

PITTSGROVE TOWNSHIP SCHOOL DISTRICT



Course Name: Grade 7 Art Exploratory	Grade Level(s): 7th Grade
Department: Visual and Performing Arts	Credits:
BOE Adoption Date: September 17, 2020	Revision Date(s): August 5, 2020

Course Description

Grade 7 exploratory art is designed to continue to enhance students' basic art skills. Students will develop the ability to create two and three dimensional works of art, utilize design concepts and begin to understand the relationship between the use of tools, techniques, materials and the visual statement. They will engage in observation, analyze works of art and understand visual expression through visual and verbal communication.

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: Grade 7 Art Exploratory

Prerequisite(s): None

Unit Title	Duration/ Month(s)	Related Standards	Learning Goals	Critical Knowledge and Skills
Unit 1: Drawing	1-2 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	<ul style="list-style-type: none"> ● Students will be able to incorporate various elements and principles of art in the creation of 2D art works. ● Students will be able to apply various art media, art mediums, technologies, and processes in the creation of 2D 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. 	<ul style="list-style-type: none"> ● Types of Drawing Assignments <ul style="list-style-type: none"> ○ Graphite ○ Color pencil ○ Chalk pastel ○ Charcoal ● Contour or Gesture Drawing ● Representational Art - Still-life <p>Summative Art Portfolio</p> <p>Rubric</p>
Unit 2: 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	<ul style="list-style-type: none"> ● Students will be able to utilize pinch, slab, & score techniques to create ceramic forms. Ex - Animal Slabs ● Students will be able to identify works of art that are used for utilitarian and non-utilitarian purposes. ● Students will be able to define 	<p>Ceramics –</p> <ul style="list-style-type: none"> ● Additive/Subtractive methods ● wheel-throwing ● Hand-building - coil, pinch, and slab ● Glazing ● Bas-relief animal tile

			<p>formal qualities of 2D & 3D art.</p> <ul style="list-style-type: none"> • Students will create a ceramic tile using the slab technique and following the criteria of a rubric. • Students will apply surface design treatments to clay tiles demonstrating use of proper tools and techniques • Students will use foreground, midground and background to create the illusion of space. • Students will develop the ability to select and apply glaze and finishes. 	<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>Rubric</p>
Unit 3: 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	<ul style="list-style-type: none"> • Students will analyze form, function, craftsmanship, and originality of representative works of art. • Students will differentiate stylistic innovations in line, shape, form, color, value, texture, or balance. • Students will be able to create a tempera painting utilizing color mixing technique. • Students will examine masterworks to examine use of applicable principles. Ex - 	<p>Painting –</p> <ul style="list-style-type: none"> • Acrylic, tempera • Handling of brushes and care of materials • Abstract Art <p>Painting techniques –</p> <ul style="list-style-type: none"> • Building with layers • manipulation <p>Color mixing –</p>

			<p>Cubism, Pop Art, Expressionism, etc.</p> <ul style="list-style-type: none"> • Students will be able to apply various art media, art mediums, technologies in 2D using tools and technologies appropriate to the theme and goals. • Students will be able to recognize that there are different responses to specific works of art • Students will conduct and participate in class critiques - group critiques and mini-conferences. 	<ul style="list-style-type: none"> • tints, shades, tones and complementary color pairs. Ex. How to mix neutrals? <p>Compositional drawing</p> <p>Summative Art Portfolio</p> <p>Rubric</p>
Unit 4: Printmaking	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	<ul style="list-style-type: none"> • Students will be able to compare and contrast prints of various cultures. • Students will be able to create a non-objective linoleum block print. • Students will be able to distinguish the three main art categories, abstract, non-objective and representational art. • Students will define formal qualities of relief printmaking, or monotype. 	<p>Printmaking/Mixed-Media –</p> <ul style="list-style-type: none"> • Monotypes • Relief Carving • Handling and care of materials • Mounting work for display <p>Experimentation –</p> <ul style="list-style-type: none"> • Mixed-media • Book arts - Instant book, stab-stitching, upcycled/recycled books, etc. <p>Summative Art Portfolio</p> <p>Rubric</p>

			<ul style="list-style-type: none"> • Students will be able to art media and tools in a safe and responsible manner. • Students will be able to apply various art elements and principles of balance, unity, emphasis, rhythm/movement in the creation of 2D works. • Students will be able to apply various art media, art mediums, technologies in 2D using tools and technologies appropriate to the theme and goals. 	
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Instructional Unit Map			
Course Title: Art 7			
Unit Title	Painting	Start Date:	60 Days/trimester
		Length of Unit:	2 week
Content Standards <i>What do we want them to know, understand, & do?</i>	Power: 1.5.8.Cr1a: Conceptualize early stages of the creative process, including applying methods to	Learning Goals	Students will be able to: <ul style="list-style-type: none"> • Recreate a landscape by a 20th century master artist in their own style (i.e. van gogh, monet, matisse) • Understand the basic fundamentals aspects of color theory and color mixing.

	<p>overcome creative blocks or take creative risks, and document the processes in traditional or new media.</p> <p>1.5.8.Cr3a: Use criteria to examine, reflect on and plan revisions for a work of art, and create an artistic statement.</p> <p>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.</p> <p>Secondary:</p> <p>1.5.8.Cr1b: Develop criteria, identify goals and collaboratively</p>		
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	<p>investigate an aspect of present-day life, using contemporary practice of art or design.</p> <p>1.5.8.Cr2a: Demonstrate persistence and willingness to experiment and take risks during the artistic process.</p> <p>1.5.8.Cr2b: Demonstrate an awareness of ethical responsibility in sharing images online, appropriation, and intellectual property ethics.</p> <p>1.5.8.Cr2c: Apply, organize and strategize methods for design and redesign of objects, places, systems, images, and words to clearly communicate</p>		
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	<p>information to a diverse audience.</p> <p>1.5.8.Cr3a: Use criteria to examine, reflect on and plan revisions for a work of art, and create an artistic statement.</p> <p>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.</p> <p>1.5.8.Pr5a: Individually or collaboratively prepare and present theme-based artwork for display and formulate exhibition narratives.</p> <p>1.5.8.Pr6a: Analyze how exhibitions in different venues communicate meaning and influence</p>		
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	<p>ideas, beliefs and experiences.</p> <p>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.</p> <p>1.5.8.Re7b: Compare and contrast cultural and social contexts of visual arts and how they influence ideas and emotions</p> <p>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</p>		
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	<p>messages or ideas and mood conveyed.</p> <p>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.</p> <p>1.5.8.Cn10a: Generate ideas to make art individually or collaboratively to positively reflect a group's identity.</p> <p>1.5.8.Cn11a: Analyze and contrast how art forms are used to represent, establish, reinforce and reflect group identity and culture.</p> <p>1.5.8.Cn11b: Analyze and contrast how art forms are used to reflect</p>		
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	global issues, including climate change.		
Essential Questions	<ol style="list-style-type: none"> 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 does color choice express mood/feelings? 5. How are artist statements used to better understand a work of art and the artist? 		
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 Theory Quiz		

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, 	<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

		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 		<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: color scheme, hue, complementary, analogous, primary, secondary,tertiary, balance, tone (neutrals), tint, shade 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			

	<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>

21 st 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			
Unit Title	Drawing		Start Date: 60 Days/trimester Length of Unit: 2 Week
Content Standards <i>What do we want them to know, understand, & do?</i>	Power:	Learning Goals	Students will be able to: <ul style="list-style-type: none"> create a value scale drawing of an object using a variety of lines and shading.

	<p>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.</p> <p>Secondary:</p> <p>1.5.8.Cr1b: Develop criteria, identify goals and collaboratively investigate an aspect of present-day life, using contemporary practice of art or design.</p> <p>1.5.8.Cr2a: Demonstrate persistence and willingness to experiment and take risks during the artistic process.</p>		
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	<p>1.5.8.Cr2b: Demonstrate an awareness of ethical responsibility in sharing images online, appropriation, and intellectual property ethics.</p> <p>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.</p> <p>1.5.8.Cr3a: Use criteria to examine, reflect on and plan revisions for a work of art, and create an artistic statement.</p> <p>1.5.8.Pr4a: Investigate and analyze ways artwork is presented, preserved and experienced, including use of evolving technology. Evaluate a</p>		
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	<p>collection or presentation based on this criterion.</p> <p>1.5.8.Pr5a: Individually or collaboratively prepare and present theme-based artwork for display and formulate exhibition narratives.</p> <p>1.5.8.Pr6a: Analyze how exhibitions in different venues communicate meaning and influence ideas, beliefs and experiences.</p> <p>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.</p> <p>1.5.8.Re7b: Compare and contrast cultural and social contexts of visual</p>		
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	<p>arts and how they influence ideas and emotions</p> <p>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.</p> <p>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.</p> <p>1.5.8.Cn10a: Generate ideas to make art individually or collaboratively to</p>		
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	<p>positively reflect a group's identity.</p> <p>1.5.8.Cn11a: Analyze and contrast how art forms are used to represent, establish, reinforce and reflect group identity and culture.</p> <p>1.5.8.Cn11b: Analyze and contrast how art forms are used to reflect global issues, including climate change.</p>		
<p>Essential Questions</p>	<ol style="list-style-type: none"> 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? 		
<p>Assessments <i>How will we know they have gained the knowledge & skills?</i></p>	<p>Formative</p>	<p>Summative</p>	<p>Alternative</p>

	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>	Line drawing activity, value 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 	<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 		<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: charcoal, grid method, value Tier 3: balance, emphasis, harmony, movement, pattern, proportion, repetition, rhythm, unity, variety, color, form, line, shape, space, texture, and value			

<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>	<p>Themes</p> <p>Skills</p>	
	<p>Global Awareness</p> <p>Environmental Literacy</p>	<p>A. Life and Career Skills</p> <p>Flexibility and Adaptability</p> <p>Initiative and Self-Direction</p> <p>Social Skills</p> <p>Productivity and Accountability</p> <p>Responsibility</p> <p>B. Learning and Innovation Skills</p> <p>Creativity and Innovation</p> <p>Critical Thinking and Problem Solving</p> <p>Communication and Collaboration</p>
<p>Resources/Materials</p>	<p>Drawing paper, pencils, charcoal pencils, vine charcoal, rulers, erasers</p>	

Instructional Unit Map

Course Title: Exploratory Art Grade 6

Unit Title	Sculpture/Ceramics		Start Date:	60 Days/Trimester	
Content Standards <i>What do we want them to know, understand, & do?</i>	Learning Goals				
	<p>Power:</p> <p>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.</p> <p>1.5.8.Cr1b: Develop criteria, identify goals and collaboratively investigate an aspect of present-day life, using contemporary practice of art or design.</p> <p>1.5.8.Cr2a: Demonstrate persistence and</p>	Length of Unit:	2 Week		
			<p>Students will be able to:</p> <ul style="list-style-type: none"> ● create a ceramic tile using the slab technique. ● use foreground, middle ground and background to create the illusion of space. ● Apply surface design treatments to clay tiles demonstrating use of proper tools and techniques 		

	<p>willingness to experiment and take risks during the artistic process.</p> <p>Secondary:</p> <p>1.5.8.Cr2b: Demonstrate an awareness of ethical responsibility in sharing images online, appropriation, and intellectual property ethics.</p> <p>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.</p> <p>1.5.8.Cr3a: Use criteria to examine, reflect on and plan revisions for a work of art, and create an artistic statement.</p>		
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	<p>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.</p> <p>1.5.8.Pr5a: Individually or collaboratively prepare and present theme-based artwork for display and formulate exhibition narratives.</p> <p>1.5.8.Pr6a: Analyze how exhibitions in different venues communicate meaning and influence ideas, beliefs and experiences.</p> <p>1.5.8.Re7a: Explain how a person's aesthetic choices are influenced by culture and environment, and how they impact the way in</p>		
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	<p>which visual messages are perceived and conveyed.</p> <p>1.5.8.Re7b: Compare and contrast cultural and social contexts of visual arts and how they influence ideas and emotions</p> <p>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.</p> <p>1.5.8.Re9a: Create a convincing and logical argument to support an evaluation of art. Explain the difference between personal and</p>		
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	<p>established criteria for evaluating artwork.</p> <p>1.5.8.Cn10a: Generate ideas to make art individually or collaboratively to positively reflect a group's identity.</p> <p>1.5.8.Cn11a: Analyze and contrast how art forms are used to represent, establish, reinforce and reflect group identity and culture.</p> <p>1.5.8.Cn11b: Analyze and contrast how art forms are used to reflect global issues, including climate change.</p>		
<p>Essential Questions</p>	<ol style="list-style-type: none"> 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 <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>	Pinch bowl, with a coiled foot											
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 			<ul style="list-style-type: none"> • Additional time • Review and Repeat verbal instruction • Preferential Seating • Group and one-on-one demonstration 			<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"> •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"> •one-on-one conferences •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 	

<p>Vocabulary <i>Highlight key vocabulary (both Tier II and Tier III words)</i></p>	<p>Tier 2: bas-relief, background, midground, foreground, glaze</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 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>

Resources/Materials	Clay, clay tools, water, slip and water cups, old brushes, table coverings, plastic bags to store projects, spray bottles with water, sponges	

Instructional Unit Map			
Course Title: Exploratory Art Grade 6			
Unit Title	Printmaking/Multimedia		Start Date: 60 Days/Trimester
			Length of Unit: 2 Week
Content Standards <i>What do we want them to know, understand, & do?</i>	<p>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.</p> <p>1.5.8.Cr2a: Demonstrate persistence and willingness to</p>	Learning Goals	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Students will be able to create a non-objective linoleum block print. • Students will be able to distinguish the three main art categories, abstract, non-objective and representational art. • Students will define formal qualities of relief printmaking. • Students will be able to art media and tools in a safe and responsible manner. • Students will be able to apply various art elements and principles of balance, unity, emphasis,

	<p>experiment and take risks during the artistic process.</p> <p>Secondary:</p> <p>1.5.8.Cr2b: Demonstrate an awareness of ethical responsibility in sharing images online, appropriation, and intellectual property ethics.</p> <p>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.</p> <p>1.5.8.Cr3a: Use criteria to examine, reflect on and plan revisions for a work of art, and create an artistic statement.</p>		
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	<p>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.</p> <p>1.5.8.Pr5a: Individually or collaboratively prepare and present theme-based artwork for display and formulate exhibition narratives.</p> <p>1.5.8.Pr6a: Analyze how exhibitions in different venues communicate meaning and influence ideas, beliefs and experiences.</p> <p>1.5.8.Re7a: Explain how a person's aesthetic choices are influenced by culture and environment, and how they impact the way in</p>		
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	<p>which visual messages are perceived and conveyed.</p> <p>1.5.8.Re7b: Compare and contrast cultural and social contexts of visual arts and how they influence ideas and emotions</p> <p>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.</p> <p>1.5.8.Re9a: Create a convincing and logical argument to support an evaluation of art. Explain the difference between personal and</p>		
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	<p>established criteria for evaluating artwork.</p> <p>1.5.8.Cn10a: Generate ideas to make art individually or collaboratively to positively reflect a group's identity.</p> <p>1.5.8.Cn11a: Analyze and contrast how art forms are used to represent, establish, reinforce and reflect group identity and culture.</p> <p>1.5.8.Cn11b: Analyze and contrast how art forms are used to reflect global issues, including climate change.</p>		
Essential Questions			
Assessments	Formative	Summative	Alternative

<p><i>How will we know they have gained the knowledge & skills?</i></p>	<p>Exit Slip Revist specific learning objectives 3-2-1 Value Chart Sketchbook Gallery Walk Quizzes Questioning Peer critiques/Group Critiques</p>	<p>Share and celebrate results Discussion and one-on-one Teacher observation Rubric Portfolio</p>	<p>Alternative project Discussion and one-on-one Teacher observation Alternative rubric</p>	
<p>Unit Pre-Assessment(s) <i>What do they already know?</i></p>	<p>Writing group activity</p>			
<p>Instructional Strategies/Student Activities</p>	<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. 			
<p>Instructional/Assessment Scaffolds <i>(Modifications /Accommodations) – planned for prior to instruction</i></p>	<p>English Language Learners Special Education Learners Struggling Learners Advanced Learners</p>			
	<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 		<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 1: relief print, printmaking Tier 2: balance, emphasis, harmony, movement, pattern, proportion, repetition, rhythm, unity, variety, color, form, line, shape, space, texture, and value			

<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>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>

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	Soft-kut block, carving tools, pencil, copy paper, black fine point sharpie, block printing inks	