

CARLSTADT-EAST RUTHERFORD REGIONAL HIGH SCHOOL DISTRICT  
VISUAL AND PERFORMING ARTS DEPARTMENT  
CULTURAL ART

Cultural Art Curriculum Guide

<p><b>Pacing Guide:</b> <b>Cultural Art is a full year course that meets on a rotating basis for three (3) 55-minute blocks and one (1) 40-minute block for every five (5) day cycle.</b></p>	<p>Unit 1- North American Art (8-10 weeks)</p> <p>Unit 2- South American Art (5 weeks)</p> <p>Unit 3- Middle Eastern Art (6 weeks)</p> <p>Unit 4- European Art (7 weeks)</p> <p>Unit 5- Eastern Art (8 weeks)</p> <p>Unit 6- Modern American Art (4 weeks)</p>
<p><b>Interdisciplinary Standards:</b></p>	<p>ELA-LIT.W.11-12.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p> <p>NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>SS 6.1.8.D.1.B Explain how interactions among African, European, and Native American groups began a cultural transformation.</p>

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<p><b>21st Century Skills Standards:</b> 9.1 Personal Financial Literacy</p> <p>9.2 Career Awareness, Exploration, And Preparations</p> <p><b>Career Ready Practices:</b></p>	<p>9.1.12.A.3: Analyze the relationship between various careers and personal earning goals</p> <p>9.2.12.C.1: Review career goals and determine steps necessary for attainment</p> <p>CRP1-Act as a responsible and contributing citizen and employee. CRP2-Apply appropriate academic and technical skills. CRP3-Attend to personal health and financial well being. CRP4-Communicate clearly and effectively and with reason. CRP5-Consider the environmental, social, and economic impacts of decisions. CRP6-Demonstrate creativity and innovation. CRP7-Employ valid and reliable research strategies. CRP8-Utilize critical thinking to make sense of problems and persevere in solving them. CRP9-Model integrity, ethical leadership and effective management. CRP10-Plan education and career paths aligned to personal goals. CRP11-Use technology to enhance productivity. CRP12-Work productively in teams while using cultural global competence.</p>
<p><b>Technology Standards:</b> 8.1 Educational Technology</p> <p>8.2 Technology Education, Engineering, Design, and Computational Thinking-Programming</p>	<p>8.1.12.A.2: Produce and edit a multi-page document for a commercial or professional audience using desktop publishing and/or graphic software.</p> <p>8.1.12.A.3: Participate in online courses, learning communities, social network or a virtual world as resources for lifelong learning.</p> <p>8.2.12.E.3: Use a programming language to solve problems for accomplishes a task (e.g., robotic functions, website designs, applications, and games).</p>

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**Differentiation/Accommodations/Modifications**

<b>Gifted and Talented</b>	<b>English Language Learners</b>	<b>Students with Disabilities</b>	<b>Students at Risk of School Failure</b>
<p><i>(Content, process, product and learning environment)</i></p> <p><b>Extension Activities</b></p> <ul style="list-style-type: none"> <li>• Incorporate challenging assessments</li> <li>• Open forums and debates in the classroom regarding controversial issues.</li> <li>• Utilize advanced materials and resources to meet the needs of students.</li> <li>• Competitive and collaborative projects</li> <li>• Independent projects requiring research skills for assessing information</li> <li>• Anchor Activities</li> <li>• Advanced discussion techniques</li> </ul>	<p><b>Modifications for Homework/Assignments</b></p> <ul style="list-style-type: none"> <li>• Modified in-class assignments</li> <li>• Building background information</li> <li>• Simplifying language for presentation</li> <li>• Internet bilingual dictionaries during class and during assignments.</li> <li>• Word banks for tests and quizzes</li> <li>• Developing content area vocabulary</li> <li>• Extended time for all assessments</li> <li>• Use of graphic organizers</li> <li>• Internet text translators</li> <li>• Simplification of requirements</li> <li>• Access to teacher designed Power Points and notes</li> <li>• Concept development</li> <li>• Collaboration between ESL and mainstream classroom teachers.</li> <li>• Pair novice ELLs with advanced ELL's.</li> <li>• High-interest / low-reading-level civics and history materials</li> </ul>	<p><i>(Appropriate accommodations, instructional adaptations, and/or modifications as determined by the IEP or 504 team)</i></p> <ul style="list-style-type: none"> <li>• In-Class-Support</li> <li>• Graphic Organizers</li> <li>• Provide study guides</li> <li>• Extended time on assessments</li> <li>• Research guides</li> <li>• Analogies</li> <li>• Highlighting/underlining</li> <li>• Note-taking guides</li> <li>• Cue cards</li> <li>• Establish timelines</li> <li>• Clarify assignments, directions, instructions</li> <li>• Chapter/lecture notes</li> <li>• Assistive technology</li> <li>• Provide computer programs to assist with written assignments</li> <li>• Highlight key vocabulary</li> <li>• Model skills/techniques</li> <li>• Parent/teacher communication</li> <li>• Provide books on tape/CD/digital media as requested by student when appropriate.</li> <li>• Assign peer helper in class</li> <li>• Pair visual prompts with verbal</li> </ul>	<p><b>Modifications for Classroom</b></p> <p>Pair visual prompts with verbal presentations</p> <ul style="list-style-type: none"> <li>• Intervention and Referral Team (I&amp;RS) in-house strategies for teachers.</li> <li>• Extra textbooks at home</li> <li>• Extended time for assignments</li> <li>• Highlight key vocabulary</li> <li>• Pair visual prompts with verbal presentations</li> <li>• Model skills/techniques</li> <li>• Modify assignments</li> <li>• Preferential seating as noted by teacher and student</li> <li>• Parent/teacher communication</li> <li>• Provide books on tape/CD/digital media as requested by student when appropriate.</li> <li>• Assign peer helper in class</li> <li>• Pair visual prompts with verbal presentations</li> <li>• Repetition and practice</li> <li>• Provide copy of class notes</li> <li>• Use of computers to complete assignments as requested by a student</li> <li>• Provide verbal reminder of assignments</li> </ul>

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	<p><b>Modifications for Homework:</b></p> <ul style="list-style-type: none"> <li>• Extended time to complete assignments</li> <li>• Internet text translators</li> <li>• Use of graphic organizers</li> <li>• Modified homework assignments</li> <li>• Internet bilingual dictionaries.</li> <li>• Provide student with clearly stated and written expectations and grading criteria for homework</li> </ul>	<p>presentations</p> <ul style="list-style-type: none"> <li>• Repetition and practice</li> <li>• Provide verbal reminder of assignments</li> <li>• Check student independent work</li> <li>• Assist student with planning of assignments</li> </ul> <p><b>Modifications for Homework and Assignments:</b></p> <ul style="list-style-type: none"> <li>• Extended time to complete assignments</li> <li>• Simplify complicated assignments into smaller units in phases as needed by student</li> <li>• Provide student with clearly stated and written expectations and grading criteria for assignments.</li> </ul> <p><b>Modifications for Assessments:</b></p> <ul style="list-style-type: none"> <li>• Extended time for tests and quizzes</li> <li>• Restate and clarify directions and questions</li> <li>• Provide study guides for classroom tests</li> <li>• Establish procedures for accommodations/modifications for assessments</li> </ul>	<ul style="list-style-type: none"> <li>• Check student independent work</li> <li>• Assist student with planning of assignments</li> <li>• Assist with technology</li> </ul> <p><b>Modifications for Homework and Assignments:</b></p> <ul style="list-style-type: none"> <li>• Extended time to complete assignments</li> <li>• Simplify complicated assignments into smaller units in phases as needed by student</li> <li>• Provide student with clearly stated and written expectations and grading criteria for assignments</li> </ul> <p><b>Modifications for Assessments</b></p> <ul style="list-style-type: none"> <li>• Extended time for tests and quizzes</li> <li>• Restate and clarify directions and questions</li> <li>• Provide study guides for classroom tests</li> <li>• Establish procedures for accommodations/modifications for assessment</li> </ul>
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<b>CONTENT: Cultural Arts- Unit 1</b>						
<b>Theme:</b> North American Art: Dream Catchers, Masks, Coil Baskets & Seed Bead Jewelry, string art, macramé						
<b>Essential Questions:</b> How does art provide purpose to different North American Cultures? How can we associate history with art forms? What are cultural methods used in different cultural arts?						
<p><b>Content</b> <i>(As a result of this learning segment, students will know...)</i></p> <ul style="list-style-type: none"> <li>• Derivative of art forms</li> <li>• Connection to history and art</li> <li>• Intention of art/ purpose</li> <li>• How to express yourself through hands-on creation</li> <li>• Terms associated with art forms</li> <li>• Connect a time period and the society of the time to the purpose of creating art</li> </ul>	<p><b>Skills</b> <i>(As a result of this learning segment, students will be able to...)</i></p> <ul style="list-style-type: none"> <li>• Produce three-dimensional works of art that relate to the history and culture of North American Indians</li> <li>• Produce three-dimensional works of art that relate to the history and culture of US Americans of the 1970's</li> <li>• Critique peer work in a positive manner</li> <li>• Apply terminology, techniques and methods to new forms of art</li> </ul>	<p><b>Assessments</b> (The above Essential Questions will be assessed with the following formative and summative measures:)</p> <ul style="list-style-type: none"> <li>• Observation</li> <li>• Worksheets</li> <li>• Participation</li> <li>• Ability to follow directions</li> <li>• Time management</li> <li>• Random sampling</li> <li>• Weekly sketch assignments</li> <li>• Critiques</li> <li>• Self-assessment</li> <li>• Do Now</li> <li>• Quiz</li> <li>• Field Trips</li> </ul>	<p><b>Standards (NJSL):</b> 1.1.12.D.1 1.3.12.D.2, D.3, D.5</p> <p><b><u>Technology Standards:</u></b> 8.1.12.A.1 8.2.12.A.2 8.2.12.C.1</p> <p><b><u>Career Ready Practice:</u></b> CRP1-CRP12</p>			
						<p><b>Time Frame:</b> 8-10 weeks</p>
						<p><b><u>Materials:</u></b> Internet Resources &amp; Websites, Wire rings, wax string, feathers, beads Mask molds, plaster, cardboard, raffia, paint, gesso, paint brushes Rope, yarn, plastic needles Macramé yarn, beads Hammer, nails, string, felt, boards Sample</p>

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<b>CONTENT: Cultural Arts- Unit 2</b>					
<b>Theme:</b> South American Art: Clay Suns, Molas, Ojo de Dios, Moai Sand Sculptures					
<b>Essential Questions:</b> How does art provide purpose to different South American Cultures? How can we associate history with art forms?		What are sculptural methods used in different cultural arts? How does art relate to South American beliefs?			
<b>Content</b> <i>(As a result of this learning segment, students will know...)</i> <ul style="list-style-type: none"> <li>• Derivative of art forms</li> <li>• Connection to history and art</li> <li>• Intention of art/ purpose</li> <li>• How to express yourself through hands-on creation</li> <li>• Terms associated with art forms</li> <li>• How the art relates to the beliefs of the South American people then and today</li> </ul>	<b>Skills</b> <i>(As a result of this learning segment, students will be able to...)</i> <ul style="list-style-type: none"> <li>• Produce three-dimensional works of art that relate to the history and culture of South Americans</li> <li>• Critique peer work in a positive manner</li> <li>• Apply terminology, techniques and methods to new forms of art</li> </ul>	<b>Assessments</b> (The above Essential Questions will be assessed with the following formative and summative measures:) <ul style="list-style-type: none"> <li>• Critiques</li> <li>• Observation</li> <li>• Worksheets</li> <li>• Participation</li> <li>• Ability to follow directions</li> <li>• Time management</li> <li>• Random sampling</li> <li>• Weekly sketch assignments</li> <li>• Self-assessment</li> <li>• Do Now</li> <li>• Quiz</li> <li>• Field Trips</li> </ul>	<b>Standards (NJSLs):</b> 1.1.12.D.1, 1.1.12.D.2 1.2.12.A.1, 1.2.12.A.2 1.3.12.D.1, 1.2.12.D.2 1.3.12.D.3, 1.3.12.D.5 1.4.12.A.1, 1.4.12.A.4 1.4.12.B.1		
					<b><u>Technology Standards:</u></b> 8.1.12.A.1, 8.2.12.A.2 8.2.12.C.1
					<b><u>Career Ready Practice:</u></b> CRP1-CRP12
		<b><u>Time Frame:</u></b> 5 weeks			
		<b><u>Materials:</u></b> Internet Resources & Websites, Air drying clay, plaster ½ circles, acrylic paint Felt, sewing needles, glue, string, yarn Popsicle sticks, yarn Samples			

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<b>CONTENT: Cultural Arts- Unit 3</b>			
<b>Theme:</b> Middle Eastern Art- Hand of Fatima, Foil Embossing, Sand Mandalas, & Batik			
<b>Essential Questions:</b> How do cultural beliefs reflect in artwork? How is artwork used to represent beliefs within a culture?		How can we recreate authentic types of crafts and artwork? How do other cultures make impressions on our culture/ society?	
<b>Content</b> <i>(As a result of this learning segment, students will know...)</i>	<b>Skills</b> <i>(As a result of this learning segment, students will be able to...)</i>	<b>Assessments</b> (The above Essential Questions will be assessed with the following formative and summative measures:)	<b>Standards (NJSLs):</b> 1.1.12.D.1, 1.1.12.D.2 1.2.12.A.1, 1.2.12.A.2 1.3.12.D.1, 1.2.12.D.2 1.3.12.D.3, 1.3.12.D.5 1.4.12.A.1, 1.4.12.A.4 1.4.12.B.1
<ul style="list-style-type: none"> <li>• The meaning of cultural artwork</li> <li>• Terms associated with Middle Eastern artwork</li> <li>• How to identify meaning within different types of artwork</li> <li>• How to reproduce cultural works of art with necessary elements</li> </ul>	<ul style="list-style-type: none"> <li>• Produce and create a plaque that represents the hand of Fatima</li> <li>• Utilize colored sand to create a sand mandala</li> <li>• Practice methods used to create historical and cultural artwork</li> <li>• Produce an authentic batik banner using wax and fabric dye.</li> </ul>	<ul style="list-style-type: none"> <li>• Critiques</li> <li>• Observation</li> <li>• Worksheets</li> <li>• Participation</li> <li>• Ability to follow directions</li> <li>• Time management</li> <li>• Random sampling</li> <li>• Weekly sketch assignments</li> <li>• Self-assessment</li> <li>• Do Now</li> <li>• Quiz</li> <li>• Field Trips</li> </ul>	<p><b><u>Technology Standards:</u></b> 8.1.12.A.1 8.2.12.A.2 8.2.12.C.1</p> <p><b><u>Career Ready Practice:</u></b> CRP1-CRP12</p>
			<b>Time Frame:</b> 6 weeks
			<b><u>Materials:</u></b> Internet Resources & Websites, Wood, eye hooks, thin point markers, foil, embossing pencils Sand of multiple colors, designs, glue Wax, wax melters, fabric, dye, clothing line, clothing pins, etc.

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<b>CONTENT: Cultural Arts- Unit 4</b>			
<b>Theme:</b> European Art- Mosaics, Illuminated Letter Boxes, Crochet			
<b>Essential Questions:</b> How do different European eras reflect change in artwork? How is artwork used to represent style and purpose during different European time periods?		How can we recreate authentic types of crafts and artwork? How do other cultures make impressions on our culture/ society?	
<b>Content</b> <i>(As a result of this learning segment, students will know...)</i>	<b>Skills</b> <i>(As a result of this learning segment, students will be able to...)</i>	<b>Assessments</b> (The above Essential Questions will be assessed with the following formative and summative measures:)	<b>Standards (NJSLs):</b> 1.1.12.D.1, 1.1.12.D.2 1.2.12.A.1, 1.2.12.A.2 1.3.12.D.1, 1.2.12.D.2 1.3.12.D.3, 1.3.12.D.5 1.4.12.A.1, 1.4.12.A.4 1.4.12.B.1
<ul style="list-style-type: none"> <li>• The meaning of cultural artwork</li> <li>• Terms associated with Middle Eastern artwork</li> <li>• How to identify purpose within different types of artwork</li> <li>• How to reproduce cultural works of art with necessary elements</li> </ul>	<ul style="list-style-type: none"> <li>• Produce and create a mosaic glass candleholder using methods discussed in class.</li> <li>• Produce an original design in mosaic</li> <li>• Practice methods used to create historical and cultural artwork</li> <li>• Produce an illuminated box inspired by the illuminated manuscript started in Europe</li> <li>• Use old methodologies in yarn work in order to produce modern pieces to use in wardrobe</li> </ul>	<ul style="list-style-type: none"> <li>• Critiques</li> <li>• Observation</li> <li>• Worksheets</li> <li>• Participation</li> <li>• Ability to follow directions</li> <li>• Time management</li> <li>• Random sampling</li> <li>• Weekly sketch assignments</li> <li>• Self-assessment</li> <li>• Do Now</li> <li>• Quiz</li> <li>• Field Trips</li> </ul>	<p><b><u>Technology Standards:</u></b> 8.1.12.A.1 8.2.12.A.2 8.2.12.C.1</p> <p><b><u>Career Ready Practice:</u></b> CRP1-CRP12</p>
			<b><u>Time Frame:</u></b> 7 weeks
			<b><u>Materials:</u></b> Internet Resources & Websites, Glass tiles, grout, gloves, parchment paper, cardboard boxes, string, beads



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<b>CONTENT: Cultural Arts- Unit 5</b>			
<b>Theme:</b> Eastern Art- Lacquer boxes, reed baskets, calligraphy, Origami			
<b>Essential Questions:</b> How do stories affect the history of artwork? How is artwork used to represent style and purpose in Eastern artwork?		How can we recreate authentic types of crafts and artwork? How do other cultures make impressions on our culture/ society?	
<b>Content</b> <i>(As a result of this learning segment, students will know...)</i>	<b>Skills</b> <i>(As a result of this learning segment, students will be able to...)</i>	<b>Assessments</b> (The above Essential Questions will be assessed with the following formative and summative measures:)	<b>Standards (NJSLs):</b> 1.1.12.D.1, 1.1.12.D.2 1.2.12.A.1, 1.2.12.A.2 1.3.12.D.1, 1.2.12.D.2 1.3.12.D.3, 1.3.12.D.5 1.4.12.A.1, 1.4.12.A.4 1.4.12.B.1
<ul style="list-style-type: none"> <li>• The meaning of cultural artwork</li> <li>• Terms associated with Middle Eastern artwork</li> <li>• How to identify purpose within different types of artwork</li> <li>• How to reproduce cultural works of art with necessary elements</li> </ul>	<ul style="list-style-type: none"> <li>• Produce and create lacquer boxes</li> <li>• Discuss modern purpose for lacquer boxes versus present</li> <li>• Produce an original lacquer box using design of choice</li> <li>• Practice methods used to create historical and cultural artwork</li> <li>• Produce an illuminated box inspired by the illuminated manuscript started in Europe</li> <li>• Use old methodologies in yarn work in order to produce modern pieces to use in wardrobe</li> </ul>	<ul style="list-style-type: none"> <li>• Critiques</li> <li>• Observation</li> <li>• Worksheets</li> <li>• Participation</li> <li>• Ability to follow directions</li> <li>• Time management</li> <li>• Random sampling</li> <li>• Weekly sketch assignments</li> <li>• Self-assessment</li> <li>• Do Now</li> <li>• Quiz</li> <li>• Field Trips</li> </ul>	<b><u>Technology Standards:</u></b> 8.1.12.A.1, 8.2.12.A.2 8.2.12.C.1  <b><u>Career Ready Practice:</u></b> CRP1-CRP12
			<b><u>Time Frame:</u></b> 8 weeks
			<b><u>Materials:</u></b> Internet Resources & Websites, Foam-core board, pins, tape, paper Mache, gesso, acrylic paint, reeds, water, buckets, beads, bases, calligraphy markers, parchment paper or rice paper, origami paper and instruction sheets, ppts, handouts, samples

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<b>CONTENT: Cultural Arts- Unit 6</b>			
<b>Theme:</b> Modern America- (Up-cycling t-shirt & paper wreath)			
<b>Essential Questions:</b> How do different European eras reflect change in artwork? How can we recreate authentic types of crafts and artwork?		How do other cultures make impressions on our culture/ society? How is artwork used to represent style and purpose during different European time periods?	
<b>Content</b> <i>(As a result of this learning segment, students will know...)</i>	<b>Skills</b> <i>(As a result of this learning segment, students will be able to...)</i>	<b>Assessments</b> (The above Essential Questions will be assessed with the following formative and summative measures:)	<b>Standards (NJSLs):</b> 1.1.12.D.1, 1.1.12.D.2 1.2.12.A.1, 1.2.12.A.2 1.3.12.D.1, 1.2.12.D.2 1.3.12.D.3, 1.3.12.D.5 1.4.12.A.1, 1.4.12.A.4 1.4.12.B.1
<ul style="list-style-type: none"> <li>• How to compare present vs. history art and how they have changed</li> <li>• Recognize the difference of purpose between artwork then and now</li> <li>• Identify the purpose or reason for reinventing an old material</li> </ul>	<ul style="list-style-type: none"> <li>• Produce and recreate a new material from a previous work of art</li> <li>• Produce an original design using old/ used materials</li> <li>• Utilize art elements and principles to create a new work of art from a discarded material.</li> <li>• Practice methods used to create historical and cultural artwork</li> <li>• Use older history of art in order to produce modern pieces to use in wardrobe</li> </ul>	<ul style="list-style-type: none"> <li>• Critiques</li> <li>• Observation</li> <li>• Worksheets</li> <li>• Participation</li> <li>• Ability to follow directions</li> <li>• Time management</li> <li>• Random sampling</li> <li>• Weekly sketch assignments</li> <li>• Self-assessment</li> <li>• Do Now</li> <li>• Quiz</li> <li>• Video Quiz</li> <li>• Field Trips</li> </ul>	<b><u>Technology Standards:</u></b> 8.1.12.A.1, 8.2.12.A.2 8.2.12.C.1  <b><u>Career Ready Practice:</u></b> CRP1-CRP12
			<b><u>Time Frame:</u></b> 4 weeks
			<b><u>Materials:</u></b> Internet Resources & Websites, Discarded t-shirts, recycled material Visuals, handouts, samples