PITTSGROVE TOWNSHIP SCHOOL DISTRICT

Pittsgrove Township
School District
P.R.I.D.E. Patience Respect Integrity Diligence Empathy

Course Name: Grade 6 Art Exploratory	**Grade Level(s): 6th Grade**
Department: Visual and Performing Arts	**Credits:**
BOE Adoption Date: September 17, 2020	**Revision Date(s): August 5, 2020**

Course Description

6th 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 6

Prerequisite(s): None

Unit Title	Duration/ Month(s)	Related Standards	Learning Goals	Critical Knowledge and Skills
Unit 1: Drawing	**2 weeks**	**1.1.8.D.1, 1.1.8.D.2, 1.3.8.D.1, 1.3.8.D.2, 1.4.8.A.2, 1.4.8.A.7, 1.4.8.B.1, 1.4.8.B.2, 1.2.8.A.1**	- Students will be able to incorporate various elements and principles of art in the creation of 2D & 3D works. - Students will be able to create a value drawing using a choice of graphite, color pencil, chalk pastel or charcoal. - Students will be to use the elements of art and principles of design to communicate ideas.	- Types of Drawing Assignments - Graphite - Color pencil - Chalk pastel - Charcoal - Representational Art Summative Art Portfolio
Unit 2: Painting	**2-3 weeks**	**1.1.8.D.1, 1.1.8.D.2, 1.3.8.D.1, 1.3.8.D.2, 1.4.8.A.2, 1.4.8.A.7, 1.4.8.B.1, 1.4.8.B.2, 1.2.8.A.1**	- Students will be able to create a tempera painting utilizing color mixing technique. - Students will be able to distinguish artistic styles/trends, movements within diverse cultures and historical eras.	Painting – - Tempera (batik) - Handling of brushes and care of materials - Abstract Art Painting techniques – - Building with layers - manipulation

			• Students will be able to incorporate various elements and principles of art in the creation of 2D & 3D works. • Students will be able to art media and tools in a safe and responsible manner	Color mixing – • tints, shades, tones and complementary color pairs. Ex. How to mix neutrals? Compositional drawing Summative Art Portfolio
Unit 3: Ceramics/Sculpture	**3-4 weeks**	**1.1.8.D.1, 1.1.8.D.2, 1.3.8.D.1, 1.3.8.D.2, 1.4.8.A.2, 1.4.8.A.7, 1.4.8.B.1, 1.4.8.B.2, 1.2.8.A.1**	• Students will be able to utilize pinch, slab, & score techniques to create ceramic forms. Ex - Animal Habitats • Students will be able to define formal qualities of 2D & 3D art. • Students will be able to art media and tools in a safe and responsible manner • Students will develop the ability to select and apply glaze and finishes.	Ceramics – • Hand-building - coil, pinch, and slab • Glazing The Five Stages of Clay - • Slip • Plastic • Leatherhard • Bone dry/ greenware • Bisque Types of Sculpture Projects - • Paper Mache • Plaster/Plaster cloth • Wire • Found/made material(s) Summative Art Portfolio

| Unit 4: Printmaking/ Mixed-Media | 2 weeks | 1.1.8.D.1, 1.1.8.D.2, 1.3.8.D.1, 1.3.8.D.2, 1.4.8.A.2, 1.4.8.A.7, 1.4.8.B.1, 1.4.8.B.2, 1.2.8.A.1 | ● Students will be able to incorporate various elements and principles of art in the creation of 2D & 3D works.
● Students will be able to analyze social, historical impact of artists on culture and culture on artists.
● Students will define formal qualities of relief printmaking, or monotype.
● Students will be able to art media and tools in a safe and responsible manner | Printmaking/Mixed-Media –
● Monotypes
● Foam prints
● Handling and care of materials
● Mounting work for display
Experimentation –
● Mixed-media
● Book arts - Instant book, stab-stitching, upcycled/recycled books, etc.

Summative Art Portfolio |

Instructional Unit Map

Course Title: Art 6

Unit Title	Painting		Start Date:	30 Days Rotation
			Length of Unit:	1 week

| Content Standards

What do we want them to know, understand, & do? | Power:

1.5.8.Cr1a: Conceptualize early stages of the creative process, including applying methods to overcome creative blocks or take creative risks, and document the processes in traditional or new media.

Secondary:

1.5.8.Cr1b: Develop criteria, identify goals and collaboratively investigate an aspect of present-day life, using contemporary practice of art or design. | Learning Goals | Students will be able to:
● create a tempera painting inspired by a specific artist, or art movement.
● mix shades, tints and tones using tempera paint.
● create a line contour drawing of a a person, place, or thing |

	1.5.8.Cr2a: Demonstrate persistence and willingness to experiment and take risks during the artistic process. 1.5.8.Cr2b: Demonstrate an awareness of ethical responsibility in sharing images online, appropriation, and intellectual property ethics. 1.5.8.Cr2c: Apply, organiz and strategize methods for design and redesign of objects, places, systems, images, and words to clearly communicate information to a diverse audience. 1.5.8.Cr3a: Use criteria to examine, reflect on and plan revisions for a		

	work of art, and create an artistic statement. 1.5.8.Pr4a: Investigate and analyze ways artwork is presented, preserved and experienced, including use of evolving technology. Evaluate a collection or presentation based on this criterion. 1.5.8.Pr5a: Individually or collaboratively prepare and present theme-based artwork for display and formulate exhibition narratives. 1.5.8.Pr6a: Analyze how exhibitions in different venues communicate meaning and influence ideas, beliefs and experiences. 1.5.8.Re7a: Explain how a person's aesthetic choices are influenced		

	by culture and environment, and how they impact the way in which visual messages are perceived and conveyed. 1.5.8.Re7b: Compare and contrast cultural and social contexts of visual arts and how they influence ideas and emotions 1.5.8.Re8a: 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. 1.5.8.Re9a: Create a convincing and logical argument to support an evaluation of art.		

	Explain the difference between personal and established criteria for evaluating artwork. 1.5.8.Cn10a: Generate ideas to make art individually or collaboratively to positively reflect a group's identity. 1.5.8.Cn11a: Analyze and contrast how art forms are used to represent, establish, reinforce and reflect group identity and culture. 1.5.8.Cn11b: Analyze and contrast how art forms are used to reflect global issues, including climate change.		

Essential Questions	1. How do artists work? 2. How do artists and designers determine whether a particular direction in their work is effective? 3. How do artists and designers create works of art or design that effectively communicate? 4. How are tints, shades and tones mixed?		
Assessments *How will we know they have gained the knowledge & skills?*	**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) *What do they already know?*	Color Theory Quiz		
Instructional Strategies/Student Activities	● 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 *(Modifications /Accommodations) – planned for prior to instruction*	English Language Learners	Special Education Learners	Struggling Learners	Advanced Learners
	•Verbal Directions •Preferential Seating •"Classroom Buddy" • Visual Demonstration/ Hands-on modeling •Verbal and visual reminders/signs •One-on-one conferences	• 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)	• Additional time •Review and Repeat verbal instruction •Preferential Seating •Group and one-on-one demonstration •one-on-one conferences •Peer Critique	•Visuals •Added/Advanced requirements

Differentiated Instructional Methods: *(Multiple means for students to access content and multiple modes for student to express understanding)*	Access (Resources and/or Process)		Expression (Products and/or Performance)	
	•GoogleClassroom •PPT •Chromebook • Classroom Library		•Written Prompts • Sketchbook assignments • conversations one-on-one and group discussions/evidence of discussions	

	•Media Center •one-on-one/whole group instruction	• student progress • note-taking • modified tests • art portfolio
Vocabulary *Highlight key vocabulary (both Tier II and Tier III words)*	Tier 2: primary, secondary, color wheel, tints, and shades, complementary color pairs Tier 3: balance, emphasis, harmony, movement, pattern, proportion, repetition, rhythm, unity, variety, color, form, line, shape, space, texture, and value	
Integration of Technology SAMR	Substitution: Use the computer to research own imagery and more information on a specific art topic Access to PPTs, samples, and any worksheets via GoogleClassroom Augmentation: Portfolio Presentation Small group activities and presentations Modification: Revise and Edit based on previous collaboration (i.e. peer, group, one-on-one critiques) Use Google Docs, Slides (documentation) Youtube Videos	

Interdisciplinary Connections [NJ Student Learning Standards](#)	• 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). **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. **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.

21st Century Themes/Skills [P21 Framework](#)	Themes	Skills
	Global Awareness Environmental Literacy	A. Life and Career Skills 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	Tempera paint, brushes, water cups, heavy paper for paint, color wheel, color mixing chart	

Instructional Unit Map

Course Title: Exploratory Art Grade 6

	Drawing		Start Date:	30 Day Cycle
Unit Title			Length of Unit:	Week
Content Standards *What do we want them to know, understand, & do?*	Power: 1.5.8.Cr1a: Conceptualize early stages of the creative process, including applying methods to overcome creative blocks or take creative risks, and document the	**Learning Goals**	Students will be able to: ● create a line contour drawing using the grid method.	

	processes in traditional or new media. Secondary: 1.5.8.Cr1b: Develop criteria, identify goals and collaboratively investigate an aspect of present-day life, using contemporary practice of art or design. 1.5.8.Cr2a: Demonstrate persistence and willingness to experiment and take risks during the artistic process. 1.5.8.Cr2b: Demonstrate an awareness of ethical responsibility in sharing images online, appropriation, and intellectual property ethics. 1.5.8.Cr2c: Apply, organiz and strategize		

| | methods for design and redesign of objects, places, systems, images, and words to clearly communicate information to a diverse audience.

1.5.8.Cr3a: Use criteria to examine, reflect on and plan revisions for a work of art, and create an artistic statement.

1.5.8.Pr4a: Investigate and analyze ways artwork is presented, preserved and experienced, including use of evolving technology. Evaluate a collection or presentation based on this criterion.

1.5.8.Pr5a: Individually or collaboratively prepare and present theme-based artwork for | | |
|---|---|---|---|

	display and formulate exhibition narratives. 1.5.8.Pr6a: Analyze how exhibitions in different venues communicate meaning and influence ideas, beliefs and experiences. 1.5.8.Re7a: Explain how a person's aesthetic choices are influenced by culture and environment, and how they impact the way in which visual messages are perceived and conveyed. 1.5.8.Re7b: Compare and contrast cultural and social contexts of visual arts and how they influence ideas and emotions 1.5.8.Re8a: 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. 1.5.8.Re9a: Create a convincing and logical argument to support an evaluation of art. Explain the difference between personal and established criteria for evaluating artwork. 1.5.8.Cn10a: Generate ideas to make art individually or collaboratively to positively reflect a group's identity. 1.5.8.Cn11a: Analyze and contrast how art forms are used to represent, establish, reinforce and reflect		

	group identity and culture. 1.5.8.Cn11b: Analyze and contrast how art forms are used to reflect global issues, including climate change.		
Essential Questions	1. What methods and processes are considered when preparing artwork for presentation or preservation? 2. What is the value of engaging in the process of art criticism? 3. How can the viewer "read" a work of art as text? 4. How does knowing and using visual art vocabulary help us understand and interpret works of art?		
Assessments *How will we know they have gained the knowledge & skills?*	**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) *What do they already know?*	Line drawing activity		

Instructional Strategies/Student Activities	- 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 *(Modifications /Accommodations) – planned for prior to instruction*	**English Language Learners**	**Special Education Learners**	**Struggling Learners**	**Advanced Learners**
	•Verbal Directions •Preferential Seating •"Classroom Buddy" • Visual Demonstration/ Hands-on modeling •Verbal and visual reminders/signs •One-on-one conferences	• 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)	• Additional time •Review and Repeat verbal instruction •Preferential Seating •Group and one-on-one demonstration •one-on-one conferences •Peer Critique	•Visuals •Added/Advanced requirements

Differentiated Instructional Methods: *(Multiple means for students to access content and multiple modes for student to express understanding)*	**Access** (Resources and/or Process)	**Expression** (Products and/or Performance)
	•GoogleClassroom •PPT •Chromebook • Classroom Library •Media Center •one-on-one/whole group instruction	•Written Prompts • Sketchbook assignments • conversations one-on-one and group discussions/evidence of discussions • student progress • note-taking • modified tests • art portfolio
Vocabulary *Highlight key vocabulary (both Tier II and Tier III words)*	Tier 2: value, contour line, shape Tier 3: balance, emphasis, harmony, movement, pattern, proportion, repetition, rhythm, unity, variety, color, form, line, shape, space, texture, and value	
Integration of Technology SAMR	Substitution: Use the computer to research own imagery and more information on a specific art topic Access to PPTs, samples, and any worksheets via GoogleClassroom Augmentation: Portfolio Presentation Small group activities and presentations Modification: Revise and Edit based on previous collaboration (i.e. peer, group, one-on-one critiques)	

	Use Google Docs, Slides (documentation) Youtube Videos
Interdisciplinary Connections NJ Student Learning Standards	• 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). **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. **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.

21st Century Themes/Skills P21 Framework	Themes	Skills
	Global Awareness	A. Life and Career Skills Flexibility and Adaptability

	Environmental Literacy	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	Drawing paper, pencils, rulers, erasers	

Instructional Unit Map				
Course Title: Exploratory Art Grade 6				
Unit Title	Sculpture/Ceramics		**Start Date:**	30 Day Cycle
			Length of Unit:	2 Week
Content Standards *What do we want them to know, understand, & do?*	Power: 1.5.8.Cr1a: Conceptualize early stages of the creative	**Learning Goals**	Students will be able to: ● create a 3D model of a lantern using one or more of the three handbuilding techniques with clay; pinch, coil and slab.	

	process, including applying methods to overcome creative blocks or take creative risks, and document the processes in traditional or new media. Secondary: 1.5.8.Cr1b: Develop criteria, identify goals and collaboratively investigate an aspect of present-day life, using contemporary practice of art or design. 1.5.8.Cr2a: Demonstrate persistence and willingness to experiment and take risks during the artistic process. 1.5.8.Cr2b: Demonstrate an awareness of ethical responsibility in sharing images online,		● use art media and tools in a safe and responsible manner

	appropriation, and intellectual property ethics. 1.5.8.Cr2c: Apply, organize and strategize methods for design and redesign of objects, places, systems, images, and words to clearly communicate information to a diverse audience. 1.5.8.Cr3a: Use criteria to examine, reflect on and plan revisions for a work of art, and create an artistic statement. 1.5.8.Pr4a: Investigate and analyze ways artwork is presented, preserved and experienced, including use of evolving technology. Evaluate a collection or presentation based on this criterion.		

	1.5.8.Pr5a: Individually or collaboratively prepare and present theme-based artwork for display and formulate exhibition narratives. 1.5.8.Pr6a: Analyze how exhibitions in different venues communicate meaning and influence ideas, beliefs and experiences. 1.5.8.Re7a: Explain how a person's aesthetic choices are influenced by culture and environment, and how they impact the way in which visual messages are perceived and conveyed. 1.5.8.Re7b: Compare and contrast cultural and social contexts of visual arts and how they influence ideas and emotions		

	1.5.8.Re8a: 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. 1.5.8.Re9a: Create a convincing and logical argument to support an evaluation of art. Explain the difference between personal and established criteria for evaluating artwork. 1.5.8.Cn10a: Generate ideas to make art individually or collaboratively to positively reflect a group's identity. 1.5.8.Cn11a: Analyze and contrast how art		

	forms are used to represent, establish, reinforce and reflect group identity and culture. 1.5.8.Cn11b: Analyze and contrast how art forms are used to reflect global issues, including climate change.	
Essential Questions	1. How does engaging in creating art enrich people's lives? 2. How does making art attune people to their surroundings? 3. How do people contribute to awareness and understanding of their lives and the lives of their communities through artmaking?	

Assessments *How will we know they have gained the knowledge & skills?*	**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) *What do they already know?*	Pinch bowl, with a coiled foot			
Instructional Strategies/Student Activities	● 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 *(Modifications /Accommodations) – planned for prior to instruction*	**English Language Learners**	**Special Education Learners**	**Struggling Learners**	**Advanced Learners**
	•Verbal Directions •Preferential Seating •"Classroom Buddy" • Visual Demonstration/ Hands-on modeling •Verbal and visual reminders/signs •One-on-one conferences	• Additional time •Visual Demonstration/ Hands-on modeling •Review of directions •One-on-one conferences •Preferred Seating •Concrete Examples •Simplified Instruction •Adaptive tools (Brush Extenders,	• Additional time •Review and Repeat verbal instruction •Preferential Seating •Group and one-on-one demonstration •one-on-one conferences •Peer Critique	•Visuals •Added/Advanced requirements

	Sponge brushes, training scissors)	

Differentiated Instructional Methods: *(Multiple means for students to access content and multiple modes for student to express understanding)*	**Access** (Resources and/or Process)	**Expression** (Products and/or Performance)
	• GoogleClassroom • PPT • Chromebook • Classroom Library • Media Center • one-on-one/whole group instruction	• Written Prompts • Sketchbook assignments • conversations one-on-one and group discussions/evidence of discussions • student progress • note-taking • modified tests • art portfolio
Vocabulary *Highlight key vocabulary (both Tier II and Tier III words)*	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	Substitution: Use the computer to research own imagery and more information on a specific art topic Access to PPTs, samples, and any worksheets via GoogleClassroom Augmentation: Portfolio Presentation	

	Small group activities and presentations Modification: Revise and Edit based on previous collaboration (i.e. peer, group, one-on-one critiques) Use Google Docs, Slides (documentation) Youtube Videos
Interdisciplinary Connections [NJ Student Learning Standards](#)	• 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). **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. **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.

21st Century Themes/Skills P21 Framework	Themes	Skills
	Global Awareness Environmental Literacy	A. Life and Career Skills 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	Clay, clay tools, water, slip and water cups, old brushes, table coverings, plastic bags to store projects, spray bottles with water, sponges	