

Marking Period	Unit Title	Recommended Instructional Days
1st	Drawing	Approximately 12 Days (Integrated Throughout the Year)
<b>Artistic Process:</b>	<b>Anchor Standard: General Knowledge &amp; Skills</b>	<b>Recommended Activities, Investigations,                      Interdisciplinary Connections, and/or Student                      Experiences to Explore NJSLs-VPA within Unit</b>
Drawing  Drawing enables individuals to discover and develop their own creative capacity, thereby providing a source of lifelong satisfaction in art. Drawing has creative, expressive and educational value as it remains fundamental to translating and analyzing the world. Students enjoy practicing their artistic skills and desire to excel in their artwork.	Creating: <ul style="list-style-type: none"> <li>● 1.5.2.Cr1a: Engage in individual and collaborative exploration of materials and ideas through multiple approaches, from imaginative play to brainstorming, to solve art and design problems.</li> <li>● 1.5.2.Cr1b: Engage in individual and collaborative art making through observation and investigation of the world, and in response to personal interests and curiosity.</li> <li>● 1.5.2.Cr2a: Through experimentation, build skills and knowledge of materials and tools through various approaches to art making.</li> <li>● 1.5.2.Cr2b: Demonstrate safe procedures for using and cleaning art tools, equipment and studio spaces.</li> <li>● 1.5.2.Cr2c: Create art that represents natural and constructed environments.</li> </ul>	

	<p>Identify and classify uses of everyday objects through drawings, diagrams, sculptures or other visual means including repurposing objects to make something new</p> <ul style="list-style-type: none"><li>● 1.5.2.Cr3a: Explain the process of making art, using art vocabulary. Discuss and reflect with peers about choices made while creating art.</li></ul> <p>Presenting:</p> <ul style="list-style-type: none"><li>● 1.5.2.Pr4a: Select artwork for display, and explain why some work, objects and artifacts are valued over others. Categorize artwork based on a theme or concept for an exhibit.</li><li>● 1.5.2.Pr5a: Explain the purpose of a portfolio or collection. Ask and answer questions regarding preparing artwork for presentation or preservation.</li><li>● 1.5.2.Pr6a: Explain what an art museum is and identify the roles and responsibilities of the people who work in and visit museums and exhibit spaces. Analyze how art exhibits inside and outside of schools (such as museums, galleries, virtual spaces, and other venues) contribute to communities.</li></ul>	
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	<p>Responding:</p> <ul style="list-style-type: none"><li>● 1.5.2.Re7a: Identify works of art based on personal connections and experiences. Describe the aesthetic characteristics within both the natural and constructed world.</li><li>● 1.5.2.Re7b: Describe, compare and categorize visual artworks based on subject matter and expressive properties.</li><li>● 1.5.2.Re8a: Categorize and describe works of art, by identifying subject matter, details, mood, and formal characteristics</li><li>● 1.5.2.R3a: Use art vocabulary to explain preferences in selecting and classifying artwork.</li></ul> <p>Connecting:</p> <ul style="list-style-type: none"><li>● 1.5.2.Cn10a: Create art that tells a story or describes life events in home, school and community.</li><li>● 1.5.2.Cn11a: Compare, contrast and describe why people from different places and times make art.</li><li>● 1.5.2.Cn11b: Describe why people from different places and times make art about different issues, including climate change.</li></ul>	
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<p>designers shape artistic investigations, following or breaking with traditions in pursuit of creative art-making goals.</p> <ul style="list-style-type: none"><li>• Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches. Artists and designers balance experimentation and safety, freedom and responsibility, while developing and creating artworks. People create and interact with objects, places and design that define, shape, enhance, and empower their lives.</li></ul>	<ul style="list-style-type: none"><li>• What factors prevent or encourage people to take creative risks?</li><li>• How does collaboration expand the creative process?</li><li>• How does knowing the contexts, histories, and traditions of art forms help us create works of art and design?</li><li>• Why do artists follow or break from established traditions?</li><li>• How do artists determine what resources and criteria are needed to formulate artistic investigations?</li> <li>• How do artists work?</li><li>• How do artists and designers determine whether a particular direction in their work is effective?</li><li>• How do artists and designers learn from trial and error? How do artists and designers care for and maintain materials, tools and equipment?</li><li>• Why is it important, for safety and health, to understand and follow correct procedures in handling materials, tools and equipment?</li></ul>	
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<ul style="list-style-type: none"><li>• Artists and designers develop excellence through practice and constructive critique, reflecting on, revising and refining work over time</li> <li>• Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting and curating objects, artifacts, and artworks for preservation and presentation.</li></ul>	<ul style="list-style-type: none"><li>• What responsibilities come with the freedom to create? How do objects, places and design shape lives and communities?</li><li>• How do artists and designers determine goals for designing or redesigning objects, places, or systems?</li><li>• How do artists and designers create works of art or design that effectively communicate?</li> <li>• What role does persistence play in revising, refining and developing work?</li><li>• How do artists grow and become accomplished in art forms?</li><li>• How does collaboratively reflecting on a work help us experience it more completely?</li> <li>• How are artworks cared for and by whom?</li><li>• What criteria, methods and processes are used to select work for preservation or presentation?</li><li>• Why do people value objects, artifacts and artworks, and select them for presentation?</li></ul>	
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<ul style="list-style-type: none"><li>• Artists, curators and others consider a variety of factors and methods including evolving technologies when preparing and refining artwork for display and or when deciding if and how to preserve and protect it.</li><li>• Objects, artifacts and artworks collected, preserved or presented either by artists, museums, or other venues communicate meaning and a record of social, cultural and political experiences resulting in the cultivating of appreciation and understanding</li><li>• Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments. Visual arts influences</li></ul>	<ul style="list-style-type: none"><li>• What methods and processes are considered when preparing artwork for presentation or preservation?</li><li>• How does refining artwork affect its meaning to the viewer?</li><li>• What criteria are considered when selecting work for presentation, a portfolio, or a collection?</li><li>• What is an art museum?</li><li>• How does the presenting and sharing of objects, artifacts and artworks influence and shape ideas, beliefs and experiences?</li><li>• How do objects, artifacts and artworks collected, preserved, or presented, cultivate appreciation and understanding?</li><li>• How do life experiences influence the way you relate to art?</li><li>• How does learning about art impact how we perceive the world?</li><li>• What can we learn from our responses to art?</li><li>• What is visual art?</li></ul>	
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<p>understanding of and responses to the world.</p> <ul style="list-style-type: none"><li>• People gain insights into meanings of artworks by engaging in the process of art criticism.</li><li>• People evaluate art based on various criteria.</li><li>• Through artmaking, people make meaning by investigating and developing awareness of perceptions, knowledge and experiences.</li></ul>	<ul style="list-style-type: none"><li>• Where and how do we encounter visual arts in our world?</li><li>• How do visual arts influence our views of the world?</li><li>• What is the value of engaging in the process of art criticism?</li><li>• How can the viewer "read" a work of art as text?</li><li>• How does knowing and using visual art vocabulary help us understand and interpret works of art?</li><li>• How does one determine criteria to evaluate a work of art?</li><li>• How and why might criteria vary?</li><li>• How is a personal preference different from an evaluation?</li><li>• How does engaging in creating art enrich people's lives?</li><li>• How does making art attune people to their surroundings?</li><li>• How do people contribute to awareness and understanding of their lives and the lives of their communities through artmaking?</li></ul>	
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<ul style="list-style-type: none"> <li>• People develop ideas and understandings of society, culture and history through their interactions with and analysis of art.</li> </ul>	<ul style="list-style-type: none"> <li>• How does art help us understand the lives of people of different times, places, and cultures?</li> <li>• How is art used to impact the views of a society?</li> <li>• How does art preserve aspects of life?</li> </ul>	
<p><b>Social and Emotional Learning:</b>  <i>Competencies</i>                  (<a href="https://selarts.org/">https://selarts.org/</a>)</p>	<p><b>Social and Emotional Learning:</b>  <i>Sub-Competencies</i>                  (<a href="https://selarts.org/">https://selarts.org/</a>)</p>	
<p><b>Social Awareness:</b></p> <ul style="list-style-type: none"> <li>• 09.EE.Recognize that people are alike and different.</li> <li>• 10.EE.Begin to recognize that people have different points of view.</li> <li>• 11.EE.With adult support, be able to identify manners used in social situations (i.e. taking turns, listening to the speaker)</li> </ul> <p><b>Relationship Skills</b></p> <ul style="list-style-type: none"> <li>• 13.EE.Utilize“active listening” skills</li> <li>• 13.EE. Demonstrate care and respect for others and their needs by using polite language.</li> </ul>	<p><b>Self Awareness:</b></p> <ul style="list-style-type: none"> <li>• 01.EE.Recognize and name different types of positive and negative emotions</li> <li>• 03.EE.Identify one’s likes and dislikes</li> <li>• 03.EE.Identify challenges or situations where one may need help</li> <li>• 03.EE.Recognize things that make one feel good about who they are</li> </ul> <p><b>Self Management:</b></p> <ul style="list-style-type: none"> <li>• 06.EE.Identify simple steps needed to perform a routine,task or accomplish a goal.</li> <li>• 07.EE.With adult encouragement, make multiple attempts to meet a goal.</li> </ul>	

<b>Assessments (Formative)</b> <i>To show evidence of meeting the standard/s, students will successfully engage within:</i>		<b>Assessments (Summative)</b> <i>To show evidence of meeting the standard/s, students will successfully complete:</i>	
<b>Formative Assessments:</b> <ul style="list-style-type: none"> <li>● Color Mixing Practice</li> <li>● Symmetry Practice</li> <li>● Student portfolio</li> <li>● Rubric based projects</li> <li>● Verbal Discussions</li> <li>● Teacher observations</li> <li>● Repeat verbal directions back</li> <li>● Drawings</li> </ul>		<b>Benchmarks:</b> <ul style="list-style-type: none"> <li>● Rubric based classwork/rough drafts for each unit</li> <li>● Rubric based final project for each unit</li> <li>● Student self-assessment using rubrics and short answer responses</li> </ul> <b>Summative Assessments:</b> <ul style="list-style-type: none"> <li>● Drafts for each project</li> <li>● Rubric based final project for each unit</li> <li>● Student self-assessment</li> </ul>	
<b>Differentiated Student Access to Content:                  Teaching and Learning Resources/Materials</b>			
<b>Core Resources</b>	<b>Alternate Core Resources                  IEP/504/At-Risk/ESL</b>	<b>ELL Core Resources</b>	<b>Gifted &amp; Talented Core Resources</b>
Materials: <ul style="list-style-type: none"> <li>● Scissors</li> <li>● Masking Tape</li> <li>● Glue Sticks</li> <li>● Glue Bottles</li> <li>● Construction Paper</li> <li>● Drawing Paper</li> <li>● Oil Pastels</li> <li>● Color Wheel</li> <li>● Crayons</li> </ul>	<ul style="list-style-type: none"> <li>● Utilize modifications and accommodations delineated in the student's IEP</li> <li>● Work with paraprofessional</li> <li>● Use multi-sensory teaching approaches.</li> <li>● Work with a partner</li> <li>● Provide concrete examples and relate all new movements to previously</li> </ul>	<ul style="list-style-type: none"> <li>● Speak and display terminology and movement</li> <li>● Teacher/Peer modeling</li> <li>● Develop and post routines</li> <li>● Label classroom materials</li> <li>● Word walls</li> <li>● Use posters with directions written in pictures in all languages</li> </ul>	<ul style="list-style-type: none"> <li>● Curriculum compacting</li> <li>● Inquiry-based instruction</li> <li>● Independent study</li> <li>● Higher order thinking skills</li> <li>● Adjusting the pace of lessons</li> </ul>

<ul style="list-style-type: none"> <li>• Colored Pencils</li> <li>• Paint (tempera, watercolor)</li> <li>• Paint Brushes</li> <li>• Cups (for water)</li> <li>• Markers</li> <li>• Paper Towels</li> <li>• Sharpies</li> <li>• Tape</li> <li>• Newspaper, Books / Magazines</li> <li>• Digital images</li> </ul>	<p>learned moves or to typical life skills at home</p> <ul style="list-style-type: none"> <li>• Change movement requirements to reduce activity time</li> <li>• Solidify and refine concepts through repetition</li> </ul>	<ul style="list-style-type: none"> <li>• Incorporate visuals: graphic organizers, gestures, props</li> </ul>	
<b>Supplemental Resources</b>			
<p><b>Technology:</b></p> <ul style="list-style-type: none"> <li>• Chromebooks</li> <li>• Visuals/posters</li> <li>• Internet sites</li> <li>• Youtube</li> <li>• Symmetry Videos</li> </ul>			
<b>Differentiated Student Access to Content: Recommended <i>Strategies &amp; Techniques</i></b>			
<b>Core Resources</b>	<b>Alternate Core Resources <i>IEP/504/At-Risk/ESL</i></b>	<b>ELL Core Resources</b>	<b>Gifted &amp; Talented Core</b>
<ul style="list-style-type: none"> <li>• Use visual demonstrations, illustrations and models</li> <li>• Give direction/instructions</li> </ul>	<ul style="list-style-type: none"> <li>• Instructions may be printed out in large print and hung up for students to see during the time of lesson.</li> <li>• Peer Support</li> <li>• One-on-one time</li> </ul>	<ul style="list-style-type: none"> <li>• Flexible grouping</li> <li>• Google Translate when needed</li> <li>• Provide extra time</li> <li>• Vocabulary Translation Cards</li> </ul>	<ul style="list-style-type: none"> <li>• Interest based content</li> <li>• Real world scenarios</li> <li>• Student driven instruction</li> </ul>

<p>verbally and in simple written format.</p> <ul style="list-style-type: none"> <li>● Increase one-on-one time</li> <li>● Peer Support</li> <li>● Teacher may modify instructions/ assignment</li> <li>● Oral prompts can be given.</li> </ul>	<ul style="list-style-type: none"> <li>● Extended time</li> <li>● Teacher may modify instructions/assignment</li> <li>● Lesson outline and vocabulary terms with definition</li> <li>● Tracing templates</li> <li>● Manipulatives</li> <li>● Stencils</li> </ul>		
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<p><b>NJSLs CAREER READINESS, LIFE LITERACIES &amp; KEY SKILLS</b></p>	<p><b>Disciplinary Concept:</b></p>	
	<p><b>Core Ideas:</b></p>	<p>Brainstorming can create new, innovative ideas.</p>
	<p><b>Performance Expectation/s:</b></p>	<ul style="list-style-type: none"> <li>● 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).</li> <li>● 9.4.2.CI.2: Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).</li> </ul>
	<p><b>Career Readiness, Life Literacies, &amp; Key Skills Practices</b></p>	
	<ul style="list-style-type: none"> <li>● Act as a responsible and contributing community members and employee</li> <li>● Attend to financial well-being</li> <li>● Consider the environmental, social and economic impacts of decisions</li> <li>● Demonstrate creativity and innovation</li> <li>● Utilize critical thinking to make sense of problems and persevere in solving them</li> <li>● Model integrity, ethical leadership and effective management</li> <li>● Plan education and career paths aligned to personal goals</li> <li>● Use technology to enhance productivity increase collaboration and communicate effectively</li> <li>● Work productively in teams while using cultural/global competence</li> </ul>	

New Jersey Legislative Statutes and Administrative Code  
 (place an "X" before each law/statute if/when present within the curriculum map)

Amistad Law: <i>N.J.S.A. 18A 52:16A-88</i>	Holocaust Law: <i>N.J.S.A. 18A:35-28</i>	LGBT and Disabilities Law: <i>N.J.S.A. 18A:35-4.35</i>	Diversity & Inclusion: <i>N.J.S.A. 18A:35-4.36a</i>	Standards in Action: <i>Climate Change</i>
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Marking Period	Unit Title	Recommended Instructional Days
2nd	Painting	Approximately 12 Days (Integrated Throughout the Year)
<b>Artistic Process:</b>	<b>Anchor Standard: General Knowledge &amp; Skills</b>	<b>Recommended Activities, Investigations, Interdisciplinary Connections, and/or Student Experiences to Explore NJSLs-VPA within Unit</b>
Painting  Painting gives students the opportunity to convey ideas, express emotion, use their senses, explore color in their artwork.	Creating: <ul style="list-style-type: none"> <li>1.5.2.Cr1a: Engage in individual and collaborative exploration of materials and ideas through multiple approaches, from imaginative play to brainstorming, to solve art and design problems.</li> <li>1.5.2.Cr1b: Engage in individual and collaborative art making through observation and investigation of the world, and in response to personal interests and curiosity.</li> <li>1.5.2.Cr2a: Through experimentation, build skills and knowledge of materials and tools through various approaches to art making.</li> </ul>	

	<ul style="list-style-type: none"><li>● 1.5.2.Cr2b: Demonstrate safe procedures for using and cleaning art tools, equipment and studio spaces.</li><li>● 1.5.2.Cr2c: Create art that represents natural and constructed environments. Identify and classify uses of everyday objects through drawings, diagrams, sculptures or other visual means including repurposing objects to make something new</li><li>● 1.5.2.Cr3a: Explain the process of making art, using art vocabulary. Discuss and reflect with peers about choices made while creating art.</li></ul> <p>Presenting:</p> <ul style="list-style-type: none"><li>● 1.5.2.Pr4a: Select artwork for display, and explain why some work, objects and artifacts are valued over others. Categorize artwork based on a theme or concept for an exhibit.</li><li>● 1.5.2.Pr5a: Explain the purpose of a portfolio or collection. Ask and answer questions regarding preparing artwork for presentation or preservation.</li><li>● 1.5.2.Pr6a: Explain what an art museum is and identify the roles and responsibilities of the people who work in and</li></ul>	
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	<p>visit museums and exhibit spaces. Analyze how art exhibits inside and outside of schools (such as museums, galleries, virtual spaces, and other venues) contribute to communities.</p> <p>Responding:</p> <ul style="list-style-type: none"><li>● 1.5.2.Re7a: Identify works of art based on personal connections and experiences. Describe the aesthetic characteristics within both the natural and constructed world.</li><li>● 1.5.2.Re7b: Describe, compare and categorize visual artworks based on subject matter and expressive properties.</li><li>● 1.5.2.Re8a: Categorize and describe works of art, by identifying subject matter, details, mood, and formal characteristics</li><li>● 1.5.2.R3a: Use art vocabulary to explain preferences in selecting and classifying artwork.</li></ul> <p>Connecting:</p> <ul style="list-style-type: none"><li>● 1.5.2.Cn10a: Create art that tells a story or describes life events in home, school and community.</li><li>● 1.5.2.Cn11a: Compare, contrast and describe why</li></ul>	
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<p>Responding</p>	<p>matter chosen by artists convey a message (e.g. to celebrate, to create emotion)</p> <ul style="list-style-type: none"> <li>● Students will be able to discuss the lineage of famous artists and their connection to cultures past and present.</li> <li>● Students will be able to identify colors and demonstrate how they can be used to create an expressive pieces of art.</li> <li>● Students will be able to demonstrate proper usage of</li> <li>● Students will be able to demonstrate a variety of brush styles and appropriate types for use in watercolor, acrylic, and tempera painting.</li> <li>● Students will be able to demonstrate basic concepts of color theory including primary, secondary, and warm and cool color schemes.</li> <li>● Students will be able to demonstrate basic painting application methods including color mixing, and blending techniques.</li> </ul>	<p>patterns help students to create some very brightly rendered firework artworks.</p> <ul style="list-style-type: none"> <li>● WaterColor Painting: Students will create their own water painting for a given topic (e.g., Thanksgiving, autumn)</li> <li>● Night Skies like Van Gogh - Students learn about Van Gogh’s Starry Night and then use his post-impressionistic style to create their own night skies. Students use expressive brushstrokes to create clouds, stars, and moons and then they can get creative with what's on the ground like cities, mountains, and forests.</li> </ul>
<p>Connecting</p>	<ul style="list-style-type: none"> <li>● Students will be able to recognize and communicate how an artist uses line, shape, texture, color and space in works of art to communicate</li> </ul>	

	<p>ideas and emotions</p> <ul style="list-style-type: none"> <li>• Students will be able to identify or discuss contextual clues embedded in works of art (e.g., happy, sad, pleasurable, fearful).</li> <li>• Students will be able to participate in collaborative critiques using positive principles and provide/receive feedback with peer</li> </ul>	
<p><b>Enduring Understanding/s:</b></p>	<p><b>Essential Question/s:</b></p>	
<ul style="list-style-type: none"> <li>• Creativity and innovative thinking are essential life skills that can be developed. Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art-making goals.</li> </ul>	<ul style="list-style-type: none"> <li>• What conditions, attitudes, and behaviors support creativity and innovative thinking?</li> <li>• What factors prevent or encourage people to take creative risks?</li> <li>• How does collaboration expand the creative process?</li> <li>• How does knowing the contexts, histories, and traditions of art forms help us create works of art and design?</li> <li>• Why do artists follow or break from established traditions?</li> <li>• How do artists determine what resources and criteria are needed to formulate artistic investigations?</li> <li>• How do artists work?</li> </ul>	

<ul style="list-style-type: none"><li>• Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches. Artists and designers balance experimentation and safety, freedom and responsibility, while developing and creating artworks. People create and interact with objects, places and design that define, shape, enhance, and empower their lives.</li> <li>• Artists and designers develop excellence through practice and constructive critique, reflecting on,</li></ul>	<ul style="list-style-type: none"><li>• How do artists and designers determine whether a particular direction in their work is effective?</li><li>• How do artists and designers learn from trial and error? How do artists and designers care for and maintain materials, tools and equipment?</li><li>• Why is it important, for safety and health, to understand and follow correct procedures in handling materials, tools and equipment?</li><li>• What responsibilities come with the freedom to create? How do objects, places and design shape lives and communities?</li><li>• How do artists and designers determine goals for designing or redesigning objects, places, or systems?</li><li>• How do artists and designers create works of art or design that effectively communicate?</li> <li>• What role does persistence play in revising, refining and developing work?</li><li>• How do artists grow and become accomplished in art forms?</li></ul>	
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<p>revising and refining work over time</p> <ul style="list-style-type: none"><li>• Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting and curating objects, artifacts, and artworks for preservation and presentation.</li><li>• Artists, curators and others consider a variety of factors and methods including evolving technologies when preparing and refining artwork for display and or when deciding if and how to preserve and protect it.</li><li>• Objects, artifacts and artworks collected, preserved or presented</li></ul>	<ul style="list-style-type: none"><li>• How does collaboratively reflecting on a work help us experience it more completely?</li><li>• How are artworks cared for and by whom?</li><li>• What criteria, methods and processes are used to select work for preservation or presentation?</li><li>• Why do people value objects, artifacts and artworks, and select them for presentation?</li><li>• What methods and processes are considered when preparing artwork for presentation or preservation?</li><li>• How does refining artwork affect its meaning to the viewer?</li><li>• What criteria are considered when selecting work for presentation, a portfolio, or a collection?</li><li>• What is an art museum?</li><li>• How does the presenting and sharing of objects, artifacts and artworks influence and</li></ul>	
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<p>either by artists, museums, or other venues communicate meaning and a record of social, cultural and political experiences resulting in the cultivating of appreciation and understanding</p> <ul style="list-style-type: none"><li>• Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments. Visual arts influences understanding of and responses to the world.</li><li>• People gain insights into meanings of artworks by engaging in the process of art criticism.</li></ul>	<p>shape ideas, beliefs and experiences?</p> <ul style="list-style-type: none"><li>• How do objects, artifacts and artworks collected, preserved, or presented, cultivate appreciation and understanding?</li><li>• How do life experiences influence the way you relate to art?</li><li>• How does learning about art impact how we perceive the world?</li><li>• What can we learn from our responses to art?</li><li>• What is visual art?</li><li>• Where and how do we encounter visual arts in our world?</li><li>• How do visual arts influence our views of the world?</li><li>• What is the value of engaging in the process of art criticism?</li><li>• How can the viewer "read" a work of art as text?</li><li>• How does knowing and using visual art vocabulary help us understand and interpret works of art?</li></ul>	
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<ul style="list-style-type: none"> <li>• People evaluate art based on various criteria.</li> <li>• Through artmaking, people make meaning by investigating and developing awareness of perceptions, knowledge and experiences.</li> <li>• People develop ideas and understandings of society, culture and history through their interactions with and analysis of art.</li> </ul>	<ul style="list-style-type: none"> <li>• How does one determine criteria to evaluate a work of art?</li> <li>• How and why might criteria vary?</li> <li>• How is a personal preference different from an evaluation?</li> <li>• How does engaging in creating art enrich people's lives?</li> <li>• How does making art attune people to their surroundings?</li> <li>• How do people contribute to awareness and understanding of their lives and the lives of their communities through artmaking?</li> <li>• How does art help us understand the lives of people of different times, places, and cultures?</li> <li>• How is art used to impact the views of a society?</li> <li>• How does art preserve aspects of life?</li> </ul>	
<p><b>Social and Emotional Learning:</b>  <i>Competencies</i>                  (<a href="https://selarts.org/">https://selarts.org/</a>)</p>	<p><b>Social and Emotional Learning:</b>  <i>Sub-Competencies</i>                  (<a href="https://selarts.org/">https://selarts.org/</a>)</p>	
<p><b>Social Awareness:</b></p>	<p><b>Self Awareness:</b></p>	

<ul style="list-style-type: none"> <li>● 09.EE.Recognize that people are alike and different.</li> <li>● 10.EE.Begin to recognize that people have different points of view.</li> <li>● 11.EE.With adult support, be able to identify manners used in social situations (i.e. taking turns, listening to the speaker)</li> </ul> <p><b>Relationship Skills</b></p> <ul style="list-style-type: none"> <li>● 13.EE.Utilize“active listening” skills</li> <li>● 13.EE. Demonstrate care and respect for others and their needs by using polite language.</li> </ul>	<ul style="list-style-type: none"> <li>● 01.EE.Recognize and name different types of positive and negative emotions</li> <li>● 03.EE.Identify one’s likes and dislikes</li> <li>● 03.EE.Identify challenges or situations where one may need help</li> <li>● 03.EE.Recognize things that make one feel good about who they are</li> </ul> <p><b>Self Management:</b></p> <ul style="list-style-type: none"> <li>● 06.EE.Identify simple steps needed to perform a routine,task or accomplish a goal.</li> <li>● 07.EE.With adult encouragement, make multiple attempts to meet a goal.</li> </ul>	
<p align="center"><b>Assessments (Formative)</b>  <i>To show evidence of meeting the standard/s, students will successfully engage within:</i></p>		<p align="center"><b>Assessments (Summative)</b>  <i>To show evidence of meeting the standard/s, students will successfully complete:</i></p>
<p><b><u>Formative Assessments:</u></b></p> <ul style="list-style-type: none"> <li>● Color Mixing Practice</li> <li>● Symmetry Practice</li> <li>● Student portfolio</li> <li>● Rubric based projects</li> <li>● Verbal Discussions</li> </ul>		<p><b><u>Benchmarks:</u></b></p> <ul style="list-style-type: none"> <li>● Rubric based classwork/rough drafts for each unit</li> <li>● Rubric based final project for each unit</li> <li>● Student self-assessment using rubrics and short answer responses</li> </ul> <p><b><u>Summative Assessments:</u></b></p> <ul style="list-style-type: none"> <li>● Drafts for each project</li> <li>● Rubric based final project for each unit</li> </ul>



<ul style="list-style-type: none"> <li>• Teacher observations</li> <li>• Repeat verbal directions back</li> <li>• Drawings</li> </ul>	<ul style="list-style-type: none"> <li>• Student self-assessment</li> </ul>		
<b>Differentiated Student Access to Content:                  Teaching and Learning Resources/Materials</b>			
Core Resources	Alternate Core Resources <i>IEP/504/At-Risk/ESL</i>	ELL Core Resources	Gifted & Talented Core Resources
<p>Materials:</p> <ul style="list-style-type: none"> <li>• Scissors</li> <li>• Masking Tape</li> <li>• Glue Sticks</li> <li>• Glue Bottles</li> <li>• Construction Paper</li> <li>• Drawing Paper</li> <li>• Oil Pastels</li> <li>• Crayons</li> <li>• Colored Pencils</li> <li>• Paint (tempera, watercolor)</li> <li>• Paint Brushes</li> <li>• Cups (for water)</li> <li>• Markers</li> <li>• Paper Towels</li> <li>• Sharpies</li> <li>• Tape</li> <li>• Newspaper, Books / Magazines</li> <li>• Digital images</li> </ul>	<ul style="list-style-type: none"> <li>• Utilize modifications and accommodations delineated in the student’s IEP</li> <li>• Work with paraprofessional</li> <li>• Use multi-sensory teaching approaches.</li> <li>• Work with a partner</li> <li>• Provide concrete examples and relate all new movements to previously learned moves or to typical life skills at home</li> <li>• Change movement requirements to reduce activity time</li> <li>• Solidify and refine concepts through repetition</li> </ul>	<ul style="list-style-type: none"> <li>• Speak and display terminology and movement</li> <li>• Teacher/Peer modeling</li> <li>• Develop and post routines</li> <li>• Label classroom materials</li> <li>• Word walls</li> <li>• Use posters with directions written in pictures in all languages</li> <li>• Incorporate visuals: graphic organizers, gestures, props</li> </ul>	<ul style="list-style-type: none"> <li>• Curriculum compacting</li> <li>• Inquiry-based instruction</li> <li>• Independent study</li> <li>• Higher order thinking skills</li> <li>• Adjusting the pace of lessons</li> </ul>
<b>Supplemental Resources</b>			
<p><b>Technology:</b></p>			

- Chromebooks
- Visuals/posters
- Internet sites
- Youtube

**Differentiated Student Access to Content:  
 Recommended *Strategies & Techniques***

Core Resources	Alternate Core Resources <i>IEP/504/At-Risk/ESL</i>	ELL Core Resources	Gifted & Talented Core
<ul style="list-style-type: none"> <li>● Use visual demonstrations, illustrations and models</li> <li>● Give direction/instructions verbally and in simple written format.</li> <li>● Increase one-on-one time</li> <li>● Peer Support</li> <li>● Teacher may modify instructions/assignment</li> <li>● Oral prompts can be given.</li> </ul>	<ul style="list-style-type: none"> <li>● Instructions may be printed out in large print and hung up for students to see during the time of lesson.</li> <li>● Peer Support</li> <li>● One-on-one time</li> <li>● Extended time</li> <li>● Teacher may modify instructions/assignment</li> <li>● Lesson outline and vocabulary terms with definition</li> <li>● Tracing templates</li> <li>● Manipulatives</li> <li>● Stencils</li> </ul>	<ul style="list-style-type: none"> <li>● Flexible grouping</li> <li>● Google Translate when needed</li> <li>● Provide extra time</li> <li>● Vocabulary Translation Cards</li> </ul>	<ul style="list-style-type: none"> <li>● Interest based content</li> <li>● Real world scenarios</li> <li>● Student driven instruction</li> </ul>

<p><b>NJSLs CAREER READINESS,                  LIFE LITERACIES &amp; KEY SKILLS</b></p>	<p><b>Disciplinary Concept:</b></p>	
	<p><b>Core Ideas:</b></p>	<p>Brainstorming can create new, innovative ideas.</p>
	<p><b>Performance Expectation/s:</b></p>	<ul style="list-style-type: none"> <li>● 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).</li> </ul>

		<ul style="list-style-type: none"> <li>9.4.2.CI.2: Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).</li> </ul>
	<b>Career Readiness, Life Literacies, &amp; Key Skills Practices</b>	
	<ul style="list-style-type: none"> <li>Act as a responsible and contributing community members and employee</li> <li>Attend to financial well-being</li> <li>Consider the environmental, social and economic impacts of decisions</li> <li>Demonstrate creativity and innovation</li> <li>Utilize critical thinking to make sense of problems and persevere in solving them</li> <li>Model integrity, ethical leadership and effective management</li> <li>Plan education and career paths aligned to personal goals</li> <li>Use technology to enhance productivity increase collaboration and communicate effectively</li> <li>Work productively in teams while using cultural/global competence</li> </ul>	

New Jersey Legislative Statutes and Administrative Code (place an "X" before each law/statute if/when present within the curriculum map)								
	Amistad Law: <i>N.J.S.A. 18A                  52:16A-88</i>		Holocaust Law: <i>N.J.S.A. 18A:35-28</i>		LGBT and Disabilities Law: <i>N.J.S.A.                  18A:35-4.35</i>		Diversity & Inclusion: <i>N.J.S.A. 18A:35-4.36a</i>	Standards in Action: <i>Climate Change</i>

Marking Period	Unit Title		Recommended Instructional Days
3rd	Mixed Media/ Collage/ Fabrics / Texture		Approximately 12 Days (Integrated Throughout the Year)
<b>Artistic Process:</b>	<b>Anchor Standard: General Knowledge &amp; Skills</b>		<b>Recommended Activities, Investigations, Interdisciplinary Connections, and/or Student Experiences to Explore NJSLs-VPA within Unit</b>
	Creating:		

<p>Mixed Media/ Collage/ Fabrics / Texture:</p> <p>Students are introduced to mixed media techniques, collage and fibers. Students will be utilize this introduction to reinterpret and expand upon the skills they learned using traditional media</p>	<ul style="list-style-type: none"><li>● 1.5.2.Cr1a: Engage in individual and collaborative exploration of materials and ideas through multiple approaches, from imaginative play to brainstorming, to solve art and design problems.</li><li>● 1.5.2.Cr1b: Engage in individual and collaborative art making through observation and investigation of the world, and in response to personal interests and curiosity.</li><li>● 1.5.2.Cr2a: Through experimentation, build skills and knowledge of materials and tools through various approaches to art making.</li><li>● 1.5.2.Cr2b: Demonstrate safe procedures for using and cleaning art tools, equipment and studio spaces.</li><li>● 1.5.2.Cr2c: Create art that represents natural and constructed environments. Identify and classify uses of everyday objects through drawings, diagrams, sculptures or other visual means including repurposing objects to make something new</li><li>● 1.5.2.Cr3a: Explain the process of making art, using art vocabulary. Discuss and</li></ul>	
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	<p>reflect with peers about choices made while creating art.</p> <p>Presenting:</p> <ul style="list-style-type: none"><li>● 1.5.2.Pr4a: Select artwork for display, and explain why some work, objects and artifacts are valued over others. Categorize artwork based on a theme or concept for an exhibit.</li><li>● 1.5.2.Pr5a: Explain the purpose of a portfolio or collection. Ask and answer questions regarding preparing artwork for presentation or preservation.</li><li>● 1.5.2.Pr6a: Explain what an art museum is and identify the roles and responsibilities of the people who work in and visit museums and exhibit spaces. Analyze how art exhibits inside and outside of schools (such as museums, galleries, virtual spaces, and other venues) contribute to communities.</li></ul> <p>Responding:</p> <ul style="list-style-type: none"><li>● 1.5.2.Re7a: Identify works of art based on personal connections and experiences. Describe the aesthetic characteristics within both the</li></ul>	
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	<p>natural and constructed world.</p> <ul style="list-style-type: none"> <li>1.5.2.Re7b: Describe, compare and categorize visual artworks based on subject matter and expressive properties.</li> <li>1.5.2.Re8a: Categorize and describe works of art, by identifying subject matter, details, mood, and formal characteristics</li> <li>1.5.2.R3a: Use art vocabulary to explain preferences in selecting and classifying artwork.</li> </ul> <p>Connecting:</p> <ul style="list-style-type: none"> <li>1.5.2.Cn10a: Create art that tells a story or describes life events in home, school and community.</li> <li>1.5.2.Cn11a: Compare, contrast and describe why people from different places and times make art.</li> <li>1.5.2.Cn11b: Describe why people from different places and times make art about different issues, including climate change.</li> </ul>		
<b>Artistic Practice:</b>	<b>Performance Expectation/s:</b>		
Creating	<ul style="list-style-type: none"> <li>Students will be able to</li> </ul>		<b>Activity Description:</b>



<p>Connecting</p>	<p>mixed media (e.g., pencil, crayon, markers, watercolor, colored pencils, collage, clay, wire, cardboard etc.) to create two and three-dimensional work of art.</p> <ul style="list-style-type: none"> <li>• Students will be able to understand art affects and is affected by the culture and world around us</li> <li>• Students will be able to compare and contrast cultural and historical works of art.</li> </ul>		
<p><b>Enduring Understanding/s:</b></p>	<p><b>Essential Question/s:</b></p>		
<ul style="list-style-type: none"> <li>• Creativity and innovative thinking are essential life skills that can be developed. Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art-making goals.</li> </ul>	<ul style="list-style-type: none"> <li>• What conditions, attitudes, and behaviors support creativity and innovative thinking?</li> <li>• What factors prevent or encourage people to take creative risks?</li> <li>• How does collaboration expand the creative process?</li> <li>• How does knowing the contexts, histories, and traditions of art forms help us create works of art and design?</li> <li>• Why do artists follow or break from established traditions?</li> </ul>		



<ul style="list-style-type: none"><li>• Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches. Artists and designers balance experimentation and safety, freedom and responsibility, while developing and creating artworks. People create and interact with objects, places and design that define, shape, enhance, and empower their lives.</li></ul>	<ul style="list-style-type: none"><li>• How do artists determine what resources and criteria are needed to formulate artistic investigations?</li><li>• How do artists work?</li><li>• How do artists and designers determine whether a particular direction in their work is effective?</li><li>• How do artists and designers learn from trial and error? How do artists and designers care for and maintain materials, tools and equipment?</li><li>• Why is it important, for safety and health, to understand and follow correct procedures in handling materials, tools and equipment?</li><li>• What responsibilities come with the freedom to create? How do objects, places and design shape lives and communities?</li><li>• How do artists and designers determine goals for designing or redesigning objects, places, or systems?</li><li>• How do artists and designers create works of art or design that effectively communicate?</li></ul>	
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<ul style="list-style-type: none"><li>• Artists and designers develop excellence through practice and constructive critique, reflecting on, revising and refining work over time</li><li>• Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting and curating objects, artifacts, and artworks for preservation and presentation.</li><li>• Artists, curators and others consider a variety of factors and methods including evolving technologies when preparing and refining artwork for display and or when deciding if and how to preserve and protect it.</li></ul>	<ul style="list-style-type: none"><li>• What role does persistence play in revising, refining and developing work?</li><li>• How do artists grow and become accomplished in art forms?</li><li>• How does collaboratively reflecting on a work help us experience it more completely?</li><li>• How are artworks cared for and by whom?</li><li>• What criteria, methods and processes are used to select work for preservation or presentation?</li><li>• Why do people value objects, artifacts and artworks, and select them for presentation?</li><li>• What methods and processes are considered when preparing artwork for presentation or preservation?</li><li>• How does refining artwork affect its meaning to the viewer?</li><li>• What criteria are considered when selecting work for</li></ul>	
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<ul style="list-style-type: none"><li>• Objects, artifacts and artworks collected, preserved or presented either by artists, museums, or other venues communicate meaning and a record of social, cultural and political experiences resulting in the cultivating of appreciation and understanding</li><li>• Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments. Visual arts influences understanding of and responses to the world.</li><li>• People gain insights into meanings of artworks by</li></ul>	<p>presentation, a portfolio, or a collection?</p> <ul style="list-style-type: none"><li>• What is an art museum?</li><li>• How does the presenting and sharing of objects, artifacts and artworks influence and shape ideas, beliefs and experiences?</li><li>• How do objects, artifacts and artworks collected, preserved, or presented, cultivate appreciation and understanding?</li><li>• How do life experiences influence the way you relate to art?</li><li>• How does learning about art impact how we perceive the world?</li><li>• What can we learn from our responses to art?</li><li>• What is visual art?</li><li>• Where and how do we encounter visual arts in our world?</li><li>• How do visual arts influence our views of the world?</li><li>• What is the value of engaging in the process of art criticism?</li></ul>	
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<p>engaging in the process of art criticism.</p> <ul style="list-style-type: none"><li>• People evaluate art based on various criteria.</li><li>• Through artmaking, people make meaning by investigating and developing awareness of perceptions, knowledge and experiences.</li><li>• People develop ideas and understandings of society, culture and history through their interactions with and analysis of art.</li></ul>	<ul style="list-style-type: none"><li>• How can the viewer "read" a work of art as text?</li><li>• How does knowing and using visual art vocabulary help us understand and interpret works of art?</li><li>• How does one determine criteria to evaluate a work of art?</li><li>• How and why might criteria vary?</li><li>• How is a personal preference different from an evaluation?</li><li>• How does engaging in creating art enrich people's lives?</li><li>• How does making art attune people to their surroundings?</li><li>• How do people contribute to awareness and understanding of their lives and the lives of their communities through artmaking?</li><li>• How does art help us understand the lives of people of different times, places, and cultures?</li><li>• How is art used to impact the views of a society?</li><li>• How does art preserve aspects of life?</li></ul>	
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<b>Social and Emotional Learning:                      Competencies</b> ( <a href="https://selarts.org/">https://selarts.org/</a> )	<b>Social and Emotional Learning:                      Sub-Competencies</b> ( <a href="https://selarts.org/">https://selarts.org/</a> )	
<p><b>Social Awareness:</b></p> <ul style="list-style-type: none"> <li>● 09.EE. Recognize that people are alike and different.</li> <li>● 10.EE. Begin to recognize that people have different points of view.</li> <li>● 11.EE. With adult support, be able to identify manners used in social situations (i.e. taking turns, listening to the speaker)</li> </ul> <p><b>Relationship Skills</b></p> <ul style="list-style-type: none"> <li>● 13.EE. Utilize “active listening” skills</li> <li>● 13.EE. Demonstrate care and respect for others and their needs by using polite language.</li> </ul>	<p><b>Self Awareness:</b></p> <ul style="list-style-type: none"> <li>● 01.EE. Recognize and name different types of positive and negative emotions</li> <li>● 03.EE. Identify one’s likes and dislikes</li> <li>● 03.EE. Identify challenges or situations where one may need help</li> <li>● 03.EE. Recognize things that make one feel good about who they are</li> </ul> <p><b>Self Management:</b></p> <ul style="list-style-type: none"> <li>● 06.EE. Identify simple steps needed to perform a routine, task or accomplish a goal.</li> <li>● 07.EE. With adult encouragement, make multiple attempts to meet a goal.</li> </ul>	
<p align="center"><b>Assessments (Formative)</b>                      To show evidence of meeting the standard/s, students will successfully engage within:</p>		<p align="center"><b>Assessments (Summative)</b>                      To show evidence of meeting the standard/s, students will successfully complete:</p>

<p><b>Formative Assessments:</b></p> <ul style="list-style-type: none"> <li>• Color Mixing Practice</li> <li>• Symmetry Practice</li> <li>• Student portfolio</li> <li>• Rubric based projects</li> <li>• Verbal Discussions</li> <li>• Teacher observations</li> <li>• Repeat verbal directions back</li> <li>• Drawings</li> </ul>		<p><b>Benchmarks:</b></p> <ul style="list-style-type: none"> <li>• Rubric based classwork/rough drafts for each unit</li> <li>• Rubric based final project for each unit</li> <li>• Student self-assessment using rubrics and short answer responses</li> </ul> <p><b>Summative Assessments:</b></p> <ul style="list-style-type: none"> <li>• Drafts for each project</li> <li>• Rubric based final project for each unit</li> <li>• Student self-assessment</li> </ul>	
<p><b>Differentiated Student Access to Content:                  Teaching and Learning Resources/Materials</b></p>			
<p><b>Core Resources</b></p>	<p><b>Alternate Core Resources                  IEP/504/At-Risk/ESL</b></p>	<p><b>ELL Core Resources</b></p>	<p><b>Gifted &amp; Talented Core Resources</b></p>
<p>Materials:</p> <ul style="list-style-type: none"> <li>• Scissors</li> <li>• Masking Tape</li> <li>• Glue Sticks</li> <li>• Glue Bottles</li> <li>• Construction Paper</li> <li>• Drawing Paper</li> <li>• Oil Pastels</li> <li>• Crayons</li> <li>• Colored Pencils</li> <li>• Paint (tempera, watercolor)</li> <li>• Paint Brushes</li> <li>• Cups (for water)</li> <li>• Markers</li> <li>• Paper Towels</li> <li>• Sharpies</li> <li>• Tape</li> <li>• Newspaper, Books / Magazines</li> </ul>	<ul style="list-style-type: none"> <li>• Utilize modifications and accommodations delineated in the student's IEP</li> <li>• Work with paraprofessional</li> <li>• Use multi-sensory teaching approaches.</li> <li>• Work with a partner</li> <li>• Provide concrete examples and relate all new movements to previously learned moves or to typical life skills at home</li> <li>• Change movement requirements to reduce activity time</li> <li>• Solidify and refine concepts through repetition</li> </ul>	<ul style="list-style-type: none"> <li>• Speak and display terminology and movement</li> <li>• Teacher/Peer modeling</li> <li>• Develop and post routines</li> <li>• Label classroom materials</li> <li>• Word walls</li> <li>• Use posters with directions written in pictures in all languages</li> <li>• Incorporate visuals: graphic organizers, gestures, props</li> </ul>	<ul style="list-style-type: none"> <li>• Curriculum compacting</li> <li>• Inquiry-based instruction</li> <li>• Independent study</li> <li>• Higher order thinking skills</li> <li>• Adjusting the pace of lessons</li> </ul>

<ul style="list-style-type: none"> <li>• Digital images</li> </ul>			
<b>Supplemental Resources</b>			
<p><b>Technology:</b></p> <ul style="list-style-type: none"> <li>• Chromebooks</li> <li>• Visuals/posters</li> <li>• Internet sites</li> <li>• Youtube</li> </ul>			
<b>Differentiated Student Access to Content: Recommended <i>Strategies &amp; Techniques</i></b>			
<b>Core Resources</b>	<b>Alternate Core Resources <i>IEP/504/At-Risk/ESL</i></b>	<b>ELL Core Resources</b>	<b>Gifted &amp; Talented Core</b>
<ul style="list-style-type: none"> <li>• Use visual demonstrations, illustrations and models</li> <li>• Give direction/instructions verbally and in simple written format.</li> <li>• Increase one-on-one time</li> <li>• Peer Support</li> <li>• Teacher may modify instructions/assignment</li> <li>• Oral prompts can be given.</li> </ul>	<ul style="list-style-type: none"> <li>• Instructions may be printed out in large print and hung up for students to see during the time of lesson.</li> <li>• Peer Support</li> <li>• One-on-one time</li> <li>• Extended time</li> <li>• Teacher may modify instructions/assignment</li> <li>• Lesson outline and vocabulary terms with definition</li> <li>• Tracing templates</li> <li>• Manipulatives</li> <li>• Stencils</li> </ul>	<ul style="list-style-type: none"> <li>• Flexible grouping</li> <li>• Google Translate when needed</li> <li>• Provide extra time</li> <li>• Vocabulary Translation Cards</li> </ul>	<ul style="list-style-type: none"> <li>• Interest based content</li> <li>• Real world scenarios</li> <li>• Student driven instruction</li> </ul>

<b>NJSLS CAREER READINESS, LIFE LITERACIES &amp; KEY SKILLS</b>	<b>Disciplinary Concept:</b>	
	<b>Core Ideas:</b>	Brainstorming can create new, innovative ideas.
	<b>Performance Expectation/s:</b>	<ul style="list-style-type: none"> <li>9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).</li> <li>9.4.2.CI.2: Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).</li> </ul>
	<b>Career Readiness, Life Literacies, &amp; Key Skills Practices</b>	
	<ul style="list-style-type: none"> <li>Act as a responsible and contributing community members and employee</li> <li>Attend to financial well-being</li> <li>Consider the environmental, social and economic impacts of decisions</li> <li>Demonstrate creativity and innovation</li> <li>Utilize critical thinking to make sense of problems and persevere in solving them</li> <li>Model integrity, ethical leadership and effective management</li> <li>Plan education and career paths aligned to personal goals</li> <li>Use technology to enhance productivity increase collaboration and communicate effectively</li> <li>Work productively in teams while using cultural/global competence</li> </ul>	

New Jersey Legislative Statutes and Administrative Code (place an "X" before each law/statute if/when present within the curriculum map)									
	Amistad Law: <i>N.J.S.A. 18A 52:16A-88</i>		Holocaust Law: <i>N.J.S.A. 18A:35-28</i>		LGBT and Disabilities Law: <i>N.J.S.A. 18A:35-4.35</i>		Diversity & Inclusion: <i>N.J.S.A. 18A:35-4.36a</i>		Standards in Action: <i>Climate Change</i>

<b>Marking Period</b>	<b>Unit Title</b>	<b>Recommended Instructional Days</b>
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4th	Sculpture / Ceramics	Approximately 12 Days (Integrated Throughout the Year)
<b>Artistic Process:</b>	<b>Anchor Standard:</b> <b>General Knowledge &amp; Skills</b>	<b>Recommended Activities, Investigations,                  Interdisciplinary Connections, and/or Student                  Experiences to Explore NJSLs-VPA within Unit</b>
<p>Sculpture / Ceramics</p> <p>Sculpture and ceramics allow students to manipulate materials into three-dimensional works of art. Students will have a chance to explore forms of art in a way they had not been able to use in traditional media.</p>	<p>Creating:</p> <ul style="list-style-type: none"> <li>● 1.5.2.Cr1a: Engage in individual and collaborative exploration of materials and ideas through multiple approaches, from imaginative play to brainstorming, to solve art and design problems.</li> <li>● 1.5.2.Cr1b: Engage in individual and collaborative art making through observation and investigation of the world, and in response to personal interests and curiosity.</li> <li>● 1.5.2.Cr2a: Through experimentation, build skills and knowledge of materials and tools through various approaches to art making.</li> <li>● 1.5.2.Cr2b: Demonstrate safe procedures for using and cleaning art tools, equipment and studio spaces.</li> <li>● 1.5.2.Cr2c: Create art that represents natural and constructed environments. Identify and classify uses of everyday objects through drawings, diagrams, sculptures or other visual means</li> </ul>	

	<p>including repurposing objects to make something new</p> <ul style="list-style-type: none"><li>● 1.5.2.Cr3a: Explain the process of making art, using art vocabulary. Discuss and reflect with peers about choices made while creating art.</li></ul> <p>Presenting:</p> <ul style="list-style-type: none"><li>● 1.5.2.Pr4a: Select artwork for display, and explain why some work, objects and artifacts are valued over others. Categorize artwork based on a theme or concept for an exhibit.</li><li>● 1.5.2.Pr5a: Explain the purpose of a portfolio or collection. Ask and answer questions regarding preparing artwork for presentation or preservation.</li><li>● 1.5.2.Pr6a: Explain what an art museum is and identify the roles and responsibilities of the people who work in and visit museums and exhibit spaces. Analyze how art exhibits inside and outside of schools (such as museums, galleries, virtual spaces, and other venues) contribute to communities.</li></ul> <p>Responding:</p>	
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	<ul style="list-style-type: none"><li>● 1.5.2.Re7a: Identify works of art based on personal connections and experiences. Describe the aesthetic characteristics within both the natural and constructed world.</li><li>● 1.5.2.Re7b: Describe, compare and categorize visual artworks based on subject matter and expressive properties.</li><li>● 1.5.2.Re8a: Categorize and describe works of art, by identifying subject matter, details, mood, and formal characteristics</li><li>● 1.5.2.R3a: Use art vocabulary to explain preferences in selecting and classifying artwork.</li></ul> <p>Connecting:</p> <ul style="list-style-type: none"><li>● 1.5.2.Cn10a: Create art that tells a story or describes life events in home, school and community.</li><li>● 1.5.2.Cn11a: Compare, contrast and describe why people from different places and times make art.</li><li>● 1.5.2.Cn11b: Describe why people from different places and times make art about different issues, including climate change.</li></ul>	
<b>Artistic Practice:</b>	<b>Performance Expectation/s:</b>	

Creating	<ul style="list-style-type: none"><li>• Students will be able to create a sculpture either functional or non-functional.</li><li>• Students will be able to determine the size, scale, form, proportion in creating a sculpture.</li><li>• Students will be able to create a 3-D shape.</li><li>• Students will be able to self evaluate and solve any problems using/applying basic elements of art.</li><li>• Students will be able to utilize terms such as: color, texture, shape and pattern.</li></ul>	<p><b><u>Activity Description:</u></b></p> <ul style="list-style-type: none"><li>• Identify how sculpture and ceramics allow artists to work three-dimensional versus two-dimensional</li><li>• Demonstrate various construction techniques for various sculptural mediums. Identify which mediums will best suit theme / ideas.</li><li>• Utilize various mediums to create a three-dimensional sculpture</li><li>• Tiles - Students explore the water garden of the French Impressionist Claude Monet. Inspired by Monet's water garden, each child will create a ceramic clay water lily.</li></ul>
Presenting	<ul style="list-style-type: none"><li>• Students will be able to present creations and elaborate color schemes.</li><li>• Students will be able to identify, select and define those elements and principles of design</li></ul>	
Responding	<ul style="list-style-type: none"><li>• Students will be able to mix primary colors to create a secondary color.</li><li>• Students will be able to demonstrate knowledge of materials and tools used for their artwork.</li></ul>	

<p>Connecting</p>	<ul style="list-style-type: none"> <li>• Students will be able to discuss and compare everyday life art. (e.g. scenery, )</li> <li>• Students will be able to distinguish patterns in nature found in works of art.</li> <li>• Students will be able to analyze the mood based on color.</li> </ul>	
<p><b>Enduring Understanding/s:</b></p>	<p><b>Essential Question/s:</b></p>	
<ul style="list-style-type: none"> <li>• Creativity and innovative thinking are essential life skills that can be developed. Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art-making goals.</li> </ul>	<ul style="list-style-type: none"> <li>• What conditions, attitudes, and behaviors support creativity and innovative thinking?</li> <li>• What factors prevent or encourage people to take creative risks?</li> <li>• How does collaboration expand the creative process?</li> <li>• How does knowing the contexts, histories, and traditions of art forms help us create works of art and design?</li> <li>• Why do artists follow or break from established traditions?</li> <li>• How do artists determine what resources and criteria are needed to formulate artistic investigations?</li> <li>• How do artists work?</li> </ul>	

<ul style="list-style-type: none"><li>• Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches. Artists and designers balance experimentation and safety, freedom and responsibility, while developing and creating artworks. People create and interact with objects, places and design that define, shape, enhance, and empower their lives.</li> <li>• Artists and designers develop excellence through practice and constructive critique, reflecting on,</li></ul>	<ul style="list-style-type: none"><li>• How do artists and designers determine whether a particular direction in their work is effective?</li><li>• How do artists and designers learn from trial and error? How do artists and designers care for and maintain materials, tools and equipment?</li><li>• Why is it important, for safety and health, to understand and follow correct procedures in handling materials, tools and equipment?</li><li>• What responsibilities come with the freedom to create? How do objects, places and design shape lives and communities?</li><li>• How do artists and designers determine goals for designing or redesigning objects, places, or systems?</li><li>• How do artists and designers create works of art or design that effectively communicate?</li> <li>• What role does persistence play in revising, refining and developing work?</li><li>• How do artists grow and become accomplished in art forms?</li></ul>	
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<p>revising and refining work over time</p> <ul style="list-style-type: none"><li>• Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting and curating objects, artifacts, and artworks for preservation and presentation.</li><li>• Artists, curators and others consider a variety of factors and methods including evolving technologies when preparing and refining artwork for display and or when deciding if and how to preserve and protect it.</li><li>• Objects, artifacts and artworks collected, preserved or presented</li></ul>	<ul style="list-style-type: none"><li>• How does collaboratively reflecting on a work help us experience it more completely?</li><li>• How are artworks cared for and by whom?</li><li>• What criteria, methods and processes are used to select work for preservation or presentation?</li><li>• Why do people value objects, artifacts and artworks, and select them for presentation?</li><li>• What methods and processes are considered when preparing artwork for presentation or preservation?</li><li>• How does refining artwork affect its meaning to the viewer?</li><li>• What criteria are considered when selecting work for presentation, a portfolio, or a collection?</li><li>• What is an art museum?</li><li>• How does the presenting and sharing of objects, artifacts and artworks influence and</li></ul>	
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<p>either by artists, museums, or other venues communicate meaning and a record of social, cultural and political experiences resulting in the cultivating of appreciation and understanding</p> <ul style="list-style-type: none"><li>• Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments. Visual arts influences understanding of and responses to the world.</li><li>• People gain insights into meanings of artworks by engaging in the process of art criticism.</li></ul>	<p>shape ideas, beliefs and experiences?</p> <ul style="list-style-type: none"><li>• How do objects, artifacts and artworks collected, preserved, or presented, cultivate appreciation and understanding?</li><li>• How do life experiences influence the way you relate to art?</li><li>• How does learning about art impact how we perceive the world?</li><li>• What can we learn from our responses to art?</li><li>• What is visual art?</li><li>• Where and how do we encounter visual arts in our world?</li><li>• How do visual arts influence our views of the world?</li><li>• What is the value of engaging in the process of art criticism?</li><li>• How can the viewer "read" a work of art as text?</li><li>• How does knowing and using visual art vocabulary help us understand and interpret works of art?</li></ul>	
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<ul style="list-style-type: none"> <li>• People evaluate art based on various criteria.</li> <li>• Through artmaking, people make meaning by investigating and developing awareness of perceptions, knowledge and experiences.</li> <li>• People develop ideas and understandings of society, culture and history through their interactions with and analysis of art.</li> </ul>	<ul style="list-style-type: none"> <li>• How does one determine criteria to evaluate a work of art?</li> <li>• How and why might criteria vary?</li> <li>• How is a personal preference different from an evaluation?</li> <li>• How does engaging in creating art enrich people's lives?</li> <li>• How does making art attune people to their surroundings?</li> <li>• How do people contribute to awareness and understanding of their lives and the lives of their communities through artmaking?</li> <li>• How does art help us understand the lives of people of different times, places, and cultures?</li> <li>• How is art used to impact the views of a society?</li> <li>• How does art preserve aspects of life?</li> </ul>	
<p><b>Social and Emotional Learning:</b>  <i>Competencies</i>                  (<a href="https://selarts.org/">https://selarts.org/</a>)</p>	<p><b>Social and Emotional Learning:</b>  <i>Sub-Competencies</i>                  (<a href="https://selarts.org/">https://selarts.org/</a>)</p>	
<p><b>Social Awareness:</b></p>	<p><b>Self Awareness:</b></p>	

<ul style="list-style-type: none"> <li>● 09.EE.Recognize that people are alike and different.</li> <li>● 10.EE.Begin to recognize that people have different points of view.</li> <li>● 11.EE.With adult support, be able to identify manners used in social situations (i.e. taking turns, listening to the speaker)</li> </ul> <p><b>Relationship Skills</b></p> <ul style="list-style-type: none"> <li>● 13.EE.Utilize“active listening” skills</li> <li>● 13.EE. Demonstrate care and respect for others and their needs by using polite language.</li> </ul>	<ul style="list-style-type: none"> <li>● 01.EE.Recognize and name different types of positive and negative emotions</li> <li>● 03.EE.Identify one’s likes and dislikes</li> <li>● 03.EE.Identify challenges or situations where one may need help</li> <li>● 03.EE.Recognize things that make one feel good about who they are</li> </ul> <p><b>Self Management:</b></p> <ul style="list-style-type: none"> <li>● 06.EE.Identify simple steps needed to perform a routine,task or accomplish a goal.</li> <li>● 07.EE.With adult encouragement, make multiple attempts to meet a goal.</li> </ul>	
<p align="center"><b>Assessments (Formative)</b>  <i>To show evidence of meeting the standard/s, students will successfully engage within:</i></p>		<p align="center"><b>Assessments (Summative)</b>  <i>To show evidence of meeting the standard/s, students will successfully complete:</i></p>
<p><b><u>Formative Assessments:</u></b></p> <ul style="list-style-type: none"> <li>● Color Mixing Practice</li> <li>● Symmetry Practice</li> <li>● Student portfolio</li> <li>● Rubric based projects</li> <li>● Verbal Discussions</li> </ul>		<p><b><u>Benchmarks:</u></b></p> <ul style="list-style-type: none"> <li>● Rubric based classwork/rough drafts for each unit</li> <li>● Rubric based final project for each unit</li> <li>● Student self-assessment using rubrics and short answer responses</li> </ul> <p><b><u>Summative Assessments:</u></b></p> <ul style="list-style-type: none"> <li>● Drafts for each project</li> <li>● Rubric based final project for each unit</li> </ul>

<ul style="list-style-type: none"> <li>Teacher observations</li> <li>Repeat verbal directions back</li> <li>Drawings</li> </ul>	<ul style="list-style-type: none"> <li>Student self-assessment</li> </ul>		
<b>Differentiated Student Access to Content:                  Teaching and Learning Resources/Materials</b>			
Core Resources	Alternate Core Resources <i>IEP/504/At-Risk/ESL</i>	ELL Core Resources	Gifted & Talented Core Resources
<p>Materials:</p> <ul style="list-style-type: none"> <li>Scissors</li> <li>Masking Tape</li> <li>Glue Sticks</li> <li>Glue Bottles</li> <li>Construction Paper</li> <li>Drawing Paper</li> <li>Oil Pastels</li> <li>Crayons</li> <li>Colored Pencils</li> <li>Paint (tempera, watercolor)</li> <li>Paint Brushes</li> <li>Cups (for water)</li> <li>Markers</li> <li>Paper Towels</li> <li>Sharpies</li> <li>Tape</li> <li>Newspaper, Books / Magazines</li> <li>Digital images</li> </ul>	<ul style="list-style-type: none"> <li>Utilize modifications and accommodations delineated in the student's IEP</li> <li>Work with paraprofessional</li> <li>Use multi-sensory teaching approaches.</li> <li>Work with a partner</li> <li>Provide concrete examples and relate all new movements to previously learned moves or to typical life skills at home</li> <li>Change movement requirements to reduce activity time</li> <li>Solidify and refine concepts through repetition</li> </ul>	<ul style="list-style-type: none"> <li>Speak and display terminology and movement</li> <li>Teacher/Peer modeling</li> <li>Develop and post routines</li> <li>Label classroom materials</li> <li>Word walls</li> <li>Use posters with directions written in pictures in all languages</li> <li>Incorporate visuals: graphic organizers, gestures, props</li> </ul>	<ul style="list-style-type: none"> <li>Curriculum compacting</li> <li>Inquiry-based instruction</li> <li>Independent study</li> <li>Higher order thinking skills</li> <li>Adjusting the pace of lessons</li> </ul>
<b>Supplemental Resources</b>			
<p><b>Technology:</b></p>			

- Chromebooks
- Visuals/posters
- Internet sites
- Youtube

**Differentiated Student Access to Content:  
 Recommended *Strategies & Techniques***

Core Resources	Alternate Core Resources <i>IEP/504/At-Risk/ESL</i>	ELL Core Resources	Gifted & Talented Core
<ul style="list-style-type: none"> <li>● Use visual demonstrations, illustrations and models</li> <li>● Give direction/instructions verbally and in simple written format.</li> <li>● Increase one-on-one time</li> <li>● Peer Support</li> <li>● Teacher may modify instructions/assignment</li> <li>● Oral prompts can be given.</li> </ul>	<ul style="list-style-type: none"> <li>● Instructions may be printed out in large print and hung up for students to see during the time of lesson.</li> <li>● Peer Support</li> <li>● One-on-one time</li> <li>● Extended time</li> <li>● Teacher may modify instructions/assignment</li> <li>● Lesson outline and vocabulary terms with definition</li> <li>● Tracing templates</li> <li>● Manipulatives</li> <li>● Stencils</li> </ul>	<ul style="list-style-type: none"> <li>● Flexible grouping</li> <li>● Google Translate when needed</li> <li>● Provide extra time</li> <li>● Vocabulary Translation Cards</li> </ul>	<ul style="list-style-type: none"> <li>● Interest based content</li> <li>● Real world scenarios</li> <li>● Student driven instruction</li> </ul>

<p><b>NJSLs CAREER READINESS,                  LIFE LITERACIES &amp; KEY SKILLS</b></p>	<p><b>Disciplinary Concept:</b></p>	
	<p><b>Core Ideas:</b></p>	<p>Brainstorming can create new, innovative ideas.</p>
	<p><b>Performance Expectation/s:</b></p>	<ul style="list-style-type: none"> <li>● 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).</li> </ul>

		<ul style="list-style-type: none"> <li>9.4.2.CI.2: Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).</li> </ul>
	<b>Career Readiness, Life Literacies, &amp; Key Skills Practices</b>	
	<ul style="list-style-type: none"> <li>Act as a responsible and contributing community members and employee</li> <li>Attend to financial well-being</li> <li>Consider the environmental, social and economic impacts of decisions</li> <li>Demonstrate creativity and innovation</li> <li>Utilize critical thinking to make sense of problems and persevere in solving them</li> <li>Model integrity, ethical leadership and effective management</li> <li>Plan education and career paths aligned to personal goals</li> <li>Use technology to enhance productivity increase collaboration and communicate effectively</li> <li>Work productively in teams while using cultural/global competence</li> </ul>	

New Jersey Legislative Statutes and Administrative Code  
 (place an "X" before each law/statute if/when present within the curriculum map)

	Amistad Law: <i>N.J.S.A. 18A                  52:16A-88</i>		Holocaust Law: <i>N.J.S.A. 18A:35-28</i>		LGBT and Disabilities Law: <i>N.J.S.A.                  18A:35-4.35</i>		Diversity & Inclusion: <i>N.J.S.A. 18A:35-4.36a</i>		Standards in Action: <i>Climate Change</i>
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