NEPTUNE CITY SCHOOL DISTRICT

Three Dimensional Visual Art 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 *

NEPTUNE CITY SCHOOL DISTRICT BOARD OF EDUCATION

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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.

NEPTUNE CITY SCHOOL DISTRICT

THFREE DIMENSIONAL VISUAL ART CURRICULUM GRADE 6-8

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NEPTUNE TOWNSHIP SCHOOL DISTRICT

Three Dimensional Visual Art

Acknowledgements

The Three Dimensional Visual Art Curriculum guide was developed for Neptune Middle School through the efforts of Mrs. Mary Ellen Kacsmar and Ms. Gina Serritella, in cooperation with Ms. Karen Watt, Department Chairperson for Performing & Visual Arts, and under the guidance of Dr. Sally 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 hope 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. Also, it is our hope that this guide to support and advance the Performing & Visual Arts in our school district.

The Three Dimensional Visual Art Curriculum guide was written in alignment to the New Jersey Student Learning Standards for Visual and Performing Arts (2014), and the National Core Arts Standards (2014).

NEPTUNE TOWNSHIP SCHOOL DISTRICT

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DISTRICT MISSION STATEMENT

The primary mission of the Neptune Township 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 Township School District Educational Outcome Goals

The students in the Neptune Township 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.

THREE DIMENSIONAL VISUAL ART CURRICULUM

COURSE DESCRIPTION

This course was designed for students in Neptune Middle School to explore the Visual Arts. This course will meet for one marking period .This course allows students to experiment with media and techniques used to design and construct three dimensional artworks, including sketching, carving, modeling, and assembling in such medias as wire, wood, clay, papier-mâché, three dimensional printing and found objects. Students will examine visual art from a variety of cultures and communities, gaining an understanding of how visual art has impacted our modern day society.

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
10%	What is Art?
30%	One World, Many Paths
30%	Elements & Principles of Visual Art
30%	Mastery of Technique

Seventh Grade

Suggested Percentage of Time Spent on Unit	Unit Title
30%	One World, Many Paths
10%	"Steve Jobs meets Michelangelo"
30%	Elements & Principles of Visual Art
30%	Mastery of Technique

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%	One World, Many Paths

INTEGRATED SOCIAL AND EMOTIONAL LEARNING COMPETENCIES

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

Salf 4				
	Wareness			
Х	Recognize one's own feelings and thoughts			
Х	Recognize the impact of one's feelings and thoughts on one's own behavior			
Х	Recognize one's personal traits, strengths and limitations			
	Recognize the importance of self-confidence in handling daily tasks and challenges			
Self-N	Janagement			
Х	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	Awareness			
Х	Recognize and identify the thoughts, feelings, and perspectives of others			
Х	Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds			
Х	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			
Respo	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			
	ionship Skills			
Х	Establish and maintain healthy relationships			
Х	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.
	0	s: All students will demonstrate and apply analysis to works of art in dance, music,
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?

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	how the method of	a person's aesthetic choices
	art or design that reveal	display, the location,	are influenced by culture
	how people live around	and the experience of an	and environment and
	the world and what	artwork influence how it	impact the visual image
	they value.	is perceived and valued.	that one conveys to others.
Enduring I		ery influences understandir	
world.	naerstanding. Visual iniag	ery minuences understandin	ig of and responses to the
	<i>uestion(s):</i> What is an ima	ge? Where and how do we	encounter images in our
-	do images influence our	-	2
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	images influence	media in which viewers
	cultural associations	specific audiences.	encounter images that
	suggested by images	Specific additions.	influence ideas, emotions,
	influence ideas,		and actions.
	emotions, and actions.		
Anchor Star		d meaning in artistic work.	
		insights into meanings of a	rtworks by engaging in the
process of a		······································	
		ue of engaging in the proces	ss of art criticism? How can
		? How does knowing and us	
	erstand and interpret works	-	
Analyze	6th Grade	7th Grade	8th Grade
Í	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
	non-relevant contextual information and	characteristics of form and structure, relevant	matter, characteristics of form and structure, use of
	information and	and structure, relevant	form and structure, use of
	information and analyzing subject	and structure, relevant contextual information,	form and structure, use of media, art making
	information and analyzing subject matter, characteristics	and structure, relevant contextual information, subject matter, and use	form and structure, use of media, art making approaches, and relevant
	information and analyzing subject	and structure, relevant contextual information,	form and structure, use of media, art making
	information and analyzing subject matter, characteristics of form and structure, and use of media to	and structure, relevant contextual information, subject matter, and use of media to identify ideas and mood	form and structure, use of media, art making approaches, and relevant contextual information contributes to
	information and analyzing subject matter, characteristics of form and structure, and use of media to identify ideas and	and structure, relevant contextual information, subject matter, and use of media to identify	form and structure, use of media, art making approaches, and relevant contextual information contributes to understanding messages or
	information and analyzing subject matter, characteristics of form and structure, and use of media to	and structure, relevant contextual information, subject matter, and use of media to identify ideas and mood	form and structure, use of media, art making approaches, and relevant contextual information contributes to
Anchor Star	information and analyzing subject matter, characteristics of form and structure, and use of media to identify ideas and mood conveyed	and structure, relevant contextual information, subject matter, and use of media to identify ideas and mood conveyed.	form and structure, use of media, art making approaches, and relevant contextual information contributes to understanding messages or
	information and analyzing subject matter, characteristics of form and structure, and use of media to identify ideas and mood conveyed	and structure, relevant contextual information, subject matter, and use of media to identify ideas and mood conveyed.	form and structure, use of media, art making approaches, and relevant contextual information contributes to understanding messages or ideas and mood conveyed.
Enduring U	information and analyzing subject matter, characteristics of form and structure, and use of media to identify ideas and mood conveyed adard 9: Apply criteria to e inderstanding: People eval	and structure, relevant contextual information, subject matter, and use of media to identify ideas and mood conveyed.	form and structure, use of media, art making approaches, and relevant contextual information contributes to understanding messages or ideas and mood conveyed.
Enduring U Essential Qu	information and analyzing subject matter, characteristics of form and structure, and use of media to identify ideas and mood conveyed and ard 9: Apply criteria to e inderstanding: People evaluation (s): How does one of	and structure, relevant contextual information, subject matter, and use of media to identify ideas and mood conveyed. evaluate artistic work. uate art based on various cr determine criteria to evaluate	form and structure, use of media, art making approaches, and relevant contextual information contributes to understanding messages or ideas and mood conveyed. iteria.
Enduring Un Essential Qu why might c	information and analyzing subject matter, characteristics of form and structure, and use of media to identify ideas and mood conveyed and ard 9: Apply criteria to e inderstanding: People evaluation (s): How does one of	and structure, relevant contextual information, subject matter, and use of media to identify ideas and mood conveyed.	form and structure, use of media, art making approaches, and relevant contextual information contributes to understanding messages or ideas and mood conveyed. iteria.
Enduring U Essential Qu	information and analyzing subject matter, characteristics of form and structure, and use of media to identify ideas and mood conveyed adard 9: Apply criteria to e inderstanding: People evalu- uestion(s): How does one of criteria vary? How is a per- 6th Grade	and structure, relevant contextual information, subject matter, and use of media to identify ideas and mood conveyed. evaluate artistic work. uate art based on various cr determine criteria to evaluat sonal preference different fr <i>7th Grade</i>	form and structure, use of media, art making approaches, and relevant contextual information contributes to understanding messages or ideas and mood conveyed. iteria. te a work of art? How and com an evaluation? 8th Grade
Enduring Un Essential Qu why might c	information and analyzing subject matter, characteristics of form and structure, and use of media to identify ideas and mood conveyed adard 9: Apply criteria to e inderstanding: People eval uestion(s): How does one of criteria vary? How is a per- 6th Grade VA:Re9.1.6a: Develop	and structure, relevant contextual information, subject matter, and use of media to identify ideas and mood conveyed. evaluate artistic work. uate art based on various cr determine criteria to evaluat sonal preference different fi <i>7th Grade</i> VA:Re9.1.7a: Compare	form and structure, use of media, art making approaches, and relevant contextual information contributes to understanding messages or ideas and mood conveyed. iteria. te a work of art? How and com an evaluation? <u>8th Grade</u> VA:Re9.1.8a: Create a
Enduring Un Essential Qu why might c	information and analyzing subject matter, characteristics of form and structure, and use of media to identify ideas and mood conveyed adard 9: Apply criteria to e inderstanding: People evalu- uestion(s): How does one of criteria vary? How is a per- ofth Grade VA:Re9.1.6a: Develop and apply relevant	and structure, relevant contextual information, subject matter, and use of media to identify ideas and mood conveyed. evaluate artistic work. uate art based on various cr determine criteria to evaluat sonal preference different fi <i>7th Grade</i> VA:Re9.1.7a: Compare and explain the	form and structure, use of media, art making approaches, and relevant contextual information contributes to understanding messages or ideas and mood conveyed. iteria. te a work of art? How and com an evaluation? <u>8th Grade</u> VA:Re9.1.8a: Create a convincing and logical
Enduring Un Essential Qu why might c	information and analyzing subject matter, characteristics of form and structure, and use of media to identify ideas and mood conveyed adard 9: Apply criteria to e inderstanding: People eval uestion(s): How does one of criteria vary? How is a per- 6th Grade VA:Re9.1.6a: Develop	and structure, relevant contextual information, subject matter, and use of media to identify ideas and mood conveyed. evaluate artistic work. uate art based on various cr determine criteria to evaluat sonal preference different fi <i>7th Grade</i> VA:Re9.1.7a: Compare	form and structure, use of media, art making approaches, and relevant contextual information contributes to understanding messages or ideas and mood conveyed. iteria. te a work of art? How and com an evaluation? <u>8th Grade</u> VA:Re9.1.8a: Create a

	l			
		criteria		
			on of an artwork	
			n a set of	
		establis	hed criteria.	
	rand: Connecting			
				hal experiences to make art.
0	<i>Inderstanding:</i> Through an awareness of perceptions,	0	1 1	
making art	<i>Question(s):</i> How does engage attune people to their surround from their lives and the lives and the lives and the lives and the lives attached to the li	oundings?	How do people co	ontribute to awareness and
Synthesiz	6th Grade		7th Grade	8th Grade
e	VA:Cn10.1.6a:	VA:Cn1		VA:Cn10.1.8a: Make art
	Generate a collection of	Individ		collaboratively to reflect on
	ideas reflecting current		ratively create	and reinforce positive
	interests and concerns		ocumentation of	aspects of group identity.
	that could be		ind times in	mr i i g i ir i i i
	investigated in art	-	eople gather to	
	making.	-	nd experience art	
			in in the	
		commu		
Anchor Sta	ndard 11: Relate artistic id	eas and w	orks with societal	, cultural, and historical
	leepen understanding.			
Enduring U	Inderstanding: People deve	elop ideas	s and understandin	gs of society, culture, and
history thro	ough their interactions with	and anal	ysis of art.	
				of people of different times,
places, and aspects of l		to impact	the views of a soc	eiety? How does art preserve
Relate	6th Grade		7th Grade	8th Grade
	VA:Cn11.1.6a:	VA:Cn1	1.1.7a: Analyze	VA:Cn11.1.8a: Distinguish
	Analyze how art		ponse to art is	different ways art is used to
	reflects changing times,	influenc	1	represent, establish,
	traditions, resources,	underst	anding the time	reinforce, and reflect group
	and cultural uses.		ce in which it	identity.
		was cre	ated, the	_
		availab	e resources, and	
		cultural	uses.	
Essential (Questions:		Enduring Under	rstandings:
• Wh	at is 3-D Visual Art?			t is not a static field of study.
	w does 3-D visual art refle	ct the	Art is as diverse as the society and	
	ld we live in?		times that	t it reflects.
	at hassculpture in the Visua	al Art		
	n over time?			
	w has it evolved and what h	nas its		
influ	uence been?			

Knowledge:	Skills:
 Knowledge: Students will know The major Visual Art 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, cultural narrative about the world that involves rules and rule breaking. 	 Skills: Students will be able to Identify key innovations that opened up 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.

In t	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	
	21 st Century Themes		•	T – taught	
			• A – assessed		
			Career Ready Practices		
9.1	nal Financial Literacy		ETA	Act as a responsible and	
				ating citizen and employee.	
	he and Careers		ETA	Apply appropriate academic	
				nnical skills.	
	y Management			Attend to personal health and	
				ıl 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	ning 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	
	pration, and Preparation			hip and effective management.	
Х	r Awareness		E	Plan education and career	
				igned to personal goals.	
Х	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 wire, wood, clay,p aper-mache', 3D printer, found objects 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 Visual Art techniques	• Journal		
 Literary blog responses 	• Sketchbook		
Self-Critiques	• Teacher/student created online quizzes		
• Completion of final projects, that	Class participation		
reflect a specific learning objective	• Use of a variety of visual art		
	techniques		

Stage 3 – Learning Plan			
Instructional Descriptions			
Strategies			
Suggested Learning Activities	<u>Is this Art?</u> : Students will hypothesize that a particular piece is/is not a work of art. They will begin to formulate their definition of art in order to establish their evaluation criteria. Their definitions of art will be revised as they are exposed to new types of art.		

Blogging to Understand Art History: Cooperative learning assignment where each group analyzes summarizes and posts the progression and knowledge of major 3-D art movements.

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: <u>http://visual.merriamwebster.com/</u>.

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

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.phyorks.com/w/pa

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

- 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: <u>http://www.adlit.org/strategies/22371/</u>.

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

Students will explore visual art in a variety of cultures. During this unit, students will both explore 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.

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.			
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 Dauformanas All students will supplies these skills modio methods and technologies				
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.

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 Strand: Creating		
Anchor Standard 1: Generate and conceptualize artistic ideas and work.		
<i>Enduring Understanding:</i> 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?

does condoctation expand the creative process.				
Investigate	e 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 to generate innovative	methods to overcome creative blocks.	early stages of the creative 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 art making 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 of	criteria to guide	Collaboratively shape an
		personally relevant	making a work of art or	artistic investigation of an
		content for creating art.	design to meet an	aspect of present day life
			identified 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 particular direction in their work is effective? How do artists and designers learn from trial and error?

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

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 materials,	when posting and	copyright, open source,
	tools, and equipment.	sharing images and	and creative commons as
I	tools, and equipment.	other materials through	
			they apply to creating
I		the Internet, social	works of art and design.
I		media, and other	
		communication	
F 1 · 1		formats.	
define, sha	<i>Understanding:</i> People create pe, enhance, and empower th	neir lives.	
Essential Q	<i>Question(s):</i> How do objects,	places, and design shape li	ives and communities? How
do artists a	nd designers determine goals	s for designing or redesigni	ing objects, places, or
systems? H	Iow do artists and designers of	create works of art or desig	n that effectively
communica	ate?		
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
l	or systems that meet the	strategies to design and	images and words to make
I	identified needs of	produce a work of art,	visually clear and
	diverse users.	design, or media that	compelling presentations.
		clearly communicates	
		information or ideas.	
Anchon Sta	undard 3: Refine and complet	te artistic work.	•
Anchor Sla			
			through practice and
Enduring U	Understanding: Artist and dea	signers develop excellence	
<i>Enduring</i> U constructiv	<i>Understanding:</i> Artist and dearest of the critique, reflecting on, revi	signers develop excellence sing, and refining work ov	er time.
Enduring U constructiv Essential Q	<i>Understanding:</i> Artist and dearest of the critique, reflecting on, review <i>Question(s):</i> What role does p	signers develop excellence sing, and refining work ov persistence play in revising	er time. , refining, and developing
Enduring U constructiv Essential Q work? How	<i>Understanding:</i> Artist and dearest of the critique, reflecting on, revi <i>Question(s):</i> What role does prove do artists grow and become	signers develop excellence sing, and refining work ov persistence play in revising e accomplished in art forms	er time. , refining, and developing
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Enduring U constructive Essential Q work? How reflecting of Reflect - Refine - Continue Artistic St Anchor Sta Enduring U venues, and preservatio Essential Q processes a	Understanding: Artist and deare critique, reflecting on, revi Question(s): What role does p v do artists grow and become on a work help us experience 6th Grade VA:Cr3.1.6a: Reflect on whether personal artwork conveys the intended meaning and revise accordingly. Frand: Presenting undard 4: Select, analyze, and Understanding: Artists and of d criteria when analyzing, sel on and presentation. Question(s): How are artwork are used to select work for pro- cifacts, and artworks, and sele 6th Grade VA:Pr4.1.6a: Analyze	signers develop excellence sing, and refining work ov persistence play in revising accomplished in art forms it more completely? 7th Grade VA:Cr3.1.7a: Reflect on and explain important information about personal artwork in an artist statement or another format. d interpret artistic work for ther presenters consider va lecting, and curating object as cared for and by whom? eservation or presentation? 7th Grade VA:Pr4.1.7a: Compare	er time. , refining, and developing S? How does collaboratively <i>8th Grade</i> VA:Cr3.1.8a: Apply relevant criteria to examine, reflect on, and plan revisions for a work of art or design in progress. presentation. rious techniques, methods, ts artifacts, and artworks for What criteria, methods, and Why do people value <i>8th Grade</i> VA:Pr4.1.8a: Develop and
Enduring U constructive Essential Q work? How reflecting of Reflect - Refine - Continue Artistic St Anchor Sta Enduring U venues, and preservatio Essential Q processes a	Understanding: Artist and deare critique, reflecting on, revi Question(s): What role does prove do artists grow and become on a work help us experience <i>6th Grade</i> VA:Cr3.1.6a: Reflect on whether personal artwork conveys the intended meaning and revise accordingly. Frand: Presenting <i>Indard 4:</i> Select, analyze, and Understanding: Artists and of d criteria when analyzing, selent and presentation. <i>Question(s):</i> How are artwork are used to select work for pro- cifacts, and artworks, and selent <i>6th Grade</i> VA:Pr4.1.6a: Analyze similarities and	signers develop excellence sing, and refining work ov persistence play in revising accomplished in art forms it more completely? 7th Grade VA:Cr3.1.7a: Reflect on and explain important information about personal artwork in an artist statement or another format. d interpret artistic work for ther presenters consider va- lecting, and curating object cs cared for and by whom? eservation or presentation? 7th Grade VA:Pr4.1.7a: Compare and contrast how	er time. , refining, and developing s? How does collaboratively <i>8th Grade</i> VA:Cr3.1.8a: Apply relevant criteria to examine, reflect on, and plan revisions for a work of art or design in progress. presentation. rious techniques, methods, ts artifacts, and artworks for What criteria, methods, and Why do people value <i>8th Grade</i> VA:Pr4.1.8a: Develop and apply criteria for

	VA:Re.7.1.6a: Identify	VA:Re.7.1.7a: Explain	VA:Re.7.1.8a: Explain	
Perceive	6th Grade	7th Grade	8th Grade	
innovative	thinking? What factors preve poration expand the creative p	ent or encourage people to		
	Question: What conditions, at	titudes, and behaviors sub	port creativity and	
engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments.				
0	e	1	1 0	
<i>Enduring Understanding:</i> Individual aesthetic and empathetic awareness developed through				
Anchor Standard 7: Perceive and analyze artistic work.				
Artistic St	rand: Responding	1	1	
	explain, and provide evidence of how museums or other venues reflect history and values of a community.	and contrast viewing and experiencing collections and exhibitions in different venues.	why and how an exhibition or collection may influence ideas, beliefs, and experiences.	
Sinale	VA:Pr6.1.6a: Assess,	VA:Pr6.1.7a: Compare	VA:Pr6.1.8a: Analyze	
understanding?Share6th Grade7th Grade8th Grade		8th Grade		
	ifacts, and artworks collected	i, preserved, or presented,	cultivate appreciation and	
	ifacts, and artworks influence			
	<i>Question(s)</i> : What is an art mu			
understand	ing.		-	
	d political experiences result			
	rtists, museums, or other ven			
	<i>Understanding:</i> Objects, artif			
Anchor Sta	layout of the exhibit. Indard 6: Convey meaning th	rough the presentation of a	Lartistic work	
	of the viewer, and the			
	exhibit space, the needs		narratives for the viewer.	
	works of art, analyzing	presenting art.	and formulate exhibition	
	visual plan for displaying	preparing and	based artwork for display,	
	collaboratively, develop a	evaluate methods for	and present selected theme	
	Individually or	criteria, analyze and	Collaboratively prepare	
1111111920	VA:Pr5.1.6a:	VA:Pr5.1.7a: Based on	VA:Pr5.1.8a:	
Analyze	6th Grade	7th Grade	8th Grade	
	ation or preservation? How d ria are considered when selec			
~	<i>Question(s):</i> What methods an	1	1 1 0	
	ciding if and how to preserve	1	1 1	
	cluding evolving technologie		ning artwork for display and	
0	Understanding: Artists, curate		5	
	undard 5: Develop and refine			
	artwork.			
dimensional, three presented, and dimensional, and digital experienced.		experienced		

	or design that reveal how	display, the location,	choices are influenced by
people live around the		and the experience of	culture and environment
	world and what they	an artwork influence	and impact the visual
	value.	how it is perceived and	image that one conveys to
	value.	valued.	others.
Enduring	Understanding: Visual image		
world.			
-	<i>Question(s):</i> What is an image		encounter images in our
world? Ho	w do images influence our vi	ews 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 Ste	andard 8: Interpret intent and	meaning in artistic work.	·
	Understanding: People gain i		rtworks by engaging in the
-	art criticism.		
Essential g	<i>Question(s):</i> What is the value	e of engaging in the proces	s of art criticism? How can
the viewer	"read" a work of art as text?	How does knowing and us	sing visual art vocabularies
help us un	derstand and interpret works	of art?	
Analyze	6th Grade	7th Grade	8th Grade
	VA:Re8.1.6a: Interpret	VA:Re8.1.7a:	VA:Re8.1.8a : Interpret art
	art by distinguishing	Interpret art by	by analyzing how the
	between relevant and	analyzing art-making	interaction of subject
	non-relevant contextual	approaches, the	matter, characteristics of
	information and analyzing	characteristics of form	form and structure, use of
	subject matter,	and structure, relevant	media, art-making
	characteristics of form	contextual information,	approaches, and relevant
	and structure, and use of	subject matter, and use	contextual information
	media to identify ideas	of media to identify	contributes to
	and mood conveyed	ideas and mood	understanding messages or
		conveyed.	ideas and mood conveyed.
Anchor Sta	andard 9: Apply criteria to ev	2	
	Understanding: People evaluation		teria
	Question(s): How does one de		
-	t criteria vary? How is a perso		
Interpret	6th Grade	7th Grade	8th Grade
1	VA:Re9.1.6a: Develop	VA:Re9.1.7a:	VA:Re9.1.8a: Create a
	and apply relevant criteria	Compare and explain	convincing and logical
	to evaluate a work of art.	the difference between	argument to support an
	coordinate a work of art.	an evaluation of an	evaluation of art.
		artwork based on	
		personal criteria and an	
		evaluation of 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?

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
	reflecting current interests	collaboratively create	on and reinforce positive
	and concerns that could	visual documentation	aspects of group identity.
	be investigated in art	of places and times in	
	making.	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:	VA:Cn11.1.8a:
	how art reflects changing	Analyze how response	Distinguish different ways
	times, traditions,	to art is influenced by	art is used to represent,
	resources, and cultural	understanding the time	establish, reinforce, and
	uses.	and place in which it	reflect group identity.
		was created, the	
		available resources,	
		and cultural uses.	

 Essential Questions: In what ways does visual art reflect as well as shape culture? How does the media/mediums used for visual art across various culture, impact the overall cultural impact to the global community? How does technology impact the visual arts of various cultures? 	 Enduring Understandings: The relationship between visual arts and culture is mutually dependent; culture affects the arts, and the arts reflect and preserve culture.
Knowledge:	Skills:
Students will know	Students will be able to
• The influences of cultural differences	• Utilize online resources for Art
that lead to different forms of artistic	research.
expression.	

 Major visual art 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 positive
	001
	critique with each other.

Ir	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		
	21 st Century Themes		• T – taught		
				• A – assessed	
				Career Ready Practices	
9.1	nal Financial Literacy		ETA	Act as a responsible and	
				uting citizen and employee.	
	he and Careers		ETA	Apply appropriate academic	
				nnical skills.	
	y Management			Attend to personal health and	
				ıl well-being.	
	t and Debt Management		ETA	Communicate clearly and	
				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 make	
				f problems and persevere in	
		_		them.	
9.2	er Awareness, Exploration,		ETA	Model integrity, ethical	
	Preparation			hip and effective management.	
X	r Awareness		E	Plan education and career paths	
		_		to personal goals.	
Х	r Exploration		ETA	Use technology to enhance	
			ET (ivity.	
	r Preparation		ETA	Work productively in teams	
				sing cultural global competence.	
	Interdisciplinews Connections				

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, card board, news papers, found objects, old magazines 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): Use of various Visual Art techniques Literary blog responses Self-Critiques Completion of final projects, that reflect a specific learning objective Creation of various 3-D visual art projects, using the style/techniques of various global cultures and communities. 	 Other Evidence: Sketchbook Teacher/student created online quizzes Class participation Use of a variety of visual art techniques 	

Stage 3 – Learning Plan		
Instructional Strategies	Descriptions	
Suggested Learning	<u>Curate a Show:</u> With Google Classroom and Google Earth, create a virtual show highlighting sculptural Art around the Globe.	
Activities	Blogging to Understand Art History: where each group analyzes, summarizes and posts the progression of major art movement. Round the Globe: Creation of original 3-D art work using techniques and materials from different cultures. such as Mexican tin art, African tribal masks,Japanese origami.What do we have in Common: 	

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/Corners.

- 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: <u>http://www.adlit.org/strategies/22371/</u>.

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	Elements & Principles of Art
Suggested Time Frame	Continuous and ongoing

Overview / Rationale

Students will explore the use of the elements and principles of visual art during this unit. By the end of this unit, students will have an understanding for these, and understand how they make for stronger visual 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 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.			
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.			

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 Stra	Artistic Strand: Creating			
Anchor Stan	dard 1: Generate and conc	eptualize artistic ideas and	work.	
Enduring Understanding: Creativity and innovative thinking are essential life skills that can				
be developed	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	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 Un	nderstanding: Artists and d	esigners shape artistic inve	estigations, following or
	h traditions in pursuit of cr		
	uestion(s): How does know		and traditions of art forms
	e works of art and design?		
	low do artists determine wl		
artistic inves	stigations?		
Investigate	6th Grade	7th Grade	8th Grade
- Plan -	VA:Cr1.2.6a:	VA:Cr1.2.7a: Develop	VA:Cr1.2.8a:
Make	Formulate an artistic	criteria to guide	Collaboratively shape an
	investigation of	making a work of art or	artistic investigation of an
	personally relevant	design to meet an	aspect of present day life
	content for creating art.	identified goal.	using a contemporary
	_	_	practice of art and design.
Anchor Stan	dard 2: Organize and deve	lop artistic ideas and work	•
Enduring Un	nderstanding: Artists and d	esigners experiment with t	forms, structures, materials,
concepts, me	edia, and art-making approa	aches	
Essential Qu	uestion(s): How do artists w	vork? How do artists and d	esigners determine whether a
particular di	rection in their work is effe	ctive? 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	willingness to experiment,
	in trying new ideas,	persistence in	innovate, and take risks to
	materials, methods, and	developing skills with	pursue ideas, forms, and
	approaches in making	various materials,	meanings that emerge in
	works of art and	methods, and	the process of art making or
	design.	approaches in creating	designing.
		works of art or design.	
-	_		intation and safety, freedom
	bility while developing and		
			maintain materials, tools, and
	Why is it important for safe		
1	e	, and equipment? What res	ponsibilities come with the
freedom to c	reate?		
Investigate	6th Grade	7th Grade	8th Grade
investigute	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, and
	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	
	1	communication	L

		formata			
En dunin e Un	formats.				
	<i>Enduring Understanding:</i> People create and interact with objects, places, and design that define, shape, enhance, and empower their lives.				
			iver and communities? How		
			ives and communities? How		
	l designers determine goals	0 0 0			
-	w do artists and designers	create works of art or desig	gn 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,	visual organizational	organize, and design		
	places, or systems that	strategies to design and	images and words to make		
	meet the identified	produce a work of art,	visually clear and		
	needs of diverse users.	design, or media that	compelling presentations.		
		clearly communicates			
		information or ideas.			
	dard 3: Refine and comple				
	derstanding: Artist and de				
	critique, reflecting on, revi				
Essential Qu	estion(s): What role does p	persistence play in revising	, refining, and developing		
			s? How does collaboratively		
reflecting on	a work help us experience	it more completely?			
Reflect -	6th Grade	7th Grade 8th Grade			
Refine -	VA:Cr3.1.6a: Reflect	VA:Cr3.1.7a: Reflect	VA:Cr3.1.8a: Apply		
Continue			relevant criteria to examine,		
artwork conveys the important information ref		reflect on, and plan			
	intended meaning and about personal artwork		revisions for a work of art		
revise accordingly.		in an artist statement or or design in progress.			
		another format.			
Artistic Stra	and: Presenting				
Anchor Stand	dard 4: Select, analyze, and	d interpret artistic work for	r presentation.		
Enduring Un	derstanding: Artists and o	ther presenters consider va	rious techniques, methods,		
venues, and o	criteria when analyzing, se	lecting, and curating objec	ts artifacts, and artworks for		
preservation	and presentation.				
Essential Qu	estion(s): How are artwork	ks cared for and by whom?	What criteria, methods, and		
processes are	e used to select work for pr	eservation 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	presentation.		
	presenting two	artwork is preserved,	· · ·		
	dimensional, three	presented, and			
	dimensional, and	experienced.			
	digital artwork.	1			
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,	evaluate methods for	present selected theme
	develop a visual plan	preparing and	based artwork for display,
	for displaying works of	presenting 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			
explain, and provide and evidence of how and museums or other col venues reflect history ext	A:Pr6.1.7a: Compare ad contrast viewing ad experiencing ollections and shibitions in different enues.	VA:Pr6.1.8a: Analyze why and how an exhibition or collection may influence ideas, beliefs, 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	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	how the method of	a person's aesthetic choices
		display, the location,	are influenced by culture
	how people live around	and the experience of	and environment and
		an artwork influence	

the world and what	how it is perceived and	impact the visual image
they value.	valued.	that one conveys to others.

Enduring Understanding: Visual imagery influences understanding of and responses to the world.

Essential Question(s): What is an 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	VA:Re.7.2.7a: Analyze	VA:Re.7.2.8a: Compare
	ways that visual	multiple ways that	and contrast contexts and
	components and	images influence	media in which viewers
	cultural associations	specific audiences.	encounter images that
	suggested by images		influence ideas, emotions,
	influence ideas,		and actions.
	emotions, and actions.		
Anchor Stan	dard 8: Interpret intent and	I meaning in artistic work.	
Enduring U	nderstanding: People gain	insights into meanings of a	rtworks by engaging in the
process of a	rt criticism.		
Essential Qi	uestion(s): What is the valu	e of engaging in the proce	ss of art criticism? How can
the viewer "	read" a work of art as text?	How does knowing and us	sing visual art vocabularies
help us unde	erstand and interpret works	of art?	-
Analyze	6th Grade	7th Grade	8th Grade
	VA:Re8.1.6a: Interpret	VA:Re8.1.7a:	VA:Re8.1.8a : Interpret art
	art by distinguishing	Interpret art by	by analyzing how the
	between relevant and	analyzing art making	interaction of subject
	non-relevant contextual	approaches, the	matter, characteristics of
information and		characteristics of form	form and structure, use of
analyzing subject		and structure, relevant	media, art making
	matter, characteristics	contextual information,	approaches, and relevant
	of form and structure,	subject matter, and use	contextual information
	and use of media to	of media to identify	contributes to
identify ideas and		ideas and mood	understanding messages or
	mood conveyed.	conveyed.	ideas and mood conveyed.
Anchor Stan	dard 9: Apply criteria to ev	valuate artistic work.	
Enduring U	nderstanding: People evalu	ate art based on various cr	iteria.
Essential Qı	uestion(s): How does one d	etermine criteria to evaluat	te a work of art? How and
why might c	riteria vary? How is a pers	onal preference different fi	rom an evaluation?
Interpret	6th Grade	7th Grade	8th Grade
	VA:Re9.1.6a: Develop	VA:Re9.1.7a:	VA:Re9.1.8a: Create a
	and apply relevant	Compare and explain	convincing and logical
	criteria to evaluate a	the difference between	argument to support an
	work of art.	an evaluation of an	evaluation of art.
		artwork based on	
		personal criteria and an	
		evaluation of an	
l		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?

Synthesize	6th Grade	7th Grade	8th Grade
	VA:Cn10.1.6a:	VA:Cn10.1.7a:	VA:Cn10.1.8a: Make art
	Generate a collection	Individually or	collaboratively to reflect on
	of ideas reflecting	collaboratively create	and reinforce positive
	current interests and	visual documentation	aspects of group identity.
	concerns that could be	of places and times in	
	investigated in art	which people gather to	
	making.	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:	VA:Cn11.1.7a:	VA:Cn11.1.8a: Distinguish
	Analyze how art	Analyze how response	different ways art is used to
	reflects changing times,	to art is 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 3-D visual art? How can each of the specific elements & principles of art be 	 Enduring Understandings: Each element & principle of art adds a different quality to a piece of 3-D visual art. Employing elements and principles make for more powerful or attractive
applied to create successful pieces of 3-D art?	sculptural pieces.
Knowledge:	Skills:
Students will know	Students will be able to
• The Elements of Design (Line,	Collect images demonstrating
Shape, Form, Space, Color, Value,	knowledge of each of the Elements
Texture).	and Principles of Design.

• The Principles of Design (Pattern,	• Create effective compositions because
Movement, Contrast, Balance, Unity,	of their knowledge of the Elements &
Emphasis, Rhythm).	Principles.
• Using both elements & principles will	• Create original work reflecting this
create successful pieces of 3-D visual	knowledge of elements & design.
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 – Indi			icate whether these skills are:	
				• E – encouraged	
	21 st 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	
	C C			effectively and with reason.	
	Planning, Saving, and Investing		ETA	CRP5. Consider the environmental,	
				social and economic impacts of	
				decisions.	
Х	Becoming a Critical Consumer		ETA	CRP6. Demonstrate creativity and	
				innovation.	
	Civic Financial Responsibility		ET	CRP7. Employ valid and reliable	
	1 5			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.	
Х	Career Awareness		Е	CRP10. Plan education and career	
				paths aligned to personal goals.	
Х	Career Exploration		ETA	CRP11. Use technology to enhance	
				productivity.	
	Career Preparation		ETA	CRP12. Work productively in teams	
	-			while using cultural global	
				competence.	
			C		
	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 wire, wood, clay, paper-mache', 3D printer, found objects 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 Visual Art techniques	• Journal		
• Literary blog responses	Sketchbook		
• Self-Critiques	• Teacher/student created online quizzes		
• Completion of final projects, that	Class participation		
reflect a specific learning objective	• Use of a variety of visual art		
• Identification of element and principles in the world around us as well as the art of others.	techniques		
• Demonstration of each element and principle in original visual art.			

Stage 3 – Learning Plan		
Instructional Strategies	Descriptions	
Suggested Learning Activities	What is a design element? Learning about elements (Line, Shape, Form,Space, Color, Value, Texture) and capturing them to create3-dimensional works of art.	
	<u>What is a design principle?</u> Learning about principles (Pattern, Movement, Contrast, Balance, Unity, Emphasis, Rhythm) and capturing them in 3-D visual art.	

	visual art, using specific elements & principles of art in the pieces.
	Accommodations and Modifications
diverse needs	ad a list of suggestions for accommodations and modifications to meet the s of our students. Teachers should consider this a resource and understand not limited to the recommendations included below.
grade-level s	ion changes HOW a student learns; the change needed does not alter the tandard. A modification changes WHAT a student learns; the change alte rel expectation.
	on and 504 Plans s and accommodations must be specific to each individual child's IEP ed Educational Plan) or 504 Plan.
• Pre-teach or	preview vocabulary
	word directions
	ts repeat directions
	group instruction
-	rompts with verbal presentations
	to restate information, directions, and assignments
-	nd time for additional practice /techniques to be mastered
	ne to complete task/assignment/work
	py of class notes
	ting (with a purpose - eg. less distraction)
• Flexible seat	• • • •
• Repetition an	nd additional practice
• Use of manip	pulatives
	ive technology (as appropriate)
• Assign a peer	5
-	ey words or critical information by highlighting
 Use of graph Scaffold with 	1 prompts for sentence starters
	derstanding with more frequency
	reminders and check student work during independent practice
	signment - broken up into smaller units, work submitted in phases
	udent to proofread assignments and tests
• Provide regu	lar home/school communication
	eks student planner
	ent with clear expectations in writing and grading criteria for assignments
(rubrics)	
Testing A seem	nodations:
Testing Accomm	io autiono.
Testing Accomm Students should	receive all testing accommodations for Benchmark assessments that they

• 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/Corners.
- 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: <u>http://www.adlit.org/strategies/22371/</u>.

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 three-dimensional visual art. 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 in order 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
cultural and language barriers		of the elements of art and principles of
throughout 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: A	All students w	ill understand the role, development, and
influence of the arts throughout history a	and across cu	ltures.
Technological changes have and will	1.2.8.A.1	Map historical innovations in dance,
continue to substantially influence the		music, theatre, and visual art that were
development and nature of the arts.		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 synt appropriate to creating, performing, and/visual art.		skills, media, methods, and technologies works of art in dance, music, theatre, and
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.
an understanding of arts philosophies, ju		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
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.

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 art making 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?

	. 0		
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 to	artistic investigation of an
	content for creating art.	meet an identified goal.	aspect of present day life
			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 particular 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 approaches	meanings that emerge in
	works of art and design.	in creating works of art	the process of art making
		or design.	or designing.
Enduring U	Understanding: Artists and	designers balance experimer	ntation and safety, freedom
and respon	sibility while developing an	nd creating artworks.	
Essential Q	<i>Question(s):</i> How do artists	and designers care for and n	naintain materials, tools, and
equipment	? Why is it important for sa	fety and health to understand	d and follow correct
procedures	in handling materials, tool	s, and equipment? What resp	ponsibilities 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 sharing	copyright, open source,
	materials, tools, and	images and other	and creative commons as
	equipment.	materials through the	they apply to creating
	1 1	Internet, social media,	works of art and design.
		and other communication	C
		formats.	
_	<i>Understanding:</i> People crea pe, enhance, and empower	te and interact with objects, their lives	places, and design that
			ves and communities? How
		ls for designing or redesigni	
		s create works of art or desig	
communica			
Investigate	6th Grade	7th Grade	8th Grade
0	VA:Cr2.3.6a: Design or	VA:Cr2.3.7a: Apply	VA:Cr2.3.8a: Select,
	redesign objects, places,	visual organizational	organize, and design
	or systems that meet the	strategies to design and	images and words to make
	identified needs of	produce a work of art,	visually clear and
	diverse users.	design, or media that	compelling presentations.
		clearly communicates	
		information or ideas.	
Anchor Sta	undard 3: Refine and compl		
		lesigners develop excellence	through practice and
		vising, and refining work ov	
		persistence play in revising,	
		ne accomplished in art forms	
	on a work help us experience	-	
Reflect -	6th Grade	7th Grade	8th Grade
0		VA:Cr3.1.7a: Reflect on	VA:Cr3.1.8a: Apply
Continue	whether personal	and explain important	relevant criteria to
	artwork conveys the	information about	examine, reflect on, and
	intended meaning and	personal artwork in an	plan revisions for a work
	revise accordingly.	artist statement or	of art or design in
		another format.	progress.
Artistic St	rand: Presenting	with 101111111111	P
		nd interpret artistic work for	presentation
		other presenters consider var	
0	8	electing, and curating object	
	on and presentation.	ereeting, and editating object	s artifuets, and artivorks for
		rks cared for and by whom?	What criteria, methods, and
		preservation or presentation?	
-	fifacts, and artworks, and se	-	Thy do people value
	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	1
	Similarities and	and contrast now	apply criteria for

	differences associated	tashnalaging have	avaluating a collection of
	with preserving and	technologies have changed the way artwork	evaluating a collection of artwork for presentation.
	presenting two	is preserved, presented,	artwork for presentation.
	dimensional, three	and experienced.	
	dimensional, and digital	and experienced.	
	artwork.		
Anchor Sta		e artistic techniques and wo	rk for presentation.
		ators and others consider a v	
methods in	8	gies when preparing and refin	ning artwork for display and
Essential Q	<i>Question(s):</i> What methods	and processes are considered	d when preparing artwork
for present	ation or preservation? How	does refining artwork affect	t its meaning to the viewer?
What crite	ria are considered when sele	ecting 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, develop	evaluate methods for	and 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 Sta	undard 6: Convey meaning	through the presentation of a	artistic work.
	Understanding. Objects art	ifacts and artworks collected	d preserved or presented
<i>Enduring l</i> either by a cultural, ar	rtists, museums, or other ve ad political experiences resu	ifacts, and artworks collecten nues communicate meaning alting in the cultivating of ap	and a record of social,
<i>Enduring</i> be either by a cultural, ar understand	rtists, museums, or other ve ad political experiences resu ling.	nues communicate meaning Ilting in the cultivating of ap	and a record of social, preciation and
Enduring d either by a cultural, ar understand Essential Q	rtists, museums, or other ve ad political experiences resu ling. <i>Question(s)</i> : What is an art r	nues communicate meaning ilting in the cultivating of ap nuseum? How does the pres	and a record of social, preciation and enting and sharing of
<i>Enduring l</i> either by a cultural, ar <u>understand</u> <i>Essential Q</i> objects, art	rtists, museums, or other ve ad political experiences resu ling. <i>Question(s)</i> : What is an art r ifacts, and artworks influen	nues communicate meaning ilting in the cultivating of ap nuseum? How does the pres- ice and shape ideas, beliefs,	and a record of social, preciation and enting and sharing of and experiences? How do
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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			
	and interpret works of	how the method of	how a person's aesthetic			
	art or design that reveal	display, the location, and	choices are influenced by			
	how people live around	the experience of an	culture and environment			
	the world and what they	artwork influence how it	and impact the visual			
	value.	is perceived and valued.	image that one conveys to			
	· u100.	is percerved and valued.	others.			
<i>Enduring Understanding</i> : Visual imagery influences understanding of and responses to the world.						
Essential Q	<i>Question(s):</i> What is an ima	ge? Where and how do we e	ncounter images in our			
world? Ho	w 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 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	undard 8: Interpret intent an	d meaning in artistic work.				
		insights into meanings of a	rtworks by engaging in the			
process of	art criticism.	0				
Essential (Duestion(s): What is the val	ue of engaging in the proces	s of art criticism? How can			
<i>Essential Question(s):</i> What is the value of engaging in the process of art criticism? How can the viewer "read" a work of art as text? How does knowing and using visual art vocabularies						
the viewer	"read" a work of art as text	? How does knowing and us	ing visual art vocabularies			
	"read" a work of art as text derstand and interpret work	-	ing visual art vocabularies			
		-	ing visual art vocabularies 8th Grade			
help us und	lerstand and interpret work 6th Grade	s of art? 7th Grade	8th Grade			
help us und	derstand and interpret work 6th Grade VA:Re8.1.6a: Interpret	s of art? 7th Grade VA:Re8.1.7a: Interpret	8th Grade VA:Re8.1.8a : Interpret art			
help us und	lerstand and interpret work 6th Grade	s of art? 7th Grade VA:Re8.1.7a: Interpret art by analyzing art	8th Grade VA:Re8.1.8a : Interpret art by analyzing how the			
help us und	lerstand and interpret work 6th Grade VA:Re8.1.6a: Interpret art by distinguishing between relevant and	s of art? 7th Grade VA:Re8.1.7a: Interpret	8th Grade VA:Re8.1.8a : Interpret art by analyzing how the interaction of subject			
help us und	derstand and interpret work 6th Grade VA:Re8.1.6a: Interpret art by distinguishing	s of art? 7th Grade VA:Re8.1.7a: Interpret art by analyzing art making approaches, the characteristics of form	8th Grade VA:Re8.1.8a : Interpret art by analyzing how the interaction of subject matter, characteristics of			
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	trand: Connecting	1 . 1	1 1 1			
Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.						
	Understanding: Through art g awareness of perceptions,					
making art	<i>Question(s):</i> How does engate attune people to their surrouting of their lives and the lives attaches a surrouting of their lives and the lives attaches a surrouting of the lives attaches a surrouting attaches a surrouting of the lives attaches a surrouting attaches a	oundings	How do people co	ntribute to awareness and		
Synthesize	6th Grade		7th Grade	8th Grade		
context to	VA:Cn10.1.6a: Generate a collection of ideas reflecting current interests and concerns that could be investigated in art making.	Individ collabo visual c places a which p make a or desig commu eas and v	ratively create locumentation of and times in beople gather to nd experience art gn in the <u>nity.</u> vorks with societal,			
history thr	ough their interactions with Question(s): How does art h	and anal elp us un	ysis of art. derstand the lives o			
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 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. 	 Create original art 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
pieces of visual art.	critique with each other.
	• Reflect on and self-assess their work.

Int	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		
	21 st Century Themes			• T – taught	
			• A – assessed		
			Career Ready Practices		
9.1	nal Financial Literacy		ETA	Act as a responsible and	
				ting citizen and employee.	
	he and Careers		ETA	Apply appropriate academic	
				nnical skills.	
	y Management			Attend to personal health and	
				ıl well-being.	
	t and Debt Management		ETA	Communicate clearly and	
	_			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	
				ng them.	
9.2	Career Awareness,		ETA	Model integrity, ethical	
	Exploration,			leadership and effective	
	reparation			management.	
X	Career Awareness		E	Plan education and career	
				igned to personal goals.	
Х	Career Exploration		ETA	Use technology to enhance	
				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 wire, wood, clay, paper-mache', cord, 3D printer, found objects 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): Use of various Visual Art techniques Literary blog responses Self-Critiques Completion of final projects, which 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. 	 Other Evidence: Sketchbook Teacher/student created online quizzes Class participation Use of a variety of visual art techniques 			

Stage 3 – Learning Plan					
Instructional	Descriptions				
Strategies					
Suggested	<u>A Rainbow of Colors:</u> Demonstration of different mediums such as clay				
Learning	, paper mache", plaster , card board to explore color theory, mixing and				
Activities	color effects.				
	The World Three-Dimensional: Creation of original work in				
	three-dimensions using materials such as clay, wire, foams, paper, paper				
	mache.				
	Our Fragile Earth : Cross Curriculum opportunity creating 3-D art using				
	recyclyed materials, such as card board, magazines, news paper, and found objects.				

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: <u>http://visual.merriamwebster.com/</u>.
- 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/Corners.

٠	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: <u>http://www.adlit.org/strategies/22371/</u>.

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 visual art interacts with technology. During the unit, students will utilize technology to create visual art, and gain an introduction into the Digital Media Arts.

Students may explore areas such as digital graphics, 3-D printing 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 StatementIndicator #					
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: influence of the arts throughout history		will understand the role, development, and ultures.			
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.				
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 Star	Anchor Standard 1: Generate and conceptualize artistic ideas and work.				
<i>Enduring U</i> be develope	ē ;	and innovative thinking are ess	sential life skills that can		
innovative t		ns, attitudes, and behaviors sup event or encourage people to ta re process?	1 5		
Investigate	6th Grade	7th Grade	8th Grade		
- Plan -	VA:Cr1.1.6a:	VA:Cr1.1.7a: Apply	VA:Cr1.1.8a: Document		
Make	Combine concepts	methods to overcome	early stages of the		
	collaboratively to	creative blocks.	creative process visually		
	generate innovative		and/or verbally in		
	ideas for creating art.		traditional or new media.		
Enduring U	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 forms					
		n? Why do artists follow or brea			
traditions? H	How do artists determine	what resources and criteria are	needed to formulate		
artistic investion	stigations?				

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Investigate - Plan -	6th Grade	7th Grade	8th Grade
- Pian - Make	VA:Cr1.2.6a:	VA:Cr1.2.7a: Develop	VA:Cr1.2.8a:
Make	Formulate an artistic	criteria to guide making a	Collaboratively shape an
	investigation of	work of art or design to	artistic investigation of
	personally relevant	meet an identified goal.	an aspect of present day
	content for creating		life using a contemporary
	art.		practice of art and
4 1 0			design.
		velop artistic ideas and work.	
0	8	l designers experiment with for	ms, structures, materials,
	edia, and art-making appr	s work? How do artists and des	ignara datarmina whathar a
		ffective? How do artists and des	
error?		ficetive? flow do artists and de	signers learn noni unai and
Investigate	6th Grade	7th Grade	8th Grade
	VA:Cr2.1.6a:	VA:Cr2.1.7a: Demonstrate	VA:Cr2.1.8a:
	Demonstrate openness	persistence in developing	Demonstrate willingness
	in trying new ideas,	skills with various	to experiment, innovate,
	materials, methods,	materials, methods, and	and take risks to pursue
	and approaches in	approaches in creating	ideas, forms, and
	making works of art	works of art or design.	meanings that emerge in
	and decign		the process of art making
	and design.		
			or designing.
0	inderstanding: Artists and	l designers balance experimenta	or designing.
and respons	<i>Inderstanding:</i> Artists and bility while developing a	and creating artworks.	or designing. ation and safety, freedom
and respons Essential Q	<i>inderstanding:</i> Artists and ibility while developing a <i>uestion(s):</i> How do artists	and creating artworks. s and designers care for and ma	or designing. ation and safety, freedom intain materials, tools, and
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	places, or systems that	design and produce a work	images and words to
	meet the identified	of art, design, or media that	make visually clear and
	needs of diverse users.	clearly communicates	compelling
		information or ideas.	presentations.
Anchor Star	ndard 3: Refine and comp	lete artistic work.	
Enduring U	<i>inderstanding:</i> Artist and	designers develop excellence th	rough practice and
constructive	e critique, reflecting on, re	evising, and refining work over	time.
Essential Q	uestion(s): What role doe	s persistence play in revising, r	efining, and developing
work? How	do artists grow and becom	me accomplished in art forms?	How does collaboratively
reflecting or	n a work help us experien	ce it more completely?	
Reflect -	6th Grade	7th Grade	8th Grade
Refine -	VA:Cr3.1.6a: Reflect	VA:Cr3.1.7a: Reflect on	VA:Cr3.1.8a: Apply
Continue	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.
Artistic Str	and: Presenting		
	<u> </u>	and interpret artistic work for p	resentation.
		other presenters consider vario	
		selecting, and curating objects	
	and presentation.		
Essential Q	uestion(s): How are artwo	orks cared for and by whom? W	hat criteria, methods, and
		preservation or presentation? V	
-		elect them for presentation?	
	6th Grade	7th Grade	8th Grade
	VA:Pr4.1.6a: Analyze	VA:Pr4.1.7a: Compare and	VA:Pr4.1.8a: Develop
	similarities and	contrast how technologies	and 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.	Ĩ
	annensional, three		
	dimensional, three dimensional, and		
	dimensional, three dimensional, and digital artwork.		
Anchor Star	dimensional, and digital artwork.	ne artistic techniques and work	for presentation.
	dimensional, and digital artwork. adard 5: Develop and refi	ne artistic techniques and work	
Enduring U	dimensional, and digital artwork. <i>adard 5:</i> Develop and refinderstanding: Artists, cur	rators and others consider a var	iety of factors and
<i>Enduring U</i> methods inc	dimensional, and digital artwork. <i>adard 5:</i> Develop and refinderstanding: Artists, cur cluding evolving technolo	rators and others consider a var gies when preparing and refinit	iety of factors and
<i>Enduring U</i> methods incore or when decore	dimensional, and digital artwork. <i>adard 5:</i> Develop and refinderstanding: Artists, current cluding evolving technolo biding if and how to prese	rators and others consider a var gies when preparing and refinin rve and protect it.	iety of factors and ng artwork for display and
Enduring U methods inc or when dec Essential Qu	dimensional, and digital artwork. <i>indard 5:</i> Develop and refinderstanding: Artists, current eluding evolving technolo riding if and how to prese <i>uestion(s):</i> What methods	rators and others consider a var gies when preparing and refining rve and protect it.	iety of factors and ng artwork for display and when preparing artwork
Enduring U methods inc or when dec Essential Qa for presenta	dimensional, and digital artwork. <i>adard 5:</i> Develop and refinderstanding: Artists, current eluding evolving technolo riding if and how to present <i>uestion(s):</i> What methods tion or preservation? How	rators and others consider a var gies when preparing and refining rve and protect it. and processes are considered w v does refining artwork affect it	iety of factors and ng artwork for display and when preparing artwork ts meaning to the viewer?
Enduring U methods inc or when dec Essential Qu for presenta What criteri	dimensional, and digital artwork. <i>indard 5:</i> Develop and refinderstanding: Artists, current eluding evolving technolo riding if and how to prese <i>uestion(s):</i> What methods tion or preservation? How a are considered when se	rators and others consider a var gies when preparing and refinin rve and protect it. and processes are considered v v does refining artwork affect it lecting work for presentation, a	iety of factors and ng artwork for display and when preparing artwork ts meaning to the viewer? portfolio, or a collection?
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Enduring U methods inc or when dec Essential Qu for presenta What criteri	dimensional, and digital artwork. <i>idard 5:</i> Develop and refinderstanding: Artists, cur- eluding evolving technolo ciding if and how to prese <i>uestion(s):</i> What methods tion or preservation? How a are considered when se <u>6th Grade</u> VA:Pr5.1.6a:	rators and others consider a var gies when preparing and refinin rve and protect it. and processes are considered w v does refining artwork affect it lecting work for presentation, a 7th Grade VA:Pr5.1.7a: Based on	iety of factors and ng artwork for display and when preparing artwork ts meaning to the viewer? portfolio, or a collection? <u>8th Grade</u> VA:Pr5.1.8a:
Enduring U methods inc or when dec Essential Qu for presenta What criteri	dimensional, and digital artwork. <i>indard 5:</i> Develop and refinderstanding: Artists, current enderstanding: Artists, current enderstanding: Artists, current finderstanding: Artists, current enderstanding: Artists, current	rators and others consider a var gies when preparing and refinin rve and protect it. and processes are considered w v does refining artwork affect it lecting work for presentation, a <u>7th Grade</u> VA:Pr5.1.7a: Based on criteria, analyze and	iety of factors and ng artwork for display and when preparing artwork ts meaning to the viewer? portfolio, or a collection? <u>8th Grade</u> VA:Pr5.1.8a: Collaboratively prepare
Enduring U methods inc or when dec <i>Essential Qa</i> for presenta What criteri	dimensional, and digital artwork. <i>idard 5:</i> Develop and refinderstanding: Artists, current eluding evolving technolo eiding if and how to prese <i>uestion(s):</i> What methods tion or preservation? How a are considered when se <u>6th Grade</u> VA:Pr5.1.6a: Individually or collaboratively,	rators and others consider a var gies when preparing and refinit rve and protect it. and processes are considered w v does refining artwork affect it lecting work for presentation, a 7th Grade VA:Pr5.1.7a: Based on criteria, analyze and evaluate methods for	iety of factors and ng artwork for display and when preparing artwork ts meaning to the viewer? portfolio, or a collection? <u>8th Grade</u> VA:Pr5.1.8a: Collaboratively prepare and present selected
Enduring U methods inc or when dec <i>Essential Qa</i> for presenta What criteri	dimensional, and digital artwork. <i>indard 5:</i> Develop and refinderstanding: Artists, current enderstanding: Artists, current enderstanding: Artists, current finderstanding: Artists, current enderstanding: Artists, current	rators and others consider a var gies when preparing and refinin rve and protect it. and processes are considered w v does refining artwork affect it lecting work for presentation, a <u>7th Grade</u> VA:Pr5.1.7a: Based on criteria, analyze and	iety of factors and ng artwork for display and when preparing artwork ts meaning to the viewer? portfolio, or a collection? <u>8th Grade</u> VA:Pr5.1.8a: Collaboratively prepare

of art, analyze exhibit space needs of the v and the layou exhibit.	the lewer, of the	exhibition narratives for the viewer.
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, explain, and provide evidence of how museums or other venues reflect history and values of a community.	VA:Pr6.1.7a: Compare and contrast viewing and experiencing collections and exhibitions in different venues.	VA:Pr6.1.8a: Analyze why and how an exhibition or collection may influence ideas, beliefs, 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	6th Grade	7th Grade	8th Grade
	VA:Re.7.1.6a:	VA:Re.7.1.7a: Explain how	VA:Re.7.1.8a: Explain
	Identify and interpret	the method of display, the	how a person's aesthetic
	works of art or design	location, and the experience	choices are influenced by
	that reveal how people	of an artwork influence how	culture and environment
	live around the world	it is perceived and valued.	and impact the visual
	and what they value.		image that one conveys
			to others.

Enduring Understanding: Visual imagery influences understanding of and responses to the world.

Essential Question(s): What is an 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:	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		media in which viewers

	1 1/ 1	: a :c	
	and cultural	influence specific	encounter images that
	associations suggested	audiences.	influence ideas,
	by images influence		emotions, and actions.
	ideas, emotions, and		
	actions.		
		nd meaning in artistic work.	
		n insights into meanings of arty	works by engaging in the
process of a	rt criticism.		
		lue of engaging in the process	
the viewer "	'read" a work of art as tex	t? How does knowing and usin	g visual art vocabularies
help us unde	erstand and interpret worl	ks of art?	
Analyze	6th Grade	7th Grade	8th Grade
	VA:Re8.1.6a:	VA:Re8.1.7a: Interpret art	VA:Re8.1.8a : Interpret
	Interpret art by	by analyzing art making	art by analyzing how the
	distinguishing	approaches, the	interaction of subject
	between relevant and	characteristics of form and	matter, characteristics of
	non-relevant	structure, relevant	form and structure, use
	contextual	contextual information,	of media, art making
	information and	subject matter, and use of	approaches, and relevant
	analyzing subject	media to identify ideas and	contextual information
	matter, characteristics	mood conveyed.	contributes to
	of form and structure,		understanding messages
	and use of media to		or ideas and mood
	identify ideas and		conveyed.
	mood conveyed.		2
Anchor Star	ndard 9: Apply criteria to	evaluate artistic work.	
		luate art based on various crite	ria.
		determine criteria to evaluate a	
		rsonal preference different from	
Interpret	6th Grade	7th Grade	8th Grade
1	VA:Re9.1.6a:	VA:Re9.1.7a: Compare and	VA:Re9.1.8a: Create a
	Develop and apply	explain the difference	convincing and logical
	relevant criteria to	between an evaluation of an	argument to support an
	evaluate a work of art.	artwork based on personal	evaluation of art.
		criteria and an evaluation of	
		an artwork based on a set of	
		established criteria.	
Artistic Str	and: Connecting		
		relate knowledge and personal	experiences to make art
	ž.	rt-making, people make meanir	
-		, knowledge, and experiences.	15 Oy mixosugaring and
		aging in creating art enrich peo	nle's lives? How doos
		oundings? How do people cont	
		ives of their communities throu	
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	

	current interests and concerns that could be investigated in art	places and times in which people gather to make and experience art or design in		on and reinforce positive aspects of group identity.
Anchor Star	making. <i>adard 11:</i> Relate artistic id	the comi deas and v	2	lultural, and historical
	eepen understanding		,	,
Enduring U	<i>inderstanding:</i> People devugh their interactions with			of society, culture, and
Essential Q	uestion(s): How does art	help us un	derstand the lives of	people of different times,
places, and	cultures? How is art used	to impact	the views of a societ	y? How does art preserve
aspects of li	fe?			
Relate	6th Grade		7th Grade	8th Grade
	VA:Cn11.1.6a:		1.1.7a: Analyze	VA:Cn11.1.8a:
	Analyze how art		oonse to art is	Distinguish different
	reflects changing	influence		ways art is used to
	times, traditions,		nding the time and	represent, establish,
	resources, and cultural	-	which it was	reinforce, and reflect
	uses.	, ,	the available	group identity.
		resource	s, and cultural uses.	
F ssontial O	uestions.		Enduring Unders	tandings.
 Essential Questions: How does technology change or broaden art? What technological tools have had, or will have, the most impact on 3-D visual art? 		 Art is not a static form of expression; it changes and broadens as new technologies are explored and embraced. 		
	it is the relationship betwe			
visu: Knowledge	al art and digital media ar	t?	Skills:	
 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 3-D visual art. 		 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. 		
In this ı	init plan, the following 2	21st Cent	ury Life and Career	s skills are addressed:
	eck ALL that apply –		Indicate whether	
			• E –	encouraged

	21 st Century Themes	 E – encouraged T – taught A – assessed Career Ready Practices 	
9.1	nal Financial Literacy	ETA Act as a responsible and	
			contributing citizen and employee.
	e and Careers	ETA	Apply appropriate academic

			hnical skills.
	/ Management		Attend to personal health and 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 ns.
Х	ning a Critical Consumer	ETA	Demonstrate creativity and tion.
	Financial Responsibility	ET	Employ valid and reliable the strategies.
	ng and Protecting	ETA	Utilize critical thinking to ense of problems and ere in solving them.
9.2	r Awareness, Exploration, reparation	ETA	Model integrity, ethical this and effective management.
Х	· Awareness	E). Plan education and career ligned to personal goals.
Х	• Exploration	ETA	. Use technology to enhance tivity.
	• Preparation	ETA	2. 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 3-d printer, digital camera, chromebooks, tinkercad and makers empire printing programs and other visual art materials. 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
 3-D printers/ Digital Cameras

Stage 2 – Assessment Evidence			
 Literary blog Self-Critique Completion or reflect a special 	us Visual Art techniques responses of final projects, that fific learning objective al art, using a variety of	 Other Evidence: Sketchbook Teacher/student created online quizzes Class participation Use of a variety of visual art techniques 	
	Stage 3 – Learning Plan		
Instructional Descriptions Strategies		Descriptions	

Strategies	
Suggested	Made in 3-D: Using technology to create art, including but not limited
Learning	to 3D modeling and printing programs such as Makers Empire and
Activities	Tinkercad.
	What do we have in Common: Identification of the use of Elements and
	Principles across culture and technology.

	Accommodations and Modifications
Be	elow 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.
Ar	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 alter the grade-level expectation.
Sp	ecial Education and 504 Plans
Al	l 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 assignment
	(rubrics)
Te	sting Accommodations:
	udents 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/Corners.

- 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: <u>http://www.adlit.org/strategies/22371/</u>.

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.

NEPTUNE CITY SCHOOL DISTRICT

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An Affirmative Action Equal Opportunity Employer

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