Two Dimensional Mixed Media Curriculum Grade 6-8



NEPTUNE CITY SCHOOL DISTRICT

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

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

August 1, 2022 Document *

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SCHOOL DISTRICT MISSION STATEMENT

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

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Two Dimensional Mixed Media

Acknowledgements

The Two Dimensional Mixed Media curriculum guide was developed for Neptune Middle School through the efforts of Ms. Gina Serritella and Mrs. Mary-Ellen Kacsmar, in cooperation with Ms. Karen Watt, Department Chairperson for Performing & Visual Arts, and under the guidance of Dr. Sally A. Millaway, Director for Curriculum, Instruction, and Assessment.

The teachers are to be commended for their dedication in formatting this curriculum into UbD and their expertise in the content area. This curriculum guide goes beyond skill instruction, and devotes a greater percentage of instructional time to problem-solving and active learning. It is our intent that this guide will serve as a valuable resource for the staff members who teach this course and that they will feel free to make recommendations for its continued improvement. It is also our hope that this guide will support and advance the Performing & Visual Arts in the NEPTUNE CITY School District.

The Two Dimensional Mixed Media curriculum guide was written in alignment with the New Jersey Student Learning Standards for Visual and Performing Arts (2014), and the National Core Arts Standards (2014).

DISTRICT MISSION STATEMENT

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

- A strong foundation in academic and modern technologies.
- A positive and varied approach to teaching and learning.
- An emphasis on critical thinking skills and problem-solving techniques.
- A respect for and an appreciation of our world, its resources, and its people.
- A sense of responsibility, good citizenship, and accountability.
- An involvement by the parents and the community in the learning process.

NEPTUNE CITY School District Educational Outcome Goals

The students in the NEPTUNE CITY schools will become life-long learners and will:

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

TWO DIMENSIONAL MIXED MEDIA CURRICULUM

COURSE DESCRIPTION

This course was designed for students in Neptune Middle School to explore Two Dimensional Mixed Media. This course meets for one marking period in duration. Mixed-Media explores the two-dimensional possibilities of working with collage. Students will investigate a wide variety of materials and approaches, which may include drawing, painting, image transfers, collage, and papermaking. The course will focus on six units of study that will spiral continuously, while aligning with the National Core Arts Standards and NJSLS for Visual and Performing Arts.

Two Dimensional Mixed Media Pacing Guide

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

Sixth Grade

Suggested Percentage of Time Spent on Unit	Unit Title
25%	What is Art?
25%	One World, Many Paths
25%	Elements & Principles of Visual Art
25%	Mastery of Technique

Seventh Grade

Suggested Percentage of Time Spent on Unit	Unit Title
25%	What is Art?
25%	Elements & Principles of Visual Art
25%	Mastery of Technique
25%	Reaching Out

Eighth Grade

Suggested Percentage of Time Spent on Unit	Unit Title
25%	Elements & Principles of Visual Art
25%	Mastery of Technique
25%	"Steve Jobs meets Michelangelo"
25%	Reaching Out

INTEGRATED SOCIAL AND EMOTIONAL LEARNING COMPETENCIES

The following social and emotional competencies are integrated in this curriculum document:

Self-Awareness

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

Unit Plan Title	What is Art?
Suggested Time Frame	Continuous

Overview / Rationale		

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

Stage 1 – Desired Results

Established Goals

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

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

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

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

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

National Core Art Standards for Visual Art

Artistic Strand: Responding

Anchor Standard 7: Perceive and analyze artistic work.

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

_					
	Essential Question: What conditions, attitudes, and behaviors support creativity and innovative				
	thinking? What factors prevent or encourage people to take creative risks? How does collaboration expand the creative process?				
P	6th Grade	7th Grade	8th Grade		
$\begin{vmatrix} 1 \\ e \end{vmatrix}$	VA:Re.7.1.6a: Identify	VA:Re.7.1.7a: Explain how	VA:Re.7.1.8a: Explain how a		
r	and interpret works of art	the method of display, the	person's aesthetic choices are		
c	or design that reveal how	location, and the experience	influenced by culture and		
e	people live around the	of an artwork influence how	environment and impact the		
i	world and what they value.	it is perceived and valued.	visual image that one conveys to		
v	,	1	others.		
e					
	during Understanding: Visual orld.	imagery influences understand	ding of and responses to the		
		n image? Where and how do w	e encounter images in our world?		
	ow do images influence our vie		5		
P	6th Grade	7th Grade	8th Grade		
e	VA:Re.7.2.6a: Analyze	VA:Re.7.2.7a: Analyze	VA:Re.7.2.8a: Compare and		
r	ways that visual	multiple ways that images	contrast contexts and media in		
С	components and cultural	influence specific	which viewers encounter images		
e	associations suggested by	audiences.	that influence ideas, emotions,		
i	images influence ideas,		and actions.		
v	emotions, and actions.				
<i>e</i>	-1 C 1 1 . 0 . T		1_		
		ent and meaning in artistic wor			
	ocess of art criticism.	e gain insights into meanings o	i artworks by engaging in the		
_		ne value of engaging in the pro	cess of art criticism? How can the		
			ng visual art vocabularies help us		
	derstand and interpret works of		ing visual are vectorization neights		
A	6th Grade	7th Grade	8th Grade		
n	VA:Re8.1.6a: Interpret art	VA:Re8.1.7a: Interpret art	VA:Re8.1.8a: Interpret art by		
a	by distinguishing between	by analyzing art making	analyzing how the interaction of		
l	relevant and non-relevant	approaches, the	subject matter, characteristics of		
y	contextual information and	characteristics of form and	form and structure, use of media,		
Z	analyzing subject matter,	structure, relevant	art making approaches, and		
e	characteristics of form and	contextual information,	relevant contextual information		
	structure, and use of media	subject matter, and use of	contributes to understanding		
	to identify ideas and mood	media to identify ideas and	messages or ideas and mood		
	conveyed.	mood conveyed.	conveyed.		
	Anchor Standard 9: Apply criteria to evaluate artistic work.				
Enduring Understanding: People evaluate art based on various criteria.					
Essential Question(s): How does one determine criteria to evaluate a work of art? How and why might criteria vary? How is a personal preference different from an evaluation?					
mı	ght criteria vary? How is a per	Soliai preference uniferent from	1 all evaluation?		
I I	ght criteria vary? How is a per 6th Grade	7th Grade	8th Grade		
			I		

e	VA:Re9.1.6a: Develop	VA:Re9.1.7a: Compare and	VA:Re9.1.8a: Create a
r	and apply relevant criteria	explain the difference	convincing and logical argument
p	to evaluate a work of art.	between an evaluation of an	to support an evaluation of art.
r		artwork based on personal	
e		criteria and an evaluation of	
t		an artwork based on a set of	
		established criteria.	

Artistic Strand: Connecting

Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art. Enduring Understanding: Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.

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

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

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

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

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

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

Essential Questions:

- What is 2D Mixed Media?
- How does 2D Mixed Media reflect the world we live in?
- What has 2D Mixed Media been over time?

Enduring Understandings:

• Art is as diverse as the society and times that it reflects.

 How has it evolved and what has its influence been? 	
 Knowledge: Students will know The major 2D Mixed Media movements over time Understand how technical evolution is an organic process that uses prior innovation to advance to the next level Explore how various artists throughout history have employed their creativity to document and/or respond to contemporary social issues. Understand that the history of "art as social commentary" is a long-lived, 	 Skills: Students will be able to • Identify key innovations that opened new avenues of artistic expression • Use 21st-century technology to create their own understanding of the evolution and influence of Art • Share work and engage in positive critique with each other • Reflect on the Art that they observe and respond using literary modes of writing. • Reflect on and self-assess their work.
cultural narrative about the world that involves rules and rule breaking.	

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

X r Exploration	ETA	Use technology to enhance
		ivity.
r Preparation	ETA	Work productively in teams
		sing cultural global
		ence.

Interdisciplinary Connections

N.J. Student Learning Standards for Social Studies

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

N.J. Student Learning Standards for Math

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

N.J. Student Learning Standards for English Language Arts

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

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

Student Resources

Students will use a variety of visual art supplies, at the discretion of the instructor. These supplies may include paints, brushes, pencils, charcoal, glue, newspaper, magazine clippings, photographs, scissors, watercolor, oil pastels and other visual art materials.

Teacher Resources

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

Stage 2 – Assessment Evidence				
Performance Task(s):	Other Evidence:			
 Use of various 2D Visual Art 	 Sketchbook 			
techniques	 Teacher/student created online quizzes 			
 Literary blog responses 	 Class participation 			
Self-Critiques	 Use of a variety of visual art techniques 			
 Completion of final projects, that 				
reflect a specific learning objective				

Stage 3 – Learning Plan			
Instructional Descriptions			
Strategies			
Suggested			
Learning work of art. They will begin to formulate their definition of art in order			
Activities establish their evaluation criteria. Their definitions of art will be re			
they are exposed to new types of art.			

	Being a Caveman: Students create their own contemporary "Cave Art"		
	collage using newspaper and charcoal.		
Accommodations	Below please find a list of suggestions for accommodations and modifications to meet the diverse needs of our students. Teachers should		
and			
Modifications	consider this a resource and understand that they are not limited to the recommendations included below.		
	An accommodation changes HOW a student learns; the change needed do not alter the grade-level standard. A modification changes WHAT a student learns; the change alters the grade-level expectation.		
	Special Education and 504 Plans		
	All modifications and accommodations must be specific to each individual child's IEP (Individualized Educational Plan) or 504 Plan.		
	Pre-teach or preview vocabulary		
	Repeat or reword directions		
	Have students repeat directions		
	Use of small group instruction Deignized appropriate with worked appropriate in a		
	Pair visual prompts with verbal presentations Ask students to restate information, directions, and assignments.		
	 Ask students to restate information, directions, and assignments Repetition and time for additional practice 		
	 Model skills/techniques to be mastered 		
	Extended time to complete task/assignment/work		
	 Provide a copy of class notes 		
	Strategic seating (with a purpose - eg. less distraction)		
	• Flexible seating		
	Repetition and additional practice		
	Use of manipulatives		
	 Use of assistive technology (as appropriate) 		
	 Assign a peer buddy 		
	Emphasize key words or critical information by highlighting		
	• Use of graphic organizers		
	• Scaffold with prompts for sentence starters		
	Check for understanding with more frequency Provides and approved the standard model and approved to the standard model.		
	Provide oral reminders and check student work during independent provides		
	practiceChunk the assignment - broken up into smaller units, work		
	submitted in phases		
	 Encourage student to proofread assignments and tests 		
	 Provide regular home/school communication 		
	Teacher checks student planner		
	Provide student with clear expectations in writing and grading		
	criteria for assignments (rubrics)		

Testing Accommodations:

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

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

English Language Learners:

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

- Pre-teach or preview vocabulary
- Repeat or reword directions
- Have students repeat directions
- Use of small group instruction
- Scaffold language based on their Can Do Descriptors
- Alter materials and requirements according to Can Do Descriptors
- Adjust number of paragraphs or length of writing according to their Can Do Descriptor
- TPR (Total Physical Response-Sheltered Instruction strategy)
 Demonstrate concepts through multi sensory forms such as with body language, intonation
- Pair visual prompts with verbal presentations
- Repetition and additional practice
- Model skills and techniques to be mastered
- Native Language translation (peer, assistive technology, bilingual dictionary)
- Emphasize key words or critical information by highlighting
- Use of graphic organizers
- Scaffold with prompts for sentence starters
- Check for understanding with more frequency
- Use of self-assessment rubrics
- Increase one-on-one conferencing; frequent check ins
- Use study guide to organize materials

- Make vocabulary words available in a student created vocabulary notebook, vocabulary bank, Word Wall, or vocabulary ring
- Extended time
- Select text complexity and tiered vocabulary according to Can Do Descriptors
- Projects completed individually or with partners
- Use online dictionary that includes images for words:

http://visual.merriamwebster.com/.

• Use online translator to assist students with pronunciation: http://www.reverso.net/text translation.aspx?lang=EN.

Students at Risk of Failure:

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

High Achieving:

Extension Activities

- Allow for student choice from a menu of differentiated outcomes; choices grouped by complexity of thinking skills; variety of options enable students to work in the mode that most interests them
- Allow students to pursue independent projects based on their individual interests
- Provide enrichment activities that include more complex material

Technology Integration

x_8.1 Educational Technology:

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

_8.2 Technology Integration, Engineering, Design and Computational Thinking - Programming

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

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

Overview / Rationale

Technological changes have and will

Students will explore 2D mixed media in a variety of cultures. During this unit, students will both explore 2D art from around the world, in addition to replicating how specific elements and principles of visual art are used in different cultures. Students and teachers will have the ability to explore cultures that are meaningful to them or may be part of a larger unit with other content areas.

Stage 1 – Desired Results

Established Goals

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

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

principles that go verification of works of art in dailed, maste, theatre, and visual art				
Content Statement	Indicator #	Indicator		
Art is a universal language. Visual communication through art crosses cultural and language barriers throughout time.	1.1.8.D.1	Describe the intellectual and emotional significance conveyed by the application of the elements of art and principles of design in different historical eras and cultures.		
The study of masterworks of art from diverse cultures and different historical eras assists in understanding specific cultures.	1.1.8.D.2	Compare and contrast various masterworks of art from diverse cultures, and identify elements of the works that relate to specific cultural heritages.		
1.2 History of the Arts and Culture: All students will understand the role, development, and				

influence of the arts throughout history and across cultures.

1.2.8.A.1

Map historical innovations in dance,

the impact of culture on the arts.

development and nature of the arts.		music, theatre, and visual art that were caused by the creation of new
		technologies.
Tracing the histories of dance, music,	1.2.8.A.2	Differentiate past and contemporary
theatre, and visual art in world cultures		works of dance, music, theatre, and visual
provides insight into the lives of people		art that represent important ideas, issues,
and their values.		and events that are chronicled in the
		histories of diverse cultures.
The arts reflect cultural mores and	1.2.8.A.3	Analyze the social, historical, and
personal aesthetics throughout the ages.		political impact of artists on culture and

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

The creation of art is driven by the principles of balance, harmony, unity, emphasis, proportion, and rhythm/movement.	1.3.8.D.1	Incorporate various art elements and the principles of balance, harmony, unity, emphasis, proportion, and rhythm/movement in the creation of two-and three- dimensional artworks, using a broad array of art media and art mediums to enhance the expression of creative ideas (e.g., perspective, implied space, illusionary depth, value, and pattern).
Themes in art are often communicated through symbolism, allegory, or irony. There are a wide variety of art mediums, each having appropriate tools and processes for the production of artwork. Fluency in these mediums, and the use of the appropriate tools associated with working in these mediums, are components of art making.	1.3.8.D.2	Apply various art media, art mediums, technologies, and processes in the creation of allegorical, theme-based, two-and three-dimensional works of art, using tools and technologies that are appropriate to the theme and goals.
The classification of art into various art genres depends on the formal aspects of visual statements (e.g., physical properties, theoretical components, cultural context). Many genres of art are associated with discipline-specific arts terminology.	1.3.8.D.3	Identify genres of art (including realism, abstract/nonobjective art, and conceptual art) within various contexts using appropriate art vocabulary, and solve hands-on visual problems using a variety of genre styles.
Universal themes exist in art across historical eras and cultures. Art may embrace multiple solutions to a problem.	1.3.8.D.4	Delineate the thematic content of multicultural artworks, and plan, design, and execute multiple solutions to challenging visual arts problems, expressing similar thematic content.
Each of the many genres of art is associated with discipline-specific arts terminology and a stylistic approach to art making.	1.3.8.D.5	Examine the characteristics, thematic content, and symbolism found in works of art from diverse cultural and historical eras, and use these visual statements as inspiration for original artworks.
The visual possibilities and inherent qualities of traditional and contemporary art materials (including digital media) may inform choices about visual communication and art-making techniques. 1.4 Aesthetic Responses & Critique Metical Control of the control o	1.3.8.D.6	Synthesize the physical properties, processes, and techniques for visual communication in multiple art media (including digital media), and apply this knowledge to the creation of original artworks.

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

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

	National Core Art Standards for Visual Art		
Artistic Stu	Artistic Strand: Creating		
Anchor Star	ndard 1: Generate and concep	otualize artistic ideas and we	ork.
Enduring U	Enduring Understanding: Creativity and innovative thinking are essential life skills that can be		
developed.	developed.		
Essential Q	Essential Question(s): What conditions, attitudes, and behaviors support creativity and		
innovative thinking? What factors prevent or encourage people to take creative risks? How does			
collaboration expand the creative process?			
Investigate	6th Grade	7th Grade	8th Grade

VA:Cr1.1.6a: Combine VA:Cr1.1.7a: Apply VA:Cr1.1.8a: Docum	
concepts collaboratively to methods to overcome early stages of the cre	
generate innovative ideas creative blocks. process visually and/	
for creating art. verbally in traditional	l or
new media.	
Enduring Understanding: Artists and designers shape artistic investigations, following or	
breaking with traditions in pursuit of creative art making goals.	
Essential Question(s): How does knowing the contexts histories, and traditions of art form us create works of art and design? Why do artists follow or break from established tradition	
How do artists determine what resources and criteria are needed to formulate artistic	
investigations?	
Investigate 6th Grade 7th Grade 8th Grade	
VA:Cr1.2.6a: Formulate an VA:Cr1.2.7a: Develop VA:Cr1.2.8a:	
artistic investigation of criteria to guide making Collaboratively shape	e an
personally relevant content a work of art or design artistic investigation	
for creating art. to meet an identified aspect of present day	
goal. using a contemporary	
practice of art and de	
Anchor Standard 2: Organize and develop artistic ideas and work.	
Enduring Understanding: Artists and designers experiment with forms, structures, materia	ls,
concepts, media, and art making approaches	
Essential Question(s): How do artists work? How do artists and designers determine wheth	ner a
direction in their work is effective? How do artists and designers learn from trial and error?	?
Investigate 6th Grade 7th Grade 8th Grade	
VA:Cr2.1.6a: Demonstrate VA:Cr2.1.7a: VA:Cr2.1.8a: Demon	strate
openness in trying new Demonstrate persistence willingness to experi	ment,
ideas, materials, methods, in developing skills with innovate, and take ris	
and approaches in making various materials, pursue ideas, forms, a	
works of art and design. methods, and meanings that emerge	e in the
approaches in creating process of art making	g or
works of art or design. designing.	
Enduring Understanding: Artists and designers balance experimentation and safety, freedo	om and
responsibility while developing and creating artworks.	
Essential Question(s): How do artists and designers care for and maintain materials, tools,	
equipment? Why is it important for safety and health to understand and follow correct productions are safety and health to understand and follow correct productions.	
in handling materials, tools, and equipment? What responsibilities come with the freedom create?	to
Investigate 6th Grade 7th Grade 8th Grade	
VA:Cr2.2.6a: Explain VA:Cr2.2.7a: VA:Cr2.2.8a: Demon	strate
environmental implications Demonstrate awareness awareness of practice	es,
of conservation, care, and of ethical responsibility issues, and ethics of	-
clean-up of art materials, to oneself and others appropriation, fair us	e,
tools, and equipment. when posting and copyright, open source	
sharing images and creative commons as	
other materials through apply to creating wor	-
the Internet, social art and design.	

		media, and other		
		communication formats.		
Enduring U	<i>Understanding:</i> People create	and interact with objects, pl	aces, and design that define,	
shape, enha	ance, and empower their lives.			
	Question(s): How do objects, p			
artists and	designers determine goals for	designing or redesigning ol	ojects, places, or systems?	
	tists and designers create work	s of art or design that effec	tively communicate?	
Investigate	6th Grade	7th Grade	8th Grade	
	VA:Cr2.3.6a: Design or	VA:Cr2.3.7a: Apply	VA:Cr2.3.8a: Select,	
	redesign objects, places, or	visual organizational	organize, and design images	
	systems that meet the	strategies to design and	and words to make visually	
	identified needs of diverse	produce a work of art,	clear and compelling	
	users.	design, or media that	presentations.	
		clearly communicates		
		information or ideas.		
Anchor Sta	andard 3: Refine and complete	artistic work.		
Enduring U	Understanding: Artist and desi	gners develop excellence tl	nrough practice and	
	ve critique, reflecting on, revisi			
Essential Q	<i>Question(s):</i> What role does pe	rsistence play in revising, r	efining, and developing	
work? Hov	w do artists grow and become a	accomplished in art forms?	How does collaboratively	
	on a work help us experience i	=	-	
Reflect	6th Grade	7th Grade	8th Grade	
	VA:Cr3.1.6a: Reflect on	VA:Cr3.1.7a: Reflect on	VA:Cr3.1.8a: Apply	
	whether personal artwork	and explain important	relevant criteria to examine,	
	conveys the intended	information about	reflect on, and plan	
	meaning and revise	personal artwork in an	revisions for a work of art	
	accordingly.	artist statement or	or design in progress.	
		another format.	l a series de la ferie	
Artistic St	rand: Presenting			
	andard 4: Select, analyze, and	interpret artistic work for p	resentation.	
	Understanding: Artists and oth			
	d criteria when analyzing, sele			
	on and presentation.	<i>6</i> , <i>6</i> 3	,	
	Question(s): How are artworks	cared for and by whom? W	hat criteria, methods, and	
	are used to select work for pres			
-	nd artworks, and select them for	-	ar proposition of	
	6th Grade	7th Grade	8th Grade	
	VA:Pr4.1.6a: Analyze	VA:Pr4.1.7a: Compare	VA:Pr4.1.8a: Develop and	
	similarities and differences	and contrast how	apply criteria for evaluating	
	associated with preserving	technologies have	a collection of artwork for	
	and presenting two	changed the way	presentation.	
	dimensional, three	artwork is preserved,	procedured.	
	dimensional, and digital	presented, and		
	artwork.	experienced.		
Anchor Sto	andard 5: Develop and refine a	•	for presentation	
menor sia	maara 3. Develop alla territe a	and work	Tor presentation.	

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

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

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

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

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

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

Share	6th Grade	7th Grade	8th Grade
	VA:Pr6.1.6a: Assess,	VA:Pr6.1.7a: Compare	VA:Pr6.1.8a: Analyze why
	explain, and provide	and contrast viewing	and how an exhibition or
	evidence of how museums	and experiencing	collection may influence
	or other venues reflect	collections and	ideas, beliefs, and
	history and values of a	exhibitions in different	experiences.
	community.	venues.	
1			

Artistic Strand: Responding

Anchor Standard 7: Perceive and analyze artistic work.

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

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

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

			T		
	people live around the artwork influence how it impact the visual image the				
	world and what they value.	•	one conveys to others.		
Enduring Understanding: Visual imagery influences understanding of and responses to the					
world.					
	Question(s): What is an 2D image	•	encounter images in our		
	vorld? How do images influence our views of the world?				
Perceive	6th Grade	7th Grade	8th Grade		
	VA:Re.7.2.6a: Analyze	VA:Re.7.2.7a: Analyze	VA:Re.7.2.8a: Compare		
	ways that visual	multiple ways that	and contrast contexts and		
	components and cultural	images influence	media in which viewers		
	associations suggested by	specific audiences.	encounter images that		
	images influence ideas,		influence ideas, emotions,		
	emotions, and actions.		and actions.		
Anchor Sta	indard 8: Interpret intent and r	neaning in artistic work.			
Enduring U	Inderstanding: People gain in	sights into meanings of arty	works by engaging in the		
process of	art criticism.				
	<i>Question(s):</i> What is the value				
viewer "rea	ad" a work of art as text? How	does knowing and using vi	isual art vocabularies help us		
understand	and interpret works of art?				
Analyze	6th Grade	7th Grade	8th Grade		
	VA:Re8.1.6a: Interpret art	VA:Re8.1.7a: Interpret	VA:Re8.1.8a: Interpret art		
	by distinguishing between	art by analyzing	by analyzing how the		
	relevant and non-relevant	art-making approaches,	interaction of subject		
	contextual information and	the characteristics of	matter, characteristics of		
	analyzing subject matter,	form and structure,	form and structure, use of		
	characteristics of form and	relevant contextual	media, art-making		
	structure, and use of media	information, subject	approaches, and relevant		
	to identify ideas and mood	matter, and use of media	contextual information		
	conveyed.	to identify ideas and	contributes to		
		mood conveyed.	understanding messages or		
			ideas and mood conveyed.		
	indard 9: Apply criteria to eva				
	<i>Inderstanding:</i> People evaluat				
	Question(s): How does one det				
might crite	ria vary? How is a personal pr	eference different from an	evaluation?		
Interpret	6th Grade	7th Grade	8th Grade		
	VA:Re9.1.6a: Develop	VA:Re9.1.7a: Compare	VA:Re9.1.8a: Create a		
	and apply relevant criteria	and explain the	convincing and logical		
	to evaluate a work of art.	difference between an	argument to support an		
		evaluation of an artwork	evaluation of art.		
		based on personal			
		criteria and an			
		evaluation of an artwork			
		based on a set of			
		established criteria.			
Artistic St	rand: Connecting				

Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art. Enduring Understanding: Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.

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

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

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

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

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

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

Essential Questions:

- In what ways does 2D mixed media reflect as well as shape culture?
- How does the media/mediums used for 2D mixed media across various cultures, impact the overall cultural impact to the global community?
- How does technology impact mixed media of voultures?

Enduring Understandings:

• The relationship between 2D mixed media and culture is mutually dependent; culture affects the arts, and the arts reflect and preserve culture.

Knowledge:

Students will know...

Skills:

Students will be able to...

• Utilize online resources for Art research.

- The influences of cultural differences that lead to different forms of artistic expression.
- Major 2D mixed media contributions by various cultures and communities.
- Technology has, and will continue, to impact the creation of visual art across various cultures and communities.
- Identify common artistic characteristics across cultures.
- Create original work based in artistic traditions of different cultures.
- Reflect on and self-assess their work.
- Share work and engage in constructive critique with each other.

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

Interdisciplinary Connections

N.J. Student Learning Standards for Social Studies

6.1 U.S. History: America in the World. All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the

environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities

N.J. Student Learning Standards for Math

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

N.J. Student Learning Standards for English Language Arts

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

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

Student Resources

Students will use a variety of visual art supplies, at the discretion of the instructor. These supplies may include paints, brushes, pencils, charcoal, glue, newspaper, magazine clippings, photographs, scissors, watercolor, oil pastels and other visual art materials.

Teacher Resources

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

Stage 2 – Assessment Evidence Performance Task(s): Other Evidence: Use of various 2D mixed media Sketchbook techniques Teacher/student created online quizzes Literary blog responses Class participation **Self-Critiques** Use of a variety of 2D mixed media Completion of final projects, that techniques reflect a specific learning objective Creation of various 2D mixed media projects, using the style/techniques of various global cultures and communities.

Stage 3 – Learning Plan		
Instructional	Descriptions	
Strategies		
Suggested	Being a Caveman: Students create their own collage of contemporary	
Learning	"Cave Art" and experience Art's beginning.	
Activities	Map the Influence: Create a Power Point for a presentation for that highlights the characteristics and influences of 2D mixed media movements. What do we have in Common: Identification of the use of Elements and Principles across culture.	

Accommodations and Modifications

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

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

Special Education and 504 Plans

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

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

Testing Accommodations:

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

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

English Language Learners:

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

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

- Select text complexity and tiered vocabulary according to Can Do Descriptors
- Projects completed individually or with partners
- Use online dictionary that includes images for words:

http://visual.merriamwebster.com/.

• Use online translator to assist students with pronunciation: http://www.reverso.net/text_translation.aspx?lang=EN.

Students at Risk of Failure:

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

High Achieving:

Extension Activities

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

 Allow students to move through the assignment at their own pace (as appropriate)

Strategies to Differentiate to Meet the Needs of a Diverse Learning Population

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

http://cooperativelearningstrategies.pbworks.com/w/page/28234420/Corner s.com/w/page/28234420/Corner

- Circle Map strategy- place the main topic in a small circle and add student ideas in a bigger circle around the topic. Students may use their native language with peers to brainstorm.
- Flexible grouping -as a whole class, a small group, or with a partner, temporary groups are created:
 http://www.teachhub.com/flexible-grouping-differentiated-instruction-strategy.

Technology Integration

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

__8.2 Technology Integration, Engineering, Design and Computational Thinking - Programming

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

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

Overview / Rationale

Students will explore the use of the elements and principles of 2D mixed media during this unit. By the end of this unit, students will have an understanding of these, and understand how they make for stronger 2D mixed media artists. These include Elements: line, shape, form, value, space, color, and texture; Principles: Rhythm, balance, emphasis, proportion, gradation, harmony, variety, and movement. Teachers will choose specific elements and principles based on the project, theme, and grade level.

Stage 1 – Desired Results

Established Goals

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

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

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

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

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

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

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

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

National Core Art Standards for Visual Art

Artistic Strand: Creating

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

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

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

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

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

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

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

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

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

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

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

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

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

Investigate	6th Grade	7th Grade	8th Grade
	VA:Cr2.2.6a: Explain	VA:Cr2.2.7a:	VA:Cr2.2.8a: Demonstrate
	environmental	Demonstrate awareness	awareness of practices,
	implications of	of ethical responsibility	issues, and ethics of
	conservation, care, and	to oneself and others	appropriation, fair use,

	clean-up of art	when posting and copyright, open source	
	materials, tools, and	sharing images and	creative commons as they
	equipment.	other materials through	apply to creating works of
		the Internet, social	art and design.
		media, and other	
		communication formats.	
Enduring Un	nderstanding: People create	and interact with objects, p	places, and design that define,
	ce, and empower their lives		
Essential Qu	estion(s): How do objects,	places, and design shape liv	ves and communities? How do
artists and de	esigners determine goals for	designing or redesigning of	objects, places, or systems?
How do artis	ts and designers create wor	ks of art or design that effe	ctively communicate?
Investigate	6th Grade	7th Grade	8th Grade
	VA:Cr2.3.6a: Design or	VA:Cr2.3.7a: Apply	VA:Cr2.3.8a: Select,
	redesign objects, places,	visual organizational	organize, and design images
	or systems that meet the	strategies to design and	and words to make visually
	identified needs of	produce a work of art,	clear and compelling
	diverse users.	design, or media that	presentations.
		clearly communicates	
		information or ideas.	
Anchor Stand	dard 3: Refine and complet	e artistic work.	
1		signers develop excellence	through practice and
_		sing, and refining work ove	
		ersistence play in revising,	
			l media art forms? How does
	collaboratively reflecting on a work help us experience it more completely?		
Reflect	6th Grade	7th Grade	8th Grade
	VA:Cr3.1.6a: Reflect on	VA:Cr3.1.7a: Reflect on	VA:Cr3.1.8a: Apply relevant
	whether personal	and explain important	criteria to examine, reflect
	artwork conveys the	information about	on, and plan revisions for a
	intended meaning and	personal artwork in an	work of art or design in
	revise accordingly.	artist statement or	progress.
		another format.	
Artistic Stra	and: Presenting		
		l interpret artistic work for	presentation.
	-	her presenters consider var	
		ecting, and curating objects	
	and presentation.	<i>U</i> , <i></i>	•
		s cared for and by whom?	What criteria, methods, and
~	` /	•	Why do people value objects,
	artworks, and select them		, i i
,	6th Grade	7th Grade	8th Grade
	VA:Pr4.1.6a: Analyze	VA:Pr4.1.7a: Compare	VA:Pr4.1.8a: Develop and
	similarities and	and contrast how	apply criteria for evaluating
	differences associated	technologies have	a collection of artwork for
	with preserving and	changed the way	presentation.
	presenting two	artwork is preserved,	1
L		1	l

	dimensional, three	presented, and	
	dimensional, and digital	1 experienced.	
	artwork.		
Anchor Stan	dard 5: Develop and refine	artistic techniques and wor	k for presentation.
			ariety of factors and methods
including ev	olving technologies when p	reparing and refining artwo	ork for display and or when
deciding if a	nd how to preserve and pro	tect it.	
~	· /	*	when preparing artwork for
			meaning to the viewer? What
	onsidered when selecting w		
Analyze	6th Grade	7th Grade	8th Grade
	VA:Pr5.1.6a:	VA:Pr5.1.7a: Based on	VA:Pr5.1.8a: Collaboratively
	Individually or	criteria, analyze and	prepare and present selected
	collaboratively, develop	evaluate methods for	theme based artwork for
	a visual plan for	preparing and	display, and formulate
	displaying works of art,	presenting art.	exhibition narratives for the
	analyzing exhibit space,		viewer.
	the needs of the viewer,		
	and the layout of the exhibit.		
An ale an Stan		mayah tha musaantatian afaa	utiatia xxxaulr
	dard 6: Convey meaning the		
	nderstanding: Objects, artifacts, museums, or other years		
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.			
			enting and sharing of objects,
	l artworks influence and sha		
	l artworks collected, preserv		
understandin		· · · · · · · · · · · · · · · · · · ·	
Share	6th Grade	7th Grade	8th Grade
	VA:Pr6.1.6a: Assess,	VA:Pr6.1.7a: Compare	VA:Pr6.1.8a: Analyze why
	explain, and provide	and contrast viewing	and how an exhibition or
	evidence of how	and experiencing	collection may influence
	museums or other	collections and	ideas, beliefs, and
	venues reflect history	exhibitions in different	experiences.
	and values of a	venues.	
	community.		
	and: Responding		
	dard 7: Perceive and analyz		
Enduring Understanding: Individual aesthetic and empathetic awareness developed through			
		anding and appreciation of	self, others, the natural world,
	ted environments.		
			ort creativity and innovative
	hat factors prevent or encou		e risks? How does
collaboration expand the creative process?			

7th Grade

6th Grade

Perceive

8th Grade

Enduring Ur	VA:Re.7.1.6a: Identify and interpret works of art or design that reveal how people live around the world and what they value.	VA:Re.7.1.7a: Explain how the method of display, the location, and the experience of an artwork influence how it is perceived and valued.	VA:Re.7.1.8a: Explain how a person's aesthetic choices are influenced by culture and environment and impact the visual image that one conveys to others.
world.	werstanding. Tisaar imager	y minusiness understanding	, or and responses to the
Essential Question(s): What is a 2D mixed media image? Where and how do we encounter images in our world? How do images influence our views of the world?			
Perceive	6th Grade	7th Grade	8th Grade
	VA:Re.7.2.6a: Analyze ways that visual components and cultural associations suggested by images influence ideas, emotions, and actions.	VA:Re.7.2.7a: Analyze multiple ways that images influence specific audiences.	VA:Re.7.2.8a: Compare and contrast contexts and media in which viewers encounter images that influence ideas, emotions, and actions.
Anchor Stan	dard 8: Interpret intent and	meaning in artistic work.	
process of an Essential Que viewer "read	estion(s): What is the value	e of engaging in the process	works by engaging in the of art criticism? How can the visual art vocabularies help us
Analyze	6th Grade	7th Grade	8th Grade
	VA:Re8.1.6a: Interpret art by distinguishing between relevant and non-relevant contextual information and analyzing subject matter, characteristics of form and structure, and use of media to identify ideas and mood conveyed.	VA:Re8.1.7a: Interpret art by analyzing art making approaches, the characteristics of form and structure, relevant contextual information, subject matter, and use of media to identify ideas and mood conveyed.	VA:Re8.1.8a: Interpret art by analyzing how the interaction of subject matter, characteristics of form and structure, use of media, art making approaches, and relevant contextual information contributes to understanding messages or ideas and mood conveyed.
Anchor Stan	dard 9: Apply criteria to ev	aluate artistic work	1
Anchor Man			
	nderstanding: People evalua	ate art based on various crit	eria.
Enduring Un Essential Qu		etermine criteria to evaluate	a work of art? How and why
Enduring Un Essential Qu		etermine criteria to evaluate	a work of art? How and why

criteria to evaluate a	evaluation of an artwork	argument to support an		
work of art.	based on personal	evaluation of art.		
	criteria and an			
	evaluation of an artwork			
	based on a set of			
	established criteria.			
Artistic Strand: Connecting				

Artistic Strand: Connecting

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

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

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

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

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

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

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

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

Essential Questions:

 What are the visual elements and principles that make for stronger 2D mixed media artwork?

Enduring Understandings:

 Each element & principle of art adds a different quality to a piece of 2D mixed media art.

How can each of the specific elements & principles of art be applied to create successful pieces of 2D mixed media art?	Employing elements and principles make for more powerful or attractive images.
Knowledge: Students will know	Skills: Students will be able to
 The Elements of Design (Line, Shape, Form, Space, Color, Value, Texture). The Principles of Design (Pattern, Movement, Contrast, Balance, Unity, Emphasis, Rhythm). Using both elements & principles will create successful pieces of visual art. 	 Collect images demonstrating knowledge of each of the Elements and Principles of Design. Create effective compositions because of their knowledge of the Elements & Principles. Create original work reflecting this knowledge of elements & design. Share work and engage in a constructive critique with each other. Reflect on and self-assess their work.

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

X	Career Awareness	Е	CRP10. Plan education and career
			paths aligned to personal goals.
X	Career Exploration	ETA	CRP11. Use technology to enhance
	_		productivity.
	Career Preparation	ETA	CRP12. Work productively in teams
	-		while using cultural global
			competence.

Interdisciplinary Connections

N.J. Student Learning Standards for Social Studies

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

N.J. Student Learning Standards for Math

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

N.J. Student Learning Standards for English Language Arts

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

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

Student Resources

Students will use a variety of visual art supplies, at the discretion of the instructor. These supplies may include paints, brushes, pencils, charcoal, glue, newspaper, magazine clippings, photographs, scissors, watercolor, oil pastels and other visual art materials.

Teacher Resources

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

Stage 2 – Assessment Evidence **Performance Task(s): Other Evidence:** Use of various 2D mixed media Sketchbook techniques Class participation Literary blog responses Use of a variety of 2D mixed media **Self-Critiques** techniques Completion of final projects, that reflect a specific learning objective Identification of element and principles in the world around us as well as the art of others.

Demonstration of each element and principle in original visual art.

Stage 3 – Learning Plan				
Instructional	Descriptions			
Strategies				
Suggested Learning	What is a design element? Learning about elements (Line, Shape, Form, Space, Color, Value, Texture) and capturing them in 2D mixed media.			
Activities	What is a design principle? Learning about principles (Pattern, Movement, Contrast, Balance, Unity, Emphasis, Rhythm) and capturing them in 2D mixed media.			
	<u>Using specific elements & principles:</u> Creating works of 2D mixed media, using specific elements & principles of art in the pieces.			
	What do we have in Common: Identification of the use of Elements and Principles across culture.			
Accommodations and Modifications				
	An accommodation changes HOW a student learns; the change needed does not alter the grade-level standard. A modification changes WHAT a student learns; the change alters the grade-level expectation.			
	Special Education and 504 Plans All modifications and accommodations must be specific to each individual child's IEP (Individualized Educational Plan) or 504 Plan.			
	 Pre-teach or preview vocabulary Repeat or reword directions Have students repeat directions Use of small group instruction Pair visual prompts with verbal presentations Ask students to restate information, directions, and assignments Repetition and time for additional practice Model skills/techniques to be mastered Extended time to complete task/assignment/work Provide a copy of class notes Strategic seating (with a purpose - eg. less distraction) Flexible seating Repetition and additional practice Use of manipulatives Use of assistive technology (as appropriate) Assign a peer buddy Emphasize key words or critical information by highlighting 			

- Use of graphic organizers
- Scaffold with prompts for sentence starters
- Check for understanding with more frequency
- Provide oral reminders and check student work during independent practice
- Chunk the assignment broken up into smaller units, work submitted in phases
- Encourage student to proofread assignments and tests
- Provide regular home/school communication
- Teacher checks student planner
- Provide student with clear expectations in writing and grading criteria for assignments (rubrics)

Testing Accommodations:

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

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

English Language Learners:

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

- Pre-teach or preview vocabulary
- Repeat or reword directions
- Have students repeat directions
- Use of small group instruction
- Scaffold language based on their Can Do Descriptors
- Alter materials and requirements according to Can Do Descriptors
- Adjust number of paragraphs or length of writing according to their Can Do Descriptor

- TPR (Total Physical Response-Sheltered Instruction strategy)
 Demonstrate concepts through multi sensory forms such as with body language, intonation
- Pair visual prompts with verbal presentations
- Repetition and additional practice
- Model skills and techniques to be mastered
- Native Language translation (peer, assistive technology, bilingual dictionary)
- Emphasize key words or critical information by highlighting
- Use of graphic organizers
- Scaffold with prompts for sentence starters
- Check for understanding with more frequency
- Use of self-assessment rubrics
- Increase one-on-one conferencing; frequent check ins
- Use study guide to organize materials
- Make vocabulary words available in a student created vocabulary notebook, vocabulary bank, Word Wall, or vocabulary ring
- Extended time
- Select text complexity and tiered vocabulary according to Can Do Descriptors
- Projects completed individually or with partners
- Use online dictionary that includes images for words:

http://visual.merriamwebster.com/.

• Use online translator to assist students with pronunciation: http://www.reverso.net/text_translation.aspx?lang=EN.

Students at Risk of Failure:

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

others effectively); Kinesthetic (bodily); Naturalist Intelligence; and Learning Styles: Visual; Auditory; Tactile; Kinesthetic; Verbal

High Achieving:

Extension Activities

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

Strategies to Differentiate to Meet the Needs of a Diverse Learning Population

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

- KWL (Know, Want to Know, Learned)/KWHL(Know, What to Know, How Will I Learn, learned)/KWLS (Know, Want to Know, Learned, Still Want to Know) /KWLQ (Know, What to Know, Learned, Questions I Still Have) Charts
- Corners Cooperative Learning Strategy:

 $\underline{http://cooperative learning strategies.pbworks.com/w/page/28234420/Corner} \ \underline{s}.$

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

Technology Integration

x 8.1 Educational Technology:

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

___8.2 Technology Integration, Engineering, Design and Computational Thinking - Programming

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

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

Overview / Rationale

During this unit, students will explore different materials and techniques to create 2D mixed media. The techniques will include a variety of styles, and mediums, based on student interest, and need for the specific project. Students will use a variety of tools to create successful projects. These tools may also include the most recent technology and appropriate software.

Stage 1 – Desired Results

Established Goals

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

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

Content Statement	Indicator #	Indicator	
Art is a universal language. Visual	1.1.8.D.1	Describe the intellectual and emotional	
communication through art crosses		significance conveyed by the application of	
cultural and language barriers		the elements of art and principles of design	
throughout time.		in different historical eras and cultures.	
The study of masterworks of art from	1.1.8.D.2	Compare and contrast various masterworks	
diverse cultures and different historical		of art from diverse cultures, and identify	
eras assists in understanding specific		elements of the works that relate to specific	
cultures.		cultural heritages.	
1.2 History of the Arts and Culture: All students will understand the role, development, and			

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

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

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

The creation of art is driven by the	1.3.8.D.1	Incorporate various art elements and the
principles of balance, harmony, unity,		principles of balance, harmony, unity,
		emphasis, proportion, and

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

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

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

			1 11 1 . 11.1 1			
	to generate innovative		verbally in traditional or			
	ideas for creating art.		new media.			
Enduring Understanding: Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art making goals.						
		ing the contexts histories, and	d traditions of art forms help			
		do artists follow or break from				
		es and criteria are needed to f				
investigation		es and efficila are needed to i	offituate artistic			
Investigate	6th Grade	7th Grade	8th Grade			
investigute	VA:Cr1.2.6a: Formulate	VA:Cr1.2.7a: Develop	VA:Cr1.2.8a:			
	an artistic investigation	criteria to guide making a	Collaboratively shape an			
	of personally relevant	work of art or design to	artistic investigation of an			
	content for creating art.	meet an identified goal.	aspect of present day life			
	content for creating art.	ineet an identified goal.				
			using a contemporary			
4 1 0	1 12 0 ' 11	1 , , , , , , , , , , , , , , , , , , ,	practice of art and design.			
	ndard 2: Organize and deve					
_		esigners experiment with for	ms, structures, materials,			
	nedia, and art-making appro-					
		vork? How do artists and des				
		w do artists and designers lea				
Investigate	6th Grade	7th Grade	8th Grade			
	VA:Cr2.1.6a:	VA:Cr2.1.7a:	VA:Cr2.1.8a: Demonstrate			
	Demonstrate openness in	Demonstrate persistence	willingness to experiment,			
	trying new ideas,	in developing skills with	innovate, and take risks to			
	materials, methods, and	various materials,	pursue ideas, forms, and			
	approaches in making	methods, and approaches	meanings that emerge in the			
	works of art and design.	in creating works of art or	process of art making or			
	C	design.	designing.			
Enduring Understanding: Artists and designers balance experimentation and safety, freedom and						
	ity while developing and cre		• /			
		nd designers care for and ma	intain materials, tools, and			
_			and follow correct procedures			
		nent? What responsibilities c				
create?	,					
Investigate	6th Grade	7th Grade	8th Grade			
Ü	VA:Cr2.2.6a: Explain	VA:Cr2.2.7a:	VA:Cr2.2.8a: Demonstrate			
	environmental	Demonstrate awareness of	awareness of practices,			
	implications of	ethical responsibility to	issues, and ethics of			
	conservation, care, and	oneself and others when	appropriation, fair use,			
	clean-up of art materials,	posting and sharing	copyright, open source, and			
	tools, and equipment.	images and other	creative commons as they			
	tools, and equipment.	materials through the	apply to creating works of			
		_				
		Internet, social media, and other communication	art and design.			
		formats.				

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

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

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

Anchor Standard 3: Refine and complete artistic work.

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

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

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

Artistic Strand: Presenting

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

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

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

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

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

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

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

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

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

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

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

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

Artistic Strand: Responding

Anchor Standard 7: Perceive and analyze artistic work.

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

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

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

Enduring I	Indorstanding: Visual image	ery influences understanding	of and responses to the			
<i>Enduring Understanding</i> : Visual imagery influences understanding of and responses to the world.						
Essential Question(s): What is a 2D mixed media image? Where and how do we encounter						
		influence our views of the wor				
Perceive	6th Grade 7th Grade 8th Grade					
1 crecire	VA:Re.7.2.6a: Analyze VA:Re.7.2.7a: Analyze VA:Re.7.2.8a: Compa					
	ways that visual multiple ways that images and contrast contexts ar					
	components and cultural influence specific media in which viewers					
	associations suggested	audiences.	encounter images that			
	by images influence		influence ideas, emotions,			
	ideas, emotions, and		and actions.			
	actions.					
Anchor Sta	andard 8: Interpret intent and	I meaning in artistic work.				
		insights into meanings of arty	works by engaging in the			
	art criticism.					
		e of engaging in the process	of art criticism? How can the			
		w does knowing and using vi				
	and interpret works of art?	2 2	1			
Analyze	6th Grade	7th Grade	8th Grade			
	VA:Re8.1.6a: Interpret	VA:Re8.1.7a: Interpret	VA:Re8.1.8a: Interpret art			
	art by distinguishing art by analyzing art by analyzing how the					
between relevant and making approaches, the interaction of subject						
	non-relevant contextual characteristics of form matter, characteristics of					
	information and and structure, relevant form and structure, use					
analyzing subject matter, contextual information, media, art making		media, art making				
		approaches, and relevant				
	and structure, and use of	media to identify ideas	contextual information			
	media to identify ideas	and mood conveyed.	contributes to			
	and mood conveyed		understanding messages or			
			ideas and mood conveyed.			
	andard 9: Apply criteria to ev					
Enduring U	<i>Inderstanding:</i> People evalu	ate art based on various crite	ria.			
		etermine criteria to evaluate				
	ria vary? How is a personal	preference different from an	evaluation?			
Interpret	6th Grade	7th Grade	8th Grade			
	VA:Re9.1.6a: Develop	VA:Re9.1.7a: Compare	VA:Re9.1.8a: Create a			
	and apply relevant	and explain the difference	convincing and logical			
	criteria to evaluate a	between an evaluation of	argument to support an			
	work of art.	an artwork based on	evaluation of art.			
		personal criteria and an				
		evaluation of an artwork				
		based on a set of				
A 4. 4. G		established criteria.				
Artistic Strand: Connecting						
Anchor Sta	inaara 10: Synthesize and re	late knowledge and personal	experiences to make art.			

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

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

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

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

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

Essential Question(s): How does 2D mixed media help us understand the lives of people of different times, places, and cultures? How is 2D mixed media used to impact the views of a society? How does 2D mixed media preserve aspects of life?

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

Essential Questions:

- What types techniques, materials and processes can be leveraged in the creation of original art?
- How has technology influenced specific visual art techniques, and can we use it to create successful pieces?

Knowledge:

Students will know...

- The feeling of successfully exploring and using a variety of mediums.
- The advantages and disadvantages of different mediums to express their art.
- How to use technology to enhance pieces of visual art.

Enduring Understandings:

- 2D mixed takes many forms.
- Different mediums and techniques create different results and effects.
- Having a broad range of mediums and techniques increases the breath of artistic expression.

Skills:

Students will be able to...

- Create original 2D mixed media in a variety of mediums and techniques.
- Demonstrate knowledge of success in selected mediums and techniques.
- Select mediums and techniques to fit desired impact of art.

•	Share work and engage in positive
	critique with each other.
•	Reflect on and self-assess their work.

In	In this unit plan, the following 21st Century Life and Careers skills are addressed:				
	Check ALL that apply – Indicate whether these skills are:				
				 E – encouraged 	
	21st Century Themes			• T – taught	
				A – assessed	
				Career Ready Practices	
9.1	nal Financial Literacy		ETA	Act as a responsible and	
				ıting citizen and employee.	
	ne and Careers		ETA	Apply appropriate academic	
				nnical skills.	
	y Management			Attend to personal health and	
				ıl well-being.	
	t and Debt Management		ETA	J	
				ely and with reason.	
	ing, Saving, and Investing		ETA	Consider the environmental,	
				nd economic impacts of	
				ns.	
X	ning a Critical Consumer		ETA	Demonstrate creativity and	
				ion.	
	Financial Responsibility		ET	Employ valid and reliable	
				n strategies.	
	ng and Protecting		ETA	Utilize critical thinking to	
				ense of problems and persevere	
0.0	7			ng them.	
9.2	r Awareness, Exploration,		ETA	Model integrity, ethical	
V	reparation		F	nip and effective management.	
X	Career Awareness		Е	Plan education and career	
V	C F1		ETA	igned to personal goals.	
X	Career Exploration		ETA	Use technology to enhance	
	Canage Propagation		ETA	ivity.	
	Career Preparation		ETA	Work productively in teams	
				sing cultural global	
				ence.	

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

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

Student Resources

Students will use a variety of visual art supplies, at the discretion of the instructor. These supplies may include paints, brushes, pencils, charcoal, glue, newspaper, magazine clippings, photographs, scissors, watercolor, oil pastels and other visual art materials.

Teacher Resources

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

Stage 2 – Assessment Evidence			
Performance Task(s):	Other Evidence:		
 Use of various 2D mixed media 	 Sketchbook 		
techniques	 Class participation 		
 Literary blog responses 	Use of a variety of visual art techniques		
Self-Critiques			
 Completion of final projects, that 			
reflect a specific learning objective.			
 Assessment of key success factors for 			
desired mediums and techniques.			
 Demonstration of a variety of 			
techniques and mediums in original			
visual art.			

Stage 3 – Learning Plan				
Instructional Strategies	r · · · · · · · · · · · · · · · · · · ·			
Suggested Learning Activities	Say it as two-dimensional: Exploration of two-dimensional work to create effects such as realism, abstract expressionism, negative space, etc. Mediums to explore might include pencil, Charcoal. Watercolor, oil pastel, chalk pastel, digital mediums, tempera and acrylic paint, ink, paper, etc			
	A Rainbow of Colors: Demonstration of different mediums to explore color theory, mixing and color effects.			

<u>Round the Globe:</u> Creation of original work using techniques and materials from different cultures.

Our Fragile Earth: Cross curriculum opportunity creating Art using recycled materials.

What do we have in Common: Identification of the use of Elements and Principles across culture.

Accommodations and Modifications

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

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

Special Education and 504 Plans

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

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

• Provide student with clear expectations in writing and grading criteria for assignments (rubrics)

Testing Accommodations:

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

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

English Language Learners:

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

- Pre-teach or preview vocabulary
- Repeat or reword directions
- Have students repeat directions
- Use of small group instruction
- Scaffold language based on their Can Do Descriptors
- Alter materials and requirements according to Can Do Descriptors
- Adjust number of paragraphs or length of writing according to their Can Do Descriptor
- TPR (Total Physical Response-Sheltered Instruction strategy)
 Demonstrate concepts through multi sensory forms such as with body language, intonation
- Pair visual prompts with verbal presentations
- Repetition and additional practice
- Model skills and techniques to be mastered
- Native Language translation (peer, assistive technology, bilingual dictionary)
- Emphasize key words or critical information by highlighting
- Use of graphic organizers
- Scaffold with prompts for sentence starters
- Check for understanding with more frequency

- Use of self-assessment rubrics
- Increase one-on-one conferencing; frequent check ins
- Use study guide to organize materials
- Make vocabulary words available in a student created vocabulary notebook, vocabulary bank, Word Wall, or vocabulary ring
- Extended time
- Select text complexity and tiered vocabulary according to Can Do Descriptors
- Projects completed individually or with partners
- Use online dictionary that includes images for words:

http://visual.merriamwebster.com/.

• Use online translator to assist students with pronunciation: http://www.reverso.net/text_translation.aspx?lang=EN.

Students at Risk of Failure:

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

High Achieving:

Extension Activities

- Allow for student choice from a menu of differentiated outcomes; choices grouped by complexity of thinking skills; variety of options enable students to work in the mode that most interests them
- Allow students to pursue independent projects based on their individual interests
- Provide enrichment activities that include more complex material

- Allow opportunities for peer collaboration and team-teaching
- Set individual goals
- Conduct research and provide presentation of appropriate topics
- Provide students opportunity to design surveys to generate and analyze data to be be used in discussion
- Allow students to move through the assignment at their own pace (as appropriate)

Strategies to Differentiate to Meet the Needs of a Diverse Learning Population

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

http://cooperativelearningstrategies.pbworks.com/w/page/28234420/Corner

S

- Circle Map strategy- place the main topic in a small circle and add student ideas in a bigger circle around the topic. Students may use their native language with peers to brainstorm.
- Flexible grouping -as a whole class, a small group, or with a partner, temporary groups are created:

 $\frac{http://www.teachhub.com/flexible-grouping-differentiated-instructio}{n\text{-strategy}}.$

Jigsaw Activities -cooperative learning in a group, each group member is responsible for becoming an "expert" on one section of the assigned material and then "teaching" it to the other members of the team: http://www.adlit.org/strategies/22371/.

Technology Integration

x 8.1 Educational Technology:

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

_8.2 Technology Integration, Engineering, Design and Computational Thinking - Programming

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

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

Overview / Rationale

Students will explore how 2D mixed media interacts with technology. During the unit, students will utilize technology to create 2D mixed media art projects, and gain an introduction into the Media Arts. Students may explore areas such as digital graphics, and digital photography, based on student interest.

Stage 1 – Desired Results

Established Goals

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

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

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

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

influence of the arts throughout history to	and across ca	itales.
Technological changes have and will	1.2.8.A.1	Map historical innovations in dance, music,
continue to substantially influence the		theatre, and visual art that were caused by
development and nature of the arts.		the creation of new technologies.
Tracing the histories of dance, music, theatre, and visual art in world cultures provides insight into the lives of people and their values.	1.2.8.A.2	Differentiate past and contemporary works of dance, music, theatre, and visual art that represent important ideas, issues, and events that are chronicled in the histories of diverse cultures.
The arts reflect cultural mores and personal aesthetics throughout the ages.	1.2.8.A.3	Analyze the social, historical, and political impact of artists on culture and the impact of culture on the arts.

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

The creation of art is driven by the	1.3.8.D.1	Incorporate various art elements and the
principles of balance, harmony, unity,		principles of balance, harmony, unity,
		emphasis, proportion, and

emphasis, proportion, and rhythm/movement.		rhythm/movement in the creation of two- and three- dimensional artworks, using a broad array of art media and art mediums to enhance the expression of creative ideas (e.g., perspective, implied space, illusionary depth, value, and pattern).
Themes in art are often communicated through symbolism, allegory, or irony. There are a wide variety of art mediums, each having appropriate tools and processes for the production of artwork. Fluency in these mediums, and the use of the appropriate tools associated with working in these mediums, are components of art-making.	1.3.8.D.2	Apply various art media, art mediums, technologies, and processes in the creation of allegorical, theme-based, two- and three-dimensional works of art, using tools and technologies that are appropriate to the theme and goals.
The classification of art into various art genres depends on the formal aspects of visual statements (e.g., physical properties, theoretical components, cultural context). Many genres of art are associated with discipline-specific arts terminology.	1.3.8.D.3	Identify genres of art (including realism, abstract/nonobjective art, and conceptual art) within various contexts using appropriate art vocabulary, and solve hands-on visual problems using a variety of genre styles.
Universal themes exist in art across historical eras and cultures. Art may embrace multiple solutions to a problem.	1.3.8.D.4	Delineate the thematic content of multicultural artworks, and plan, design, and execute multiple solutions to challenging visual arts problems, expressing similar thematic content.
Each of the many genres of art is associated with discipline-specific arts terminology and a stylistic approach to art-making.	1.3.8.D.5	Examine the characteristics, thematic content, and symbolism found in works of art from diverse cultural and historical eras, and use these visual statements as inspiration for original artworks.
The visual possibilities and inherent qualities of traditional and contemporary art materials (including digital media) may inform choices about visual communication and art-making techniques.	1.3.8.D.6	Synthesize the physical properties, processes, and techniques for visual communication in multiple art media (including digital media), and apply this knowledge to the creation of original artworks.
understanding of arts philosophies, judgr	_	: All students will demonstrate and apply an alysis to works of art in dance, music, theatre,
and visual art. Contextual clues to artistic intent are embedded in artworks. Analysis of archetypal or consummate works of art	1.4.8.A.1	Generate observational and emotional responses to diverse culturally and historically specific works of dance, music,

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

National Core Art Standards for Visual Art					
Artistic Str	Artistic Strand: Creating				
Anchor Star	ndard 1: Generate and cond	ceptualize artistic ideas and wo	rk.		
Enduring Understanding: Creativity and innovative thinking are essential life skills that can be developed.					
Essential Question(s): What conditions, attitudes, and behaviors support creativity and innovative thinking? What factors prevent or encourage people to take creative risks? How does collaboration expand the creative process?					
Investigate	6th Grade	7th Grade	8th Grade		

	VA:Cr1.1.6a: Combine	VA:Cr1.1.7a: Apply	VA:Cr1.1.8a: Document
	concepts	methods to overcome	early stages of the creative
	collaboratively to	creative blocks.	process visually and/or
	generate innovative		verbally in traditional or
	ideas for creating art.		new media.
Enduring U	Inderstanding: Artists and	designers shape artistic investig	gations, following or
breaking wi	th traditions in pursuit of c	creative art making goals.	
		wing the contexts histories, and	
us create wo	orks of art and design? Wh	y do artists follow or break fro	m established traditions?
How do arti	ists determine what resource	ces and criteria are needed to fo	ormulate artistic
investigation	ns?		
Investigate	6th Grade	7th Grade	8th Grade
	VA:Cr1.2.6a:	VA:Cr1.2.7a: Develop	VA:Cr1.2.8a:
	Formulate an artistic	criteria to guide making a	Collaboratively shape an
	investigation of	work of art or design to	artistic investigation of an
	personally relevant	meet an identified goal.	aspect of present day life
	content for creating art.		using a contemporary
			practice of art and design.
		elop artistic ideas and work.	
		designers experiment with form	ns, structures, materials,
	edia, and art-making appro		
		work? How do artists and design	
		ow do artists and designers lear	
Investigate	6th Grade	7th Grade	8th Grade
	VA:Cr2.1.6a:	VA:Cr2.1.7a: Demonstrate	VA:Cr2.1.8a: Demonstrate
	Demonstrate openness	persistence in developing	willingness to experiment,
	in trying new ideas,	skills with various	innovate, and take risks to
	materials, methods, and	materials, methods, and	pursue ideas, forms, and
	approaches in making	approaches in creating	meanings that emerge in
	works of art and	works of art or design.	the process of art making
	design.		or designing.
	<u>o</u>	designers balance experimenta	tion and safety, freedom and
	ty while developing and cr		
		and designers care for and mai	
	· ·	fety and health to understand a	<u> </u>
_	materials, tools, and equip	ment? What responsibilities co	me with the freedom to
create?	T		
Investigate	6th Grade	7th Grade	8th Grade
	VA:Cr2.2.6a: Explain	VA:Cr2.2.7a: Demonstrate	VA:Cr2.2.8a: Demonstrate
	environmental	awareness of ethical	awareness of practices,
	implications of	responsibility to oneself and	issues, and ethics of
	conservation, care, and	others when posting and	appropriation, fair use,
	clean-up of art	sharing images and other	copyright, open source,
	materials, tools, and	materials through the	and creative commons as
	equipment.	Internet, social media, and	they apply to creating
		other communication	works of art and design.

	I	C			
F 1 · T		formats.	11: 4.16		
	<i>Inderstanding:</i> People creance, and empower their liver	te and interact with objects, pla	ices, and design that define,		
		s, places, and design shape live	s and communities? How do		
		or designing or redesigning ob			
		orks of art or design that effect			
Investigate	6th Grade	7th Grade	8th Grade		
Investigate			VA:Cr2.3.8a: Select,		
	VA:Cr2.3.6a: Design or	VA:Cr2.3.7a: Apply visual	I		
	redesign objects,	organizational strategies to	organize, and design		
	places, or systems that	design and produce a work	images and words to make		
	meet the identified	of art, design, or media that	visually clear and		
	needs of diverse users.	clearly communicates	compelling presentations.		
Analogy Star	adaud 2. Dafina and assent	information or ideas.			
	ndard 3: Refine and compl		rough practice and		
		esigners develop excellence the			
		vising, and refining work over t			
		persistence play in revising, re			
		ne accomplished in art forms? I	now does conadoratively		
	n a work help us experienc		Oak Counds		
Reflect	6th Grade	7th Grade	8th Grade		
	VA:Cr3.1.6a: Reflect	VA:Cr3.1.7a: Reflect on	VA:Cr3.1.8a: Apply		
	on whether personal	and explain important	relevant criteria to		
	artwork conveys the	information about personal	examine, reflect on, and		
	intended meaning and	artwork in an artist	plan revisions for a work		
	revise accordingly.	statement or another format.	of art or design in progress.		
	and: Presenting				
		nd interpret artistic work for pr			
_		other presenters consider vario	-		
		electing, and curating objects a	rtifacts, and artworks for		
	n and presentation.				
~		rks cared for and by whom? W			
		preservation or presentation? W	hy do people value objects,		
artifacts, and artworks, and select them for presentation?					
Analyze	6th Grade	7th Grade	8th Grade		
	VA:Pr4.1.6a: Analyze	VA:Pr4.1.7a: Compare and	VA:Pr4.1.8a: Develop and		
	similarities and	contrast how technologies	apply criteria for		
	differences associated	have changed the way	evaluating a collection of		
	with preserving and	artwork is preserved,	artwork for presentation.		
	presenting two	presented, and experienced.			
	dimensional, three	_			
	dimensional, and				
	digital artwork.				
Anchor Star	ndard 5: Develop and refin	e artistic techniques and work	for presentation.		
	•	•			

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

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

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

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

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

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

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

Artistic Strand: Responding

Anchor Standard 7: Perceive and analyze artistic work.

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

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

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

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	how people live around	of an artwork influence how	culture and environment
	the world and what	it is perceived and valued.	and impact the visual
	they value.		image that one conveys to
			others.
	<i>Inderstanding</i> : Visual imag	gery influences understanding of	of and responses to the
world.			
		ge? Where and how do we enc	ounter images in our world?
	ages influence our views or		
Perceive	7.1. 5.1.1.1		8th Grade
	VA:Re.7.2.6a:	VA:Re.7.2.7a: Analyze	VA:Re.7.2.8a: Compare
	Analyze ways that	multiple ways that images	and contrast contexts and
	visual components and	influence specific	media in which viewers
	cultural associations	audiences.	encounter images that
	suggested by images		influence ideas, emotions,
	influence ideas,		and actions.
	emotions, and actions.		
Anchor Star	ndard 8: Interpret intent an	d meaning in artistic work.	
_		insights into meanings of artw	orks by engaging in the
process of a			
Essential Q	uestion(s): What is the val	ue of engaging in the process o	f art criticism? How can the
viewer "read	d" a work of art as text? He	ow does knowing and using vis	sual art vocabularies help us
understand	and interpret works of art?		
Analyze	6th Grade	7th Grade	8th Grade
	VA:Re8.1.6a: Interpret	VA:Re8.1.7a: Interpret art	VA:Re8.1.8a: Interpret art
	art by distinguishing	by analyzing art making	by analyzing how the
	between relevant and	approaches, the	interaction of subject
	non-relevant contextual	characteristics of form and	matter, characteristics of
	information and	structure, relevant	form and structure, use of
	analyzing subject	contextual information,	media, art making
	matter, characteristics	subject matter, and use of	approaches, and relevant
	of form and structure,	media to identify ideas and	contextual information
	and use of media to	mood conveyed.	contributes to
	identify ideas and		understanding messages or
	mood conveyed.		ideas and mood conveyed.
Anchor Star	ndard 9: Apply criteria to e	evaluate artistic work.	
		uate art based on various criter	ia.
		determine criteria to evaluate a	
		preference different from an e	
Interpret	6th Grade	7th Grade	8th Grade
_	VA:Re9.1.6a: Develop	VA:Re9.1.7a: Compare and	VA:Re9.1.8a: Create a
	and apply relevant	explain the difference	convincing and logical
	criteria to evaluate a	between an evaluation of an	argument to support an
	work of art.	artwork based on personal	evaluation of art.
		criteria and an evaluation of	
		an artwork based on a set of	
		established criteria.	
		i.	ı

Artistic Strand: Connecting

Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art. Enduring Understanding: Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.

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

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

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

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

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

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

Essential Questions:

- How does technology change or broaden art?
- What technological tools have had, or will have, the most impact on 2D mixed media?
- What is the relationship between 2D mixed media and media art?

Knowledge:

Students will know...

- The impact of technology on visual art.
- The impact of the other media arts on visual art.
- How to use specific technology-based tools to create visual art.

Enduring Understandings:

• Art is not a static form of expression; it changes and broadens as new technologies are explored and embraced.

Skills:

Students will be able to...

- Share their Art with friends, family and community through the internet.
- Leverage art creation through available school and personal technology.

 Hypothesize where art might go with the advancement of technology.
Share work and engage in positive critique with each other.

I	In this unit plan, the following 21st Century Life and Careers skills are addressed:				
Check ALL that apply –			Indicate whether these skills are:		
				E – encouraged	
	21st Century Themes		• T – taught		
				A − assessed	
				Career Ready Practices	
9.1	nal Financial Literacy		ETA	Act as a responsible and	
				uting citizen and employee.	
	e and Careers		ETA	Apply appropriate academic	
				hnical skills.	
	/ Management			Attend to personal health and	
	17.1.16			al well-being.	
	and Debt Management		ETA	Communicate clearly and	
				vely and with reason.	
	ng, Saving, and Investing		ETA	Consider the environmental,	
				and economic impacts of	
X	ning a Critical Consumer		ETA	ns. Demonstrate creativity and	
Λ	ling a Critical Consumer		EIA	tion.	
	Financial Responsibility		ET	Employ valid and reliable	
	Thiancial Responsionity			th strategies.	
	ng and Protecting		ETA	Utilize critical thinking to	
				ense of problems and	
				ere in solving them.	
9.2	r Awareness, Exploration,		ETA	Model integrity, ethical	
	reparation			hip and effective management.	
X	Awareness		Е). Plan education and career	
				ligned to personal goals.	
X	Exploration		ETA	. Use technology to enhance	
				tivity.	
	Preparation		ETA	. Work productively in teams	
				using cultural global	
				tence.	

Interdisciplinary Connections

N.J. Student Learning Standards for Social Studies

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

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

Student Resources

Students will use a variety of visual art supplies, at the discretion of the instructor. These supplies may include paints, brushes, pencils, digital cameras, Chromebooks and other visual art materials. Student supplies will also include appropriate technology. Student supplies will also include appropriate technology.

Teacher Resources

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

Biginal Cultivitation				
Stage 2 – Assessment Evidence				
Performance Task(s): Use of various Visual Art techniques Literary blog responses Self-Critiques Completion of final projects, that reflect a specific learning objective Creating visual art, using a variety of	Other Evidence:			

Stage 3 – Learning Plan			
Instructional	structional Descriptions		
Strategies			
Suggested	Made in Code: Using technology to create art, including but not limited to		
Learning	digital graphics and digital photography.		
Activities	What do we have in Common: Identification of the use of Elements and		
	Principles across culture and technology.		
Accommodations	Below please find a list of suggestions for accommodations and		
and	modifications to meet the diverse needs of our students. Teachers should		
Modifications	consider this a resource and understand that they are not limited to the recommendations included below.		
	An accommodation changes HOW a student learns; the change needed does not alter the grade-level standard. A modification changes WHAT a student learns; the change alters the grade-level expectation.		

Special Education and 504 Plans

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

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

Testing Accommodations:

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

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

- Provide study guides
- Use of reference aids such as glossary
- Choice of test format (multiple-choice, essay, true-false)
- Alternate ways to evaluate (projects or oral presentations instead of written tests)
- Open-book or open-note tests

English Language Learners:

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

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

http://visual.merriamwebster.com/.

• Use online translator to assist students with pronunciation:

http://www.reverso.net/text translation.aspx?lang=EN.

Students at Risk of Failure:

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

High Achieving:

Extension Activities

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

Strategies to Differentiate to Meet the Needs of a Diverse Learning Population

- Vocabulary Sorts-students engage with the vocabulary word by sorting into groups of similar/different rather than memorizing definitions
- Provide "Realia" (real life objects to relate to the five senses) and ask questions relating to the senses
- Role Play-students create or participate in role playing situations or Reader's Theater

- Moving Circle-an inside and outside circle partner and discuss, circles moves to new partner (Refer to Kagan Differentiated Strategies)
- Brainstorm Carousel-Large Post Its around the room, group moves in a carousel to music. Group discusses topic and responses on paper. Groups rotate twice to see comments of others. (Refer to Kagan Differentiated Strategies)
- Gallery Walk-Objects, books, or student work is displayed. Students examine artifacts and rotate.
- Chunking-chunk reading, tests, questions, homework, etc to focus on particular elements.
- Think Pair Share Write
- Think Talk Write
- Think Pair Share
- Note-taking -can be done through words, pictures, phrases, and sentences depending on level
- KWL (Know, Want to Know, Learned)/KWHL(Know, What to Know, How Will I Learn, learned)/KWLS (Know, Want to Know, Learned, Still Want to Know) /KWLQ (Know, What to Know, Learned, Questions I Still Have) Charts
- Corners Cooperative Learning Strategy:

 $\underline{http://cooperative learning strategies.pbworks.com/w/page/28234420/Corner} ~\underline{s}.$

- Circle Map strategy- place the main topic in a small circle and add student ideas in a bigger circle around the topic. Students may use their native language with peers to brainstorm.

Jigsaw Activities -cooperative learning in a group, each group member is responsible for becoming an "expert" on one section of the assigned material and then "teaching" it to the other members of the team: http://www.adlit.org/strategies/22371/.

Technology Integration

_x__8.1 Educational Technology:

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

__8.2 Technology Integration, Engineering, Design and Computational Thinking - Programming

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

Unit Plan Title	Reaching Out
Suggested Time Frame	Continuous and ongoing

Overview / Rationale

Students will explore the impact of 2D mixed media on the world around us. This unit will tie concepts learned in other units, such as techniques, and global cultures, in an effort for students to understand why 2D mixed media is important and necessary. Students will create visual art during this unit with an impact in mind.

Stage 1 – Desired Results

Established Goals

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

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

principles that govern the creation of works of art in dance, music, theatre, and visual art.				
Content Statement	Indicator #	Indicator		
Art is a universal language. Visual	1.1.8.D.1	Describe the intellectual and emotional		
communication through art crosses		significance conveyed by the application of		
cultural and language barriers		the elements of art and principles of design		
throughout time.		in different historical eras and cultures.		
The study of masterworks of art from	1.1.8.D.2	Compare and contrast various masterworks		
diverse cultures and different historical		of art from diverse cultures, and identify		
eras assists in understanding specific		elements of the works that relate to specific		
cultures.		cultural heritages.		
1.2 History of the Arts and Culture:	All students w	ill understand the role, development, and		
influence of the arts throughout history	and across cu	ltures.		
Technological changes have and will	1.2.8.A.1	Map historical innovations in dance, music,		
continue to substantially influence the		theatre, and visual art that were caused by		
development and nature of the arts.		the creation of new technologies.		
Tracing the histories of dance, music,	1.2.8.A.2	Differentiate past and contemporary works		
theatre, and visual art in world cultures		of dance, music, theatre, and visual art that		
provides insight into the lives of		represent important ideas, issues, and events		
people and their values.		that are chronicled in the histories of diverse		
		cultures.		
The arts reflect cultural mores and	1.2.8.A.3	Analyze the social, historical, and political		
personal aesthetics throughout the		impact of artists on culture and the impact		
ages.		of culture on the arts.		
1.3 Performance: All students will synthesize those skills, media, methods, and technologies				
appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and				
riginal art				

visual art.

The creation of art is driven by the principles of balance, harmony, unity, emphasis, proportion, and rhythm/movement.	1.3.8.D.1	Incorporate various art elements and the principles of balance, harmony, unity, emphasis, proportion, and rhythm/movement in the creation of two-and three-dimensional artworks, using a broad array of art media and art mediums to enhance the expression of creative ideas (e.g., perspective, implied space, illusionary depth, value, and pattern).
Themes in art are often communicated through symbolism, allegory, or irony. There are a wide variety of art	1.3.8.D.2	Apply various art media, art mediums, technologies, and processes in the creation of allegorical, theme-based, two- and

mediums, each having appropriate tools and processes for the production of artwork. Fluency in these mediums, and the use of the appropriate tools associated with working in these mediums, are components of art making.		three-dimensional works of art, using tools and technologies that are appropriate to the theme and goals.
The classification of art into various art genres depends on the formal aspects of visual statements (e.g., physical properties, theoretical components, cultural context). Many genres of art are associated with discipline-specific arts terminology.	1.3.8.D.3	Identify genres of art (including realism, abstract/nonobjective art, and conceptual art) within various contexts using appropriate art vocabulary, and solve hands-on visual problems using a variety of genre styles.
Universal themes exist in art across historical eras and cultures. Art may embrace multiple solutions to a problem.	1.3.8.D.4	Delineate the thematic content of multicultural artworks, and plan, design, and execute multiple solutions to challenging visual arts problems, expressing similar thematic content.
Each of the many genres of art is associated with discipline-specific arts terminology and a stylistic approach to art-making.	1.3.8.D.5	Examine the characteristics, thematic content, and symbolism found in works of art from diverse cultural and historical eras, and use these visual statements as inspiration for original artworks.
The visual possibilities and inherent qualities of traditional and contemporary art materials (including digital media) may inform choices about visual communication and art-making techniques.	1.3.8.D.6	Synthesize the physical properties, processes, and techniques for visual communication in multiple art media (including digital media), and apply this knowledge to the creation of original artworks.
		: All students will demonstrate and apply an alysis to works of art in dance, music, theatre,
Contextual clues to artistic intent are embedded in artworks. Analysis of archetypal or consummate works of art requires knowledge and understanding of culturally specific art within historical contexts.	1.4.8.A.1	Generate observational and emotional responses to diverse culturally and historically specific works of dance, music, theatre, and visual art.
Art may be used for utilitarian and non-utilitarian purposes.	1.4.8.A.2	Identify works of dance, music, theatre, and visual art that are used for utilitarian and non-utilitarian purposes.
Artistic styles, trends, movements, and historical responses to various genres of art evolve over time.	1.4.12.A.3	Develop informed personal responses to an assortment of artworks across the four arts disciplines (dance, music, theatre, and visual

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

National	Core A	rt Stand	ards for '	Visual Art

Artistic Strand: Creating

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

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

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

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

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

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

Investigate	6th Grade	7th Grade	8th Grade
- Plan -	VA:Cr1.2.6a: Formulate	VA:Cr1.2.7a: Develop	VA:Cr1.2.8a:
Make	an artistic investigation	criteria to guide making a	Collaboratively shape an
	of personally relevant	work of art or design to	artistic investigation of an
	content for creating art.	meet an identified goal.	aspect of present day life
	content for creating art.	inicet an identified goal.	using a contemporary
An about Ctar	adaud 2. Organiza and days	l	practice of art and design.
	ndard 2: Organize and devel	*	
_	naerstanaing: Artists and de ledia, and art-making approa	esigners experiment with form	s, structures, materials,
		ork? How do artists and desig	nors datarmina whather a
	* *	v do artists and designers learn	
Investigate	6th Grade	7th Grade	8th Grade
	VA:Cr2.1.6a:	VA:Cr2.1.7a: Demonstrate	VA:Cr2.1.8a:
	Demonstrate openness in	persistence in developing	Demonstrate willingness
	trying new ideas,	skills with various	to experiment, innovate,
	materials, methods, and	materials, methods, and	and take risks to pursue
	approaches in making	approaches in creating	ideas, forms, and
	works of art and design.	works of art or design.	meanings that emerge in
		_	the process of art making
			or designing.
responsibili	ty while developing and crea		•
responsibili Essential Q equipment?	ty while developing and creatuestion(s): How do artists are Why is it important for safe		tain materials, tools, and d follow correct procedures
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	redesign objects, places,	organizational strategies to	organize, and design			
	or systems that meet the	design and produce a work	images and words to			
	identified needs of	of art, design, or media	make visually clear and			
	diverse users.	that clearly communicates	compelling presentations.			
		information or ideas.				
Anchor Star	ndard 3: Refine and complet	e artistic work.				
		signers develop excellence three				
		sing, and refining work over ti				
		ersistence play in revising, ref				
	_	accomplished in art forms? H	low does collaboratively			
	n a work help us experience					
Reflect -	6th Grade	7th Grade	8th Grade			
Refine -	VA:Cr3.1.6a: Reflect on	VA:Cr3.1.7a: Reflect on	VA:Cr3.1.8a: Apply			
Continue	whether personal artwork	and explain important	relevant criteria to			
	conveys the intended	information about personal	examine, reflect on, and			
	meaning and revise	artwork in an artist	plan revisions for a work			
	accordingly.	statement or another	of art or design in			
		format.	progress.			
Artistic Str	and: Presenting					
Anchor Star	ndard 4: Select, analyze, and	interpret artistic work for pre	sentation.			
Enduring U	Inderstanding: Artists and ot	her presenters consider variou	s techniques, methods,			
		ecting, and curating objects ar				
	n and presentation.					
Essential Q	uestion(s): How are artwork	s cared for and by whom? Wh	at criteria, methods, and			
		eservation or presentation? Wh				
_	d artworks, and select them					
Analyze	6th Grade	7th Grade	8th Grade			
	VA:Pr4.1.6a: Analyze	VA:Pr4.1.7a: Compare and	VA:Pr4.1.8a: Develop and			
	similarities and	contrast how technologies	apply criteria for			
	differences associated	have changed the way	evaluating a collection of			
	with preserving and	artwork is preserved,	artwork for presentation.			
	presenting two	presented, and	_			
	dimensional, three	experienced.				
	dimensional, and digital	-				
	artwork.					
Anchor Star	Anchor Standard 5: Develop and refine artistic techniques and work for presentation.					
	Enduring Understanding: Artists, curators and others consider a variety of factors and methods					
including evolving technologies when preparing and refining artwork for display and or when						
deciding if and how to preserve and protect it.						
Essential Question(s): What methods and processes are considered when preparing artwork for						
presentation or preservation? How does refining artwork affect its meaning to the viewer? What						
criteria are considered when selecting work for presentation, a portfolio, or a collection?						
Analyze	6th Grade	7th Grade	8th Grade			
	VA:Pr5.1.6a:	VA:Pr5.1.7a: Based on	VA:Pr5.1.8a:			
	Individually or	criteria, analyze and	Collaboratively prepare			
		, , , , , , , , , , , , , , , , , , , ,	·-/ rr			

collaboratively, develop a visual plan for displaying works of art, analyzing exhibit space, the needs of the viewer, and the layout of the exhibit. Anchor Standard 6: Convey meaning through the presentation of artistic work.					
displaying works of art, analyzing exhibit space, the needs of the viewer, and the layout of the exhibit. Anchor Standard 6: Convey meaning through the presentation of artistic work. Enduring Understanding: Objects, artifacts, and artworks collected, preserved, or presented either by artists, museums, or other venues communicate meaning and a record of social, cultural, and political experiences resulting in the cultivating of appreciation and understanding. Essential Question(s): What is an art museum? How does the presenting and sharing of objects, artifacts, and artworks influence and shape ideas, beliefs, and experiences? How do objects, artifacts, and artworks collected, preserved, or presented, cultivate appreciation and understanding? Share Oth Grade VA:Pr6.1.6a: Assess, explain, and provide evidence of how museums or other venues and contrast viewing and experiencing collections and exhibitions in different venues. Artistic Strand: Responding Anchor Standard 7: Perceive and analyze artistic work. Enduring Understanding: Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments. Essential Question: What conditions, attitudes, and behaviors support creativity and innovative thinking? What factors prevent or encourage people to take creative risks? How does collaboration expand the creative process? Perceive 6th Grade VA:Re.7.1.6a: Identify and interpret works of art or design that reveal how people live around the world and what they value. Enduring Understanding: Visual imagery influence understanding of and responses to the world. Enduring Understanding: Visual imagery influences understanding of and responses to the world: Enduring Understanding: Visual imagery influences understanding of and responses to the world: Enduring Understanding: Visual imagery influences understanding of and responses to the world: Enduring Understanding: Visual imagery influ		collaboratively, develop	evaluate methods for	and present selected	
analyzing exhibit space, the needs of the viewer, and the layout of the exhibit. **Anchor Standard 6: Convey meaning through the presentation of artistic work.** **Enduring Understanding: Objects, artifacts, and artworks collected, preserved, or presented either by artists, museums, or other venues communicate meaning and a record of social, cultural, and political experiences resulting in the cultivating of appreciation and understanding. **Essential Question(s): What is an art museum? How does the presenting and sharing of objects, artifacts, and artworks collected, preserved, or presented, cultivate appreciation and understanding? **Share** 6th Grade		a visual plan for	preparing and presenting	theme based artwork for	
the needs of the viewer, and the layout of the exhibit. Anchor Standard 6: Convey meaning through the presentation of artistic work. Enduring Understanding: Objects, artifacts, and artworks collected, preserved, or presented either by artists, museums, or other venues communicate meaning and a record of social, cultural, and political experiences resulting in the cultivating of appreciation and understanding. Essential Question(s): What is an art museum? How does the presenting and sharing of objects, artifacts, and artworks influence and shape ideas, beliefs, and experiences? How do objects, artifacts, and artworks collected, preserved, or presented, cultivate appreciation and understanding? Share Other Grade VA:Pr6.1.6a: Assess, and artworks collected preserved, or presented, cultivate appreciation and understanding? Share Other Grade VA:Pr6.1.6a: Assess, and artworks collected preserved, or presented, cultivate appreciation and understanding? Share Other Grade VA:Pr6.1.6a: Assess, and artwork influence ideas, beliefs, and experiences? VA:Pr6.1.6a: Assess, and experiences? Artistic Strand: Responding Anchor Standard 7: Perceive and analyze artistic work. Enduring Understanding: Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments. Essential Question: What conditions, attitudes, and behaviors support creativity and innovative thinking? What factors prevent or encourage people to take creative risks? How does collaboration expand the creative process? Perceive Other Grade VA:Re.7.1.6a: Identify and interpret works of art or design that reveal how the method of display, how the method of display how the method of display how the method of display how a person's aesthetic the experience of an artwork influence how it is perceived and valued. Enduring Understanding: Visual imagery influences understanding of and responses to the world. Enduring Understandi		displaying works of art,	art.	display, and formulate	
and the layout of the exhibit. Anchor Standard 5: Convey meaning through the presentation of artistic work. Enduring Understanding: Objects, artifacts, and artworks collected, preserved, or presented either by artists, museums, or other venues communicate meaning and a record of social, cultural, and political experiences resulting in the cultivating of appreciation and understanding. Essential Question(s): What is an art museum? How does the presenting and sharing of objects, artifacts, and artworks collected, preserved, or presented, cultivate appreciation and understanding? Share 6th Grade				exhibition narratives for	
Exhibit. Anchor Standard 6: Convey meaning through the presentation of artistic work.		the needs of the viewer,		the viewer.	
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		_	1	<u> </u>	
		components and cultural		media in which viewers	

	associations suggested	influence specific	an acceptant images that
	associations suggested by images influence	influence specific audiences.	encounter images that influence ideas, emotions,
	ideas, emotions, and	addiences.	and actions.
	actions.		and actions.
Anchor Star	ndard 8: Interpret intent and	meaning in artistic work	<u> </u>
		nsights into meanings of artwo	orks by engaging in the
process of a		insights into incumings of artivo	one of engaging in the
		e of engaging in the process of	art criticism? How can the
		w does knowing and using visu	
	and interpret works of art?	c c	-
Analyze	6th Grade	7th Grade	8th Grade
	VA:Re8.1.6a: Interpret art by distinguishing between relevant and non-relevant contextual	VA:Re8.1.7a: Interpret art by analyzing artmaking approaches, the characteristics of form and	VA:Re8.1.8a: Interpret art by analyzing how the interaction of subject matter, characteristics of
	information and analyzing subject matter, characteristics of form and structure, and use of	structure, relevant contextual information, subject matter, and use of media to identify ideas and	form and structure, use of media, artmaking approaches, and relevant contextual information
	media to identify ideas and mood conveyed	mood conveyed.	contributes to understanding messages or ideas and mood conveyed.
	ndard 9: Apply criteria to ev		
		ate art based on various criteria	
_	. ,	etermine criteria to evaluate a voreference different from an ev	
Interpret	6th Grade	7th Grade	8th Grade
	VA:Re9.1.6a: Develop	VA:Re9.1.7a: Compare	VA:Re9.1.8a: Create a
	and apply relevant	and explain the difference	convincing and logical
	criteria to evaluate a	between an evaluation of	argument to support an
	work of art.	an artwork based on	evaluation of art.
		personal criteria and an	
		evaluation of an artwork	
		based on a set of	
		based on a set of established criteria.	
	and: Connecting	established criteria.	
Anchor Star	ndard 10: Synthesize and rel	established criteria. ate knowledge and personal ex	
Anchor Star Enduring U	ndard 10: Synthesize and relanderstanding: Through art-	ate knowledge and personal emaking, people make meaning	
Anchor Star Enduring U developing	ndard 10: Synthesize and related and related and related awareness of perceptions, kn	ate knowledge and personal emaking, people make meaning nowledge, and experiences.	by investigating and
Anchor Star Enduring U developing Essential Q making art a	Indard 10: Synthesize and relative and relative and relative awareness of perceptions, knuestion(s): How does engage attune people to their surrous	ate knowledge and personal emaking, people make meaning nowledge, and experiences. ing in creating art enrich people dings? How do people contri	by investigating and le's lives? How does bute to awareness and
Anchor Star Enduring U developing Essential Q making art a	Indard 10: Synthesize and relative and relative and relative awareness of perceptions, knuestion(s): How does engage attune people to their surrous	ate knowledge and personal emaking, people make meaning nowledge, and experiences.	by investigating and le's lives? How does bute to awareness and

VA:Cn10.1.6a: Generate	VA:Cn10.1.7a:	VA:Cn10.1.8a: Make art
a collection of ideas	Individually or	collaboratively to reflect
reflecting current	collaboratively create	on and reinforce positive
interests and concerns	visual documentation of	aspects of group identity.
that could be investigated	places and times in which	
in art making.	people gather to make and	
	experience art or design in	
	the community.	
Anchor Standard II: Polote artistic ideas and works with societal cultural and historical contact		

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

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

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

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

 Essential Questions: Can 2D mixed media have an impact in the world around us? Can the world have an impact on 2D mixed media? How do viewers respond to visual art that attempts to make an impact on the world? 	 Visual art takes many forms. Different mediums and techniques create different results and effects. Having a broad range of mediums and techniques increases the breath of artistic expression.
 Knowledge: Students will know The impact of visual art on society throughout time. 	 Skills: Students will be able to Demonstrate the power of art in the creation of original artwork. Create a vision of how art can have impact in the future. Share work and engage in positive critique with each other.

In this unit plan, the following 21st Century Life and Careers skills are addressed:		
Check ALL that apply –	Indicate whether these skills are:	
	• E – encouraged	
21st Century Themes	• T – taught	

			• A – assessed Career Ready Practices
9.1	nal Financial Literacy	ETA	1
	e and Careers	ETA	Apply appropriate academic nnical skills.
	Management		Attend to personal health and I well-being.
	and Debt Management	ETA	Communicate clearly and ely and with reason.
	ng, Saving, and Investing	ETA	Consider the environmental, nd economic impacts of ns.
X	ning a Critical Consumer	ETA	Demonstrate creativity and ion.
	Financial Responsibility	ET	Employ valid and reliable strategies.
	ng and Protecting	ETA	Utilize critical thinking to make f problems and persevere in them.
9.2	r Awareness, Exploration, reparation	ETA	Model integrity, ethical nip and effective management.
X	Awareness	Е	Plan education and career igned to personal goals.
X	Exploration	ETA	Use technology to enhance ivity.
	Preparation	ETA	Work productively in teams while using cultural global competence.

Interdisciplinary Connections

N.J. Student Learning Standards for Social Studies

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

N.J. Student Learning Standards for Math

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

N.J. Student Learning Standards for English Language Arts

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

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

Student Resources

Students will use a variety of visual art supplies, at the discretion of the instructor. These supplies may include paints, brushes, pencils, and other visual art materials.

Teacher Resources

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

Performance Task(s): • Use of various Visual Art techniques • Literary blog responses • Self-Critiques • Completion of final projects, that reflect a specific learning objective • Creation of a portfolio of work of impactful 2D mixed media projects

Stage 3 – Learning Plan		
Instructional	Descriptions	
Strategies Suggested Learning Activities	Visual Art that Shines: Analysis of 2D mixed media that has impact and why. My Art, My Voice: Creation of 2D mixed media, with the student's personal artistic style, that has impact. Say it as two-dimensional: Exploration of two-dimensional work to create effects such as realism, abstract expressionism, negative space, etc. Mediums to explore might include pencil, Charcoal. Watercolor, oil pastel, chalk pastel, digital mediums, tempera and acrylic paint, ink, paper, etc A Rainbow of Colors: Demonstration of different mediums to explore color theory, mixing and color effects. Round the Globe: Creation of original work using techniques and materials from different cultures.	
	Our Fragile Earth: Cross curriculum opportunity creating Art using recycled materials. What do we have in Common: Identification of the use of Elements and Principles across culture.	
Modifications	Below please find a list of suggestions for accommodations and modifications to meet the diverse needs of our students. Teachers should consider this a resource and understand that they are not limited to the recommendations included below.	

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

Special Education and 504 Plans

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

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

Testing Accommodations:

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

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

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

English Language Learners:

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

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

http://visual.merriamwebster.com/.

• Use online translator to assist students with pronunciation: http://www.reverso.net/text_translation.aspx?lang=EN.

Students at Risk of Failure:

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

High Achieving:

Extension Activities

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

Strategies to Differentiate to Meet the Needs of a Diverse Learning Population

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

http://cooperativelearningstrategies.pbworks.com/w/page/28234420/Corner <u>s.</u>

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

Technology Integration

x 8.1 Educational Technology:

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

__8.2 Technology Integration, Engineering, Design and Computational Thinking - Programming

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

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