

PITTSGROVE TOWNSHIP SCHOOL DISTRICT



Course Name: Grade 5 Art Exploratory	Grade Level(s): 5th Grade
Department: Visual and Performing Arts	Credits:
BOE Adoption Date: September 17, 2020	Revision Date(s): August 5, 2020

Course Description

5th grade Art exploratory class is designed to help improve students' basic art skills; drawing, painting, printmaking/mixed-media, and ceramics. Students will be able to design artwork using a variety of media and techniques. Student's will develop creativity, self-expression, and recognize how to use the art elements (line, shape, color, value, form, texture and space), and design principles (rhythm, balance, proportion, variety, emphasis, harmony and unity).

Mission Statement

The Pittsgrove Township School District believes in growing all learners to thrive. The district offers an intellectually rigorous, dynamic curriculum aligned to state and national standards coupled with research-based practices in classrooms. The Pittsgrove Township School District strives to highlight critical thinking, problem-solving, intercultural literacy, digital literacy, collaboration, innovation, and a growth mindset as part of the instructional core of learning. The district provides high quality resources to provide young people the knowledge they need to approach the future as leaders and learners.

Curriculum & Instruction Goals

1. To ensure students are college and career ready upon graduation
2. To vertically and horizontally align curriculum PreK-12 to ensure successful transition of students at each grade level
3. To identify individual student strengths and weaknesses utilizing various assessment measures (formative, summative, alternative, etc.) so as to differentiate instruction while meeting the rigor of the applicable content standards
4. To improve student achievement as assessed through multiple measures including, but not limited to, state testing, local assessments, and ongoing progress monitoring

How to Read this Document

This curricular document contains both a *pacing guide* and *curriculum units* . The pacing guide serves to communicate an estimated timeframe as to *when* critical knowledge and skills will be taught throughout the year. The pacing, however, may differ slightly depending upon the unique needs of each learner. The *curriculum units* contain more detailed information as to the content, goals, objectives, instructional strategies, resources, and assessments.

NJ Administrative Code and Statutes Key
^=Amistad Law O=Diversity & Inclusion Law <>=Holocaust =LGBT and Disabilities Law *=AAPI (Asian American and Pacific Islanders) \$=Financial Literacy Use this key to understand where the NJ mandates are being implemented in the K-12 curriculum units.

Pacing Guide

Course Title: Art 5

Prerequisite(s): None

Unit Title	Duration/ Month(s)	Related Standards	Learning Goals	Critical Knowledge and Skills
Unit 1: Drawing	2 weeks	1.1.5.D.1-2, 1.2.5.A.2, 1.2.5.A.3, 1.3.5.D.1, 1.3.5.D.2, 1.3.5.D.3, 1.3.5.D.4, 1.3.5.D.5 1.4.5.A.1, 1.4.5.A.2, 1.4.5.A.3, 1.4.5.B.1, 1.4.5.B.2, 1.4.5.B.3, 1.4.5.B.4, 1.4.5.B.5	<ul style="list-style-type: none"> ● <u>Students will be able to experiment with various drawing media to create an original work of art.</u> ● Students will be able to collaborate in the creation of art works and exhibit work. ● Students will be able to draw based on observation using the elements and principles of design. 	<ul style="list-style-type: none"> ● Types of Drawing Assignments <ul style="list-style-type: none"> ○ Graphite ○ Color pencil ○ Chalk pastel ○ Charcoal <p>Summative Art Portfolio</p>
Unit 2: Painting	2-3 weeks	1.1.5.D.1-2, 1.2.5.A.2, 1.2.5.A.3, 1.3.5.D.1, 1.3.5.D.2, 1.3.5.D.3, 1.3.5.D.4, 1.3.5.D.5 1.4.5.A.1, 1.4.5.A.2, 1.4.5.A.3, 1.4.5.B.1, 1.4.5.B.2, 1.4.5.B.3, 1.4.5.B.4, 1.4.5.B.5	<ul style="list-style-type: none"> ● <u>Students will be able to create a tempera painting utilizing color mixing technique.</u> ● Students will be able to identify elements of art and principles of 	<p>Painting –</p> <ul style="list-style-type: none"> ● Tempera (batik) ● Handling of brushes and care of materials <p>Color mixing –</p>

			<p>design that are evident in everyday life.</p> <ul style="list-style-type: none"> • Students will be able to recognize work as a reflection of culture. • Students will be able to define artistic approach in content, form and style. • Students will be able to analyze the impact of artists. • Students will be able to art media and tools in a safe and responsible manner 	<ul style="list-style-type: none"> • tints, shades, tones and complementary color pairs. Ex. How to mix neutrals? <p>Compositional drawing</p>
Unit 3: Ceramics/Sculpture	3-4 weeks	1.1.5.D.1-2, 1.2.5.A.2, 1.2.5.A.3, 1.3.5.D.1, 1.3.5.D.2, 1.3.5.D.4, 1.4.5.A.1, 1.4.5.A.2, 1.4.5.A.3, 1.4.5.B.1, 1.4.5.B.2, 1.4.5.B.3, 1.4.5.B.4, 1.4.5.B.5	<ul style="list-style-type: none"> • <u>Students will be able to use coil, pinch and slab techniques to construct 3D ceramic forms.</u> • Students will be able to describe functional art and classify artwork using formalism. • Students will be able to use art media and tools in a safe and responsible manner 	<p>Ceramics –</p> <ul style="list-style-type: none"> • Hand-building - coil, pinch, and slab • Glazing • Animal habitat <p>The Five Stages of Clay -</p> <ul style="list-style-type: none"> • Slip • Plastic • Leatherhard • Bone dry/ greenware • Bisque

				<p>Types of Sculpture Projects -</p> <ul style="list-style-type: none"> ● Paper Mache ● Plaster/Plaster cloth ● Wire ● Found/made material(s) <p>Summative Art Portfolio</p>
<p>Unit 4: Printmaking/Mixed -Media</p>	<p>2 weeks</p>	<p>1.1.5.D.1-2, 1.2.5.A.2, 1.2.5.A.3, 1.3.5.D.1, 1.3.5.D.2, 1.3.5.D.3, 1.3.5.D.4, 1.3.5.D.5 1.4.5.A.1, 1.4.5.A.2, 1.4.5.A.3, 1.4.5.B.1, 1.4.5.B.2, 1.4.5.B.3, 1.4.5.B.4, 1.4.5.B.5</p>	<ul style="list-style-type: none"> ● Students will be able to define artistic approach in content, form and style. ● Students will be able to analyze the impact of artists. ● Students will be able to create actual and implied texture in relief. ● Students will be able to art media and tools in a safe and responsible manner ● Students will define formal qualities of relief printmaking, or monotype. 	<p>Printmaking/Mixed-Media –</p> <ul style="list-style-type: none"> ● Foam prints ● Handling and care of materials ● Mounting work for display <p>Experimentation –</p> <ul style="list-style-type: none"> ● Mixed-media <p>Summative Art Portfolio</p>

Instructional Unit Map

Course Title: Exploratory Art Grade 5

Unit Title	Painting		Start Date:	30 Day Cycle
			Length of Unit:	1 Week
Content Standards <i>What do we want them to know, understand, & do?</i>	<p>Power:</p> <p>1.5.5.Cr1a: Brainstorm and curate ideas to innovatively problem solve during artmaking and design projects.</p> <p>1.5.5.Cr1b: Individually and collaboratively set goals, investigate, choose, and demonstrate diverse approaches to art-making that is meaningful to the makers</p> <p>Secondary:</p>	Learning Goals	<p>Students will be able to:</p> <ul style="list-style-type: none"> ● create a tempera painting utilizing color mixing technique. ● analyze the impact of artists. ● identify elements of art and principles of design that are evident in everyday life. 	

	<p>1.5.5.Cr2a: Experiment and develop skills in multiple art-making techniques and approaches, through invention and practice.</p> <p>1.5.5.Cr2b: Demonstrate craftsmanship through the safe and respectful use of materials, tools and equipment.</p> <p>1.5.5.Cr3a: Reflect, refine, and revise work individually and collaboratively, and discuss and describe personal choices in artmaking.</p> <p>1.5.5.Pr5a: Prepare and present artwork safely and effectively.</p> <ul style="list-style-type: none">● 1.5.5.Re7a: Speculate about artistic processes. Interpret and compare works of art and other responses.		
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	<p>1.5.5.Re8a: Interpret ideas and mood in artworks by analyzing form, structure, context, subject, and visual elements</p> <p>1.5.5.Re9a: Identify different evaluative criteria for different types of artwork dependent on genre, historical and cultural contexts.</p> <p>1.5.5.Cn10a: Create works of art that reflect community cultural traditions. Discuss using formal and conceptual vocabulary.</p> <p>1.5.5.Cn11a: Communicate how art is used to inform the values, beliefs and culture of an individual or society.</p> <p>1.5.5.Cn11b: Communicate how art is used to inform others</p>		
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	about global issues, including climate change.		
Essential Questions	<ul style="list-style-type: none"> • How do artists use the color wheel to understand color mixing theory? • How to identify the differences between tints, shades, tones and hues? How will learned acrylic painting techniques help to define your artwork? • How do artists work? • How do artists and designers learn from trial and error? 		
Assessments <i>How will we know they have gained the knowledge & skills?</i>	Formative Summative Alternative		
	Exit Slip Revist specific learning objectives 3-2-1 Value Chart Sketchbook Gallery Walk Quizzes Questioning Peer critiques/Group Critiques	Share and celebrate results Discussion and one-on-one Teacher observation Rubric Portfolio	Alternative project Discussion and one-on-one Teacher observation Alternative rubric
Unit Pre-Assessment(s) <i>What do they already know?</i>	Color Mixing Chart		
Instructional Strategies/Student Activities	<ul style="list-style-type: none"> • Direct Instruction • Guided Practice • Modeling • Peer Critique • 4 steps of art criticism - Describe Art, Discuss what they see, Analyze the elements and principles, Decide on how it will inform the development of their own art. 		

Instructional/Assessment Scaffolds <i>(Modifications /Accommodations) – planned for prior to instruction</i>	English Language Learners	Special Education Learners	Struggling Learners	Advanced Learners
	<ul style="list-style-type: none"> • Verbal Directions • Preferential Seating • "Classroom Buddy" • Visual Demonstration/ Hands-on modeling • Verbal and visual reminders/signs • One-on-one conferences 	<ul style="list-style-type: none"> • Additional time • Visual Demonstration/ Hands-on modeling • Review of directions • One-on-one conferences • Preferred Seating • Concrete Examples • Simplified Instruction • Adaptive tools (Brush Extenders, Sponge brushes, training scissors) 	<ul style="list-style-type: none"> • Additional time • Review and Repeat verbal instruction • Preferential Seating • Group and one-on-one demonstration • one-on-one conferences • Peer Critique 	<ul style="list-style-type: none"> • Visuals • Added/Advanced requirements
Differentiated Instructional Methods: <i>(Multiple means for students to access content and multiple modes for student to express understanding)</i>	Access (Resources and/or Process)		Expression (Products and/or Performance)	
	<ul style="list-style-type: none"> • GoogleClassroom • PPT • Chromebook • Classroom Library 		<ul style="list-style-type: none"> • Written Prompts • Sketchbook assignments • conversations one-on-one and group discussions/evidence of discussions 	

	<ul style="list-style-type: none"> •Media Center •one-on-one/whole group instruction 	<ul style="list-style-type: none"> • student progress • note-taking • modified tests • art portfolio
<p>Vocabulary <i>Highlight key vocabulary (both Tier II and Tier III words)</i></p>	<p>Tier 2: primary, secondary, color wheel, tints, and shades, complementary color pairs</p> <p>Tier 3: balance, emphasis, harmony, movement, pattern, proportion, repetition, rhythm, unity, variety</p> <p>color, form, line, shape, space, texture, and value</p>	
<p>Integration of Technology SAMR</p>	<p>Substitution:</p> <p>Use the computer to research own imagery and more information on a specific art topic Access to PPTs, samples, and any worksheets via GoogleClassroom</p> <p>Augmentation:</p> <p>Portfolio Presentation Small group activities and presentations</p> <p>Modification:</p> <p>Revise and Edit based on previous collaboration (i.e. peer, group, one-on-one critiques) Use Google Docs, Slides (documentation) Youtube Videos</p>	

<p>Interdisciplinary Connections NJ Student Learning Standards</p>	<ul style="list-style-type: none"> ● 9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one’s thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a). ● 9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3). ● 9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view (e.g., 1.1.5.C2a, RL.5.9, 6.1.5.HistoryCC.8). <p>9.2 Career Awareness, Exploration, and Preparation</p> <p>This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.</p> <p>CRP1. Act as a responsible and contributing citizen and employee.</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>8.1 Technology</p> <p>This standard outlines that all students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.</p> <p>8.1.8.A.1 Understand and use technology systems - Demonstrate knowledge of a real world problem using digital tools.</p> <p>8.1.8.E.1 Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem.</p>							
<p>21st Century Themes/Skills P21 Framework</p>	<table border="1"> <thead> <tr> <th data-bbox="575 1045 1234 1117">Themes</th> <th data-bbox="1234 1045 1944 1117">Skills</th> </tr> </thead> <tbody> <tr> <td data-bbox="575 1117 1234 1214">Global Awareness</td> <td data-bbox="1234 1117 1944 1214">A. Life and Career Skills</td> </tr> <tr> <td data-bbox="575 1214 1234 1347">Environmental Literacy</td> <td data-bbox="1234 1214 1944 1347">Flexibility and Adaptability Initiative and Self-Direction Social Skills Productivity and Accountability</td> </tr> </tbody> </table>		Themes	Skills	Global Awareness	A. Life and Career Skills	Environmental Literacy	Flexibility and Adaptability Initiative and Self-Direction Social Skills Productivity and Accountability
Themes	Skills							
Global Awareness	A. Life and Career Skills							
Environmental Literacy	Flexibility and Adaptability Initiative and Self-Direction Social Skills Productivity and Accountability							

		Responsibility B. Learning and Innovation Skills Creativity and Innovation Critical Thinking and Problem Solving Communication and Collaboration
Resources/Materials	brushes, tempera paint, palettes, heavy painting paper, pencil, ruler, color mixing chart, color wheel, water cups, chromebooks, samples, paint brushes	

Instructional Unit Map			
Course Title: Exploratory Art Grade 5			
Unit Title	Drawing	Start Date:	30 Day Cycle
		Length of Unit:	1 Week
Content Standards <i>What do we want them to know, understand, & do?</i>	Power: 1.5.5.Cr1a: Brainstorm and curate ideas to innovatively problem solve during artmaking and design projects. 1.5.5.Cr1b: Individually and collaboratively set	Learning Goals	Students will be able to: <ul style="list-style-type: none"> experiment with various drawing media to create an original work of art. collaborate in the creation of art works and exhibit work. Create a drawing using the Elements of Art (line, shape, color, texture, form, space and value)

	<p>goals, investigate, choose, and demonstrate diverse approaches to art-making that is meaningful to the makers</p> <p>Secondary:</p> <p>1.5.5.Cr2a: Experiment and develop skills in multiple art-making techniques and approaches, through invention and practice.</p> <p>1.5.5.Cr2b: Demonstrate craftsmanship through the safe and respectful use of materials, tools and equipment.</p> <p>1.5.5.Cr3a: Reflect, refine, and revise work individually and collaboratively, and discuss and describe personal choices in artmaking.</p>		<p>Alternative Assignment:</p> <ul style="list-style-type: none"> ● create a work of art based on radial balance.
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	<p>1.5.5.Pr5a: Prepare and present artwork safely and effectively.</p> <ul style="list-style-type: none"> ● 1.5.5.Re7a: Speculate about artistic processes. Interpret and compare works of art and other responses. <p>1.5.5.Re8a: Interpret ideas and mood in artworks by analyzing form, structure, context, subject, and visual elements</p> <p>1.5.5.Re9a: Identify different evaluative criteria for different types of artwork dependent on genre, historical and cultural contexts.</p> <p>1.5.5.Cn10a: Create works of art that reflect community cultural traditions. Discuss using formal and conceptual vocabulary.</p>		
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	<p>1.5.5.Cn11a: Communicate how art is used to inform the values, beliefs and culture of an individual or society.</p> <p>1.5.5.Cn11b: Communicate how art is used to inform others about global issues, including climate change.</p>					
<p>Essential Questions</p>	<ul style="list-style-type: none"> ● How does value add depth to a drawing? ● How do artists and designers create works of art or design that effectively communicate? ● How do life experiences influence the way you relate to art? ● How does learning about art impact how we perceive the world? ● What are the Elements of Art? ● How can understanding the Elements of Art make my artwork more successful? <p>Alternative</p> <ul style="list-style-type: none"> ● How can you identify the difference between the 3 types of symmetry in art? (radial, symmetrical, asymmetrical) 					
<p>Assessments <i>How will we know they have gained the knowledge & skills?</i></p>	<table border="0" style="width: 100%; background-color: black; color: white;"> <tr> <td style="text-align: center; width: 33%;">Formative</td> <td style="text-align: center; width: 33%;">Summative</td> <td style="text-align: center; width: 33%;">Alternative</td> </tr> </table>			Formative	Summative	Alternative
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	Exit Slip Revist specific learning objectives 3-2-1 Value Chart Sketchbook Gallery Walk Quizzes Questioning Peer critiques/Group Critiques	Share and celebrate results Discussion and one-on-one Teacher observation Rubric Portfolio	Alternative project Discussion and one-on-one Teacher observation Alternative rubric	
Unit Pre-Assessment(s) <i>What do they already know?</i>	Students have an understanding of contour and gesture lines. Present a mini drawing assignment having students reuse contour and gesture lines. Students will engage in a group activity called “exquisite corps” where they must use either gesture or use contour lines to collaboratively build a unique figure.			
Instructional Strategies/Student Activities	<ul style="list-style-type: none"> • Direct Instruction • Guided Practice • Modeling • Peer Critique • 4 steps of art criticism - Describe Art, Discuss what they see, Analyze the elements and principles, Decide on how it will inform the development of their own art. 			
Instructional/Assessment Scaffolds <i>(Modifications /Accommodations) – planned for prior to instruction</i>	English Language Learners Special Education Learners Struggling Learners Advanced Learners			
	<ul style="list-style-type: none"> •Verbal Directions •Preferential Seating •“Classroom Buddy” • Visual Demonstration/ Hands-on modeling •Verbal and visual reminders/signs 	<ul style="list-style-type: none"> • Additional time •Visual Demonstration/ Hands-on modeling •Review of directions 	<ul style="list-style-type: none"> • Additional time •Review and Repeat verbal instruction •Preferential Seating •Group and one-on-one demonstration •one-on-one conferences •Peer Critique 	<ul style="list-style-type: none"> •Visuals •Added/Advanced requirements

	<ul style="list-style-type: none"> •One-on-one conferences 	<ul style="list-style-type: none"> •One-on-one conferences •Preferred Seating •Concrete Examples •Simplified Instruction •Adaptive tools (Brush Extenders, Sponge brushes, training scissors) 		
Differentiated Instructional Methods: <i>(Multiple means for students to access content and multiple modes for student to express understanding)</i>	Access (Resources and/or Process)		Expression (Products and/or Performance)	
	<ul style="list-style-type: none"> •GoogleClassroom •PPT •Chromebook • Classroom Library •Media Center •one-on-one/whole group instruction • rubric 		<ul style="list-style-type: none"> •Written Prompts • Sketchbook assignments • conversations one-on-one and group discussions/evidence of discussions • student progress • note-taking • modified tests • art portfolio 	

<p>Vocabulary <i>Highlight key vocabulary (both Tier II and Tier III words)</i></p>	<p>Tier 2: value, contour line, shape</p> <p>Tier 3: balance, emphasis, harmony, movement, pattern, proportion, repetition, rhythm, unity, variety, color, form, line, shape, space, texture, and value</p>
<p>Integration of Technology SAMR</p>	<p>Substitution:</p> <p>Use the computer to research own imagery and more information on a specific art topic Access to PPTs, samples, and any worksheets via GoogleClassroom</p> <p>Augmentation:</p> <p>Portfolio Presentation Small group activities and presentations</p> <p>Modification:</p> <p>Revise and Edit based on previous collaboration (i.e. peer, group, one-on-one critiques) Use Google Docs, Slides (documentation) Youtube Videos</p>
<p>Interdisciplinary Connections NJ Student Learning Standards</p>	<ul style="list-style-type: none"> ● 9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one’s thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a). ● 9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3). ● 9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view (e.g., 1.1.5.C2a, RL.5.9, 6.1.5.HistoryCC.8).

	<p>9.2 Career Awareness, Exploration, and Preparation This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements. CRP1. Act as a responsible and contributing citizen and employee. CRP2. Apply appropriate academic and technical skills. CRP6. Demonstrate creativity and innovation. CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>8.1 Technology This standard outlines that all students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge. 8.1.8.A.1 Understand and use technology systems - Demonstrate knowledge of a real world problem using digital tools. 8.1.8.E.1 Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem.</p>	
<p>21st Century Themes/Skills P21 Framework</p>	<p>Themes Skills</p>	
	<p>Global Awareness</p> <p>Environmental Literacy</p>	<p>A. Life and Career Skills Flexibility and Adaptability Initiative and Self-Direction Social Skills Productivity and Accountability Responsibility</p> <p>B. Learning and Innovation Skills Creativity and Innovation Critical Thinking and Problem Solving Communication and Collaboration</p>

Resources/Materials	Pencils, assorted paper, erasers, pencil sharpeners, PPT, visual samples
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Instructional Unit Map			
Course Title: Exploratory Art Grade 5			
Unit Title	Sculpture/Ceramics		Start Date: 30 Day Cycle
			Length of Unit: 2 Week
Content Standards <i>What do we want them to know, understand, & do?</i>	<p>Power:</p> <p>1.5.5.Cr2a: Experiment and develop skills in multiple art-making techniques and approaches, through invention and practice.</p> <p>1.5.5.Cr2b: Demonstrate craftsmanship through the safe and respectful use of materials, tools and equipment.</p> <p>Secondary:</p>	Learning Goals	<p>Students will be able to:</p> <ul style="list-style-type: none"> • create a 3D design: using one or more of the three handbuilding techniques with clay; pinch, coil and slab, or other forms of sculpture. • use art media and tools in a safe and responsible manner

	<p>1.5.5.Cr1a: Brainstorm and curate ideas to innovatively problem solve during artmaking and design projects.</p> <p>1.5.5.Cr1b: Individually and collaboratively set goals, investigate, choose, and demonstrate diverse approaches to art-making that is meaningful to the makers</p> <p>1.5.5.Cr3a: Reflect, refine, and revise work individually and collaboratively, and discuss and describe personal choices in artmaking.</p> <p>1.5.5.Pr5a: Prepare and present artwork safely and effectively.</p> <ul style="list-style-type: none"> ● 1.5.5.Re7a: Speculate about artistic processes. Interpret and compare 		
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	<p>works of art and other responses.</p> <p>1.5.5.Re8a: Interpret ideas and mood in artworks by analyzing form, structure, context, subject, and visual elements</p> <p>1.5.5.Re9a: Identify different evaluative criteria for different types of artwork dependent on genre, historical and cultural contexts.</p> <p>1.5.5.Cn10a: Create works of art that reflect community cultural traditions. Discuss using formal and conceptual vocabulary.</p> <p>1.5.5.Cn11a: Communicate how art is used to inform the values, beliefs and culture of an individual or society.</p>		
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	1.5.5.Cn11b: Communicate how art is used to inform others about global issues, including climate change.					
Essential Questions	<ul style="list-style-type: none"> ● How are the three clay handbuilding techniques used to construct 3D ceramic forms? ● How do you adjoin clay properly to construct your form? ● 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? <p>How do artists work? How do artists and designers determine whether a particular direction in their work is effective? How do artists and designers learn from trial and error? How do artists and designers care for and maintain materials, tools and equipment? Why is it important, for safety and health, to understand and follow correct procedures in handling materials, tools and equipment? What responsibilities come with the freedom to create? How do objects, places and design shape lives and communities? How do artists and designers determine goals for designing or redesigning objects, places, or systems? How do artists and designers create works of art or design that effectively communicate?</p>					
Assessments <i>How will we know they have gained the knowledge & skills?</i>	<table border="0" style="width: 100%; text-align: center;"> <tr> <td style="width: 33%;">Formative</td> <td style="width: 33%;">Summative</td> <td style="width: 33%;">Alternative</td> </tr> </table>			Formative	Summative	Alternative
Formative	Summative	Alternative				

	Exit Slip Revist specific learning objectives 3-2-1 Value Chart Sketchbook Gallery Walk Quizzes Questioning Peer critiques/Group Critiques	Share and celebrate results Discussion and one-on-one Teacher observation Rubric Portfolio	Alternative project Discussion and one-on-one Teacher observation Alternative rubric	
Unit Pre-Assessment(s) <i>What do they already know?</i>	Students may or may not have an understanding of clay but students will review the 3 basic forms of handbuilding through collaborative group activity, i.e. whisper down the lane. Students will discuss the difference between 2D, low-relief and high-relief art.			
Instructional Strategies/Student Activities	<ul style="list-style-type: none"> • Direct Instruction • Guided Practice • Modeling • Peer Critique • 4 steps of art criticism - Describe Art, Discuss what they see, Analyze the elements and principles, Decide on how it will inform the development of their own art. 			
Instructional/Assessment Scaffolds <i>(Modifications /Accommodations) – planned for prior to instruction</i>	English Language Learners	Special Education Learners	Struggling Learners	Advanced Learners
	<ul style="list-style-type: none"> • Verbal Directions • Preferential Seating • "Classroom Buddy" • Visual Demonstration/ Hands-on modeling 	<ul style="list-style-type: none"> • Additional time • Visual Demonstration/ Hands-on modeling • Review of directions 	<ul style="list-style-type: none"> • Additional time • Review and Repeat verbal instruction • Preferential Seating • Group and one-on-one demonstration • one-on-one conferences 	<ul style="list-style-type: none"> • Visuals • Added/Advanced requirements

	<ul style="list-style-type: none"> •Verbal and visual reminders/signs •One-on-one conferences 	<ul style="list-style-type: none"> •One-on-one conferences •Preferred Seating •Concrete Examples •Simplified Instruction •Adaptive tools (Brush Extenders, Sponge brushes, training scissors) 	<ul style="list-style-type: none"> •Peer Critique 	
Differentiated Instructional Methods: <i>(Multiple means for students to access content and multiple modes for student to express understanding)</i>	Access (Resources and/or Process)		Expression (Products and/or Performance)	
	<ul style="list-style-type: none"> •GoogleClassroom •PPT •Chromebook • Classroom Library •Media Center •one-on-one/whole group instruction 		<ul style="list-style-type: none"> •Written Prompts • Sketchbook assignments • conversations one-on-one and group discussions/evidence of discussions • student progress • note-taking • modified tests • art portfolio 	
Vocabulary <i>Highlight key vocabulary (both Tier II and Tier III words)</i>	Tier 2: Greenware, Leather Hard, Bisqueware, Glazeware, Ceramics, functional, non-functional, pinch, coil, slab, pottery			

	Tier 3: balance, emphasis, harmony, movement, pattern, proportion, repetition, rhythm, unity, variety, color, form, line, shape, space, texture, and value
Integration of Technology SAMR	<p>Substitution:</p> <p>Use the computer to research own imagery and more information on a specific art topic Access to PPTs, samples, and any worksheets via GoogleClassroom</p> <p>Augmentation:</p> <p>Portfolio Presentation Small group activities and presentations</p> <p>Modification:</p> <p>Revise and Edit based on previous collaboration (i.e. peer, group, one-on-one critiques) Use Google Docs, Slides (documentation) Youtube Videos</p>
Interdisciplinary Connections NJ Student Learning Standards	<ul style="list-style-type: none"> ● 9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one’s thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a). ● 9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3). ● 9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view (e.g., 1.1.5.C2a, RL.5.9, 6.1.5.HistoryCC.8). <p>9.2 Career Awareness, Exploration, and Preparation</p> <p>This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.</p> <p>CRP1. Act as a responsible and contributing citizen and employee.</p>

	<p>CRP2. Apply appropriate academic and technical skills. CRP6. Demonstrate creativity and innovation. CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>8.1 Technology This standard outlines that all students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.</p> <p>8.1.8.A.1 Understand and use technology systems - Demonstrate knowledge of a real world problem using digital tools. 8.1.8.E.1 Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem.</p>	
<p>21st Century Themes/Skills P21 Framework</p>	<p style="text-align: center;">Themes Skills</p>	
	<p>Global Awareness</p> <p>Environmental Literacy</p>	<p>A. Life and Career Skills Flexibility and Adaptability Initiative and Self-Direction Social Skills Productivity and Accountability Responsibility</p> <p>B. Learning and Innovation Skills Creativity and Innovation Critical Thinking and Problem Solving Communication and Collaboration</p>
<p>Resources/Materials</p>	<p>Clay, clay tools, water, slip and water cups, old brushes, table coverings, plastic bags to store projects, spray bottles with water, sponges</p>	

	Scholastic Arts Magazine Teacher-generated worksheets/Google Form Kahoot Google Classroom
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