Standard 1: Generate and conceptualize artistic ideas and work.		

Enduring Understanding: Creativity and innovative thinking are essential life skills that can be developed.		

Essential Question(s): What conditions, attitudes, and behaviors support creativity and innovative thinking? What factors prevent or encourage people to take creative risks? How does collaboration expand the creative process?		

Investigate - Plan - Make	*6th Grade*	*7th Grade*	*8th Grade*
	VA:Cr1.1.6a: Combine concepts collaboratively to generate innovative ideas for creating art.	VA:Cr1.1.7a: Apply methods to overcome creative blocks.	VA:Cr1.1.8a: Document early stages of the creative process visually and/or verbally in traditional or new media.

Enduring Understanding: Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art making goals.			

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

Investigate - Plan - Make	*6th Grade*	*7th Grade*	*8th Grade*
	VA:Cr1.2.6a: Formulate an artistic investigation of personally relevant content for creating art.	VA:Cr1.2.7a: Develop criteria to guide making a work of art or design to meet an identified goal.	VA:Cr1.2.8a: Collaboratively shape an artistic investigation of an aspect of present day life using a contemporary practice of art and design.

Anchor Standard 2: Organize and develop artistic ideas and work.			

Enduring Understanding: Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches			

Essential Question(s): How do artists work? How do artists and designers determine whether a particular direction in their work is effective? How do artists and designers learn from trial and error?			

Investigate	*6th Grade*	*7th Grade*	*8th Grade*
	VA:Cr2.1.6a: Demonstrate openness in trying new ideas, materials, methods, and approaches in making works of art and design.	VA:Cr2.1.7a: Demonstrate persistence in developing skills with various materials, methods, and approaches in creating works of art or design.	VA:Cr2.1.8a: Demonstrate willingness to experiment, innovate, and take risks to pursue ideas, forms, and meanings that emerge in the process of art making or designing.

Enduring Understanding: Artists and designers balance experimentation and safety, freedom and responsibility while developing and creating artworks.			

Essential Question(s): How do artists and designers care for and maintain materials, tools, and equipment? Why is it important for safety and health to understand and follow correct procedures in handling materials, tools, and equipment? What responsibilities come with the freedom to create?			

Investigate	*6th Grade*	*7th Grade*	*8th Grade*

	VA:Cr2.2.6a: Explain environmental implications of conservation, care, and clean-up of art materials, tools, and equipment.	VA:Cr2.2.7a: Demonstrate awareness of ethical responsibility to oneself and others when posting and sharing images and other materials through the Internet, social media, and other communication formats.	VA:Cr2.2.8a: Demonstrate awareness of practices, issues, and ethics of appropriation, fair use, copyright, open source, and creative commons as they apply to creating works of art and design.

Enduring Understanding: People create and interact with objects, places, and design that define, shape, enhance, and empower their lives.

Essential Question(s): How do objects, places, and design shape lives and communities? How do artists and designers determine goals for designing or redesigning objects, places, or systems? How do artists and designers create works of art or design that effectively communicate?

Investigate	*6th Grade*	*7th Grade*	*8th Grade*
	VA:Cr2.3.6a: Design or redesign objects, places, or systems that meet the identified needs of diverse users.	VA:Cr2.3.7a: Apply visual organizational strategies to design and produce a work of art, design, or media that clearly communicates information or ideas.	VA:Cr2.3.8a: Select, organize, and design images and words to make visually clear and compelling presentations.

Anchor Standard 3: Refine and complete artistic work.

Enduring Understanding: Artist and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time.

Essential Question(s): What role does persistence play in revising, refining, and developing work? How do artists grow and become accomplished in art forms? How does collaboratively reflecting on a work help us experience it more completely?

Reflect - Refine - Continue	*6th Grade*	*7th Grade*	*8th Grade*
	VA:Cr3.1.6a: Reflect on whether personal artwork conveys the intended meaning and revise accordingly.	VA:Cr3.1.7a: Reflect on and explain important information about personal artwork in an artist statement or another format.	VA:Cr3.1.8a: Apply relevant criteria to examine, reflect on, and plan revisions for a work of art or design in progress.

Artistic Strand: Presenting

Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.

Enduring Understanding: Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting, and curating objects artifacts, and artworks for preservation and presentation.

Essential Question(s): How are artworks cared for and by whom? What criteria, methods, and processes are used to select work for preservation or presentation? Why do people value objects, artifacts, and artworks, and select them for presentation?

	6th Grade	*7th Grade*	*8th Grade*
	VA:Pr4.1.6a: Analyze similarities and	VA:Pr4.1.7a: Compare and contrast how	VA:Pr4.1.8a: Develop and apply criteria for

	differences associated with preserving and presenting two dimensional, three dimensional, and digital artwork.	technologies have changed the way artwork is preserved, presented, and experienced.	evaluating a collection of artwork for presentation.

Anchor Standard 5: Develop and refine artistic techniques and work for presentation.

Enduring Understanding: Artists, curators and others consider a variety of factors and methods including evolving technologies when preparing and refining artwork for display and or when deciding if and how to preserve and protect it.

Essential Question(s): What methods and processes are considered when preparing artwork for presentation or preservation? How does refining artwork affect its meaning to the viewer? What criteria are considered when selecting work for presentation, a portfolio, or a collection?

Analyze	*6th Grade*	*7th Grade*	*8th Grade*
	VA:Pr5.1.6a: Individually or collaboratively, develop a visual plan for displaying works of art, analyzing exhibit space, the needs of the viewer, and the layout of the exhibit.	VA:Pr5.1.7a: Based on criteria, analyze and evaluate methods for preparing and presenting art.	VA:Pr5.1.8a: Collaboratively prepare and present selected theme based artwork for display, and formulate exhibition narratives for the viewer.

Anchor Standard 6: Convey meaning through the presentation of artistic work.

Enduring Understanding: Objects, artifacts, and artworks collected, preserved, or presented either by artists, museums, or other venues communicate meaning and a record of social, cultural, and political experiences resulting in the cultivating of appreciation and understanding.

Essential Question(s): What is an art museum? How does the presenting and sharing of objects, artifacts, and artworks influence and shape ideas, beliefs, and experiences? How do objects, artifacts, and artworks collected, preserved, or presented, cultivate appreciation and understanding?

Share	*6th Grade*	*7th Grade*	*8th Grade*
	VA:Pr6.1.6a: Assess, explain, and provide evidence of how museums or other venues reflect history and values of a community.	VA:Pr6.1.7a: Compare and contrast viewing and experiencing collections and exhibitions in different venues.	VA:Pr6.1.8a: Analyze why and how an exhibition or collection may influence ideas, beliefs, and experiences.

Artistic Strand: Responding

Anchor Standard 7: Perceive and analyze artistic work.

Enduring Understanding: Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments.

Essential Question: What conditions, attitudes, and behaviors support creativity and innovative thinking? What factors prevent or encourage people to take creative risks? How does collaboration expand the creative process?

Perceive	6th Grade	7th Grade	8th Grade
	VA:Re.7.1.6a: Identify and interpret works of art or design that reveal how people live around the world and what they value.	VA:Re.7.1.7a: Explain how the method of display, the location, and the experience of an artwork influence how it is perceived and valued.	VA:Re.7.1.8a: Explain how a person's aesthetic choices are influenced by culture and environment and impact the visual image that one conveys to others.

Enduring Understanding: Visual imagery influences understanding of and responses to the world.

Essential Question(s): What is an image? Where and how do we encounter images in our world? How do images influence our views of the world?

Perceive	6th Grade	7th Grade	8th Grade
	VA:Re.7.2.6a: Analyze ways that visual components and cultural associations suggested by images influence ideas, emotions, and actions.	VA:Re.7.2.7a: Analyze multiple ways that images influence specific audiences.	VA:Re.7.2.8a: Compare and contrast contexts and media in which viewers encounter images that influence ideas, emotions, and actions.

Anchor Standard 8: Interpret intent and meaning in artistic work.

Enduring Understanding: People gain insights into meanings of artworks by engaging in the process of art criticism.

Essential Question(s): What is the value of engaging in the process of art criticism? How can the viewer "read" a work of art as text? How does knowing and using visual art vocabularies help us understand and interpret works of art?

Analyze	6th Grade	7th Grade	8th Grade
	VA:Re8.1.6a: Interpret art by distinguishing between relevant and non-relevant contextual information and analyzing subject matter, characteristics of form and structure, and use of media to identify ideas and mood conveyed	VA:Re8.1.7a: Interpret art by analyzing art making approaches, the characteristics of form and structure, relevant contextual information, subject matter, and use of media to identify ideas and mood conveyed.	VA:Re8.1.8a : Interpret art by analyzing how the interaction of subject matter, characteristics of form and structure, use of media, art making approaches, and relevant contextual information contributes to understanding messages or ideas and mood conveyed.

Anchor Standard 9: Apply criteria to evaluate artistic work.

Enduring Understanding: People evaluate art based on various criteria.

Essential Question(s): How does one determine criteria to evaluate a work of art? How and why might criteria vary? How is a personal preference different from an evaluation?

Interpret	6th Grade	7th Grade	8th Grade
	VA:Re9.1.6a: Develop and apply relevant criteria to evaluate a work of art.	VA:Re9.1.7a: Compare and explain the difference between an evaluation of an artwork based on personal criteria	VA:Re9.1.8a: Create a convincing and logical argument to support an evaluation of art.

		and an evaluation of an artwork based on a set of established criteria.	

Artistic Strand: Connecting

Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.

Enduring Understanding: Through art making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.

Essential Question(s): How does engaging in creating art enrich people's lives? How does making art attune people to their surroundings? How do people contribute to awareness and understanding of their lives and the lives of their communities through art making?

Synthesize	*6th Grade*	*7th Grade*	*8th Grade*
	VA:Cn10.1.6a: Generate a collection of ideas reflecting current interests and concerns that could be investigated in art making.	VA:Cn10.1.7a: Individually or collaboratively create visual documentation of places and times in which people gather to make and experience art or design in the community.	VA:Cn10.1.8a: Make art collaboratively to reflect on and reinforce positive aspects of group identity.

Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding

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

Essential Question(s): How does art help us understand the lives of people of different times, places, and cultures? How is art used to impact the views of a society? How does art preserve aspects of life?

Relate	*6th Grade*	*7th Grade*	*8th Grade*
	VA:Cn11.1.6a: Analyze how art reflects changing times, traditions, resources, and cultural uses.	VA:Cn11.1.7a: Analyze how response to art is influenced by understanding the time and place in which it was created, the available resources, and cultural uses.	VA:Cn11.1.8a: Distinguish different ways art is used to represent, establish, reinforce, and reflect group identity.

Essential Questions:	**Enduring Understandings:**
● What types techniques, materials and processes can be leveraged in the creation of original art? ● How has technology influenced specific visual art techniques, and can we use it to create successful pieces?	● Visual art takes many forms. ● Different mediums and techniques create different results and effects. ● Having a broad range of mediums and techniques increases the breath of artistic expression.
Knowledge: *Students will know…*	**Skills:** *Students will be able to…*

● The feeling of successfully exploring and using a variety of mediums. ● The advantages and disadvantages of different mediums to express their art. ● How to use technology to enhance pieces of visual art.	● Create original art in a variety of mediums and techniques. ● Demonstrate knowledge of success in selected mediums and techniques. ● Select mediums and techniques to fit desired impact of art. ● Share work and engage in positive critique with each other. ● Reflect on and self-assess their work.

In this unit plan, the following 21st Century Life and Careers skills are addressed:				
Check ALL that apply – **21st Century Themes**			**Indicate whether these skills are:** ● **E – encouraged** ● **T – taught** ● **A – assessed** **Career Ready Practices**	
9.1	nal Financial Literacy		ETA	Act as a responsible and _ting citizen and employee.
	he and Careers		ETA	Apply appropriate academic _hnical skills.
	y Management			Attend to personal health and _l well-being.
	t and Debt Management		ETA	Communicate clearly and _ely and with reason.
	ing, Saving, and Investing		ETA	Consider the environmental, _nd economic impacts of _s.
X	ming a Critical Consumer		ETA	Demonstrate creativity and _ion.
	Financial Responsibility		ET	Employ valid and reliable _h strategies.
	ng and Protecting		ETA	Utilize critical thinking to _nse of problems and persevere _ng them.
9.2	**Career Awareness, Exploration, **reparation**		ETA	Model integrity, ethical leadership and effective _ management.
X	Career Awareness		E	. Plan education and career _igned to personal goals.
X	Career Exploration		ETA	. Use technology to enhance _ivity.
	Career Preparation		ETA	. Work productively in teams _sing cultural global _ence.

Interdisciplinary Connections
N.J. Student Learning Standards for Social Studies

6.1 U.S. History: America in the World. All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities

N.J. Student Learning Standards for Math
6G-A-Solve real-world and mathematical problems involving area, surface area, and volume.
N.J. Student Learning Standards for English Language Arts
W8.1- Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
W.8.9. -Draw evidence from literary or informational texts to support analysis, reflection, and research.

Student Resources
Students will use a variety of visual art supplies, at the discretion of the instructor. These supplies may include wire, wood, clay, paper-mache', cord, 3D printer, found objects and other visual art materials.

Teacher Resources
- Teacher created handouts   - Appropriate web-based videos regarding various Visual Art techniques   - Platform for an Online Classroom (Google Classroom)   - Appropriate web-based platforms for visual art education

Stage 2 – Assessment Evidence	
Performance Task(s): - Use of various Visual Art techniques - Literary blog responses - Self-Critiques - Completion of final projects, which reflect a specific learning objective. - Assessment of key success factors for desired mediums and techniques. - Demonstration of a variety of techniques and mediums in original visual art.	**Other Evidence:** - Sketchbook - Teacher/student created online quizzes - Class participation - Use of a variety of visual art techniques

Stage 3 – Learning Plan	
Instructional Strategies	**Descriptions**
Suggested Learning Activities	<u>A Rainbow of Colors:</u> Demonstration of different mediums such as clay , paper mache", plaster , card board to explore color theory, mixing and color effects. <u>The World Three-Dimensional:</u> Creation of original work in three-dimensions using materials such as clay, wire, foams, paper, paper mache. <u>Our Fragile Earth :</u>Cross Curriculum opportunity creating 3-D art using recyclyed materials, such as card board, magazines, news paper, and found objects.

Accommodations and Modifications

Below please find a list of suggestions for accommodations and modifications to meet the diverse needs of our students. Teachers should consider this a resource and understand that they are not limited to the recommendations included below.

An accommodation changes HOW a student learns; the change needed does not alter the grade-level standard. A modification changes WHAT a student learns; the change alters the grade-level expectation.

Special Education and 504 Plans

All modifications and accommodations must be specific to each individual child's IEP (Individualized Educational Plan) or 504 Plan.

- Pre-teach or preview vocabulary
- Repeat or reword directions
- Have students repeat directions
- Use of small group instruction
- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments
- Repetition and time for additional practice
- Model skills/techniques to be mastered
- Extended time to complete task/assignment/work
- Provide a copy of class notes
- Strategic seating (with a purpose - eg. less distraction)
- Flexible seating
- Repetition and additional practice
- Use of manipulatives
- Use of assistive technology (as appropriate)
- Assign a peer buddy
- Emphasize key words or critical information by highlighting
- Use of graphic organizers
- Scaffold with prompts for sentence starters
- Check for understanding with more frequency
- Provide oral reminders and check student work during independent practice
- Chunk the assignment - broken up into smaller units, work submitted in phases
- Encourage student to proofread assignments and tests
- Provide regular home/school communication
- Teacher checks student planner
- Provide student with clear expectations in writing and grading criteria for assignments (rubrics)

Testing Accommodations:

Students should receive all testing accommodations for Benchmark assessments that they receive for State testing.

- Setting: Alternate setting for assessments, small groups, screens to block distractions
- Presentation: large print, test readers, use of audio, fewer questions on each page
- Response: answer verbally, use large block answer sheet, speech-to-text dictation, accept short answers
- Allow for retakes
- Provide study guides
- Use of reference aids such as glossary

- Choice of test format (multiple-choice, essay, true-false)
- Alternate ways to evaluate (projects or oral presentations instead of written tests)
- Open-book or open-note tests

English Language Learners:
All modifications and accommodations should be specific to each individual child's LEP level as determined by the WIDA screening or ACCESS, utilizing the WIDA Can Do Descriptors.
- Pre-teach or preview vocabulary
- Repeat or reword directions
- Have students repeat directions
- Use of small group instruction
- Scaffold language based on their Can Do Descriptors
- Alter materials and requirements according to Can Do Descriptors
- Adjust number of paragraphs or length of writing according to their Can Do Descriptor
- TPR (Total Physical Response-Sheltered Instruction strategy) Demonstrate concepts through multi sensory forms such as with body language, intonation
- Pair visual prompts with verbal presentations
- Repetition and additional practice
- Model skills and techniques to be mastered
- Native Language translation (peer, assistive technology, bilingual dictionary)
- Emphasize key words or critical information by highlighting
- Use of graphic organizers
- Scaffold with prompts for sentence starters
- Check for understanding with more frequency
- Use of self-assessment rubrics
- Increase one-on-one conferencing; frequent check ins
- Use study guide to organize materials
- Make vocabulary words available in a student created vocabulary notebook, vocabulary bank, Word Wall, or vocabulary ring
- Extended time
- Select text complexity and tiered vocabulary according to Can Do Descriptors
- Projects completed individually or with partners
- Use online dictionary that includes images for words: http://visual.merriamwebster.com/.
- Use online translator to assist students with pronunciation: http://www.reverso.net/text_translation.aspx?lang=EN.

Students at Risk of Failure:
- Use of self-assessment rubrics for check-in
- Pair visual prompts with verbal presentations
- Ask students to restate information and/or directions
- Opportunity for repetition and additional practice
- Model skills/techniques to be mastered
- Extended time
- Provide copy of class notes
- Strategic seating with a purpose
- Provide students opportunity to make corrections and/or explain their answers
- Support organizational skills

- Check daily planner
- Encourage student to proofread work
- Assign a peer buddy
- Build on students' strengths based on Multiple Intelligences: Linguistic (verbal); Logical (reasoning); Musical/Rhythmic; Intrapersonal Intelligence (understanding of self); Visual Spatial Intelligence; Interpersonal Intelligence (the ability to interact with others effectively); Kinesthetic (bodily); Naturalist Intelligence; and Learning Styles: Visual; Auditory; Tactile; Kinesthetic; Verbal

High Achieving:
Extension Activities
- Allow for student choice from a menu of differentiated outcomes; choices grouped by complexity of thinking skills; variety of options enable students to work in the mode that most interests them
- Allow students to pursue independent projects based on their individual interests
- Provide enrichment activities that include more complex material
- Allow opportunities for peer collaboration and team-teaching
- Set individual goals
- Conduct research and provide presentation of appropriate topics
- Provide students opportunity to design surveys to generate and analyze data to be be used in discussion
- Allow students to move through the assignment at their own pace (as appropriate)

Strategies to Differentiate to Meet the Needs of a Diverse Learning Population
- Vocabulary Sorts-students engage with the vocabulary word by sorting into groups of similar/different rather than memorizing definitions
- Provide "Realia" (real life objects to relate to the five senses) and ask questions relating to the senses
- Role Play-students create or participate in role playing situations or Reader's Theater
- Moving Circle-an inside and outside circle partner and discuss, circles moves to new partner (Refer to Kagan Differentiated Strategies)
- Brainstorm Carousel-Large Post Its around the room, group moves in a carousel to music. Group discusses topic and responses on paper. Groups rotate twice to see comments of others. (Refer to Kagan Differentiated Strategies)
- Gallery Walk-Objects, books, or student work is displayed. Students examine artifacts and rotate.
- Chunking-chunk reading, tests, questions, homework, etc to focus on particular elements.
- Think Pair Share Write
- Think Talk Write
- Think Pair Share
- Note-taking -can be done through words, pictures, phrases, and sentences depending on level
- KWL (Know, Want to Know, Learned)/KWHL(Know, What to Know, How Will I Learn, learned)/KWLS (Know, Want to Know, Learned, Still Want to Know) /KWLQ (Know, What to Know, Learned, Questions I Still Have) Charts
- Corners Cooperative Learning Strategy:
http://cooperativelearningstrategies.pbworks.com/w/page/28234420/Corners.

- Circle Map strategy- place the main topic in a small circle and add student ideas in a bigger circle around the topic. Students may use their native language with peers to brainstorm.
- Flexible grouping -as a whole class, a small group, or with a partner, temporary groups are created: http://www.teachhub.com/flexible-grouping-differentiated-instruction-strategy.
- Jigsaw Activities -cooperative learning in a group, each group member is responsible for becoming an "expert" on one section of the assigned material and then "teaching" it to the other members of the team: http://www.adlit.org/strategies/22371/.

Technology Integration

__x__ **8.1 Educational Technology:**
All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and create and communicate knowledge.

_____ **8.2 Technology Integration, Engineering, Design and Computational Thinking - Programming**
All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

Unit Plan Title	"Steve Jobs meets Michelangelo"
Suggested Time Frame	Continuous and ongoing

Overview / Rationale
Students will explore how visual art interacts with technology. During the unit, students will utilize technology to create visual art, and gain an introduction into the Digital Media Arts.

Students may explore areas such as digital graphics, 3-D printing and digital photography , based on student interest.

Stage 1 – Desired Results

Established Goals

New Jersey Student Learning Standards for Visual and Performing Arts: By the end of grade 8, those students choosing VISUAL ART as their required area of specialization demonstrate COMPETENCY in the following content knowledge and skills.

1.1 The Creative Process: All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.

Content Statement	Indicator #	Indicator
Art is a universal language. Visual communication through art crosses cultural and language barriers throughout time.	1.1.8.D.1	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.
The study of masterworks of art from diverse cultures and different historical eras assists in understanding specific cultures.	1.1.8.D.2	Compare and contrast various masterworks of art from diverse cultures, and identify elements of the works that relate to specific cultural heritages.

1.2 History of the Arts and Culture: All students will understand the role, development, and influence of the arts throughout history and across cultures.

Technological changes have and will continue to substantially influence the development and nature of the arts.	1.2.8.A.1	Map historical innovations in dance, music, theatre, and visual art that were caused by the creation of new technologies.
Tracing the histories of dance, music, theatre, and visual art in world cultures provides insight into the lives of people and their values.	1.2.8.A.2	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.
The arts reflect cultural mores and personal aesthetics throughout the ages.	1.2.8.A.3	Analyze the social, historical, and political impact of artists on culture and the impact of culture on the arts.

1.3 Performance: All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.

The creation of art is driven by the principles of balance, harmony, unity, emphasis, proportion, and rhythm/movement.	1.3.8.D.1	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).

	1.3.8.D.2	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.
Themes in art are often communicated through symbolism, allegory, or irony. There are a wide variety of art mediums, each having appropriate tools and processes for the production of artwork. Fluency in these mediums, and the use of the appropriate tools associated with working in these mediums, are components of art-making.		
The classification of art into various art genres depends on the formal aspects of visual statements (e.g., physical properties, theoretical components, cultural context). Many genres of art are associated with discipline-specific arts terminology.	1.3.8.D.3	Identify genres of art (including realism, abstract/nonobjective art, and conceptual art) within various contexts using appropriate art vocabulary, and solve hands-on visual problems using a variety of genre styles.
Universal themes exist in art across historical eras and cultures. Art may embrace multiple solutions to a problem.	1.3.8.D.4	Delineate the thematic content of multicultural artworks, and plan, design, and execute multiple solutions to challenging visual arts problems, expressing similar thematic content.
Each of the many genres of art is associated with discipline-specific arts terminology and a stylistic approach to art-making.	1.3.8.D.5	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.
The visual possibilities and inherent qualities of traditional and contemporary art materials (including digital media) may inform choices about visual communication and art-making techniques.	1.3.8.D.6	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.
1.4 Aesthetic Responses & Critique Methodologies: All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.		
Contextual clues to artistic intent are embedded in artworks. Analysis of archetypal or consummate works of art requires knowledge and understanding of culturally specific art within historical contexts.	1.4.8.A.1	Generate observational and emotional responses to diverse culturally and historically specific works of dance, music, theatre, and visual art
Art may be used for utilitarian and non-utilitarian purposes.	1.4.8.A.2	Identify works of dance, music, theatre, and visual art that are used for utilitarian and non-utilitarian purposes.

Artistic styles, trends, movements, and historical responses to various genres of art evolve over time.	1.4.12.A.3	Develop informed personal responses to an assortment of artworks across the four arts disciplines (dance, music, theatre, and visual art), using historical significance, craftsmanship, cultural context, and originality as criteria for assigning value to the works.
Abstract ideas may be expressed in works of dance, music, theatre, and visual art using a genre's stylistic traits.	1.4.8.A.4	Compare and contrast changes in the accepted meanings of known artworks over time, given shifts in societal norms, beliefs, or values.
Assessing a work of art without critiquing the artist requires objectivity and an understanding of the work's content and form.	1.4.8.B.1	Evaluate the effectiveness of a work of art by differentiating between the artist's technical proficiency and the work's content or form.
Visual fluency is the ability to differentiate formal and informal structures and objectively apply observable criteria to the assessment of artworks, without consideration of the artist.	1.4.8.B.2	Differentiate among basic formal structures and technical proficiency of artists in works of dance, music, theatre, and visual art.
Universal elements of art and principles of design apply equally to artwork across cultures and historical eras.	1.4.8.B.3	Compare and contrast examples of archetypal subject matter in works of art from diverse cultural contexts and historical eras by writing critical essays.

National Core Art Standards for Visual Art
Artistic Strand: Creating
Anchor Standard 1: Generate and conceptualize artistic ideas and work.
Enduring Understanding: Creativity and innovative thinking are essential life skills that can be developed.
Essential Question(s): What conditions, attitudes, and behaviors support creativity and innovative thinking? What factors prevent or encourage people to take creative risks? How does collaboration expand the creative process?

Investigate - Plan - Make	6th Grade	7th Grade	8th Grade
	VA:Cr1.1.6a: Combine concepts collaboratively to generate innovative ideas for creating art.	VA:Cr1.1.7a: Apply methods to overcome creative blocks.	VA:Cr1.1.8a: Document early stages of the creative process visually and/or verbally in traditional or new media.

Enduring Understanding: Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art making goals.			
Essential Question(s): How does knowing the contexts histories, and traditions of art forms help us create works of art and design? Why do artists follow or break from established traditions? How do artists determine what resources and criteria are needed to formulate artistic investigations?			

Investigate - Plan - Make	6th Grade	7th Grade	8th Grade
	VA:Cr1.2.6a: Formulate an artistic investigation of personally relevant content for creating art.	VA:Cr1.2.7a: Develop criteria to guide making a work of art or design to meet an identified goal.	VA:Cr1.2.8a: Collaboratively shape an artistic investigation of an aspect of present day life using a contemporary practice of art and design.

Anchor Standard 2: Organize and develop artistic ideas and work.

Enduring Understanding: Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches.

Essential Question(s): How do artists work? How do artists and designers determine whether a particular direction in their work is effective? How do artists and designers learn from trial and error?

Investigate	6th Grade	7th Grade	8th Grade
	VA:Cr2.1.6a: Demonstrate openness in trying new ideas, materials, methods, and approaches in making works of art and design.	VA:Cr2.1.7a: Demonstrate persistence in developing skills with various materials, methods, and approaches in creating works of art or design.	VA:Cr2.1.8a: Demonstrate willingness to experiment, innovate, and take risks to pursue ideas, forms, and meanings that emerge in the process of art making or designing.

Enduring Understanding: Artists and designers balance experimentation and safety, freedom and responsibility while developing and creating artworks.

Essential Question(s): How do artists and designers care for and maintain materials, tools, and equipment? Why is it important for safety and health to understand and follow correct procedures in handling materials, tools, and equipment? What responsibilities come with the freedom to create?

Investigate	6th Grade	7th Grade	8th Grade
	VA:Cr2.2.6a: Explain environmental implications of conservation, care, and clean-up of art materials, tools, and equipment.	VA:Cr2.2.7a: Demonstrate awareness of ethical responsibility to oneself and others when posting and sharing images and other materials through the Internet, social media, and other communication formats.	VA:Cr2.2.8a: Demonstrate awareness of practices, issues, and ethics of appropriation, fair use, copyright, open source, and creative commons as they apply to creating works of art and design.

Enduring Understanding: People create and interact with objects, places, and design that define, shape, enhance, and empower their lives.

Essential Question(s): How do objects, places, and design shape lives and communities? How do artists and designers determine goals for designing or redesigning objects, places, or systems? How do artists and designers create works of art or design that effectively communicate?

Investigate	6th Grade	7th Grade	8th Grade
	VA:Cr2.3.6a: Design or redesign objects,	VA:Cr2.3.7a: Apply visual organizational strategies to	VA:Cr2.3.8a: Select, organize, and design

	places, or systems that meet the identified needs of diverse users.	design and produce a work of art, design, or media that clearly communicates information or ideas.	images and words to make visually clear and compelling presentations.

Anchor Standard 3: Refine and complete artistic work.

Enduring Understanding: Artist and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time.

Essential Question(s): What role does persistence play in revising, refining, and developing work? How do artists grow and become accomplished in art forms? How does collaboratively reflecting on a work help us experience it more completely?

Reflect - Refine - Continue	*6th Grade*	*7th Grade*	*8th Grade*
	VA:Cr3.1.6a: Reflect on whether personal artwork conveys the intended meaning and revise accordingly.	VA:Cr3.1.7a: Reflect on and explain important information about personal artwork in an artist statement or another format.	VA:Cr3.1.8a: Apply relevant criteria to examine, reflect on, and plan revisions for a work of art or design in progress.

Artistic Strand: Presenting

Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.

Enduring Understanding: Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting, and curating objects artifacts, and artworks for preservation and presentation.

Essential Question(s): How are artworks cared for and by whom? What criteria, methods, and processes are used to select work for preservation or presentation? Why do people value objects, artifacts, and artworks, and select them for presentation?

	6th Grade	*7th Grade*	*8th Grade*
	VA:Pr4.1.6a: Analyze similarities and differences associated with preserving and presenting two dimensional, three dimensional, and digital artwork.	VA:Pr4.1.7a: Compare and contrast how technologies have changed the way artwork is preserved, presented, and experienced.	VA:Pr4.1.8a: Develop and apply criteria for evaluating a collection of artwork for presentation.

Anchor Standard 5: Develop and refine artistic techniques and work for presentation.

Enduring Understanding: Artists, curators and others consider a variety of factors and methods including evolving technologies when preparing and refining artwork for display and or when deciding if and how to preserve and protect it.

Essential Question(s): What methods and processes are considered when preparing artwork for presentation or preservation? How does refining artwork affect its meaning to the viewer? What criteria are considered when selecting work for presentation, a portfolio, or a collection?

Analyze	*6th Grade*	*7th Grade*	*8th Grade*
	VA:Pr5.1.6a: Individually or collaboratively, develop a visual plan for displaying works	VA:Pr5.1.7a: Based on criteria, analyze and evaluate methods for preparing and presenting art.	VA:Pr5.1.8a: Collaboratively prepare and present selected theme based artwork for display, and formulate

| | | | exhibition narratives for the viewer. |

Anchor Standard 6: Convey meaning through the presentation of artistic work.

Enduring Understanding: Objects, artifacts, and artworks collected, preserved, or presented either by artists, museums, or other venues communicate meaning and a record of social, cultural, and political experiences resulting in the cultivating of appreciation and understanding.

Essential Question(s): What is an art museum? How does the presenting and sharing of objects, artifacts, and artworks influence and shape ideas, beliefs, and experiences? How do objects, artifacts, and artworks collected, preserved, or presented, cultivate appreciation and understanding?

Share	6th Grade	7th Grade	8th Grade
	VA:Pr6.1.6a: Assess, explain, and provide evidence of how museums or other venues reflect history and values of a community.	VA:Pr6.1.7a: Compare and contrast viewing and experiencing collections and exhibitions in different venues.	VA:Pr6.1.8a: Analyze why and how an exhibition or collection may influence ideas, beliefs, and experiences.

Artistic Strand: Responding

Anchor Standard 7: Perceive and analyze artistic work.

Enduring Understanding: Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments.

Essential Question: What conditions, attitudes, and behaviors support creativity and innovative thinking? What factors prevent or encourage people to take creative risks? How does collaboration expand the creative process?

Perceive	6th Grade	7th Grade	8th Grade
	VA:Re.7.1.6a: Identify and interpret works of art or design that reveal how people live around the world and what they value.	VA:Re.7.1.7a: Explain how the method of display, the location, and the experience of an artwork influence how it is perceived and valued.	VA:Re.7.1.8a: Explain how a person's aesthetic choices are influenced by culture and environment and impact the visual image that one conveys to others.

Enduring Understanding: Visual imagery influences understanding of and responses to the world.

Essential Question(s): What is an image? Where and how do we encounter images in our world? How do images influence our views of the world?

Perceive	6th Grade	7th Grade	8th Grade
	VA:Re.7.2.6a: Analyze ways that visual components	VA:Re.7.2.7a: Analyze multiple ways that images	VA:Re.7.2.8a: Compare and contrast contexts and media in which viewers

	and cultural associations suggested by images influence ideas, emotions, and actions.	influence specific audiences.	encounter images that influence ideas, emotions, and actions.

Anchor Standard 8: Interpret intent and meaning in artistic work.
Enduring Understanding: People gain insights into meanings of artworks by engaging in the process of art criticism.
Essential Question(s): What is the value of engaging in the process of art criticism? How can the viewer "read" a work of art as text? How does knowing and using visual art vocabularies help us understand and interpret works of art?

Analyze	6th Grade	7th Grade	8th Grade
	VA:Re8.1.6a: Interpret art by distinguishing between relevant and non-relevant contextual information and analyzing subject matter, characteristics of form and structure, and use of media to identify ideas and mood conveyed.	VA:Re8.1.7a: Interpret art by analyzing art making approaches, the characteristics of form and structure, relevant contextual information, subject matter, and use of media to identify ideas and mood conveyed.	VA:Re8.1.8a : Interpret art by analyzing how the interaction of subject matter, characteristics of form and structure, use of media, art making approaches, and relevant contextual information contributes to understanding messages or ideas and mood conveyed.

Anchor Standard 9: Apply criteria to evaluate artistic work.
Enduring Understanding: People evaluate art based on various criteria.
Essential Question(s): How does one determine criteria to evaluate a work of art? How and why might criteria vary? How is a personal preference different from an evaluation?

Interpret	6th Grade	7th Grade	8th Grade
	VA:Re9.1.6a: Develop and apply relevant criteria to evaluate a work of art.	VA:Re9.1.7a: Compare and explain the difference between an evaluation of an artwork based on personal criteria and an evaluation of an artwork based on a set of established criteria.	VA:Re9.1.8a: Create a convincing and logical argument to support an evaluation of art.

Artistic Strand: Connecting
Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.
Enduring Understanding: Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.
Essential Question(s): How does engaging in creating art enrich people's lives? How does making art attune people to their surroundings? How do people contribute to awareness and understanding of their lives and the lives of their communities through art-making?

Synthesize	6th Grade	7th Grade	8th Grade
	VA:Cn10.1.6a: Generate a collection of ideas reflecting	VA:Cn10.1.7a: Individually or collaboratively create visual documentation of	VA:Cn10.1.8a: Make art collaboratively to reflect

	current interests and concerns that could be investigated in art making.	places and times in which people gather to make and experience art or design in the community.	on and reinforce positive aspects of group identity.
Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding				
Enduring Understanding: People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art.				
Essential Question(s): How does art help us understand the lives of people of different times, places, and cultures? How is art used to impact the views of a society? How does art preserve aspects of life?			
Relate	*6th Grade*	*7th Grade*	*8th Grade*
	VA:Cn11.1.6a: Analyze how art reflects changing times, traditions, resources, and cultural uses.	VA:Cn11.1.7a: Analyze how response to art is influenced by understanding the time and place in which it was created, the available resources, and cultural uses.	VA:Cn11.1.8a: Distinguish different ways art is used to represent, establish, reinforce, and reflect group identity.

Essential Questions:	**Enduring Understandings:**
● How does technology change or broaden art? ● What technological tools have had, or will have, the most impact on 3-D visual art? ● What is the relationship between 3-D visual art and digital media art?	● Art is not a static form of expression; it changes and broadens as new technologies are explored and embraced.
Knowledge: *Students will know…* ● The impact of technology on visual art. ● The impact of the other media arts on visual art. ● How to use specific technology-based tools to create 3-D visual art.	**Skills:** *Students will be able to…* ● Share their Art with friends, family and community through the internet. ● Leverage art creation through available school and personal technology. ● Hypothesize where art might go with the advancement of technology. ● Share work and engage in positive critique with each other.

In this unit plan, the following 21st Century Life and Careers skills are addressed:			
Check ALL that apply – **21ˢᵗ Century Themes**		**Indicate whether these skills are:** ● **E – encouraged** ● **T – taught** ● **A – assessed** **Career Ready Practices**	
9.1 | nal Financial Literacy		ETA	Act as a responsible and contributing citizen and employee.
| e and Careers		ETA	Apply appropriate academic

				chnical skills.
	/ Management			Attend to personal health and al well-being.
	and Debt Management		ETA	Communicate clearly and vely and with reason.
	ng, Saving, and Investing		ETA	Consider the environmental, and economic impacts of ns.
X	ing a Critical Consumer		ETA	Demonstrate creativity and tion.
	Financial Responsibility		ET	Employ valid and reliable h strategies.
	ng and Protecting		ETA	Utilize critical thinking to sense of problems and ere in solving them.
9.2	**r Awareness, Exploration, reparation**		ETA	Model integrity, ethical hip and effective management.
X	Awareness		E	). Plan education and career ligned to personal goals.
X	Exploration		ETA	. Use technology to enhance tivity.
	Preparation		ETA	2. Work productively in teams using cultural global tence.

Interdisciplinary Connections

N.J. Student Learning Standards for Social Studies

6.1 U.S. History: America in the World. All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities

N.J. Student Learning Standards for Math

6G-A-Solve real-world and mathematical problems involving area, surface area, and volume.

N.J. Student Learning Standards for English Language Arts

W8.1- Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W.8.9. -Draw evidence from literary or informational texts to support analysis, reflection, and research.

Student Resources

Students will use a variety of visual art supplies, at the discretion of the instructor. These supplies may include 3-d printer, digital camera, chromebooks, tinkercad and makers empire printing programs and other visual art materials. Student supplies will also include appropriate technology.

Teacher Resources

- Teacher created handouts
- Appropriate web-based videos regarding various Visual Art techniques

- Platform for an Online Classroom (Google Classroom)
- Appropriate web-based platforms for visual art education
- 3-D printers/ Digital Cameras

Stage 2 – Assessment Evidence

Performance Task(s):	Other Evidence:
● Use of various Visual Art techniques ● Literary blog responses ● Self-Critiques ● Completion of final projects, that reflect a specific learning objective ● Creating visual art, using a variety of appropriate technology.	● Sketchbook ● Teacher/student created online quizzes ● Class participation ● Use of a variety of visual art techniques

Stage 3 – Learning Plan

Instructional Strategies	Descriptions
Suggested Learning Activities	Made in 3-D: Using technology to create art, including but not limited to 3D modeling and printing programs such as Makers Empire and Tinkercad. What do we have in Common: Identification of the use of Elements and Principles across culture and technology.

Accommodations and Modifications

Below please find a list of suggestions for accommodations and modifications to meet the diverse needs of our students. Teachers should consider this a resource and understand that they are not limited to the recommendations included below.

An accommodation changes HOW a student learns; the change needed does not alter the grade-level standard. A modification changes WHAT a student learns; the change alters the grade-level expectation.

Special Education and 504 Plans
All modifications and accommodations must be specific to each individual child's IEP (Individualized Educational Plan) or 504 Plan.

- Pre-teach or preview vocabulary
- Repeat or reword directions
- Have students repeat directions
- Use of small group instruction
- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments
- Repetition and time for additional practice
- Model skills/techniques to be mastered
- Extended time to complete task/assignment/work
- Provide a copy of class notes
- Strategic seating (with a purpose - eg. less distraction)
- Flexible seating
- Repetition and additional practice
- Use of manipulatives
- Use of assistive technology (as appropriate)
- Assign a peer buddy
- Emphasize key words or critical information by highlighting
- Use of graphic organizers
- Scaffold with prompts for sentence starters
- Check for understanding with more frequency
- Provide oral reminders and check student work during independent practice
- Chunk the assignment - broken up into smaller units, work submitted in phases
- Encourage student to proofread assignments and tests
- Provide regular home/school communication
- Teacher checks student planner
- Provide student with clear expectations in writing and grading criteria for assignments (rubrics)

Testing Accommodations:
Students should receive all testing accommodations for Benchmark assessments that they receive for State testing.

- Setting: Alternate setting for assessments, small groups, screens to block distractions
- Presentation: large print, test readers, use of audio, fewer questions on each page

- Response: answer verbally, use large block answer sheet, speech-to-text dictation, accept short answers
- Allow for retakes
- Provide study guides
- Use of reference aids such as glossary
- Choice of test format (multiple-choice, essay, true-false)
- Alternate ways to evaluate (projects or oral presentations instead of written tests)
- Open-book or open-note tests

English Language Learners:

All modifications and accommodations should be specific to each individual child's LEP level as determined by the WIDA screening or ACCESS, utilizing the WIDA Can Do Descriptors.

- Pre-teach or preview vocabulary
- Repeat or reword directions
- Have students repeat directions
- Use of small group instruction
- Scaffold language based on their Can Do Descriptors
- Alter materials and requirements according to Can Do Descriptors
- Adjust number of paragraphs or length of writing according to their Can Do Descriptor
- TPR (Total Physical Response-Sheltered Instruction strategy) Demonstrate concepts through multi sensory forms such as with body language, intonation
- Pair visual prompts with verbal presentations
- Repetition and additional practice
- Model skills and techniques to be mastered
- Native Language translation (peer, assistive technology, bilingual dictionary)
- Emphasize key words or critical information by highlighting
- Use of graphic organizers
- Scaffold with prompts for sentence starters
- Check for understanding with more frequency
- Use of self-assessment rubrics
- Increase one-on-one conferencing; frequent check ins
- Use study guide to organize materials
- Make vocabulary words available in a student created vocabulary notebook, vocabulary bank, Word Wall, or vocabulary ring
- Extended time
- Select text complexity and tiered vocabulary according to Can Do Descriptors
- Projects completed individually or with partners
- Use online dictionary that includes images for words: http://visual.merriamwebster.com/.
- Use online translator to assist students with pronunciation: http://www.reverso.net/text_translation.aspx?lang=EN.

Students at Risk of Failure:

- Use of self-assessment rubrics for check-in
- Pair visual prompts with verbal presentations
- Ask students to restate information and/or directions

- Opportunity for repetition and additional practice
- Model skills/techniques to be mastered
- Extended time
- Provide copy of class notes
- Strategic seating with a purpose
- Provide students opportunity to make corrections and/or explain their answers
- Support organizational skills
- Check daily planner
- Encourage student to proofread work
- Assign a peer buddy
- Build on students' strengths based on Multiple Intelligences: Linguistic (verbal); Logical (reasoning); Musical/Rhythmic; Intrapersonal Intelligence (understanding of self); Visual Spatial Intelligence; Interpersonal Intelligence (the ability to interact with others effectively); Kinesthetic (bodily); Naturalist Intelligence; and Learning Styles: Visual; Auditory; Tactile; Kinesthetic; Verbal

High Achieving:

Extension Activities
- Allow for student choice from a menu of differentiated outcomes; choices grouped by complexity of thinking skills; variety of options enable students to work in the mode that most interests them
- Allow students to pursue independent projects based on their individual interests
- Provide enrichment activities that include more complex material
- Allow opportunities for peer collaboration and team-teaching
- Set individual goals
- Conduct research and provide presentation of appropriate topics
- Provide students opportunity to design surveys to generate and analyze data to be be used in discussion
- Allow students to move through the assignment at their own pace (as appropriate)

Strategies to Differentiate to Meet the Needs of a Diverse Learning Population
- Vocabulary Sorts-students engage with the vocabulary word by sorting into groups of similar/different rather than memorizing definitions
- Provide "Realia" (real life objects to relate to the five senses) and ask questions relating to the senses
- Role Play-students create or participate in role playing situations or Reader's Theater
- Moving Circle-an inside and outside circle partner and discuss, circles moves to new partner (Refer to Kagan Differentiated Strategies)
- Brainstorm Carousel-Large Post Its around the room, group moves in a carousel to music. Group discusses topic and responses on paper. Groups rotate twice to see comments of others. (Refer to Kagan Differentiated Strategies)
- Gallery Walk-Objects, books, or student work is displayed. Students examine artifacts and rotate.
- Chunking-chunk reading, tests, questions, homework, etc to focus on particular elements.
- Think Pair Share Write
- Think Talk Write
- Think Pair Share

- Note-taking -can be done through words, pictures, phrases, and sentences depending on level
- KWL (Know, Want to Know, Learned)/KWHL(Know, What to Know, How Will I Learn, learned)/KWLS (Know, Want to Know, Learned, Still Want to Know) /KWLQ (Know, What to Know, Learned, Questions I Still Have) Charts
- Corners Cooperative Learning Strategy: http://cooperativelearningstrategies.pbworks.com/w/page/28234420/Corners.
- Circle Map strategy- place the main topic in a small circle and add student ideas in a bigger circle around the topic. Students may use their native language with peers to brainstorm.
- Flexible grouping -as a whole class, a small group, or with a partner, temporary groups are created: http://www.teachhub.com/flexible-grouping-differentiated-instruction-strategy.
- Jigsaw Activities -cooperative learning in a group, each group member is responsible for becoming an "expert" on one section of the assigned material and then "teaching" it to the other members of the team: http://www.adlit.org/strategies/22371/.

Technology Integration

__x__ **8.1 Educational Technology:**
All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and create and communicate knowledge.

_____**8.2 Technology Integration, Engineering, Design and Computational Thinking - Programming**
All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

NEPTUNE CITY SCHOOL DISTRICT

Office of the Superintendent
210 West Sylvania Avenue
Neptune City, NJ 07753

An Affirmative Action Equal Opportunity Employer

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