



SPRINGFIELD PUBLIC SCHOOLS
ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

Springfield Public Schools
Springfield, New Jersey 07081

Art
Grade 5

Curriculum Guide

2021

This curriculum may be modified through varying materials, techniques, and strategies as per an individual student's IEP.

Springfield Board of Education
Approved October 4, 2021

EXTRACT OF THE MINUTES OF A MEETING OF
THE BOARD OF EDUCATION OF
THE TOWNSHIP OF SPRINGFIELD
COUNTY OF UNION, NEW JERSEY
AS RECORDED IN THE OFFICIAL MINUTE BOOK

The Board of Education of the Township of Springfield, in the County of Union, New Jersey, convened in Regular Session on October 4, 2021 at 7:05 PM.

The following members of the Board of Education were present:

Present: Mr. Anthony Delia, Mr. Marc Miller, Mr. Hector Munoz, Mrs. Meredith Murphy, Mrs. Kristy Rubin, Mrs. Paula Saha, Mr. Scott Silverstein

Absent: Mrs. Hilary Turnbull, Mrs. Laura Gamarekian

The following resolution was offered by Mrs. Saha, seconded by Mr. Miller and adopted by the Board of Education by the Roll Call vote as indicated.

TITLE: REVISED CURRICULUM

RESOLVED :

At the recommendation of the Superintendent, to approve the following revised curriculum –

- | | | |
|---------------|---|--------------------|
| • Art Grade 3 | - | Elementary School |
| • Art Grade 4 | - | Elementary School |
| • Art Grade 5 | - | Elementary School. |

ROLL CALL:

Yeas: Unanimous by all Members present.

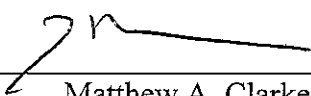
MOTION CARRIED

STATE OF NEW JERSEY)

COUNTY OF UNION)

I, Matthew A. Clarke, Business Administrator/Board Secretary of the Township of Springfield in the County of Union, State of New Jersey, hereby, certify that the foregoing extract from the minutes of the meeting of the Board of Education of said District duly called and held on October 4, 2021 has been compared by me with the original minutes as officially recorded in my Office in the Minute Book of said Township of Springfield Board of Education and is a true, complete copy thereof and of the whole of said original minutes so far as the same relates to the subject matter referred to on said extract. In witness, I have hereunto set my hand and affixed the corporate seal of said Board of Education this 5th day of October 2021.

SEAL



Matthew A. Clarke
Business Administrator/Board Secretary



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Springfield Public Schools Springfield, New Jersey

**Rachel Goldberg
Superintendent of Schools**

**Erica Scudero
Assistant Superintendent of Curriculum and Instruction**

Curriculum Developed By:

Ronald Slate ~ Principal of Thelma L. Sandmeier Elementary School

Dave Rennie ~ Principal of James Caldwell Elementary School

Ashley Bauers~Coordinator of Visual, Performing & Practical Arts

Kim Noto~Art Teacher



Unit Overview Template

Content Area: Visual and Performing Arts	Grade Level: 5	Unit Title: Symbols and Metaphors
Unit Summary: Winter Memory Primary Interdisciplinary Connections: Social Studies, Language Arts 21st Century Themes ☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ ICT Literacy ☐ Information Literacy ☒ Life and Career Skills ☒ Communication and Collaboration ☒ Media Literacy		
Unit Rationale: The students will create a winter memory by using symbols and metaphors by using a variety of art mediums.		
Career Readiness (Standard 9): 9.2,9.4		

Learning Targets

Standards: VA. 1.5 Cr, Pr, Re, Cn; SEL.PK.12.3; SOC.6.1.5; LA.SL.5.5; WRK.9.2.5; TECH.9.4.5	
Content Statements: Creating: Generating and conceptualizing ideas. Presenting: Selecting, analyzing and interpreting work. Responding: Perceiving and analyzing products. Connecting: Synthesizing and relating knowledge and personal experiences to create products. An individual's passions, aptitude & skills can affect his/her employment and earning potential Culture and geography can shape an individual's experiences and perspectives. Social Awareness Interactions of people and events throughout history have shaped the world we experience today. Presentation of Knowledge and Ideas	
CPI#:	Cumulative Progress Indicator (CPI):
1.5.5.Cr1a	Brainstorm & curate ideas to innovatively problem solve during artmaking & design projects.
1.5.5.Pr6a	Discuss how exhibits and museums provide information and in person experiences about concepts and topics.
1.5.5.Re7b	Analyze visual arts including cultural associations.
1.5.5.Cn10a	Create works of art that reflect community cultural traditions. Discuss using formal and conceptual vocabulary.
SOC.6.1.5.Hi storyCC.4	Use evidence to document how the interactions among African, European, and Native American groups impacted their respective cultures.
LA.SL.5.5	Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.
WRK.9.2.5. CAP.3	Identify qualifications needed to pursue traditional and non-traditional careers and occupations.
TECH.9.4.5. GCA.1	Analyze how culture shapes individual and community perspectives and points of view.



SEL.PK-12.3 .4	Demonstrate an awareness of the expectations for social interactions in a variety of settings
Unit Essential Questions: • How does collaboration expand the creative process? • How does the presenting and sharing of objects, artifacts and artworks influence and shape ideas, beliefs and experiences? • How do life experiences influence the way you relate to art? • How does engaging in creating art enrich people's lives?	
Unit Enduring Understandings: • Creativity and innovative thinking are essential life skills that can be developed. • 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. • Visual arts influences understanding of and responses to the world. • Through artmaking, people make meaning by investigating and developing awareness of perceptions, knowledge and experiences.	
Unit Learning Targets: Students will .. • create a winter memory by using their life experiences. • use a variety of mediums to recreate their specific event.	

Evidence of Learning

Summative Assessment: 4 days

Equipment Needed: 8 1/2" x 11" drawing paper, oil pastels, markers, colored pencils

Teacher Resources: Art Historical examples of Currier & Ives as well as Norman Rockwell, examples of various winter scenes both indoor and outdoor.

Formative Assessments:

- Portfolio rubric for student hands on artwork.
- Guided practice.
- Class critique that involves group reflection on the differences between historical references vs personal creations.
- Self reflecting 4 category rubric that demonstrates learning on color blending techniques, color decisions, symbolism choices and overall composition of the winter scene.
- Critique that is written that cites the concepts, vocabulary and skills from the rubrics.



Lesson Plans	
Lesson	Time Frame
Lesson 1 Sketch from memory	1 day
Lesson 2 Final draft with medium choice	2 days
Lesson 3 Class Critique and self critique	1 day
Teacher Notes: Timelines will be adjusted as needed based on district mandated projects. All activities can be modified by splitting up students into smaller groups or participating in the projects from a desk/table.	
Curriculum Development Resources/Technology Resources: <i>Click the links below to access additional resources used to design this unit:</i> http://www.currierandives.com/ http://www.nrm.org/about-2/about-norman-rockwell/	



Lesson Plan 1 Template	
Content Area: Visual and Performing Arts Lesson Title: Sketch from memory Time Frame: 1 day	
Lesson Components	
<u>21st Century Themes</u>	
☒ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy ☐ Civic Literacy ☐ Health Literacy	
<u>21st Century Skills</u>	
☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy ☒ Life and Career Skills ☐ Communication and Collaboration ☒ Media Literacy ☐ ICT Literacy	
Interdisciplinary Connections: Social Studies: Discuss and compare/contrast art created by Currier & Ives vs. Norman Rockwell	
Integration of Technology: Students research various websites to find information about winter scenes created throughout history. Projection of Currier & Ives as well as Norman Rockwell examples for a comparison discussion to winter scenes created today.	
Equipment Needed: sketchbook, paper, pencils	

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • think, pair and share about winter memories. • choose one memory and list key symbols from that scene. • sketch from memory.	Lesson Sequence 1. Project winter scenes of Currier & Ives. 2. Ask students to brainstorm ideas of things that happen during the winter. 3. Sketch a winter memory in their sketchbook. 4. Reflective Discussions	• Visual Monitoring • Guided practice • Student compilation of ideas in sketchbooks
Differentiation: Group investigation: The lesson will allow students to work together as a group to identify winter scenes throughout the world as well as discover the meanings behind various symbols and colors used. Think, Pair, Share by readiness, interest, learning style: Students will discuss and decide which winter scenes had an impact on their own decision making for their own creation.		
Resources Provided: • Laptop and projector to display indoor and outdoor winter scene examples for class discussion. • iPads for students to research winter scenes created by Currier & Ives as well as Norman Rockwell with a group. • iPads for students to research and discuss the different techniques and materials used to color each winter scene.		



Lesson Plan 2 Template	
Content Area: Visual and Performing Arts	Lesson Title: Final Draft with medium choice
Time Frame: 2 days	
Lesson Components	
<u>21st Century Themes</u>	
☒ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy ☐ Civic Literacy ☐ Health Literacy	
<u>21st Century Skills</u>	
☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy ☒ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy	
Interdisciplinary Connections: Social Studies: Paintings and drawings of winter scenes are done for various reasons. Throughout history, different materials and mediums were used to further emphasize the symbolism for each winter scene.	
Integration of Technology: iPads for students to research and discuss the different techniques and materials used to color each winter scene.	
Equipment Needed: sketchbook, 8 1/2" x 11" drawing paper, oil pastels, markers, colored pencils	

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - experiment with the variety of mediums. - choose 1 or a combination of many mediums to apply color.	Lesson Sequence - Demonstrate the proper use of all mediums. - Students will experiment with all of the mediums provided in their sketchbooks. - Students will pencil sketch the memory on the final draft. - Choice of medium(s) will be utilized to apply color - Clean Up - Reflective Discussions	- Visual Monitoring - Students' artwork - Portfolio rubric for student hands on artwork. - Group reflection on the differences between historical references vs personal creations.
Differentiation: Independent research and projects: Students will have a choice of which mediums(Markers, oil pastels, crayons, colored pencils) will be utilized to create a winter scene from their own perspective.		
Resources Provided: - iPads for students to research winter scenes if needed for photo references to draw from. - iPads for students to research and discuss the different techniques and materials used to create their own personal winter scene.		



Lesson Plan 3 Template		
Content Area: Visual and Performing Arts	Lesson Title: Critique	Time Frame: 1 day
Lesson Components		
<u>21st Century Themes</u>		
☒ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy ☐ Civic Literacy ☐ Health Literacy		
<u>21st Century Skills</u>		
☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy ☐ Life and Career Skills ☐ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy		
Interdisciplinary Connections: Language Arts: Follow the language art curriculum and standards to ensure proper demonstration of ideas and thoughts.		
Integration of Technology: Projection of winter scenes vs. students' work		
Equipment Needed: Paper, pencils, rubrics		

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - students will be able to assess and critique the effectiveness of the application of the elements of art and principles of design in the artwork of their classmates during critique. - present their winter scene to the class and have the opportunity to explain why they chose certain design elements and colors.	Lesson Sequence - Is there a piece you would like to talk about? - Why do you like this winter memory? - Do you think about this memory and why? - Can you tell if the student/artist has used emotion when creating this composition?	- Self reflecting 4 category rubric that demonstrates learning on color blending techniques, color decisions, symbolism choices and overall composition of the winter scene. - Class critique that involves group reflection on the differences between historical references vs personal creations. - Critique that is written that cites the concepts, vocabulary and skills from the rubrics.
Differentiation: Open ended activities: Class discussion about suggestions and reflection of winter scenes. Leveled rubrics: Self reflective rubrics will be utilized to assess themselves as well as assist them in properly critiquing others projects.		
Resources Provided: - Examples of student work - Self reflecting 4 category rubric		



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Lesson Reflection

Reflect on the lesson you have developed and rate the degree to which the lesson *Strongly, Moderately* or *Weakly* meets the criteria below.

Lesson Activities	Strongly	Moderately	Weakly
Are challenging Strongly and require higher order thinking and problem solving skills	☒	☐	☐
Allow for student choice	☒	☐	☐
Provide scaffolding for acquiring targeted knowledge/skills	☒	☐	☐
Integrate global perspectives	☐	☒	☐
Integrate 21st century skills	☐	☒	☐
Provide opportunities for interdisciplinary connection and transfer of knowledge and skills	☒	☐	☐
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills	☐	☒	☐
Are varied to address different student learning styles and preferences	☒	☐	☐
Are differentiated based on student needs	☒	☐	☐
Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process	☒	☐	☐
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives	☒	☐	☐
Provide opportunities for student reflection and self- assessment	☒	☐	☐
Provide data to inform and adjust instruction to better meet the varying needs of learners	☒	☐	☐

Curriculum Design Template

Content Area: Visual and Performing Arts Grade Level: 5 Course Title: Symbols and Metaphors	
Created: Kim Noto	Board Approved on:



Unit Overview Template

Content Area: Visual and Performing Arts	Grade Level: 5	Unit Title: Expressive Line/Expressive Cube
Unit Summary: Expressive Line Primary Interdisciplinary Connections: Math, Language Arts 21st Century Themes ☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ ICT Literacy ☐ Information Literacy ☐ Life and Career Skills ☐ Communication and Collaboration ☐ Media Literacy		
Unit Rationale: The students will utilize line as the sole component for art making. Various properties of what makes up a LINE as well as different directions of LINE will be used to create a composition.		
Career Readiness (Standard 9): 9.2,9.4		

Learning Targets

Standards: VA. 1.5 Cr, Pr, Re, Cn; MA.5.G.B.3; LA.W.5.8; SEL.PK.12.2,12.3; WRK.9.2.5.CAP.3; TECH.9.4.5.DC.4	
Content Statements: Creating: Generating and conceptualizing ideas. Presenting: Selecting, analyzing and interpreting work. Responding: Perceiving and analyzing products. Connecting: Synthesizing and relating knowledge and personal experiences to create products. Social Awareness Self-Management An individual's passions, aptitude and skills can affect his/her employment and earning potential. Sending and receiving copies of media on the internet creates the opportunity for unauthorized use of data, such as personally owned video, photos, and music. Classify two- dimensional figures into categories based on their properties. Research to Build and Present Knowledge.	
CPI#:	Cumulative Progress Indicator (CPI):
1.5.5.Cr2a	Experiment and develop skills in multiple art-making techniques and approaches, through invention and practice.
1.5.5.Cr2c	Individually or collaboratively represent environments or objects of personal significance that includes a process of peer discussion, revision and refinement.
1.5.5.Pr4a	Define and analyze the responsibilities of a curator in preserving and presenting artifacts or artwork.
1.5.5.Pr5a	Prepare and present artwork safely and effectively.
1.5.5.Re7a	Speculate about artistic processes. Interpret and compare works of art and other responses.
1.5.5.Re7b	Analyze visual arts including cultural associations.



1.5.5.Re8a	Interpret ideas and mood in artworks by analyzing form, structure, context, subject, and visual elements.
1.5.5.Cn10a	Create works of art that reflect community cultural traditions. Discuss using formal and conceptual vocabulary.
1.5.5.Cn11a	Communicate how art is used to inform the values, beliefs and culture of an individual or society.
MA.5.G.B.3	Understand that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category.
LA.W.5.8	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
SEL.PK-12.2.1	Demonstrate and awareness of the differences among individuals, groups and others' cultural backgrounds
SEL.PK-12.3.2	Demonstrate and awareness of the differences among individuals, groups and others' cultural backgrounds
WRK.9.2.5.CAP.3	Identify qualifications needed to pursue traditional and non-traditional careers and occupations.
TECH.9.4.5.DC.4	Model safe, legal, and ethical behavior when using online or offline technology

Unit Essential Questions:

- How do artists and designers determine whether a particular direction in their work is effective?
- Why do people value objects, artifacts and artworks, and select them for presentation?
- How does refining artwork affect its meaning to the viewer?
- What can we learn from our responses to art?
- What is the value of engaging in the process of art criticism?
- How does making art attune people to their surroundings?
- How does art preserve aspects of life?

Unit Enduring Understandings:

- Artists and designers balance experimentation and safety, freedom and responsibility, while developing and creating artworks.
- Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting, and curating objects, artifacts, and artworks for preservation and presentation.
- 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.
- Visual arts influences understanding of and responses to the world.
- People gain insights into meanings of artworks by engaging in the process of art criticism.



- Through artmaking, people make meaning by investigating and developing awareness of perceptions, knowledge and experiences.
- People develop ideas and understandings of society, culture and history through their interactions with and analysis of art.

Unit Learning Targets:

Students will ...

- utilize lines to express movement, energy and emotion through the creation of art.
- compose a body of work using line markings and color in conjunction with art principles to develop and enhance a composition unique and personal to them.
- flat two dimensional figures can be transformed into three dimensional objects.

Evidence of Learning

Summative Assessment: 8 days

Equipment Needed: Paper, markers, tape, cube pattern

Teacher Resources: Art Historical References of Abstract Expressionism, Cube nets interactive website

Formative Assessments:

- Portfolio rubric for student hands on artwork.
- Class critique that involves group reflection on the differences between historical references vs personal creations.
- Guided practice.
- Self reflecting 4 category rubric that demonstrates learning of cube building techniques, line decisions, color choices and overall construction of the cube.
- Critique that is written that cites the concepts, vocabulary and skills from the rubrics.

Lesson Plans

Lesson	Time Frame
Lesson 1 Introduction to Abstract Expression/ Line Composition	3 days
Lesson 2 Expressive Line Cube	4 days
Lesson 3 Class Critique and self critique	1 day

Teacher Notes: Timelines will be adjusted as needed based on district mandated projects. All activities can be modified by splitting up students into smaller groups or participating in the projects from a desk/table.

Curriculum Development Resources/Technology Resources:

Click the links below to access additional resources used to design this unit:

http://www.artsconnected.org/toolkit/encyc_linetypes.html

http://en.wikipedia.org/wiki/Elements_of_art#Line

<http://illuminations.nctm.org/Activity.aspx?id=3544>



Lesson Plan 1 Template	
Content Area: Visual and Performing Arts	Lesson Title: Introduction to Abstract Expression/Line Composition
	Time Frame: 3 days
Lesson Components	
<u>21st Century Themes</u>	
☒ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy ☐ Civic Literacy ☐ Health Literacy	
<u>21st Century Skills</u>	
☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy ☐ Life and Career Skills ☐ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy	
Interdisciplinary Connections:	
Mathematics: Understand that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category.	
Integration of Technology:	
Students research various websites to find information about Jackson Pollock and the art style, Abstract Expressionism.	
Projection of Abstract Expressionism examples throughout history as well as the ones found in society today.	
Equipment Needed:	
Projector, iPads	

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - demonstrate an understanding that line, shape, pattern and space can be used to create an artwork. - identify the art style, Abstract Expressionism - Think, pair, share to decide how many of the abstract designs display at least 4 of the seven art elements.	Lesson Sequence - Review the line lesson by talking about different kinds of lines. - Point out that lines create shapes and that repeating lines, shapes create patterns. - Ask how the shapes could be more noticeable in the picture. - Explain that shapes that are filled in are different, more noticeable than other shapes. - Ask if a shape is darker, does it appear to be	- Visual Monitoring - Student compilation of ideas in sketchbooks - Guided practice



	farther back in the picture area. 6. Explain that darker objects appear farther back in the picture area. 7. Lighter objects appear to come forward in the picture area. 8. Objects that appear farther back or closer creates a feeling of depth in the picture. 9. Demonstrate how the different sizes, thicknesses, and directions of line combined can create a composition. 10. Through the use of line figures we can create our own abstract work of art to express emotions or feelings. What emotions or feelings can you convey in an abstract way using lines? 11. Create a unique composition using lines, apply color to drawing. 12. Reflective Discussions	
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Differentiation:

The lesson will allow students to have the freedom of choice when combining different directions of LINE.

Resources Provided:

- Laptop and projector to display Jackson Pollock's abstract examples as well as modern day examples for class discussion
- iPads and laptops for students to research visual and factual information about Abstract Expressionism with a group.
- iPads and laptops for students to research and discuss the different techniques used to create the particular abstract compositions.



Lesson Plan 2 Template	
Content Area: Visual and Performing Arts Lesson Title: Expressive Line Cube Time Frame: 4 days	
Lesson Components	
<u>21st Century Themes</u>	
☒ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy ☐ Civic Literacy ☐ Health Literacy	
<u>21st Century Skills</u>	
☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy ☐ Life and Career Skills ☐ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy	
Interdisciplinary Connections:	
Mathematics: This is cross curricular with Geometry as they use nets made up of squares, and use the nets to identify which ones will form a cube form.	
Integration of Technology:	
Students in a group will work together to examine the net interactive website. They will discuss and decide which of the 24 net designs would form a cube if folded. Each group will receive a laptop and/or iPad to check their answers on the interactive website.	
Equipment Needed:	
Projector, iPads, laptops	

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - transform a two dimensional object into a three dimensional form. - Work with patterns to create a series of artworks. - Work dimensionally - Think, pair, share to decide which nets can be transformed into cubes if they were to be folded.	Lesson Sequence - Can something flat like a piece of paper be transformed into something? - What are some ways that a three dimensional form can be created? - Demonstrate how the pattern can be folded together to create a cube. - Explain that the pattern is a “net” that is a two-dimensional figure that can be folded into a three-dimensional object. - Each table is a group that will work together to examine the net worksheet. - They will discuss and decide which of the 24 net	- Visual Monitoring - Group reflection on the differences between the cube nets shown on the interactive website vs the pattern provided



	designs would form a cube if folded. 7. Observe learners, encouraging and reinforcing their efforts. 8. Each group will receive a laptop and/or iPad to check their answers on the interactive website. 9. Trace the provided pattern 10. Cut and fold according to the pattern 11. Draw different line designs on each side of the cube 12. Trace over each line with a black sharpie markers. 13. Students will receive their cube patterns and fold them according to the pattern. 14. String will be taped to the inside of the pattern. 15. Apply tacky glue to the bottom tab and align to the opposite end of the pattern. 16. Continue to add glue to the remaining tabs and close the other two sides. 17. Evaluate and apply formative assessments. 18. Reflective Discussion	
Differentiation: Multiple intelligence options: The interactive website offers a visual for students to see the flat "cube net" transform into a three dimensional cube.		
Resources Provided: ● iPads and laptops are utilized for students to participate in the interactive website about cube nets.		



Lesson Plan 3 Template		
Content Area: Visual and Performing Arts	Lesson Title: Critique	Time Frame: 1 day
Lesson Components		
<u>21st Century Themes</u>		
☒ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy ☐ Civic Literacy ☐ Health Literacy		
<u>21st Century Skills</u>		
☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☒ Information Literacy ☒ Life and Career Skills ☒ Communication and Collaboration ☒ Media Literacy ☐ ICT Literacy		
Interdisciplinary Connections: Language Arts: Follow the language art curriculum and standards to ensure proper demonstration of ideas and thoughts.		
Integration of Technology: Projection of modern day cubes done by current artists throughout the world		
Equipment Needed: Paper, pencils, rubrics		

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - be able to assess and critique the effectiveness of the application of the elements of art and principles of design in the artwork of their classmates during critique. - present their cube to the class and have the opportunity to explain why they chose certain design elements and colors.	Lesson Sequence - Is there a piece you would like to talk about? - Why do you like this line composition? - Do you think this composition resembles any particular emotion? - How can you tell if the student/artist has used emotion when creating the lines? - What types of lines has the student used?	- Self reflecting 4 category rubric that demonstrates learning on cube building techniques, color decisions, abstract choices and overall construction of the cube. - Class critique that involves group reflection on the differences between historical references vs personal creations. - Critique that is written that cites the concepts, vocabulary and skills from the rubrics.
Differentiation: Open ended activities: Class discussion about suggestions and reflection of cubes. Leveled rubrics: Self reflective rubrics will be utilized to assess themselves as well as assist them in properly critiquing others projects.		
Resources Provided: - Examples of student work - Self reflecting 4 category rubric		



Lesson Reflection			
Reflect on the lesson you have developed and rate the degree to which the lesson <i>Strongly</i> , <i>Moderately</i> or <i>Weakly</i> meets the criteria below.			
Lesson Activities	Strongly	Moderately	Weakly
Are challenging Strongly and require higher order thinking and problem solving skills	☒	☐	☐
Allow for student choice	☒	☐	☐
Provide scaffolding for acquiring targeted knowledge/skills	☒	☐	☐
Integrate global perspectives	☒	☐	☐
Integrate 21st century skills	☒	☐	☐
Provide opportunities for interdisciplinary connection and transfer of knowledge and skills	☒	☐	☐
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills	☒	☐	☐
Are varied to address different student learning styles and preferences	☒	☐	☐
Are differentiated based on student needs	☒	☐	☐
Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process	☐	☒	☐
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives	☒	☐	☐
Provide opportunities for student reflection and self- assessment	☒	☐	☐
Provide data to inform and adjust instruction to better meet the varying needs of learners	☐	☒	☐

Curriculum Design Template		
Content Area: Visual and Performing Arts	Grade Level: 5	Course Title: Expressive Line/Expressive Cube
Created: Kim Noto	Board Approved on:	



Unit Overview Template

Content Area: Visual and Performing Arts	Grade Level: 5	Unit Title: Masks
Unit Summary: Symbolic Tribal Masks Primary Interdisciplinary Connections: Social Studies, Language Arts 21st Century Themes ☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ ICT Literacy ☐ Information Literacy ☒ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy		
Unit Rationale: The students will utilize form and shape to create a low relief mask by using additive and subtractive methods of sculptural building.		
Career Readiness (Standard 9): 9.2,9.4		

Learning Targets

Standards: VA. 1.5 Cr, Pr, Re, Cn; SOC.6.1.5.HistoryUP.2; LA.SL.5.5; SEL.PK.12.2; WRK.9.2.5.CAP.1; TECH.9.4.5.DC.6	
Content Statements: Creating: Generating and conceptualizing ideas. Presenting: Selecting, analyzing and interpreting work. Responding: Perceiving and analyzing products. Connecting: Synthesizing and relating knowledge and personal experiences to create products. Self Management An individual's passions, aptitude and skills can affect his/her employment and earning potential. Digital tools have positively and negatively changed the way people interact socially. Events may be viewed differently based on one's perspective. Presentation of Knowledge and Ideas.	
CPI#:	Cumulative Progress Indicator (CPI):
1.5.5.Cr1b	Individually and collaboratively set goals, investigate, choose, and demonstrate diverse approaches to art-making that is meaningful to the makers.
1.5.5.Pr6a	Discuss how exhibits and museums provide information and in person experiences about concepts and topics.
1.5.5.Re9a	Identify different evaluative criteria for different types of artwork dependent on genre, historical and cultural contexts.
1.5.5.Cn11a	Communicate how art is used to inform the values, beliefs and culture of an individual or society.
SOC.6.1.5.HistoryUP.2	Compare and contrast forms of governance, belief systems, and family structures among African, European, and Native American groups.
LA.SL.5.5	Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.
SEL.PK-12.2.2	Recognize the skills needed to establish and achieve personal and educational goals



WRK.9.2.5.CAP. 1	Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.
TECH.9.4.5.DC. 6	Compare and contrast how digital tools have changed social interactions
Unit Essential Questions: • How does knowing the contexts, histories, and traditions of art forms help us create works of art and design? • How does the presenting and sharing of objects, artifacts and artworks influence and shape ideas, beliefs and experiences? • How and why might criteria vary? • How does art help us understand the lives of people of different times, places and cultures?	
Unit Enduring Understandings: • Creativity and innovative thinking are essential life skills that can be developed. • 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. • People evaluate art based on various criteria. • People develop ideas and understandings of society, culture and history through their interactions with and analysis of art.	
Unit Learning Targets: <i>Students will....</i> • utilize symbols, colors and three dimensional features to create a symbolic mask. • utilize form and shape to create a low relief mask. • explore the symbolic nature of the mask subject.	

Evidence of Learning

Summative Assessment: 5 days

Equipment Needed: Paper, pencils, cardboard, glue, paint, scissors, markers

Teacher Resources: Art Historical References of tribal masks, examples of sculptural methods and techniques (Additive and Subtractive)

Formative Assessments:

- Portfolio rubric for student hands on artwork.
- Class critique that involves group reflection on the differences between historical references vs personal creations.
- Guided practice.
- Self reflecting 4 category rubric that demonstrates learning on mask building techniques, color decisions, symbolism choices and overall construction of the mask.
- Critique that is written that cites the concepts, vocabulary and skills from the rubrics.



Lesson Plans	
Lesson	Time Frame
Lesson 1 Introduction to Tribal masks throughout the world and meaning of symbols	1 day
Lesson 2 Mask Making	3 days
Lesson 3 Class Critique and self critique	1 day
Teacher Notes: Timelines will be adjusted as needed based on district mandated projects. All activities can be modified by splitting up students into smaller groups or participating in the projects from a desk/table.	
Curriculum Development Resources/Technology Resources: <i>Click the links below to access additional resources used to design this unit:</i> http://www.artyfactory.com/africanmasks/ http://www.ibtimes.com/mardi-gras-history-facts-real-meaning-behind-these-5-fat-tuesday-traditions-1558852	



Lesson Plan 1 Template	
Content Area: Visual and Performing Arts masks throughout the world and meaning of symbols	Lesson Title: Introduction to Tribal Time Frame: 1 day
Lesson Components	
<u>21st Century Themes</u>	
☒ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy ☐ Civic Literacy ☐ Health Literacy	
<u>21st Century Skills</u>	
☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☒ Information Literacy ☒ Life and Career Skills ☒ Communication and Collaboration ☒ Media Literacy ☒ ICT Literacy	
Interdisciplinary Connections: Social Studies: Masks used throughout history and the meanings behind the various cultures that utilized them.	
Integration of Technology: Students research various websites to find information about the significance of masks throughout history. Projection of Mask examples throughout history as well as ones found in society today.	
Equipment Needed: Projector, iPads	

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - research tribal masks and explore the world around them - explore the symbolic nature of mask subject - think, pair, share to decide what masks have additive and/or subtractive methods	Lesson Sequence - Consider why native cultures make masks. - Research mask headdress, masks as decoration. - Form groups to research and discuss meanings of masks. - Sketch mask ideas by using historical references as influences. - Label each area where additive and subtractive methods will be used. - Color the sections of the mask and explain why certain colors were used.	- Visual Monitoring - Student compilation of ideas in sketchbooks - Guided practice
Differentiation: Group investigation: The lesson will allow students to work together as a group to identify masks throughout the world as well as discover the meanings behind various symbols and colors used.		



Think, Pair, Share by readiness, interest, learning style: Students will discuss and decide which masks will be used as an influence for their individual creation of a mask.

Resources Provided:

- Laptop and projector to display tribal mask and Mardi Gras examples for class discussion
- iPads for students to research masks with a group
- iPads for students to research and discuss the different techniques used to construct each mask.



Lesson Plan 2 Template		
Content Area: Visual and Performing Arts Lesson Title: Mask Making		Time Frame: 3 days
Lesson Components		
<u>21st Century Themes</u>		
☒ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy ☐ Civic Literacy ☐ Health Literacy		
<u>21st Century Skills</u>		
☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy ☐ Life and Career Skills ☒ Communication and Collaboration ☒ Media Literacy ☐ ICT Literacy		
Interdisciplinary Connections: Social Studies: Masks are constructed in various ways and many different materials are used to make them. Additive and Subtractive methods are utilized to emphasize more or less meaning to them as well.		
Integration of Technology: Projection of mask examples to discuss the different techniques used to construct each mask(Additive vs Subtractive).		
Equipment Needed: Projector, iPads		

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - utilize form and shape to create a low relief mask. - use negative shapes to further emphasize certain features of the mask. - incorporate color as another element for the symbolic meaning of the mask.	Lesson Sequence - Open discussion on the discipline of mask making in cultures throughout the world. - Introduce the concept that many tribal masks are metaphorical, using animals to represent traits spirits have. - Ask students to define negative space. Move discussion to negative versus positive space. Draw shapes on board, identifying and illustrating negative space. - Set parameters of the lesson, i.e. 3 layers in at least two places on a mask.	- Visual Monitoring - Group reflection on the differences between historical references vs personal creations. - Portfolio rubric for student hands on artwork.



	5. Demo construction of mask, use of shapes in scrap box to create mask, how to use scissors safely, gluing three dimensional pieces, etc. 6. Demo use of tempera paints. 7. Distribute materials, start art activity 8. Move among learners, checking for understanding, raising expectations, encouraging, probing. 9. Hold up examples of work during class to draw others in activity 10. Review progress of masks at end of class 11. Clean Up 12. Reflective Discussion of masks	
Differentiation: Independent research and projects: Students will have a choice of which techniques(Additive and Subtractive) will be utilized to create a low relief mask.		
Resources Provided: ● iPads for students to research masks if needed for photo references to draw and/or construct from. ● iPads for students to research and discuss the different techniques used to construct each mask.		



Lesson Plan 3 Template		
Content Area: Visual and Performing Arts	Lesson Title: Critique	Time Frame: 1 day
Lesson Components		
<u>21st Century Themes</u>		
☒ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy ☐ Civic Literacy ☐ Health Literacy		
<u>21st Century Skills</u>		
☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy ☒ Life and Career Skills ☒ Communication and Collaboration ☒ Media Literacy ☐ ICT Literacy		
Interdisciplinary Connections: Language Arts: Follow the language art curriculum and standards to ensure proper demonstration of ideas and thoughts.		
Integration of Technology: Projection of Tribal/Mardi Gras masks vs. students' work		
Equipment Needed: Paper, pencils, rubrics		

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - be able to assess and critique the effectiveness of the application of the elements of art and principles of design in the artwork of their classmates during critique. - present their masks to the class and have the opportunity to explain why they chose certain design elements and colors.	Lesson Sequence - Display masks and elicit comments from class - Ask students to present their masks - Floor is open for questions and comments	- Self reflecting 4 category rubric that demonstrates learning on mask building techniques, color decisions, symbolism choices and overall construction of the mask. - Class critique that involves group reflection on the differences between historical references vs personal creations. - Critique that is written that cites the concepts, vocabulary and skills from the rubrics.
Differentiation: Open ended activities: Class discussion about suggestions and reflection of masks. Leveled rubrics: Self reflective rubrics will be utilized to assess themselves as well as assist them in properly critiquing others projects.		
Resources Provided: - Examples of student work - Self reflecting 4 category rubric		



Lesson Reflection

Reflect on the lesson you have developed and rate the degree to which the lesson *Strongly*, *Moderately* or *Weakly* meets the criteria below.

Lesson Activities	Strongly	Moderately	Weakly
Are challenging Strongly and require higher order thinking and problem solving skills	☒	☐	☐
Allow for student choice	☒	☐	☐
Provide scaffolding for acquiring targeted knowledge/skills	☐	☒	☐
Integrate global perspectives	☒	☐	☐
Integrate 21st century skills	☒	☐	☐
Provide opportunities for interdisciplinary connection and transfer of knowledge and skills	☒	☐	☐
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills	☒	☐	☐
Are varied to address different student learning styles and preferences	☒	☐	☐
Are differentiated based on student needs	☒	☐	☐
Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process	☒	☐	☐
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives	☒	☐	☐
Provide opportunities for student reflection and self- assessment	☒	☐	☐
Provide data to inform and adjust instruction to better meet the varying needs of learners	☐	☒	☐

Curriculum Design Template

Content Area: Visual and Performing Arts	Grade Level: 5	Course Title: Masks
Created: Kim Noto	Board Approved on:	



Unit Overview Template

Content Area: Visual and Performing Arts	Grade Level: 5	Unit Title: Self-Portraits
Unit Summary: Pop Art inspired self-portraits Primary Interdisciplinary Connections: Language Arts; Social Studies, Technology 21st Century Themes ☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ ICT Literacy ☒ Information Literacy ☐ Life and Career Skills ☐ Communication and Collaboration ☒ Media Literacy		
Unit Rationale: The students will demonstrate an ability to use digital and traditional media to produce a self-portrait .		
Career Readiness (Standard 9): 9.2, 9.4		

Learning Targets

Standards: VA. 1.5 Cr, Pr, Re, Cn; LA.5; SOC.6.1.5.GeoPP.1; SEL.PK-12.4; WRK.9.2.5.CAP.4; TECH.9.4.5.DC.4	
Content Statements: Creating: Generating and conceptualizing ideas. Presenting: Selecting, analyzing and interpreting work. Responding: Perceiving and analyzing products. Connecting: Synthesizing and relating knowledge and personal experiences to create products. An individual's passions, aptitude and skills can affect his/her employment and earning potential. Sending and receiving copies of media on the internet creates the opportunity for unauthorized use of data, such as personally owned video, photos, and music. Responsible Decision-Making Writing Regions form and change as a result of unique physical characteristics conditions, economies, and cultures.	
CPI#:	Cumulative Progress Indicator (CPI):
1.5.5.Cr2a	Experiment and develop skills in multiple art-making techniques and approaches, through invention and practice.
1.5.5.Pr6a	Discuss how exhibits and museums provide information and in person experiences about concepts and topics.
1.5.5.Re7a	Speculate about artistic processes. Interpret and compare works of art and other responses.
1.5.5.Cn11a	Communicate how art is used to inform the values, beliefs and culture of an individual or society.
LA.5.W.5.3.B	Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.
SOC.6.1.5.GeoPP.1	Compare and contrast characteristics of regions in the United States based on culture, economics, and physical characteristics to understand the concept of regionalism.



WRK.9.2.5.CAP. 4	Explain the reasons why some jobs and careers require specific training, skills, and certification (e.g., life guards, child care, medicine, education) and examples of these requirements.
TECH.9.4.5.DC. 4	Model safe, legal, and ethical behavior when using online or offline technology
SEL.PK-12.4.2	Identify the consequences associated with one's actions in order to make constructive choices

Unit Essential Questions:

- How do artists and designers create works of art or design that effectively communicate?
- How does the presenting and sharing of objects, artifacts and artworks influence and shape ideas, beliefs and experiences?
- How do visual arts influence our views of the world?
- How does art help us understand the lives of people of different times, places and cultures?

Unit Enduring Understandings:

- People create and interact with objects, places and design that define, shape, enhance, and empower their lives.
- 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.
- 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.
- People develop ideas and understandings of society, culture and history through their interactions with and analysis of art.

Unit Learning Targets:

Students will....

- demonstrate an ability to use digital and traditional media to produce a self-portrait.
- be able to write about their artwork.
- be able to correlate language arts and art.
- be able to correlate technology and art.

Evidence of Learning

Summative Assessment: 5 days

Equipment Needed: digital cameras, 4 photocopies of each students' face, highlighters

Teacher Resources: Art Historical examples of Pop Art artists, examples of Pop art and the use of bright colors and the use of silk screen printing technique.

Formative Assessments:

- Portfolio rubric for student hands on artwork.
- Class critique that involves group reflection on the differences between historical references vs personal creations.



- Teacher Observation
- Guided practice.
- Self reflecting 4 category rubric that demonstrates learning on pop art techniques, color decisions, digital photography and overall composition of the pop art design
- Critique that is written that cites the concepts, vocabulary and skills from the rubrics.

Lesson Plans	
Lesson	Time Frame
Lesson 1 Digital Photos of classmates	1 day
Lesson 2 Highlighter application	2 days
Lesson 3 Class Critique and self critique	1 day
Teacher Notes: Timelines will be adjusted as needed based on district mandated projects. All activities can be modified by splitting up students into smaller groups or participating in the projects from a desk/table.	
Curriculum Development Resources/Technology Resources: <i>Click the links below to access additional resources used to design this unit:</i> http://www.christies.com/features/andy-warhol-and-the-art-of-screenprinting-2752-1.aspx http://www.phillips.com/detail/ANDY-WARHOL/NY010313/25	



Lesson Plan 1 Template	
Content Area: Visual and Performing Arts	Lesson Title: Digital Photography of a classmate Time Frame: 1 day
Lesson Components	
<u>21st Century Themes</u>	
☒ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy ☐ Civic Literacy ☐ Health Literacy	
<u>21st Century Skills</u>	
☒ Creativity and Innovation ☐ Critical Thinking and Problem Solving ☐ Information Literacy ☐ Life and Career Skills ☐ Communication and Collaboration ☒ Media Literacy ☐ ICT Literacy	
Interdisciplinary Connections: Technology: Use of digital cameras to take a photo of a partner as well as laptops to import the photos into iPhoto.	
Integration of Technology: Students will take digital photos of a partner. Students will utilize laptops to import photos, crop and edit them in iPhoto.	
Equipment Needed: digital cameras, laptops, printer	

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - learn the different options of a camera - take photos of fellow students with a digital camera. - import the photos into iPhoto and crop, edit and choose 1 photo to print out.	Lesson Sequence - Choose a classmate to work together with. - Take turns taking photos of classmate only focusing on the head and neck. - Import photos into iPhoto. - Crop the desired area. - Change the exposure if needed to brighter or darker. - Select the portrait that will be printed. - Sketch a self portrait in sketchbook to experiment with various color options for the pop art style recreation. - Reflective Discussions	- Visual Monitoring - Guided practice - Student compilation of ideas in sketchbooks
Differentiation: Work together to integrate technology and take photos of a classmate. Rotation through stations to take digital photos and import into laptops.		
Resources Provided: - Digital cameras for partners to take photos of each other. - Laptop and projector to display Digital Photography References for class discussion.		



Lesson Plan 2 Template	
Content Area: Visual and Performing Arts Lesson Title: Pop Art Self-Portrait Time Frame: 2 days	
Lesson Components	
<u>21st Century Themes</u>	
☒ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy ☐ Civic Literacy ☐ Health Literacy	
<u>21st Century Skills</u>	
☒ Creativity and Innovation ☐ Critical Thinking and Problem Solving ☐ Information Literacy ☒ Life and Career Skills ☐ Communication and Collaboration ☒ Media Literacy ☐ ICT Literacy	
Interdisciplinary Connections: Social Studies: Pop Art and the everyday items that were portrayed in the art during that time period. The artist, Andy Warhol, will be specifically focused on.	
Integration of Technology: Projection of Andy Warhol examples to discuss the differences and similarities of Pop Art created today to the art done in the 1950's. iPads for students to research Pop Art with a group	
Equipment Needed: Projector, highlighters, 4 photocopies of each students' face	

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • identify the Pop Art Movement. • investigate art history websites featuring artwork and artists of this time. • overlay highlighters onto the digital photo.	Lesson Sequence 1. Demonstrate highlighter overlay. 2. Hand out highlighters. 3. Start students on self-portraits. 4. Color all 4 self-portraits. 5. Do not add features or accessories. 6. Refer to Warhol's portraits to have similar color overlays. 7. Collect artwork at the end of the session. 8. Clean Up 9. Reflective Discussions	• Visual Monitoring • Group reflection on the differences between historical references vs personal creations. • Portfolio rubric for student hands on artwork.
Differentiation: Independent research and project: Students will research various Pop Art examples and have the choice of colors and locations of their portraits that they will alter.		
Resources Provided: Art Historical examples of Pop Art artists • Visuals of Pop art and the use of bright colors and the use of silk screen printing		



Lesson Plan 3 Template	
Content Area: Visual and Performing Arts Lesson Title: Presentation of Self-Portrait and Creative Story: Class Critique(Reflection of Story and Self-Portrait)CritiqueTime Frame: 1 day	
Lesson Components	
<u>21st Century Themes</u>	
☒ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy ☐ Civic Literacy ☐ Health Literacy	
<u>21st Century Skills</u>	
☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☒ Information Literacy ☐ Life and Career Skills ☒ Communication and Collaboration ☒ Media Literacy ☐ ICT Literacy	
Interdisciplinary Connections:	
Language Arts: Follow the language art curriculum and standards to ensure proper demonstration of ideas and thoughts.	
Integration of Technology: Projection of Pop Art visuals vs. students' work	
Equipment Needed: Paper, pencils, rubrics	

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - be able to assess and critique the effectiveness of the application of the elements of art and principles of design in the artwork of their classmates during critique. - present their creative story along with 1 of their 4 self-portraits.	Lesson Sequence - Is there a piece you would like to talk about? - Why do you like this portrait? - Do you think this portrait resembles any particular emotion or feeling? - Open the floor for volunteers to read their creative story.	- Self reflecting 4 category rubric that demonstrates learning on pop art techniques, color decisions, digital photography and overall composition of the pop art design - Class critique that involves group reflection on the differences between historical references vs personal creations. - Critique that is written that cites the concepts, vocabulary and skills from the rubrics
Differentiation: Open ended activities: Class discussion about suggestions and reflection of Pop Art self portraits. Leveled rubrics: Self reflective rubrics will be utilized to assess themselves as well as assist them in properly critiquing others projects. Students will write about 1 of their 4 self-portraits & explain how their face turned the particular colors.		
Resources Provided: - Self reflecting 4 category rubric - Examples of student work		



Lesson Reflection

Reflect on the lesson you have developed and rate the degree to which the lesson *Strongly, Moderately* or *Weakly* meets the criteria below.

Lesson Activities	Strongly	Moderately	Weakly
Are challenging Strongly and require higher order thinking and problem solving skills	☐	☒	☐
Allow for student choice	☒	☐	☐
Provide scaffolding for acquiring targeted knowledge/skills	☐	☒	☐
Integrate global perspectives	☐	☒	☐
Integrate 21st century skills	☐	☒	☐
Provide opportunities for interdisciplinary connection and transfer of knowledge and skills	☒	☐	☐
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills	☐	☒	☐
Are varied to address different student learning styles and preferences	☒	☐	☐
Are differentiated based on student needs	☒	☐	☐
Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process	☒	☐	☐
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives	☒	☐	☐
Provide opportunities for student reflection and self- assessment	☒	☐	☐
Provide data to inform and adjust instruction to better meet the varying needs of learners	☐	☒	☐

Curriculum Design Template

Content Area: Visual and Performing Arts	Grade Level: 5	Course Title: Self-Portraits
Created: Kim Noto	Board Approved on:	



Unit Overview Template

Content Area: Visual and Performing Arts **Grade Level:** 5 **Unit Title:** Learning to Use Markers and Oil Pastels/Metaphor Expression of Words

Unit Summary: Visual Metaphors

Primary Interdisciplinary Connections: Language Arts

21st Century Themes ☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ ICT Literacy
☐ Information Literacy ☐ Life and Career Skills ☐ Communication and Collaboration ☐ Media Literacy

Unit Rationale: The students will utilize metaphors and visually articulate the character of the word.

Career Readiness (Standard 9): 9.2, 9.4

Learning Targets

Standards: VA. 1.5 Cr, Pr, Re, Cn; LA.L.5.5.A ; SEL.PK.12.1; WRK.9.2.5.CAP.4; TECH.9.4.5.DC.4

Content Statements:

Creating: Generating and conceptualizing ideas.

Presenting: Selecting, analyzing and interpreting work.

Responding: Perceiving and analyzing products.

Connecting: Synthesizing and relating knowledge and personal experiences to create products.

An individual's passions, aptitude and skills can affect his/her employment and earning potential.

Sending and receiving copies of media on the internet creates the opportunity for unauthorized use of data, such as personally owned video, photos, and music.

Self -Awareness

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

CPI#:	Cumulative Progress Indicator (CPI):
1.5.5.Cr2a	Experiment and develop skills in multiple art-making techniques and approaches, through invention and practice.
1.5.5.Pr4a	Define and analyze the responsibilities of a curator in preserving and presenting artifacts or artwork.
1.5.5.Re8a	Interpret ideas and mood in artworks by analyzing form, structure, context, subject, and visual elements.
1.5.5.Cn10a	Create works of art that reflect community cultural traditions. Discuss using formal and conceptual vocabulary
LA.L.5.5.A	Interpret figurative language, including similes and metaphors, in context.
SEL.PK-12.1.4	Recognize the importance of self-confidence in handling daily tasks and challenges
WRK.9.2.5.CAP.4	Explain the reasons why some jobs and careers require specific training, skills, and certification (e.g., life guards, child care, medicine, education) and examples of these requirements.



TECH.9.4.5.DC. 4	Model safe, legal, and ethical behavior when using online or offline technology
Unit Essential Questions: • How do artists and designers determine goals for designing or redesigning objects, places, or systems? • How are artworks cared for and by whom? • How can the viewer "read" a work of art as text? • How does engaging in creating art enrich people's lives?	
Unit Enduring Understandings: • Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches. • Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting, and curating objects, artifacts, and artworks for preservation and presentation. • People gain insights into meanings of artworks by engaging in the process of art criticism. • Through artmaking, people make meaning by investigating and developing awareness of perceptions, knowledge and experiences.	
Unit Learning Targets: Students will.... • utilize markers and oil pastels to create a visual metaphor that is referred to as Word Art.	

Evidence of Learning

Summative Assessment: 5 days Equipment Needed: Paper, pencils, markers, oil pastels Teacher Resources: Art Historical References of Word Art, examples of image altering compositions
Formative Assessments: • Portfolio rubric for student hands on artwork. • Class critique that involves group reflection on the differences between historical references vs personal creations. • Guided practice. • Self reflecting 4 category rubric that demonstrates learning on image altering techniques, medium decisions, creative story and overall construction of the visual metaphor • Critique that is written that cites the concepts, vocabulary and skills from the rubrics.

Lesson Plans

Lesson	Time Frame
Lesson 1 Introduction to Visual Metaphors	1 day



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Lesson 2 Word Art with Markers and Oil Pastels	3 days
Lesson 3 Class Critique	1 day
Teacher Notes: Timelines will be adjusted as needed based on district mandated projects. All activities can be modified by splitting up students into smaller groups or participating in the projects from a desk/table.	
Curriculum Development Resources/Technology Resources: <i>Click the links below to access additional resources used to design this unit:</i> http://www.toxel.com/design/2010/06/09/24-cool-logos-with-hidden-symbols/	



Lesson Plan 1 Template	
Content Area: Visual and Performing Arts Metaphors	Lesson Title: Introduction to Visual Time Frame: 1 day
Lesson Components	
<u>21st Century Themes</u>	
☒ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy ☐ Civic Literacy ☐ Health Literacy	
<u>21st Century Skills</u>	
☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☒ Information Literacy ☒ Life and Career Skills ☐ Communication and Collaboration ☒ Media Literacy ☐ ICT Literacy	
Interdisciplinary Connections: Language Arts	
Integration of Technology: Projection of Visual Metaphor examples found in society and everyday logos. Students research various websites to find information about the significance of visual metaphors throughout history.	
Equipment Needed: Projector, iPads, laptops	

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - distinguish that there are many ways to describe and visually represent a metaphor. - identify the word art that is in the provided examples. - explore the world around them to find visual metaphors.	Lesson Sequence - Discuss what a metaphor is? - Have students look at the images of different company logos, and discuss the visual metaphor displayed in each artwork shown. - Brainstorm ideas as a group of various visual metaphors. - Choose up to 3 metaphors to sketch out to decide which one will be used for the final draft.	- Visual Monitoring - Student compilation of ideas in sketchbooks - Guided practice
Differentiation: Group investigation: The lesson will allow students to work together as a group to identify and create visual metaphors in compositions as well as the world around them. Think, Pair, Share by readiness, interest, learning style: Students will discuss and decide which mediums and images will be used as an influence for their individual creation of a visual metaphor.		



Resources Provided:

- iPads for students to research and discuss the different techniques used to construct each Company Logo Reference
- Laptop and projector to display Company Logo Reference examples for class discussion
- iPads for students to research visual metaphors with a group



Lesson Plan 2 Template	
Content Area: Visual and Performing Arts Lesson Title: Word Art with Markers and Oil Pastels Time Frame: 3 days	
Lesson Components	
<u>21st Century Themes</u>	
☒ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy ☐ Civic Literacy ☐ Health Literacy	
<u>21st Century Skills</u>	
☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy ☒ Life and Career Skills ☐ Communication and Collaboration ☒ Media Literacy ☐ ICT Literacy	
Interdisciplinary Connections: Language Arts	
Integration of Technology: Projection of mixed media examples to discuss the differences and similarities of various materials used to create visual metaphors today to the art done in the early 20 th century.	
Equipment Needed: Projector, oil pastels, markers	

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • explore with water based markers and oil pastels. • illustrate limitations of marker and oil pastel use. • utilize markers and oil pastels to create patterns by blending colors. • produce a two dimensional work, using a variety of design principles and strategies including: Pattern, unity, emphasis and contrast. • further their understanding of the principles of design and elements of art to create a well organized Visual Metaphor.	Lesson Sequence 1. Can markers and oil pastels be blended together to create different values of colors? 2. Experiment with mixing 2 or more markers and oil pastels to see if new values are created. 3. Make patterns with the mixing of the markers and oil pastels 4. Walk among students to encourage work. 5. Have students discuss what colors were mixed to create different values. 6. Have students identify the various elements and principles displayed. 7. Clean Up.	• Visual Monitoring • Group reflection on the differences between the two different mediums. • Portfolio rubric for student hands on artwork.



	8. Reflective Discussion on which medium worked better for their particular metaphor.	
Differentiation: Independent research and project: Students will research various mixed media examples and have the choice of colors and mediums that will be used in their own visual metaphor. Students will have a choice of which color markers and oil pastels they will use to design their word art.		
Resources Provided: • Art Historical References of company logos • Mixed media examples to discuss similarities and differences		



Lesson Plan 3 Template		
Content Area: Visual and Performing Arts	Lesson Title: Critique	Time Frame: 1 day
Lesson Components		
<u>21st Century Themes</u>		
☒ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy ☐ Civic Literacy ☐ Health Literacy		
<u>21st Century Skills</u>		
☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy ☒ Life and Career Skills ☒ Communication and Collaboration ☒ Media Literacy ☐ ICT Literacy		
Interdisciplinary Connections: Language Arts: Follow the language art curriculum and standards to ensure proper demonstration of ideas and thoughts.		
Integration of Technology: Projection of company logos vs. students' work		
Equipment Needed: Paper, pencils, rubrics		

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - be able to assess and critique the effectiveness of the application of the elements of art and principles of design in the artwork of their classmates during critique. - identify that many artists use repeating motifs to create intriguing patterns and powerful images. Nature itself is filled with a wide variety of intricate patterns and rhythms. M. C. Escher explored these effects in his tessellations.	Lesson Sequence - Ask students to present their compositions to the class and explain their choice of shapes and color to create balance, rhythm, and variety using appropriate language. - Is there a piece you would like to talk about?	- Class critique that involves group reflection on the differences between historical references vs personal creations. - Critique that is written that cites the concepts, vocabulary and skills from the rubrics - Self reflecting 4 category rubric that demonstrates learning on image altering techniques, medium decisions, creative story and overall construction of the visual metaphor
Differentiation: Open ended activities: Class discussion about suggestions and reflection of Visual Metaphors. Leveled rubrics: Self reflective rubrics will be utilized to assess themselves as well as assist them in properly critiquing others projects. Students will write which medium and/or combination of mediums seemed to work better for their visual metaphor representation.		
Resources Provided: - Self reflecting 4 category rubric - Examples of student work		



Lesson Reflection

Reflect on the lesson you have developed and rate the degree to which the lesson *Strongly*, *Moderately* or *Weakly* meets the criteria below.

Lesson Activities	Strongly	Moderately	Weakly
Are challenging Strongly and require higher order thinking and problem solving skills	☒	☐	☐
Allow for student choice	☒	☐	☐
Provide scaffolding for acquiring targeted knowledge/skills	☐	☒	☐
Integrate global perspectives	☒	☐	☐
Integrate 21st century skills	☒	☐	☐
Provide opportunities for interdisciplinary connection and transfer of knowledge and skills	☒	☐	☐
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills	☒	☐	☐
Are varied to address different student learning styles and preferences	☒	☐	☐
Are differentiated based on student needs	☒	☐	☐
Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process	☒	☐	☐
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives	☒	☐	☐
Provide opportunities for student reflection and self- assessment	☒	☐	☐
Provide data to inform and adjust instruction to better meet the varying needs of learners	☐	☒	☐

Curriculum Design Template

Content Area: Visual and Performing Arts Grade Level: 5 Course Title: Learning to Use Markers and Oil Pastels/Metaphor Expression of Words	
Created: Kim Noto	Board Approved on:



Unit Overview Template

Content Area: Visual and Performing Arts	Grade Level: 5	Unit Title: Collage
Unit Summary: Visual Storytelling Collage		
Primary Interdisciplinary Connections: Language Arts, Social Studies		
21st Century Themes ☑ Creativity and Innovation ☑ Critical Thinking and Problem Solving ☐ ICT Literacy ☑ Information Literacy ☐ Life and Career Skills ☑ Communication and Collaboration ☑ Media Literacy		
Unit Rationale: The students will assemble visual elements from magazines, newspapers and printed media to support a story line.		
Career Readiness (Standard 9): 9.2,9.4		

Learning Targets

Standards: VA. 1.5 Cr, Pr, Re, Cn; LA.W.5.2.B; SOC.6.1.5.HistoryCC.4; WRK.9.2.5.CAP.1; TECH.9.4.5.DC.6; SEL.PK.12.5	
Content Statements: Creating: Generating and conceptualizing ideas. Presenting: Selecting, analyzing and interpreting work. Responding: Perceiving and analyzing products. Connecting: Synthesizing and relating knowledge and personal experiences to create products. An individual's passions, aptitude & skills can affect his/her employment and earning potential. Sending and receiving copies of media on the internet creates the opportunity for unauthorized use of data, such as personally owned video, photos, and music. Relationship Skills Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Interactions of people and events throughout history have shaped the world we experience today	
CPI#:	Cumulative Progress Indicator (CPI):
1.5.5.Cr2b	Demonstrate craftsmanship through the safe and respectful use of materials, tools and equipment.
1.5.5.Pr5a	Prepare and present artwork safely and effectively.
1.5.5.Re9a	Identify different evaluative criteria for different types of artwork dependent on genre, historical and cultural contexts.
LA.W.5.2.B	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
SOC.6.1.5.HistoryCC.4	Use evidence to document how the interactions among African, European, and Native American groups impacted their respective cultures.
WRK.9.2.5.CAP.1	Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.
TECH.9.4.5.DC.6	Compare and contrast how digital tools have changed social interactions
SEL.PK-12.5.2	Utilize positive communication and social skills to interact effectively with others.



Unit Essential Questions:

- What responsibilities come with the freedom to create?
- What criteria are considered when selecting work for presentation, a portfolio, or a collection?
- How does one determine criteria to evaluate a work of art?

Unit Enduring Understandings:

- Artists and designers balance experimentation and safety, freedom and responsibility, while developing and creating artworks.
- 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.
- People evaluate art based on various criteria.

Unit Learning Targets:

Students will....

- utilize symbols and images to create a visual narrative collage.
- access their memory as a source for a visual narrative collage.
- write a creative story that explains the meaning behind the collage composition.

Evidence of Learning

Summative Assessment: 5 days

Equipment Needed: Paper, pencils, magazines, glue

Teacher Resources: Art Historical References of Visual Narratives, examples of Romare Bearden's collage work that displays of mixed media approach to collage composition.

Formative Assessments:

- Portfolio rubric for student hands on artwork.
- Class critique that involves group reflection on the differences between historical references vs personal creations.
- Guided practice.
- Self reflecting 4 category rubric that demonstrates learning on collage techniques, medium decisions, creative story and overall construction of the collage.
- Critique that is written that cites the concepts, vocabulary and skills from the rubrics.

Lesson Plans

Lesson	Time Frame
Lesson 1 Introduction to Visual Narratives and Romare Bearden	1 day
Lesson 2 Collage	3 days
Lesson 3 Presentation of Collage and Creative Story: Class Critique(Reflection of Story and Collage)	1 day



Teacher Notes: Timelines will be adjusted as needed based on district mandated projects. All activities can be modified by splitting up students into smaller groups or participating in the projects from a desk/table.

Curriculum Development Resources/Technology Resources:

Click the links below to access additional resources used to design this unit:

<http://www.beardenfoundation.org/index2.shtml>

<http://www.collageart.org/>



Lesson Plan 1 Template	
Content Area: Visual and Performing Arts and Romare Bearden	Lesson Title: Introduction to Visual Narratives Time Frame: 1 day
Lesson Components	
<u>21st Century Themes</u>	
☒ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy ☐ Civic Literacy ☐ Health Literacy	
<u>21st Century Skills</u>	
☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☒ Information Literacy ☒ Life and Career Skills ☒ Communication and Collaboration ☒ Media Literacy ☐ ICT Literacy	
Interdisciplinary Connections: Language Arts	
Integration of Technology: Students research various websites to find information about the significance of collages throughout history. Projection of collage examples of Romare Bearden's work as well as the ones found in society.	
Equipment Needed: Projector, iPads, laptops	

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • demonstrate an understanding that the human form and background can be created from a variety of patterns and textures. • brainstorm ideas as a group of various visual narratives. • explore the world around them to find visual narratives.	Lesson Sequence 1. Show artwork by Romare Bearden. 2. Explain artwork by Romare Bearden. 3. Explore through various magazines for visuals to compile together for the narrative. 4. Work together in a group to discuss and collaborate ideas for collages and narratives that relate to each other.	• Visual Monitoring • Student compilation of ideas in sketchbooks • Guided practice
Differentiation: Group investigation: The lesson will allow students to work together as a group to identify and create visual narratives in collages as well as the world around them. Think, Pair, Share by readiness, interest, learning style: Students will discuss and decide which mediums and images will be used as an influence for their individual creation of a collage.		
Resources Provided: • iPads for students to research and discuss the different techniques used to construct each collage. • Laptop and projector to display Bearden's work and collage examples for class discussion		



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ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

- iPads for students to research collages with a group



Lesson Plan 2 Template		
Content Area: Visual and Performing Arts	Lesson Title: Collage	Time Frame: 3 days
Lesson Components		
<u>21st Century Themes</u>		
☒ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy ☐ Civic Literacy ☐ Health Literacy		
<u>21st Century Skills</u>		
☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy ☒ Life and Career Skills ☒ Communication and Collaboration ☒ Media Literacy ☐ ICT Literacy		
Interdisciplinary Connections:		
Social Studies: Collages used throughout history and the meanings behind the various cultures that utilized them.		
Integration of Technology:		
Projection of collage examples to discuss the different techniques used to construct each collage(Layering, overlapping and creating new images from various pieces)		
Equipment Needed:		
Projector, iPads		

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • use pattern, visual texture to create alternate possibilities. • use photographic patterns. • outside of normal consideration. • expand visual possibilities.	Lesson Sequence 1. Access memory as a source for a visual narrative collage. 2. Assemble visual elements to support the storyline. 3. Utilize Elements of Art in creation of artwork to justify opinions. 4. Assemble images together to create a collage. 5. Clean Up. 6. Reflective Discussion of collages.	• Visual Monitoring • Group reflection on the differences between whole magazine images vs pieces of images. • Portfolio rubric for student hands on artwork.
Differentiation:		
Independent research and projects: Students will have a choice of which techniques(Layering, overlapping and creating new images from various pieces) will be utilized to create a collage. Students will have a choice of which magazine cutouts to utilize to create a visual narrative.		
Resources Provided:		
• iPads for students to research collages to use as examples for their own creation.		



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- iPads for students to research and discuss the different techniques used to construct each collage.



Lesson Plan 3 Template		
Content Area: Visual and Performing Arts and Creative Story: Class Critique(Reflection of Story and Collage)		Lesson Title: Presentation of Collage Time Frame: 1 day
Lesson Components		
<u>21st Century Themes</u>		
☒ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy ☐ Civic Literacy ☐ Health Literacy		
<u>21st Century Skills</u>		
☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy ☒ Life and Career Skills ☒ Communication and Collaboration ☒ Media Literacy ☐ ICT Literacy		
Interdisciplinary Connections:		
Language Arts: Follow the language art curriculum and standards to ensure proper demonstration of ideas and thoughts.		
Integration of Technology:		
Projection of Bearden's collage's vs. students' work		
Equipment Needed:		
Paper, pencils, rubrics		

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - present their creative story about the collage they constructed. - be able to assess and critique the effectiveness of the application of the elements of art and principles of design in the artwork of their classmates during critique.	Lesson Sequence - Post work and elicit comments from class. - Ask students to present their compositions to the class and explain their use of pattern and texture using appropriate language. - Students will read their creative story that correlates to their collage. - Floor is open for questions and comments.	- Self reflecting 4 category rubric that demonstrates learning on collage techniques, medium decisions, creative story and overall construction of the collage. - Class critique that involves group reflection on the differences between historical references vs personal creations. - Critique that is written that cites the concepts, vocabulary and skills from the rubrics.
Differentiation: Open ended activities: Class discussion about suggestions and reflection of collages. Leveled rubrics: Self reflective rubrics will be utilized to assess themselves as well as assist them in properly critiquing others projects.		



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Resources Provided:

- Self reflecting 4 category rubric
- Examples of student work



Lesson Reflection

Reflect on the lesson you have developed and rate the degree to which the lesson *Strongly*, *Moderately* or *Weakly* meets the criteria below.

Lesson Activities	Strongly	Moderately	Weakly
Are challenging Strongly and require higher order thinking and problem solving skills	☐	☒	☐
Allow for student choice	☒	☐	☐
Provide scaffolding for acquiring targeted knowledge/skills	☐	☒	☐
Integrate global perspectives	☒	☐	☐
Integrate 21st century skills	☒	☐	☐
Provide opportunities for interdisciplinary connection and transfer of knowledge and skills	☒	☐	☐
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills	☐	☒	☐
Are varied to address different student learning styles and preferences	☒	☐	☐
Are differentiated based on student needs	☒	☐	☐
Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process	☐	☒	☐
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives	☒	☐	☐
Provide opportunities for student reflection and self-assessment	☒	☐	☐
Provide data to inform and adjust instruction to better meet the varying needs of learners	☐	☒	☐

Curriculum Design Template

Content Area: Visual and Performing Arts	Grade Level: 5	Course Title: Collage
Created: Kim Noto	Board Approved on:	



Unit Overview Template

Content Area: Visual and Performing Arts	Grade Level: 5	Unit Title: Positive/Negative Space
Unit Summary: Positive and Negative Space		
Primary Interdisciplinary Connections: Math; Language Arts		
21st Century Themes ☑ Creativity and Innovation ☑ Critical Thinking and Problem Solving ☐ ICT Literacy ☐ Information Literacy ☑ Life and Career Skills ☐ Communication and Collaboration ☐ Media Literacy		
Unit Rationale: The students will utilize all of the SPACE in the composition as a component for a positive/negative composition.		
Career Readiness (Standard 9): 9.2,9.4		

Learning Targets

Standards: VA. 1.5 Cr, Pr, Re, Cn; MA 5.5;WRK.9.2.5.CAP.4; TECH.9.4.5.DC.4; SEL.PK.12.2	
Content Statements: Creating: Generating and conceptualizing ideas. Presenting: Selecting, analyzing and interpreting work. Responding: Perceiving and analyzing products. Connecting: Synthesizing and relating knowledge and personal experiences to create products. An individual's passions, aptitude and skills can affect his/her employment and earning potential. Sending and receiving copies of media on the internet creates the opportunity for unauthorized use of data, such as personally owned video, photos, and music. Self-Management Geometry Research to Build and Present Knowledge	
CPI#:	Cumulative Progress Indicator (CPI):
1.5.5.Cr3a	Reflect, refine, and revise work individually and collaboratively, and discuss and describe personal choices in artmaking.
1.5.5.Pr4a	Define and analyze the responsibilities of a curator in preserving and presenting artifacts or artwork.
1.5.5.Re8a	Interpret ideas and mood in artworks by analyzing form, structure, context, subject, and visual elements.
1.5.5.Cn11a	Communicate how art is used to inform the values, beliefs and culture of an individual or society.
MA.5.G.B	Classify two-dimensional figures into categories based on their properties
LA.W.5.8	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.



WRK.9.2.5.CAP. 4	Explain the reasons why some jobs and careers require specific training, skills, and certification (e.g., life guards, child care, medicine, education) and examples of these requirements.
TECH.9.4.5.DC. 4	Model safe, legal, and ethical behavior when using online or offline technology
SEL.PK-12.2.3	Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals
Unit Essential Questions: • How do artists grow and become accomplished in art forms? • Why do people value objects, artifacts and artworks, and select them for presentation? • How does knowing and using visual art vocabulary help us understand and interpret works of art? • How does art preserve aspects of life?	
Unit Enduring Understandings: • Artists and designers develop excellence through practice and constructive critique, reflecting on, revising and refining work over time. • Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting, and curating objects, artifacts, and artworks for preservation and presentation. • People gain insights into meanings of artworks by engaging in the process of art criticism. • People develop ideas and understandings of society, culture and history through their interactions with and analysis of art.	
Unit Learning Targets: <i>Students will....</i> • utilize positive and negative space to create a unified composition that is referred to as a Tessellation. • produce a two dimensional work, using a variety of design principles and strategies including repetition, rhythm, balance and symmetry. • learn how to create their own tessellations - a series of interlocking flat shapes that are often different figures or geometric forms - and apply them in a two-dimensional image.	

Evidence of Learning

Summative Assessment: 5 days

Equipment Needed: Scissors, paper, pencils, colored pencils

Teacher Resources: Art Historical References of M.C. Escher's work, examples of tessellations by using simple geometric shapes

Formative Assessments:

- Portfolio rubric for student hands on artwork.
- Class critique that involves group reflection on the differences between historical references vs personal creations.



- Guided practice
- Self reflecting 4 category rubric that demonstrates learning on tessellation creating techniques, color decisions, shape/pattern choices and overall construction of the tessellation.
- Critique that is written that cites the concepts, vocabulary and skills from the rubrics.

Lesson Plans	
Lesson	Time Frame
Lesson 1 Introduction to M.C. Escher and Math connections	1 day
Lesson 2 Pattern of desired shape and Positive/Negative Space Composition-Tessellations	3 days
Lesson 3 Class Critique and self critique	1 day
Teacher Notes: Timelines will be adjusted as needed based on district mandated projects. All activities can be modified by splitting up students into smaller groups or participating in the projects from a desk/table.	
Curriculum Development Resources/Technology Resources: <i>Click the links below to access additional resources used to design this unit:</i> http://www.mcescher.com/ http://www.creativebloq.com/art/art-negative-space-8133765	



Lesson Plan 1 Template	
Content Area: Visual and Performing Arts connection to Tessellations	Lesson Title: Introduction to M.C. Escher and Time Frame: 1 day
Lesson Components	
<u>21st Century Themes</u>	
☒ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy ☐ Civic Literacy ☐ Health Literacy	
<u>21st Century Skills</u>	
☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy ☒ Life and Career Skills ☐ Communication and Collaboration ☒ Media Literacy ☐ ICT Literacy	
Interdisciplinary Connections:	
Mathematics: learn how to create their own tessellations - a series of interlocking flat shapes that are often different figures or geometric forms - and apply them in a two-dimensional image.	
Integration of Technology:	
Projection of M.C. Escher's tessellation examples as well as ones found in society today.	
Equipment Needed:	
Projector, iPads	

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - distinguish that there are two types of space-positive and negative space. - identify the positive and negative space in provided examples. - explore the complex visual worlds of M.C. Escher	Lesson Sequence - Discuss the fact that the things that are seen depend upon the relationship of the shapes around them. The space that we see that is taken up with lines, colors, shapes, and forms is called positive space. Subject matter, content, and design occupy positive space. The other part of a picture, or the space left between or surrounding subject matter, symbols, or shapes is called negative space. - Have students look at the images of M.C. Escher's work, and discuss the positive and	- Visual Monitoring - Student compilation of ideas in sketchbooks - Guided practice



	negative space in each artwork shown. 3. Biography of M.C. Escher	
Differentiation: Exploration by interest/Choice of book or activities: Students explore and decide which shapes they will utilize to create a tessellation.		
Resources Provided: • Laptop and projector to display MC Escher examples for class discussion • iPads for students to research tessellations with a group • iPads for students to research and discuss the different techniques used to create a tessellation		



Lesson Plan 2 Template	
Content Area: Visual and Performing Arts Composition-Tessellation	Lesson Title: Positive- Negative Space Time Frame: 3 days
Lesson Components	
<u>21st Century Themes</u>	
☒ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy ☐ Civic Literacy ☐ Health Literacy	
<u>21st Century Skills</u>	
☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy ☐ Life and Career Skills ☐ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy	
Interdisciplinary Connections:	
Mathematics: Understand that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category.	
Integration of Technology:	
Students research various websites to find Positive/Negative Space Compositions/Tessellations done throughout history.	
Projection of tessellation examples throughout history as well as ones found in society today.	
Equipment Needed:	
Projector, iPads	

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - learn how to create their own tessellations - a series of interlocking flat shapes that are often different figures or geometric forms - and apply them in a two-dimensional image. - produce a two dimensional work, using a variety of design principles and strategies including repetition, rhythm, balance and symmetry. - further their understanding of the principles of design, in	Lesson Sequence - Draw a shape that will be the pattern used to create positive and negative space - Cut out the shape to create a template - Arrange the shape around the paper to repeat and overlap - Continue to trace over shape template until the paper is filled with a pattern of the shape - Using coloured pencils, have students fill the shapes with colour. Encourage students to alternate colours in	- Visual Monitoring - Student compilation of ideas in sketchbooks - Guided practice



particular balance, rhythm, unity and proportion and discover how the repetition of these elements can be effectively used to create a rich and complex symmetrical design.	order to create rhythm, balance, and variety in their compositions. 6. To add detail, students can go over the colour forms with a dark marker or ink, to enhance the contour of the shapes. 7. Clean Up 8. Reflective Discussions	
Differentiation: Group investigation: The lesson will allow students to work together as a group to identify tessellations throughout the world as well as discover the meanings behind various symbols and colors used. Think, Pair, Share by readiness, interest, learning style: Students will discuss and decide which symbols will be used as an influence for their individual creation of a tessellation.		
Resources Provided: • Laptop and projector to display tessellation examples for class discussion • iPads for students to research M.C. Escher's examples with a group • iPads for students to research and discuss the different techniques used to create each tessellation.		



Lesson Plan 3 Template		
Content Area: Visual and Performing Arts	Lesson Title: Critique	Time Frame: 1 day
Lesson Components		
<u>21st Century Themes</u>		
☒ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy ☐ Civic Literacy ☐ Health Literacy		
<u>21st Century Skills</u>		
☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy ☐ Life and Career Skills ☐ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy		
Interdisciplinary Connections: Language Arts: Follow the language art curriculum and standards to ensure proper demonstration of ideas and thoughts.		
Integration of Technology: Projection of M.C. Escher's work vs. students' work		
Equipment Needed: Paper, pencils, rubrics		

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - be able to assess and critique the effectiveness of the application of the elements of art and principles of design in the artwork of their classmates during critique. - identify that many artists use repeating motifs to create intriguing patterns and powerful images. Nature itself is filled with a wide variety of intricate patterns and rhythms. M. C. Escher explored these effects in his tessellations.	Lesson Sequence - Ask students to present their compositions to the class and explain their choice of shapes and color to create balance, rhythm, and variety using appropriate language. - Is there a piece you would like to talk about?	- Self reflecting 4 category rubric that demonstrates learning on tessellation creating techniques, color decisions, shape/pattern choices and overall construction of the tessellation. - Class critique that involves group reflection on the differences between historical references vs personal creations. - Critique that is written that cites the concepts, vocabulary and skills from the rubrics.
Differentiation: Open ended activities: Class discussion about suggestions and reflection of tessellations. Leveled rubrics: Self reflective rubrics will be utilized to assess themselves as well as assist them in properly critiquing others projects.		
Resources Provided: - Examples of student work - Self reflecting 4 category rubric		



Lesson Reflection

Reflect on the lesson you have developed and rate the degree to which the lesson *Strongly*, *Moderately* or *Weakly* meets the criteria below.

Lesson Activities	Strongly	Moderately	Weakly
Are challenging Strongly and require higher order thinking and problem solving skills	☐	☒	☐
Allow for student choice	☒	☐	☐
Provide scaffolding for acquiring targeted knowledge/skills	☐	☒	☐
Integrate global perspectives	☐	☒	☐
Integrate 21st century skills	☐	☒	☐
Provide opportunities for interdisciplinary connection and transfer of knowledge and skills	☒	☐	☐
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills	☐	☒	☐
Are varied to address different student learning styles and preferences	☒	☐	☐
Are differentiated based on student needs	☒	☐	☐
Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process	☒	☐	☐
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives	☒	☐	☐
Provide opportunities for student reflection and self-assessment	☒	☐	☐
Provide data to inform and adjust instruction to better meet the varying needs of learners	☐	☒	☐

Curriculum Design Template

Content Area: Visual and Performing Arts Grade Level: 5 Course Title: Positive/Negative Space	
Created: Kim Noto	Board Approved on:



Unit Overview Template

Content Area: Visual and Performing Arts	Grade Level: 5	Unit Title: Name Art
Unit Summary: Logo Design Primary Interdisciplinary Connections: Social Studies, Language Arts 21st Century Themes ☒ Creativity and Innovation ☐ Critical Thinking and Problem Solving ☒ ICT Literacy ☒ Information Literacy ☒ Life and Career Skills ☒ Communication and Collaboration ☒ Media Literacy		
Unit Rationale: The students will utilize various art ELEMENTS and principles of DESIGN(line, shape, pattern, emphasis and color scheme), to communicate about themselves.		
Career Readiness (Standard 9): 9.2, 9.4		

Learning Targets

Standards: VA. 1.5 Cr, Pr, Re, Cn; SOC.6.1.5.GeoPP.4; LA.W.5.2.A; WRK.9.2.5.CAP.3; TECH.9.4.5.DC.4 ; SEL.PK.12.3	
Content Statements: Creating: Generating and conceptualizing ideas. Presenting: Selecting, analyzing and interpreting work. Responding: Perceiving and analyzing products. Connecting: Synthesizing and relating knowledge and personal experiences to create products. An individual's passions, aptitude and skills can affect his/her employment and earning potential. Sending and receiving copies of media on the internet creates the opportunity for unauthorized use of data, such as personally owned video, photos, and music. Social Awareness Patterns of settlement differ markedly from region to region, place to place, and time to time. Writing	
CPI#:	Cumulative Progress Indicator (CPI):
1.5.5.Cr2c	Individually or collaboratively represent environments or objects of personal significance that includes a process of peer discussion, revision and refinement.
1.5.5.Pr4a	Define and analyze the responsibilities of a curator in preserving and presenting artifacts or artwork.
1.5.5.Re7a	Speculate about artistic processes. Interpret and compare works of art and other responses.
1.5.5.Cn10a	Create works of art that reflect community cultural traditions. Discuss using formal and conceptual vocabulary.
SOC.6.1.5.GeoPP.4	Investigate the different physical and human characteristics of urban, suburban and rural communities and identify the factors that might attract individuals to that space.
LA.W.5.2.A	Introduce a topic clearly to provide a focus and group related information logically; include text features such as headings, illustrations, and multimedia when useful to aiding comprehension.



WRK.9.2.5.CAP.3	Identify qualifications needed to pursue traditional and non-traditional careers and occupations.
TECH.9.4.5.DC.4	Model safe, legal, and ethical behavior when using online or offline technology
SEL.PK-12.3.4	Demonstrate an awareness of the expectations for social interactions in a variety of settings
Unit Essential Questions: • How do objects, places and design shape lives and communities? • Why do people value objects, artifacts and artworks, and select them for presentation? • Where and how do we encounter visual arts in our world? • How do people contribute to awareness and understanding of their lives and the lives of their communities through artmaking?	
Unit Enduring Understandings: • People create and interact with objects, places and design that define, shape, enhance, and empower their lives. • Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting, and curating objects, artifacts, and artworks for preservation and presentation. • Visual arts influences understanding of and responses to the world. • Through artmaking, people make meaning by investigating and developing awareness of perceptions, knowledge and experiences.	
Unit Learning Targets: <i>Students will....</i> • utilize symbols, colors and patterns to create a symbolic logo. • incorporate design elements that are symbolic of them. • investigate graphic design as an art career. • identify the advancements of graffiti art in the world around them.	

Evidence of Learning

Summative Assessment: 4 days

Equipment Needed: Paper, pencils, markers

Teacher Resources: Art Historical examples of Advertising logos, Graphic design job requirements, Graffiti art examples to display the newer techniques used to recreate realistic imagery

Formative Assessments:

- Portfolio rubric for student hands on artwork.
- Class critique that involves group reflection on the differences between historical references vs personal creations.
- Teacher Observation
- Guided practice.



SPRINGFIELD PUBLIC SCHOOLS
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- Self reflecting 4 category rubric that demonstrates learning on advertising techniques, color decisions, element and design decisions and overall composition of the Name art.
- Critique that is written that cites the concepts, vocabulary and skills from the rubrics.



Lesson Plans	
Lesson	Time Frame
Lesson 1 Introduction to Advertising and the use of logos throughout the world and meanings behind them	1 day
Lesson 2 Logo Design	2 days
Lesson 3 Class Critique and self critique	1 day
Teacher Notes: Timelines will be adjusted as needed based on district mandated projects. All activities can be modified by splitting up students into smaller groups or participating in the projects from a desk/table.	
Curriculum Development Resources/Technology Resources: <i>Click the links below to access additional resources used to design this unit:</i> http://www.aef.com/pdf/arens_cho1.pdf http://www.treefrog.ca/what-is-a-logo http://www.inc.com/ss/4-characteristics-of-great-logo-design#o	



Lesson Plan 1 Template		
Content Area: Visual and Performing Arts	Lesson Title: Introduction to Advertising and the use of logos throughout the world and meanings behind them	Time Frame: 1 day
Lesson Components		
<u>21st Century Themes</u>		
☒ Global Awareness ☒ Financial, Economic, Business and Entrepreneurial Literacy ☐ Civic Literacy ☐ Health Literacy		
<u>21st Century Skills</u>		
☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☒ Information Literacy ☒ Life and Career Skills ☒ Communication and Collaboration ☒ Media Literacy ☒ ICT Literacy		
Interdisciplinary Connections: Social Studies: Logos and the various design elements utilized to create visually stimulating art that has been created throughout the past centuries.		
Integration of Technology: Projection of company logo examples found in society and everyday logos. Students research various websites to find information about the significance of specific logos throughout history.		
Equipment Needed: Projector, iPads, iPads		

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - research logos in advertising throughout history and explore the world around them - explore ways to create a logo look great - understand the difference between advertising and marketing - investigate graphic design as an art career. - identify the advancements of graffiti art in the world around them.	Lesson Sequence - Consider why companies use advertising for their business - Research logos - Form groups to research and discuss meanings of advertising and their use of logos - Discussion of what Graffiti is and how it has changed over the years. - Sketch logo ideas that include their name by using historical references as influences	- Visual Monitoring - Student compilation of ideas in sketchbooks - Guided practice
Differentiation: Group investigation: The lesson will allow students to work together as a group to identify logos throughout the world as well as discover the meanings behind various symbols and colors used.		
Resources Provided: - Company Logo examples for class discussion - iPads for students to research advertising with a group - Graffiti examples for class discussion		



- iPads for students to research specific graffiti with a group

Lesson Plan 2 Template

Content Area: Visual and Performing Arts Lesson Title: Logo Design Time Frame: 2 days

Lesson Components

21st Century Themes

- ☒ Global Awareness ☒ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☐ Health Literacy

21st Century Skills

- ☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy
☒ Life and Career Skills ☒ Communication and Collaboration ☒ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Social Studies: Logos done over the past centuries and the elements and principles used to achieve the final production.

Integration of Technology:

Projection of Logo examples
 Students utilize iPads and laptops to research various websites to find information about the significance of logos and graffiti throughout history.

Equipment Needed:

Projector, iPads, laptops, markers

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • utilize line, shape, pattern and a color scheme to communicate about themselves. • design artwork that incorporates their name. • incorporate design that is symbolic of them. • utilize symbols, colors and patterns to create a symbolic logo.	Lesson Sequence 1. Open discussion on discipline of advertising in cultures throughout the world 2. Draw name first in bubble or block letters. 3. Add symbols and designs that represent their personality. 4. Add color to name as well as background	• Visual Monitoring • Group reflection on the differences between historical references vs personal creations. • Portfolio rubric for student hands on artwork.
Differentiation: Independent research and project: Students will research various logo and graffiti examples and have the choice of colors and mediums that will be used in their own creation. Students will have a choice of how their name will be represented and colored.		
Resources Provided: • Art Historical References of company logos and graffiti art • Lettering examples		



Lesson Plan 3 Template		
Content Area: Visual and Performing Arts	Lesson Title: Critique	Time Frame: 1 day
Lesson Components		
<u>21st Century Themes</u>		
☒ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy ☐ Civic Literacy ☐ Health Literacy		
<u>21st Century Skills</u>		
☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy ☒ Life and Career Skills ☒ Communication and Collaboration ☒ Media Literacy ☐ ICT Literacy		
Interdisciplinary Connections: Language Arts: Follow the language art curriculum and standards to ensure proper demonstration of ideas and thoughts.		
Integration of Technology: Projection of Company logos vs. students' work		
Equipment Needed: Paper, pencils, rubrics		

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - be able to assess and critique the effectiveness of the application of the elements of art and principles of design in the artwork of their classmates during critique. - present their logo to the class and have the opportunity to explain why they chose certain design elements and colors.	Lesson Sequence - Display logos and elicit comments from class - Ask students to present their logos - Floor is open for questions and comments	- Class critique that involves group reflection on the differences between historical references vs personal creations. - Critique that is written that cites the concepts, vocabulary and skills from the rubrics - Self reflecting 4 category rubric that demonstrates learning on advertising techniques, color decisions, element and design decisions and overall composition of the Name art.
Differentiation: Open ended activities: Class discussion about suggestions and reflection of logos. Leveled rubrics: Self reflective rubrics will be utilized to assess themselves as well as assist them in properly critiquing others projects. Students will write why they represented their NAME that particular way.		
Resources Provided: - Self reflecting 4 category rubric - Examples of student work		



Lesson Reflection

Reflect on the lesson you have developed and rate the degree to which the lesson *Strongly, Moderately* or *Weakly* meets the criteria below.

Lesson Activities	Strongly	Moderately	Weakly
Are challenging Strongly and require higher order thinking and problem solving skills	☒	☐	☐
Allow for student choice	☒	☐	☐
Provide scaffolding for acquiring targeted knowledge/skills	☐	☒	☐
Integrate global perspectives	☒	☐	☐
Integrate 21st century skills	☒	☐	☐
Provide opportunities for interdisciplinary connection and transfer of knowledge and skills	☒	☐	☐
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills	☒	☐	☐
Are varied to address different student learning styles and preferences	☐	☒	☐
Are differentiated based on student needs	☒	☐	☐
Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process	☒	☐	☐
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives	☒	☐	☐
Provide opportunities for student reflection and self- assessment	☒	☐	☐
Provide data to inform and adjust instruction to better meet the varying needs of learners	☐	☒	☐

Curriculum Design Template

Content Area: Visual and Performing Arts	Grade Level: 5	Course Title: Name Art
Created: Kim Noto	Board Approved on:	



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GLOBAL SKILLS

IEP AND 504 ACCOMMODATIONS AND MODIFICATIONS FOR EARLY CHILDHOOD AND ELEMENTARY SCHOOL STUDENTS:

Large print textbooks
Textbooks for at-home use
Additional time for assignments
Review of directions
Use of mnemonics
Have student restate information
Concrete examples
Adaptive writing utensils
Support auditory presentations with visuals
Use of a study carrel
Assistance in maintaining uncluttered space
Weekly home-school communication tools (notebook, daily log, phone calls or email messages)
Space for movement or breaks
Study sheets and teacher outlines
Extra visual and verbal cues and prompts
Math sheets with highlighted instructions
Graph paper to assist in organizing or lining up math problems
Use of computers and calculators
Books on tape
Graphic organizers
Quiet corner or room to calm down and relax when anxious
Preferential seating
Alteration of the classroom arrangement
Reduction of distractions
Answers to be dictated
Hands-on activities
Use of manipulatives
No penalty for spelling errors or sloppy handwriting
Follow a routine/schedule
Alternate quiet and active time
Teach time management skills
Rest breaks
Verbal and visual cues regarding directions and staying on task
Agenda book and checklists
Adjusted assignment timelines
Visual daily schedule



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**ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY
GLOBAL SKILLS**

Varied reinforcement procedures
Immediate feedback
Work-in-progress check
Personalized examples

TESTING AND ASSESSMENT ACCOMMODATIONS AND MODIFICATIONS:

Answers to be dictated
Frequent rest breaks
Additional time
Oral testing
Untimed tests
Choice of test format (multiple-choice, essay, true-false)
Alternate ways to evaluate (projects or oral presentations instead of written tests)
Accept short answers
Open-book tests
Read test and directions to student
Provide study outline prior to tests
Highlight key directions
Test in alternative site
Use of calculator
Extra credit option
Preview test procedures
Simplified test wording; rephrased test questions and/or directions

GENERAL ACCOMMODATIONS AND MODIFICATIONS:

Use of alternative books or materials on the topic being studied
Computerized spell-check support
Word bank of choices for answers to test questions
Provision of calculator and/or number line for math tests
Reworded questions in simpler language
Projects instead of written reports
Highlighting important words or phrases in reading assignments
Modified workload or length of assignments/tests
Modified time demands
Modified grades based on IEP

BEHAVIOR ACCOMMODATIONS MODIFICATIONS:



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**ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY
GLOBAL SKILLS**

Breaks between tasks
Cue expected behavior
Daily feedback to student
Have contingency plans
Use de-escalating strategies
Use positive reinforcement
Use proximity/touch control
Use peer supports and mentoring
Model expected behavior by adults
Have parent sign homework
Have parent sign behavior chart
Set and post class rules
Chart progress and maintain data



SPRINGFIELD PUBLIC SCHOOLS

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY
GLOBAL SKILLS

IEP AND 504 ACCOMODATIONS AND MODIFICATIONS FOR MIDDLE AND HIGH SCHOOL STUDENTS:

Large print textbooks
Textbooks for at-home use
Additional time for assignments
A locker with adapted lock
Review of directions
Review sessions
Use of mnemonics
Have student restate information
Provision of notes or outlines
Concrete examples
Adaptive writing utensils
Support auditory presentations with visuals
Weekly or bi-weekly home-school communication
Space for movement or breaks
Study sheets and teacher outlines
Extra visual and verbal cues and prompts
Lab and math sheets with highlighted instructions
Graph paper to assist in organizing or lining up math problems
Use of tape recorder for lectures
Use of Interactive notebook
Use of a scribe
Use of computers and calculators
Books on tape
Graphic organizers
Quiet corner or room to calm down and relax when anxious
Preferential seating
Alteration of the classroom arrangement
Reduction of distractions
Answers to be dictated
Hands-on activities
Ability to type all assignments
Follow a routine/schedule
Teach time management and organizational skills
Rest breaks
Verbal and visual cues regarding directions and staying on task
Agenda book and checklists
Daily check-in with case manager or special education teacher
Adjusted assignment timelines
Visual daily schedule



SPRINGFIELD PUBLIC SCHOOLS

**ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY
GLOBAL SKILLS**

Varied reinforcement procedures
Immediate feedback
Work-in-progress check
Personalized examples

TESTING AND ASSESSMENT ACCOMMODATIONS AND MODIFICATIONS:

Answers to be dictated
Frequent rest breaks
Additional time
Oral testing
Choice of test format (multiple-choice, essay, true-false)
Alternate ways to evaluate (projects or oral presentations instead of written tests)
Accept short answers
Open-book or open-note tests
Read test and directions to student
Provide study guides prior to tests
Highlight key directions
Test in alternative site
Use of calculator
Extra credit option
Pace long-term projects
Preview test procedures
Simplified test wording; rephrased test questions and/or directions

GENERAL ACCOMMODATIONS AND MODIFICATIONS:

Allow outlining, instead of writing for an essay or major project
Use of alternative books or materials on the topic being studied
Computerized spell-check support
Word bank of choices for answers to test questions
Provision of calculator for math tests
Film or video supplements in place of reading text
Reworded questions in simpler language
Projects instead of written reports
Highlighting important words or phrases in reading assignments
Modified workload or length of assignments/tests
Modified time demands



SPRINGFIELD PUBLIC SCHOOLS

**ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY
GLOBAL SKILLS**

Pass/no pass option
Modified grades based on IEP

BEHAVIOR ACCOMMODATIONS FOR STUDENTS:

- Breaks between tasks
- Cue expected behavior
- Daily feedback to student
- Have contingency plans
- Use de-escalating strategies
- Use positive reinforcement
- Use proximity/touch control
- Use peer supports and mentoring
- Model expected behavior by adults
- Have parent sign homework
- Set and post class rules
- Chart progress and maintain data



SPRINGFIELD PUBLIC SCHOOLS

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY
GLOBAL SKILLS

Accommodations and Modifications for ESL Students

- Give tests orally
- Give instructions/directions in writing and orally
- Assign a peer tutor, same language or English speaking
- Allow use of bilingual/translation dictionary
- Provide summaries of text or study guides of particular chapters
- Allow errors in speaking
- Allow errors in writing
- Accept writing in first language
- Highlight key vocabulary
- Reduce amount of work required
- Assess comprehension through demonstration or other alternative means (gestures, drawings)
- Rephrase questions, directions, and explanations
- Reduce multiple choices on assessments
- Provide study guides and/ or outlines
- Shorten reading assignments
- Allow extended time for test/project completion
- Use of audio books
- Use of graphic organizers
- Use reduced text, so that print is not dense
- Use visuals/pictures throughout lesson/unit/assignment
- Adapt homework to reflect language proficiency/home support
- Adapt homework to reflect home support
- Provide hands-on activities and explanations
- Allow extended time to answer questions, and permit drawing, as an explanation
- Use of translation dictionaries to locate words in the native language
- Use anecdotal records and portfolio of work as forms of assessment
- Use story retellings to assess comprehension

What Does the Gifted and Talented Experience Look Like? *Springfield Public Schools*

Mission Statement

The Gifted and Talented Program of the Springfield Public Schools aims to provide a meaningful and rigorous education that instills the value of lifelong learning and empowers all students to reach their full potential and become self-fulfilled creative leaders in accordance with the comprehensive standards of our state. We accomplish this by offering challenging, real-world experiences in a student-centered environment.

We recognize that students come from diverse socioeconomic, cultural, and ethnic backgrounds, and the mission of the gifted and talented program is to provide opportunities for students to explore their intellectual, creative, and artistic gifts and talents within the classroom and with beyond-the-classroom experiences. It is essential to provide diverse, appropriate, and ongoing learning experiences and environments that incorporate students' academic, psychological, and social needs. Our responsibility is to provide students with educational alternatives that teach, challenge, and expand their knowledge, while simultaneously stressing the development of independent and self-directed learners who continuously generate questions, analyze, synthesize, and evaluate information and ideas.

New Jersey Administrative Code 6A:8-3.1 defines students who are gifted and talented as those students who possess or demonstrate high levels of ability in one or more content areas when compared to their chronological peers in the local district and who require modification of their educational program if they are to achieve in accordance with their capabilities.

Goals:

To support our mission, we have established the following goals to guide our work:

- To infuse into the general education program a broad range of activities for high-level learning that will challenge all students to perform at advanced levels, and provide extended opportunities, resources, and support in particular areas where student interest or talent is demonstrated.
- To provide a continuum of gifted education services that will strengthen the total school program, offer enriching and challenging learning opportunities for all students, and provide specialized learning experiences
- To promote achievement of students' best potentials and increased ability.

Through a productive and collaborative relationship among the building principals, classroom teachers, and the Gifted and Talented teacher, our schools can create programming that will enhance the learning experience for every student and serve the unique and specialized needs of students currently demonstrating gifted behaviors.

Elements of the Schoolwide Enrichment Model, W.I.N (What I Need), differentiated instruction, advanced classes, or individual programs into a student's regular instruction program are integral to this overarching framework for gifted education in the Springfield School District.

Reference Board Policy and Regulation 2464 – Gifted and Talented Pupils (M)

Early Childhood Center **Edward V. Walton**

Schoolwide Virtual Enrichment

All first and second grade students have access to the [Gifted and Talented Virtual Classroom](#). This virtual classroom is a space for students to complete various challenges and enrichment opportunities at their own pace. Students can receive feedback and additional adaptable resources to meet their individual learning needs. The virtual classroom design expands accessibility to enrichment resources and allows students to choose learning activities according to their unique interests and abilities. The purpose of the activities is to encourage problem-solving, develop critical thinking

skills, and expand curiosity and imagination. Activities are aligned to the New Jersey Student Learning Standards.

Gifted and Talented Teacher as a Resource

The Gifted and Talented teacher serves as a resource to all teachers within Edward V. Walton School. Teachers seeking resources for their high-ability learners will receive additional support from the Gifted and Talented teacher in various ways. This support may include additional units of study, challenging resources, and student projects.

Elementary Schools **James Caldwell** **Thelma L. Sandmeier**

The goal is to engage small groups of students in intensive learning experiences through standards-based, rigorous, and relevant units of study that supplement, not supplant, the grade-level curriculum and support students' unique learning needs.

Enrichment Experience Grade 3

Beginning in third grade, the G&T teacher will cycle through all classrooms to work on problem-solving and enrichment tasks with students. Driven by assessment data, academic performance, student interest, and teacher observation, small groups of students will meet with the G&T teacher during W.I.N. (What I Need) periods throughout the week that the teacher is assigned to their classroom teacher. Groupings will be flexible and monitored to best meet each student's needs throughout the school year. Activities will include brain teasers, puzzles, strategic thinking, problem-solving, and STEM challenges.

Targeted Gifted and Talented Programing Grades 4-5

Students may become identified as Gifted and Talented in fourth grade. Students that are identified may receive support from the G&T Teacher for up to five periods (200 minutes) a week during W.I.N. (What I Need) periods. Identified students will meet to explore grade-level content while incorporating depth and complexity in a student-centered, problem-based environment. The Gifted and Talented Program aims to provide students with various advanced and challenging learning experiences across content areas to promote independent thinking skills, refine critical thinking and communication skills, cultivate joy in learning, and expand student interests through problem-solving. The instruction that students receive incorporates 21st Century Skills and advanced content that is challenging, hands-on, and relevant to the real world.

Strategies and Practices that Support Gifted and Talented Students

- Adjusted Pace of Lessons
- Inquiry-Based Instruction
- Higher-Order Thinking Activities
- Interest-Based Content
- Real World Problem Solving/Problem Based Learning
- Independent Study/Passion Projects
- Units of Study with Like-Minded Peers

Schoolwide Virtual Enrichment

All JCS and TLS students have access to grade level-specific [Gifted and Talented Virtual Classrooms](#). These virtual classrooms are a space for students to complete various challenges and enrichment opportunities at their own pace. Students are able to receive feedback and additional opportunities based on their needs. The virtual classrooms have expanded the accessibility of enrichment resources directly to the students and allows for students to choose opportunities according to their interests and abilities. The purpose of the activities is to encourage problem solving, develop critical thinking skills, and expand curiosity and imagination in conjunction with the New Jersey Student Learning Standards.

Gifted and Talented Teacher as a Resource

In addition to classroom support, the Gifted and Talented teacher also serves as a resource to all teachers in the building. Teachers that are seeking resources for their high ability learners will receive additional support from the Gifted and Talented teacher in various ways. This may include additional units of study, challenging resources, student projects, and meeting with the G&T teacher as needed.

Additional Enrichment Opportunities

Across all grade levels 3-5, as recommended by the classroom teacher, students exhibiting a need for additional enrichment may have the opportunity to meet with the G&T teacher as the schedule allows. Groupings will be flexible and monitored to best meet the students' needs throughout the school year. Activities will include, brain teasers, puzzles, strategic thinking activities, problem-solving challenges, and STEM challenges. Students engage in an extended process of asking questions, using resources, and developing answers that lead to thinking about what and how they are learning. Students are held accountable for how they work and use their time by demonstrating their learning through products or presentations.

Students self-select to participate in individual and/or group projects based on interest and commitment. The classroom teacher and/or the enrichment teacher will help guide

and monitor student exploration of chosen topics, facilitating their learning with resources and teaching of needed skills.

Secondary Schools
Florence M. Gaudineer Middle School
Jonathan Dayton High School

Grades 6-12: Access to specific content programs with higher levels of academic challenges (i.e. Pre-Algebra, Accelerated Communication Arts, and Advanced Placement Classes)

Dual Credit Courses provide students the opportunity to obtain high school credit, and college credit, simultaneously through partnerships with several institutions.

Project Lead the Way (PLTW) students become builders of technology by engaging in real world activities. Students are empowered as design thinkers collaborating on real world projects.

Gifted and Talented Identification Criteria

The Springfield Schools Gifted and Talented Program recognizes that students require differentiated learning experiences beyond the core curriculum being taught because of their advanced abilities in one or more content areas. These students may also have other cognitive qualities such as curiosity, creativity, motivation, leadership, and passion that require modifications to their academic experience.

Multiple Measures of Eligibility

Kindergarten through grade twelve identification process for gifted and talented students includes multiple measures. Multiple measures may include but are not limited to: achievement test scores; grades; student performance or products; intelligence testing; parent, student, and/or teacher recommendation; and other appropriate measures. The identification methodology is developmentally appropriate, non-discriminatory, and related to the programs and services offered by the Springfield School District. The identification procedures are reviewed annually.

According to N.J.A.C. 6A:8-3.1, all public school districts must have a board-approved gifted and talented identification process and provide services for identified students

enrolled in the grades of that school district. The regulations require that identification and services be made available to students in grades K-12.

When students are recommended for the Gifted and Talented Program there are multiple measures that are considered to determine if services are necessary and appropriate. The assessments used are as follows:

- *Cognitive Abilities Test (CogAT)*
- *Classroom Performance/Student Portfolios*
- *DRA2 Level*
- *iReady Diagnostic Scores*
- *Gifted Indicators Checklist*
- *Start Strong/NJSLA Assessment Data*

The N.J.A.C. requires that students be compared to their chronological peers in the local school district. The New Jersey Department of Education has not established state-level criteria for identifying students who are gifted, such as mandated tests or assessments, grade point averages, or IQ scores. Local school districts must use multiple measures to identify students.

Procedures

<https://www.straussesmay.com/seportal/Public/DistrictPolicy.aspx?policyid=2464&id=b8a33a9f505e4998a6db3fb8e1de778b>

Team meetings present the opportunity to review data and assess the educational needs of all students. Programs for gifted and talented students will be periodically evaluated for their continuing efficacy and adjusted accordingly. The parent of any student identified as gifted or talented shall be consulted regarding any program designed to address the student's particular needs.

NJDOE Fast Facts

<https://www.nj.gov/education/standards/gifted/>

<https://www.nj.gov/education/standards/gifted/legislation.shtml>

Gifted and talented student: The "[*Strengthening Gifted and Talented Education Act*](#)" defines a gifted and talented student as a "student who possesses or demonstrates a high level of ability in one or more content areas when compared to their chronological peers in the school district and who require modifications of their educational program if they are to achieve in accordance with their capabilities."

Twice-exceptional (2E) students: A twice-exceptional (2E) student is defined as "a student who is both gifted and a student with a disability. These students may also be

referred to as having dual exceptionalities or as being gifted with learning disabilities (GT/LD). This also applies to students who are gifted with ADHD or gifted with autism” (New Jersey Association for Gifted Children, www.nagc.org).

Instructional adaptation: An adjustment or modification to instruction enabling a student who is gifted and talented to participate in, benefit from, and demonstrate knowledge and application of the New Jersey Student Learning Standards in one or more content areas at the instructional level of the student, not just the student’s grade level.

Identifying gifted and talented students: The focus of identification is to provide programming and services in which students' specific learning needs and potential are appropriately addressed and met. In every New Jersey school district, there are students who require modifications to the general education curriculum if they are to achieve in accordance with their abilities. By identifying a student’s general intellectual ability, creativity, or specific academic area aptitudes, we are acknowledging that they need programming and services outside of the general education/grade level curriculum to advance their learning.

Supplemental Resources/Programming for Gifted Students

Edward V. Walton

- PETS Program – Primary Education Thinking Skills
- Group Solutions/Group Solutions 2 – Cooperative Logic Activities
- Lollipop Logic
- Beginning Thinking Skills
- AIMS Education Programming

James Caldwell and Thelma L. Sandmeier

Math/ELA

- Project M3: Mentoring Mathematical Minds
- Junior Great Books
- AIMS Education Programming
- Borenson Hands on Equations
- BizWorld
- Perplexors
- Advanced Math Explorations grade 3-5
- Challenging Units for Gifted Learners (ELA and Math)
- Creative Curriculum Extenders

- Differentiated Lessons & Projects
- Challenge Math Grades 4+
- Differentiating Instruction with Menus (All Content Areas)
- Jacob's Ladder
- Genius Hour/Passion Project
- Spatial Reasoning
- Logic Puzzles, Brain Games, Analogies

STEM

- Engineering is Elementary
- Engineer Throughout the Year
- PBS Design Squad
- DefinedSTEM
- Project Lead the Way (PLTW)

Enrichment Events

Experience for all students to be enriched through events related to the curricular or extracurricular activities. Examples include after school clubs, PTA-sponsored events, leadership opportunities, visual and performing arts, and community service opportunities.