

Long Beach Island Consolidated School District Curriculum Guide

Grade: 3-5

Content Area: Visual Arts

Introduction

The grade 3-5 Visual Arts curriculum provides a variety of integrated, interdependent learning opportunities for students to develop artistic literacy and fluency in the visual arts discipline. Students are expected to engage in imagining, creating, and performing ways to express their ideas, and analyze and respond to the artistic works of others. Artistic processes, anchor standards, practices, and performance expectations assist in developing these skills along with grade level appropriate vocabulary, resources, and techniques.

Original Adoption: October 23, 2018

Revised on: March 18, 2019

Revised by: C. McBride, C. Sheplin

Revised on: August 16, 2022

Revised by: Cathy McBride

Recommended Pacing Guide

Creating	10 days throughout
Presenting	10 days throughout
Responding	10 days throughout
Connecting	10 days throughout

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Content Area: Visual Arts

Unit 1: Creating

Duration: 10 days throughout

Standards/Learning Targets

New Jersey Student Learning Standards:

1.5.5.Cr1a: Brainstorm and curate ideas to innovatively problem-solve during artmaking and design projects.

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.Cr2a: Experiment and develop skills in multiple art-making techniques and approaches, through invention and practice.

1.5.5.Cr2b: Demonstrate craftsmanship through the safe and respectful use of materials, tools and equipment.

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.Cr3a: Reflect, refine, and revise work individually and collaboratively, and discuss and describe personal choices in artmaking.

Primary Interdisciplinary Connections:

English Language Arts

RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

RL.3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.

RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

RL.4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.

RL.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

RL.5.2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text

Social Emotional Learning [SELARTS](#)

- Recognize one's feelings and thoughts
- Recognize the impact of one's feelings and thoughts on one's own behavior
- Recognize one's personal traits, strengths and limitations
- Recognize the importance of self-confidence in handling daily tasks and challenges
- Recognize and identify the thoughts, feelings and perspectives of others
- Demonstrate an awareness of the differences among individuals, groups and others' cultural backgrounds
- Demonstrate an understanding of the need for mutual respect when viewpoints differ
- Demonstrate an awareness of the expectations for social interactions in a variety of settings

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- Establish and maintain healthy relationships
- Utilize positive communication and social skills to interact effectively with others
- Recognize the skills needed to establish and achieve personal and educational goals
- Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals
- Evaluate personal, ethical, safety and civic impact of decisions
- Develop, implement and model effective problem solving and critical thinking skills
- Identify the consequences associated with one's actions in order to make constructive choices

Career Readiness, Life Literacies and Key Skills

9.4.5.CI.1: Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions

9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity.

LGBT and Disabilities Law N.J.S.A 18A:35-4.35 Instruction on the political, economic, and social integration of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum

Amistad Law: N.J.S.A 18A:52:16A-88-4.35 Instruction regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of secondary school students. <https://njsbf.org/new-breaking-bias-lessons-from-the-amistad-curriculum/>
<http://www.njamistadcurriculum.net/>

Holocaust Law N.J.S.A 18A:35-28

Instruction on the Holocaust and genocides in an appropriate place in the curriculum with an emphasis on the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

Evidence of Student Learning

Formative Tasks:

- Class participation
- Teacher observation
- Questioning
- Discussion
- Demonstration
- Composition
- Think-Pair-Share
- Peer/Self-Assessment
- Thumbs Up/Thumbs Down

Alternative Assessments:

- Rubric or Observation Checklist scoring student planning, lyrics, sheet music, or practice towards performance
- Student self-reflection or discussion while planning their performance
- Conversation/presentation rubric to score student work and presentation of final project or performance

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<ul style="list-style-type: none"> ● Emoji Self-assessment Door Chart 	
<p>Summative Assessments:</p> <ul style="list-style-type: none"> ● Listening Exam ● Performance ● Verbal feedback ● Student Critique ● Individual evaluation ● Observation 	<p>Benchmark Assessments:</p> <ul style="list-style-type: none"> ● A final benchmark assessment will be given that can be used to measure success with this unit such as a monologue performance. Additional performance assessments will be developed or chosen by the teacher. ● Oral review of technique and vocabulary

Knowledge & Skills

<p>Enduring Understandings:</p> <ul style="list-style-type: none"> ● Creativity and innovative thinking are essential life skills that can be developed. Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art-making goals ● Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches. Artists and designers balance experimentation and safety, freedom and responsibility, while developing and creating artworks. People create and interact with objects, places and design that define, shape, enhance, and empower their lives. ● Artists and designers develop excellence through practice and constructive critique, reflecting on, revising and refining work over time. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> ● What conditions, attitudes, and behaviors support creativity and innovative thinking? What factors prevent or encourage people to take creative risks? How does collaboration expand the creative process? How does knowing the contexts, histories, and traditions of art forms help us create works of art and design? Why do artists follow or break from established traditions? How do artists determine what resources and criteria are needed to formulate artistic investigations? ● How do artists work? How do artists and designers determine whether a particular direction in their work is effective? How do artists and designers learn from trial and error? How do artists and designers care for and maintain materials, tools and equipment? Why is it important, for safety and health, to understand and follow correct procedures in handling materials, tools and equipment? What responsibilities come with the freedom to create? How do objects, places and design shape lives and communities? How do artists and designers determine goals for designing or redesigning objects, places, or systems? How do artists and designers create works of art or design that effectively communicate?
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	<ul style="list-style-type: none"> ● What role does persistence play in revising, refining and developing work? How do artists grow and become accomplished in art forms? How does collaboratively reflecting on a work help us experience it more completely?
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Core Instructional & Supplemental Materials

<p>Suggested Activities/Resources:</p> <ul style="list-style-type: none"> ● Visual Arts Resources ● Visual Arts Toolkit - KET Education ● Resources And Activities For Art Lesson Plans PBS LearningMedia ● Art & Language Arts Curriculum (Education at the Getty) ● Painting: The Art of Self Expression ● NGAkids Art Zone for iPad ● A Listening Doll How can history and tradition be expressed through the art of sculpting? 	<p>Varied Levels of Text:</p> <ul style="list-style-type: none"> ● Balkan, Gabrielle and Bloggs, Josy. <i>The Met Georgia O'Keeffe: She Saw the World in a Flower</i> ● Brown, Mónica. <i>Frida Kahlo and Her Animalitos.</i> ● De Bie, Cecil, and Martijn Leenan. <i>Rembrandt: Children's See and Do Book</i> ● Flux, Paul. <i>The Life and Work George Seurat</i> ● Hodge, Susie and Ekdahl, Kim. <i>The Met Hokusai: He Saw the World in a Wave</i> ● Jackson, Sharna and Pippins, Andrea. <i>The Met Faith Ringgold: Narrating the World in Pattern and Color</i> ● Kohl, MaryAnn F and Solga, Kim. <i>Discovering Great Artists: Hands-On Art Experiences in the Styles of Great Masters</i> ● Lionni, Leo. <i>Matthew's Dream</i>
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- Mayhew, James. *Katie Meets the Impressionists*
- Ringgold, Faith. *Tar Beach*
- Rhodes-Pitts, Sharifa. *Jake Makes a World: Jacob Lawrence, A Young Artist in Harlem*
- Steptoe, Javaka. *Radiant Child: The Story of Young Artist Jean-Michel Basquiat*
- Suzuki, Sarah. *Yayoi Kusama: From Here to Infinity!*
- Tullet, Hervé. *Mix It Up*
- Vachharajani, Anita. *Amrita Sher-Gil: Rebel with a Paintbrush*
- Venezia, Mike. *George Seurat: Getting to Know the World's Famous Artists*
- Venezia, Mike. *Jackson Pollock: Getting to Know the World's Famous Artists*
- Venezia, Mike. *Michaelangelo: Getting to Know the World's Famous Artists*
- Venezia, Mike. *Rembrandt: Getting to Know the World's Famous Artists*

Suggested Accommodations For All Units

English Language Learners:

- Modified Assignments

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- Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary)
- Extended time for assignment completion as needed
- Highlight key vocabulary
- Use graphic organizers

Special Education/504 Plans/Students with Disabilities:

- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments.
- Repetition and and practice
- Model skills / techniques to be mastered.
- Extended time to complete class work
- Provide copy of class notes
- Preferential seating to be mutually determined by the student and teacher
- Students may request to use a computer to complete assignments.
- Establish expectations for correct spelling on assignments.
- Extra textbooks for home.
- Students may request books on tape / CD / digital media, as available and appropriate.
- Assign a peer helper in the class setting
- Provide oral reminders and check student work during independent work time
- Assist student with long and short term planning of assignments
- Encourage student to proofread assignments and tests
- Provide regular parent/ school communication
- Teachers will check/sign student agenda daily
- Student requires use of other assistive technology device

Gifted and Talented:

- Extension Activities
- Conduct research and provide presentation of cultural topics
- Debate topics of interest / cultural importance
- Authentic listening and reading sources that provide data and support for speaking and writing prompts
- Exploration of art and/or artists to understand society and history
- Anchor Activities
- Use of Higher Level Questioning Techniques
- Provide assessments at a higher level of thinking

Students at Risk of Failure:

- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments.
- Repetition and and practice
- Model skills / techniques to be mastered.
- Extended time to complete class work

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- Encourage student to proofread assignments and tests
- Provide regular parent/ school communication
- Teachers will check/sign student agenda daily
- Student requires use of other assistive technology device

Economically Disadvantaged:

- Provide clear, achievable expectations, do not lower academic requirements for them.
- Build a safe and nurturing atmosphere
- Perspective and experiences of the children need to be considered
- Create ways for students to share their emotions
- Give every student the same opportunity for success.
- Use real-world examples and create mental models for abstract idea
- Provide increased knowledge base and vocabulary use about real world experiences.
- Share the decision making in class.
- Daily affirmations
- Asking to hear students' hopes and offering reinforcements of those hopes
- Telling students why they can succeed

Culturally Diverse:

- Involve families in student learning
- Provide social/emotional support
- Respect cultural traditions
- Build in more group work to encourage interaction with peers
- Show photos, videos, and definitions when possible for culturally unique vocabulary

Gifted and Talented

- Peer mediated strategies
- Cooperative learning groups
- Differentiated instruction

Presentation accommodations allow a student to:

- Vary the method of presentation: lecture, small groups, large group, demonstration, individual experimentation
- Use technology tools to enhance content

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- Explore real world connections

Response accommodations allow a student to:

- Turn and Talk
- Reward risk taking while encouraging students to think “outside of the box”

Setting accommodations allow a student to:

- Use flexible seating
- Have choice in seating/grouping

Timing accommodations allow a student to:

- Have flexible pacing in terms of content, assignments, and assessments
- Explore extended activities

Scheduling accommodations allow a student to:

- Establish a timeline for completing a project
- Have rigorous Pacing

Organization skills accommodations allow a student to:

- Model executive functioning
- Utilize independent skills practices

Assignment modifications allow a student to:

- Complete enrichment tasks
- Write longer passages on essays and open ended responses including academic vocabulary
- Answer higher order thinking questions
- Cite text evidence
- Create alternate projects or assignments, student developed rubrics, student choice when completing a project or alternate labs

Curriculum modifications provide:

- Topics of interest to the student and/or relevant to how the world works
- Students access to supplemental reading materials matched to individual student lexiles
- Opportunities for open-ended, self-directed activities
- Opportunities to get graded or assessed using a different standard than the one for classmates

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Unit 2: Presenting	Duration: 10 days throughout
Standards/Learning Targets	
<p>New Jersey Student Learning Standards:</p> <p>1.5.5.Pr4a: Define and analyze the responsibilities of a curator in preserving and presenting artifacts or artwork.</p> <p>1.5.5.Pr5a: Prepare and present artwork safely and effectively.</p> <p>1.5.5.Pr6a: Discuss how exhibits and museums provide information and in person experiences about concepts and topics.</p>	
<p>Primary Interdisciplinary Connections:</p> <p>W.6.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	
<p>Social Emotional Learning SELARTS</p> <p>Recognize one’s feelings and thoughts</p> <p>Recognize the impact of one’s feelings and thoughts on one’s own behavior</p> <p>Recognize one’s personal traits, strengths and limitations</p> <p>Recognize the importance of self-confidence in handling daily tasks and challenges</p> <p>Recognize and identify the thoughts, feelings and perspectives of others</p> <p>Demonstrate an awareness of the differences among individuals, groups and others’ cultural backgrounds</p> <p>Demonstrate an understanding of the need for mutual respect when viewpoints differ</p> <p>Demonstrate an awareness of the expectations for social interactions in a variety of settings</p> <p>Utilize positive communication and social skills to interact effectively with others</p> <p>Identify the consequences associated with one’s actions in order to make constructive choices</p> <p>Develop, implement and model effective problem solving and critical thinking skills</p>	
<p>Career Readiness, Life Literacies, and Key Skills Practices:</p> <p>9.4.5.CI.1: Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions</p> <p>9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one’s thinking about a topic of curiosity.</p>	
<p>LGBT and Disabilities Law N.J.S.A 18A:35-4.35 Instruction on the political, economic, and social integration of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum</p>	
<p>Amistad Law: N.J.S.A 18A:52:16A-88-4.35 Instruction regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of secondary school</p>	

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Holocaust Law N.J.S.A 18A:35-28

Instruction on the Holocaust and genocides in an appropriate place in the curriculum with an emphasis on the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens

Evidence of Student Learning

Formative Tasks:

- Class participation
- Teacher observation
- Questioning
- Discussion
- Demonstration
- Composition
- Think-Pair-Share
- Peer/Self-Assessment
- Thumbs Up/Thumbs Down
- Emoji Self-assessment Door Chart

Alternative Assessments:

- Rubric or Observation Checklist scoring student planning, lyrics, sheet music, or practice towards performance
- Student self-reflection or discussion while planning their performance
- Conversation/presentation rubric to score student work and presentation of final project or performance

Summative Assessments:

- Listening Exam
- Performance
- Verbal feedback
- Student Critique
- Individual evaluation
- Observation

Benchmark Assessments:

- A final benchmark assessment will be given that can be used to measure success with this unit such as a monologue performance. Additional performance assessments will be developed or chosen by the teacher.
- Oral review of technique and vocabulary

Knowledge & Skills

Enduring Understandings:

- 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

Essential Questions:

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

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<p>technologies when preparing and refining artwork for display and or when deciding if and how to preserve and protect it.</p> <ul style="list-style-type: none"> ● 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. 	<ul style="list-style-type: none"> ● What methods and processes are considered when preparing artwork for presentation or preservation? How does refining artwork affect its meaning to the viewer? What criteria are considered when selecting work for presentation, a portfolio, or a collection? ● What is an art museum? How does the presenting and sharing of objects, artifacts and artworks influence and shape ideas, beliefs and experiences? How do objects, artifacts and artworks collected, preserved, or presented, cultivate appreciation and understanding?
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Core Instructional & Supplemental Materials

<p>Suggested Activities/Resources:</p> <ul style="list-style-type: none"> ● Visual Arts Resources ● Visual Arts Toolkit - KET Education ● Resources And Activities For Art Lesson Plans PBS LearningMedia ● Art & Language Arts Curriculum (Education at the Getty) ● Comparing Cultural Holidays 	<p>Varied Levels of Text:</p> <ul style="list-style-type: none"> ● Balkan, Gabrielle and Bloggs, Josy. <i>The Met Georgia O'Keeffe: She Saw the World in a Flower</i> ● Brown, Mónica. <i>Frida Kahlo and Her Animalitos.</i> ● De Bie, Cecil, and Martijn Leenan. <i>Rembrandt: Children's See and Do Book</i> ● Flux, Paul. <i>The Life and Work George Seurat</i> ● Hodge, Susie and Ekdahl, Kim. <i>The Met Hokusai: He Saw the World in a Wave</i> ● Jackson, Sharna and Pippins, Andrea. <i>The Met Faith Ringgold:</i>
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Narrating the World in Pattern and Color

- Kohl, MaryAnn F and Solga, Kim. *Discovering Great Artists: Hands-On Art Experiences in the Styles of Great Masters*
- Mayhew, James. *Katie Meets the Impressionists*
- Ringgold, Faith. *Tar Beach*
- Rhodes-Pitts, Sharifa. *Jake Makes a World: Jacob Lawrence, A Young Artist in Harlem*
- Steptoe, Javaka. *Radiant Child: The Story of Young Artist Jean-Michel Basquiat*
- Suzuki, Sarah. *Yayoi Kusama: From Here to Infinity!*
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- Venezia, Mike. *George Seurat: Getting to Know the World's Famous Artists*
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- Venezia, Mike. *Michaelangelo: Getting to Know the World's Famous Artists*

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- Venezia, Mike. *Rembrandt: Getting to Know the World's Famous Artists*

Suggested Accommodations For All Units

English Language Learners:

- Modified Assignments
- Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary)
- Extended time for assignment completion as needed
- Highlight key vocabulary
- Use graphic organizers

Special Education/504 Plans/Students with Disabilities:

- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments.
- Repetition and and practice
- Model skills / techniques to be mastered.
- Extended time to complete class work
- Provide copy of class notes
- Preferential seating to be mutually determined by the student and teacher
- Students may request to use a computer to complete assignments.
- Establish expectations for correct spelling on assignments.
- Extra textbooks for home.
- Students may request books on tape / CD / digital media, as available and appropriate.
- Assign a peer helper in the class setting
- Provide oral reminders and check student work during independent work time
- Assist student with long and short term planning of assignments
- Encourage student to proofread assignments and tests
- Provide regular parent/ school communication
- Teachers will check/sign student agenda daily
- Student requires use of other assistive technology device

Gifted and Talented:

- Extension Activities
- Conduct research and provide presentation of cultural topics
- Debate topics of interest / cultural importance

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- Authentic listening and reading sources that provide data and support for speaking and writing prompts
- Exploration of art and/or artists to understand society and history
- Anchor Activities
- Use of Higher Level Questioning Techniques
- Provide assessments at a higher level of thinking

Students at Risk of Failure:

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Economically Disadvantaged:

- Provide clear, achievable expectations, do not lower academic requirements for them.
- Build a safe and nurturing atmosphere
- Perspective and experiences of the children need to be considered
- Create ways for students to share their emotions
- Give every student the same opportunity for success.
- Use real-world examples and create mental models for abstract idea
- Provide increased knowledge base and vocabulary use about real world experiences.
- Share the decision making in class.
- Daily affirmations
- Asking to hear students' hopes and offering reinforcements of those hopes
- Telling students why they can succeed

Culturally Diverse:

- Involve families in student learning
- Provide social/emotional support

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- Respect cultural traditions
- Build in more group work to encourage interaction with peers
- Show photos, videos, and definitions when possible for culturally unique vocabulary

Gifted and Talented

- Peer mediated strategies
- Cooperative learning groups
- Differentiated instruction

Presentation accommodations allow a student to:

- Vary the method of presentation: lecture, small groups, large group, demonstration, individual experimentation
- Use technology tools to enhance content
- Explore real world connections

Response accommodations allow a student to:

- Turn and Talk
- Reward risk taking while encouraging students to think “outside of the box”

Setting accommodations allow a student to:

- Use flexible seating
- Have choice in seating/grouping

Timing accommodations allow a student to:

- Have flexible pacing in terms of content, assignments, and assessments
- Explore extended activities

Scheduling accommodations allow a student to:

- Establish a timeline for completing a project
- Have rigorous Pacing

Organization skills accommodations allow a student to:

- Model executive functioning
- Utilize independent skills practices

Assignment modifications allow a student to:

- Complete enrichment tasks
- Write longer passages on essays and open ended responses including academic vocabulary
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Curriculum modifications provide:

- Topics of interest to the student and/or relevant to how the world works
- Students access to supplemental reading materials matched to individual student lexiles
- Opportunities for open-ended, self-directed activities
- Opportunities to get graded or assessed using a different standard than the one for classmates

Unit 3: Responding

Duration: 10 days throughout

Standards/Learning Targets

New Jersey Student Learning Standards:

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.Re9a: Identify different evaluative criteria for different types of artwork dependent on genre, historical and cultural contexts.

Social Emotional Learning [SELARTS](#)

Recognize one's feelings and thoughts

Recognize the importance of self-confidence in handling daily tasks and challenges

Recognize the impact of one's feelings and thoughts on one's own behavior

Utilize positive communication and social skills to interact effectively with others

Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways

Career Readiness, Life Literacies and Key Skills Practices

9.4.5.Cl.1: Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions

9.4.5.Cl.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity.

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Summative Assessments:

- Listening Exam
- Performance
- Verbal feedback
- Student Critique
- Individual evaluation
- Observation

Benchmark Assessments:

- A final benchmark assessment will be given that can be used to measure success with this unit such as a monologue performance. Additional performance assessments will be developed or chosen by the teacher.
- Oral review of technique and vocabulary

Knowledge & Skills

Enduring Understandings:

- Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments. Visual arts influences understanding of and responses to the world.

Essential Questions:

- How do life experiences influence the way you relate to art? How does learning about art impact how we perceive the world? What can we learn from our responses to art? What is visual art? Where and how do we encounter visual arts in our world? How do visual arts influence our views of the world?

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<ul style="list-style-type: none"> ● People gain insights into meanings of artworks by engaging in the process of art criticism. ● People evaluate art based on various criteria. 	<ul style="list-style-type: none"> ● What is the value of engaging in the process of art criticism? How can the viewer "read" a work of art as text? How does knowing and using visual art vocabulary help us understand and interpret works of art? ● How does one determine criteria to evaluate a work of art? How and why might criteria vary? How is a personal preference different from an evaluation?
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Core Instructional & Supplemental Materials

<p>Suggested Activities/Resources:</p> <ul style="list-style-type: none"> ● Visual Arts Resources ● Visual Arts Toolkit - KET Education ● Resources And Activities For Art Lesson Plans PBS LearningMedia ● Art & Language Arts Curriculum (Education at the Getty) 	<p>Varied Levels of Text:</p> <ul style="list-style-type: none"> ● Balkan, Gabrielle and Bloggs, Josy. <i>The Met Georgia O'Keeffe: She Saw the World in a Flower</i> ● Brown, Mónica. <i>Frida Kahlo and Her Animalitos</i>. ● De Bie, Cecil, and Martijn Leenan. <i>Rembrandt: Children's See and Do Book</i> ● Flux, Paul. <i>The Life and Work George Seurat</i> ● Hodge, Susie and Ekdahl, Kim. <i>The Met Hokusai: He Saw the World in a Wave</i> ● Jackson, Sharna and Pippins, Andrea. <i>The Met Faith Ringgold: Narrating the World in Pattern and Color</i> ● Kohl, MaryAnn F and Solga, Kim. <i>Discovering Great Artists: Hands-On Art Experiences in the Styles of Great Masters</i>
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- Ringgold, Faith. *Tar Beach*
- Rhodes-Pitts, Sharifa. *Jake Makes a World: Jacob Lawrence, A Young Artist in Harlem*
- Steptoe, Javaka. *Radiant Child: The Story of Young Artist Jean-Michel Basquiat*
- Suzuki, Sarah. *Yayoi Kusama: From Here to Infinity!*
- Tullet, Hervé. *Mix It Up*
- Vachharajani, Anita. *Amrita Sher-Gil: Rebel with a Paintbrush*
- Venezia, Mike. *George Seurat: Getting to Know the World's Famous Artists*
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- Venezia, Mike. *Michaelangelo: Getting to Know the World's Famous Artists*
- Venezia, Mike. *Rembrandt: Getting to Know the World's Famous Artists*

Suggested Accommodations For All Units

English Language Learners:

- Modified Assignments
- Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary)
- Extended time for assignment completion as needed

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Content Area: Visual Arts

- Highlight key vocabulary
- Use graphic organizers

Special Education/504 Plans/Students with Disabilities:

- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments.
- Repetition and and practice
- Model skills / techniques to be mastered.
- Extended time to complete class work
- Provide copy of class notes
- Preferential seating to be mutually determined by the student and teacher
- Students may request to use a computer to complete assignments.
- Establish expectations for correct spelling on assignments.
- Extra textbooks for home.
- Students may request books on tape / CD / digital media, as available and appropriate.
- Assign a peer helper in the class setting
- Provide oral reminders and check student work during independent work time
- Assist student with long and short term planning of assignments
- Encourage student to proofread assignments and tests
- Provide regular parent/ school communication
- Teachers will check/sign student agenda daily
- Student requires use of other assistive technology device

Gifted and Talented:

- Extension Activities
- Conduct research and provide presentation of cultural topics
- Debate topics of interest / cultural importance
- Authentic listening and reading sources that provide data and support for speaking and writing prompts
- Exploration of art and/or artists to understand society and history
- Anchor Activities
- Use of Higher Level Questioning Techniques
- Provide assessments at a higher level of thinking

Students at Risk of Failure:

- Pair visual prompts with verbal presentations
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Content Area: Visual Arts

- Establish expectations for correct spelling on assignments.
- Extra textbooks for home.
- Students may request books on tape / CD / digital media, as available and appropriate.
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- Assist student with long and short term planning of assignments
- Encourage student to proofread assignments and tests
- Provide regular parent/ school communication
- Teachers will check/sign student agenda daily
- Student requires use of other assistive technology device

Economically Disadvantaged:

- Provide clear, achievable expectations, do not lower academic requirements for them.
- Build a safe and nurturing atmosphere
- Perspective and experiences of the children need to be considered
- Create ways for students to share their emotions
- Give every student the same opportunity for success.
- Use real-world examples and create mental models for abstract idea
- Provide increased knowledge base and vocabulary use about real world experiences.
- Share the decision making in class.
- Daily affirmations
- Asking to hear students' hopes and offering reinforcements of those hopes
- Telling students why they can succeed

Culturally Diverse:

- Involve families in student learning
- Provide social/emotional support
- Respect cultural traditions
- Build in more group work to encourage interaction with peers
- Show photos, videos, and definitions when possible for culturally unique vocabulary

Gifted and Talented

- Peer mediated strategies
- Cooperative learning groups
- Differentiated instruction

Presentation accommodations allow a student to:

- Vary the method of presentation: lecture, small groups, large group, demonstration, individual experimentation
- Use technology tools to enhance content
- Explore real world connections

Response accommodations allow a student to:

Long Beach Island Consolidated School District Curriculum Guide

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Content Area: Visual Arts

- Turn and Talk
- Reward risk taking while encouraging students to think “outside of the box”

Setting accommodations allow a student to:

- Use flexible seating
- Have choice in seating/grouping

Timing accommodations allow a student to:

- Have flexible pacing in terms of content, assignments, and assessments
- Explore extended activities

Scheduling accommodations allow a student to:

- Establish a timeline for completing a project
- Have rigorous Pacing

Organization skills accommodations allow a student to:

- Model executive functioning
- Utilize independent skills practices

Assignment modifications allow a student to:

- Complete enrichment tasks
- Write longer passages on essays and open ended responses including academic vocabulary
- Answer higher order thinking questions
- Cite text evidence
- Create alternate projects or assignments, student developed rubrics, student choice when completing a project or alternate labs

Curriculum modifications provide:

- Topics of interest to the student and/or relevant to how the world works
- Students access to supplemental reading materials matched to individual student lexiles
- Opportunities for open-ended, self-directed activities
- Opportunities to get graded or assessed using a different standard than the one for classmates

Unit 4: Connecting

Duration: 10 days throughout

Standards/Learning Targets

New Jersey Student Learning Standards:

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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.

1.5.5.Cn11b: Communicate how art is used to inform others about global issues, including climate change

Primary Interdisciplinary Connections:

English Language Arts:

- R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

Science

3-ESS2-1 Represent data in tables and graphical displays to describe typical weather conditions expected during a particular season.

3-ESS2-2 Obtain and combine information to describe climates in different regions of the world.

4-ESS2-1 Make observations and/or measurements to provide evidence of the effects of weathering or the rate of erosion by water, ice, wind, or vegetation.

Career Readiness, Life Literacies, and Key Skills

9.4.5.Cl.1: Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions

9.4.5.Cl.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity.

LGBT and Disabilities Law N.J.S.A 18A:35-4.35 Instruction on the political, economic, and social integration of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum

Amistad Law: N.J.S.A 18A:52:16A-88-4.35 Instruction regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of secondary school students. <https://njsbf.org/new-breaking-bias-lessons-from-the-amistad-curriculum/>
<http://www.njamistadcurriculum.net/>

Holocaust Law N.J.S.A 18A:35-28

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Instruction on the Holocaust and genocides in an appropriate place in the curriculum with an emphasis on the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

Evidence of Student Learning

Formative Tasks:

- Class participation
- Teacher observation
- Questioning
- Discussion
- Demonstration
- Composition
- Think-Pair-Share
- Peer/Self-Assessment
- Thumbs Up/Thumbs Down
- Emoji Self-assessment Door Chart

Alternative Assessments:

- Rubric or Observation Checklist scoring student planning, lyrics, sheet music, or practice towards performance
- Student self-reflection or discussion while planning their performance
- Conversation/presentation rubric to score student work and presentation of final project or performance

Summative Assessments:

- Listening Exam
- Performance
- Verbal feedback
- Student Critique
- Individual evaluation
- Observation

Benchmark Assessments:

- A final benchmark assessment will be given that can be used to measure success with this unit such as a monologue performance. Additional performance assessments will be developed or chosen by the teacher.
- Oral review of technique and vocabulary

Knowledge & Skills

Enduring Understandings:

- 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.

Essential Questions:

- : How does engaging in creating art enrich people's lives? How does making art attune people to their surroundings? How do people contribute to awareness and understanding of their lives and the lives of their communities through artmaking?
- How does art help us understand the lives of people of different times, places, and cultures? How is art used to impact the views of a society? How does art preserve aspects of life?

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Grade: 3-5

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