

**CURRICULUM**

**FOR**

**ART**

**GRADES 3-6**

This curriculum is part of the Educational Program of Studies of the Rahway Public Schools.

### **ACKNOWLEDGMENTS**

**Joseph Elefante, Program Supervisor of Fine & Performing Arts, Family & Consumer Science, and  
Business**

The Board acknowledges the following who contributed to the preparation of this curriculum.

**Laura Gould**

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Subject/Course Title:  
**Art**  
**Grade 3-6**

Date of Board Adoption:  
**September 21, 2021**

# RAHWAY PUBLIC SCHOOLS CURRICULUM

Course Name: Art Grade 3

## *PACING GUIDE*

<b>Unit</b>	<b>Title</b>	<b>Pacing</b>
1	Understanding Line in Art	8 weeks
2	Understanding Shape in Art	8 weeks
3	Understanding Color in Art	8 weeks
4	Understanding Texture in Art	8 weeks
5	Understanding the use of Space in Art	8 weeks

## **ACCOMMODATIONS**

<p><b>504 Accommodations:</b></p> <ul style="list-style-type: none"> <li>● Provide scaffolded vocabulary and vocabulary lists.</li> <li>● Provide extra visual and verbal cues and prompts.</li> <li>● Provide adapted/alternate/excerpted versions of the text and/or modified supplementary materials.</li> <li>● Provide links to audio files and utilize video clips.</li> <li>● Provide graphic organizers and/or checklists.</li> <li>● Provide modified rubrics.</li> <li>● Provide a copy of teaching notes, especially any key terms, in advance.</li> <li>● Allow additional time to complete assignments and/or assessments.</li> <li>● Provide shorter writing assignments.</li> <li>● Provide sentence starters.</li> <li>● Utilize small group instruction.</li> <li>● Utilize Think-Pair-Share structure.</li> <li>● Check for understanding frequently.</li> <li>● Have student restate information.</li> <li>● Support auditory presentations with visuals.</li> <li>● Weekly home-school communication tools (notebook, daily log, phone calls or email messages).</li> <li>● Provide study sheets and teacher outlines prior to assessments.</li> <li>● Quiet corner or room to calm down and relax when anxious.</li> <li>● Reduction of distractions.</li> <li>● Permit answers to be dictated.</li> <li>● Hands-on activities.</li> <li>● Use of manipulatives.</li> <li>● Assign preferential seating.</li> <li>● No penalty for spelling errors or sloppy handwriting.</li> <li>● Follow a routine/schedule.</li> <li>● Provide student with rest breaks.</li> <li>● Use verbal and visual cues regarding directions and staying on task.</li> <li>● Assist in maintaining agenda book.</li> </ul>	<p><b>IEP Accommodations:</b></p> <ul style="list-style-type: none"> <li>● Provide scaffolded vocabulary and vocabulary lists.</li> <li>● Differentiate reading levels of texts (e.g., Newsela).</li> <li>● Provide adapted/alternate/excerpted versions of the text and/or modified supplementary materials.</li> <li>● Provide extra visual and verbal cues and prompts.</li> <li>● Provide links to audio files and utilize video clips.</li> <li>● Provide graphic organizers and/or checklists.</li> <li>● Provide modified rubrics.</li> <li>● Provide a copy of teaching notes, especially any key terms, in advance.</li> <li>● Provide students with additional information to supplement notes.</li> <li>● Modify questioning techniques and provide a reduced number of questions or items on tests.</li> <li>● Allow additional time to complete assignments and/or assessments.</li> <li>● Provide shorter writing assignments.</li> <li>● Provide sentence starters.</li> <li>● Utilize small group instruction.</li> <li>● Utilize Think-Pair-Share structure.</li> <li>● Check for understanding frequently.</li> <li>● Have student restate information.</li> <li>● Support auditory presentations with visuals.</li> <li>● Provide study sheets and teacher outlines prior to assessments.</li> <li>● Use of manipulatives.</li> <li>● Have students work with partners or in groups for reading, presentations, assignments, and analyses.</li> <li>● Assign appropriate roles in collaborative work.</li> <li>● Assign preferential seating.</li> <li>● Follow a routine/schedule.</li> </ul>
<p><b>Gifted and Talented Accommodations:</b></p> <ul style="list-style-type: none"> <li>● Differentiate reading levels of texts (e.g., Newsela).</li> <li>● Offer students additional texts with higher lexile levels.</li> <li>● Provide more challenging and/or more supplemental readings and/or activities to deepen understanding.</li> <li>● Allow for independent reading, research, and projects.</li> <li>● Accelerate or compact the curriculum.</li> <li>● Offer higher-level thinking questions for deeper analysis.</li> <li>● Offer more rigorous materials/tasks/prompts.</li> <li>● Increase number and complexity of sources.</li> <li>● Assign group research and presentations to teach the class.</li> <li>● Assign/allow for leadership roles during collaborative work and in other learning activities.</li> </ul>	<p><b>ELL Accommodations:</b></p> <ul style="list-style-type: none"> <li>● Provide extended time.</li> <li>● Assign preferential seating.</li> <li>● Assign peer buddy who the student can work with.</li> <li>● Check for understanding frequently.</li> <li>● Provide language feedback often (such as grammar errors, tenses, subject-verb agreements, etc...).</li> <li>● Have student repeat directions.</li> <li>● Make vocabulary words available during classwork and exams.</li> <li>● Use study guides/checklists to organize information.</li> <li>● Repeat directions.</li> <li>● Increase one-on-one conferencing.</li> <li>● Allow student to listen to an audio version of the text.</li> <li>● Give directions in small, distinct steps.</li> <li>● Allow copying from paper/book.</li> </ul>

- Give student a copy of the class notes.
- Provide written and oral instructions.
- Differentiate reading levels of texts (e.g., Newsela).
- Shorten assignments.
- Read directions aloud to student.
- Give oral clues or prompts.
- Record or type assignments.
- Adapt worksheets/packets.
- Create alternate assignments.
- Have student enter written assignments in criterion, where they can use the planning maps to help get them started and receive feedback after it is submitted.
- Allow student to resubmit assignments.
- Use small group instruction.
- Simplify language.
- Provide scaffolded vocabulary and vocabulary lists.
- Demonstrate concepts possibly through the use of visuals.
- Use manipulatives.
- Emphasize critical information by highlighting it for the student.
- Use graphic organizers.
- Pre-teach or pre-view vocabulary.
- Provide student with a list of prompts or sentence starters that they can use when completing a written assignment.
- Provide audio versions of the textbooks.
- Highlight textbooks/study guides.
- Use supplementary materials.
- Give assistance in note taking
- Use adapted/modified textbooks.
- Allow use of computer/word processor.
- Allow student to answer orally, give extended time (time-and-a-half).
- Allow tests to be given in a separate location (with the ESL teacher).
- Allow additional time to complete assignments and/or assessments.
- Read question to student to clarify.
- Provide a definition or synonym for words on a test that do not impact the validity of the exam.
- Modify the format of assessments.
- Shorten test length or require only selected test items.
- Create alternative assessments.
- On an exam other than a spelling test, don't take points off for spelling errors.

## *UNIT 1 OVERVIEW*

**Content Area:** Visual Art

**Unit Title:** Understanding Line in Art

**Target Course/Grade Level:** Art Grade 3

**Unit Summary:** Line is the use of various marks, outlines, and implied lines in an artwork or design. Line connects two or more points in space. “A line is a dot that went for a walk.” Students will learn that lines can have width, direction, length, and can show movement and mood. Students review echo lines and contour lines, which can create shape and interest in a work of art. Students will view master artwork showing examples of different lines, and use lines with varied media techniques in an original work of art.

**Approximate Length of Unit:** 8 weeks (however unit concepts will overlap throughout the year)

## *LEARNING TARGETS*

### **NJ 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.** 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.Pr5a.** Individually or collaboratively prepare and present theme-based artwork for display and formulate exhibition narratives.
- 1.5.5.Pr6a.** 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.Re9a.** Identify different evaluative criteria for different types of artwork dependent on genre, historical and cultural contexts.

- 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.

#### **Career Readiness, Life Literacies, and Key Skills:**

- 9.2.4.A.4.** Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.
- CRP1.** Act as a responsible and contributing citizen and employee.
- CRP2.** Apply appropriate academic and technical skills.
- CRP4.** Communicate clearly and effectively and with reason.
- CRP6.** Demonstrate creativity and innovation.
- CRP8.** Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP11.** Use technology to enhance productivity.
- CRP12.** Work productively in teams while using cultural global competence.

#### **Interdisciplinary Connections and Standards:**

##### **Technology**

- 8.1.5.A.1.** Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems).

##### **Science**

- K-2-ETS1-2.** Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.

##### **Mathematics**

- MP.1.** Make sense of problems and persevere in solving them.
- MP.3.** Construct viable arguments and critique the reasoning of others.
- MP.6.** Attend to precision.
- MP.7.** Look for and make use of structure.

#### **NJ SLS Companion Standards: Reading and Writing Standards for History, Social Studies, Science, and Technical Subjects:**

- RST.6-8.3.** Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.

## **Unit Understandings:**

*Students will understand that...*

- Lines can be used to produce and convey ideas, feelings and emotions in an artwork.
- Art can be used to communicate ideas visually.
- Each art discipline has its own vocabulary and concepts.
- Underlying structures in art can be found via analysis and inference.
- Breaking accepted norms often gives rise to new forms of artistic expression.

## **Unit Essential Questions:**

- What are different types of lines?
- Why are the elements of art and principles of design important in art creation?
- How can we use different types of lines to communicate in art?
- How are elements and principles of art used to communicate?
- Why is it important to know and use art terms when discussing visual art and in visual communication?
- How do underlying structures unconsciously guide the creation of art works?
- Does art have boundaries?
- How do artists work?
- How are artworks cared for, and by whom?
- How does art help us understand the lives of people of different times, places, and cultures?

## **Knowledge and Skills:**

*Students will know...*

- To identify and differentiate line styles.
- To engage collaboratively in exploration and imaginative play with materials
- Everyday objects can be repurposed to create something new.
- To observe and investigate before creating a piece of art.
- They can build skills in various media and approaches to artmaking through experimenting.
- To demonstrate safe procedures for using and cleaning art tools, equipment, and studio spaces.

*Students will be able to...*

- Use observation and investigation in preparation for making a work of art.
- Explore uses of materials and tools to create works of art or design.
- Demonstrate safe and proper procedures for using materials, tools, and equipment while making art.
- Brainstorm collaboratively multiple approaches to an art or design problem.
- Experiment with various materials and tools to explore personal interests in a work of art or design.



## ***EVIDENCE OF LEARNING***

### **Assessment:**

*What evidence will be collected and deemed acceptable to show that students truly “understand”?*

- Class projects
- Performance tasks
- Warm ups: Used to pre-assess student understanding or to review current material
- Exit Tickets/Exit Polling
- Rubrics
- Self- and peer assessments (critique)

### **Learning Activities:**

*What differentiated learning experiences and instruction will enable all students to achieve the desired results?*

- Class activities or projects that students complete in class where teachers can assess an individual or group.
- Projects assessed through the use of rubrics.
- Complete a drawing or coloring assignment that can be used as a pre-assessment.
- Students create and deliver a presentation to show what they have learned
- Portfolio of completed artworks.
- Open-ended responses.
- Class participation/ discussions.
- Metacognition - Allows for the students to process what they did in class and why it was done. At the end of class, have students complete a table with the following questions listed: o What did we do? o Why did we do it? o What did I learn today? o How can I apply it? o What questions do I still have about it?
- Draw/create something - Have students build/create something that requires that they apply what they have learned.
- Doodle it - Have students draw what they understand.
- Hand in, pass out - Ask students questions, have them respond on notebook paper anonymously. Students then hand in their papers. Teacher passes them out randomly to students for grading.
- Write it down - Have students write down an explanation of what they understand.
- Communicate in a variety of contexts through various artistic media, including technologies, to convey their own ideas and to interpret the ideas of others.

## *RESOURCES*

### **Teacher Resources:**

- Video/song related to unit theme or project
- Handouts
- Book or story related to unit theme
- Various unit related websites
- Previous art projects
- Professional artwork created by a wide range of artists representing different nationalities, ethnicities, races, and genders.

### **Equipment Needed:**

- Various art media
- Computer
- Internet access
- Speakers
- Projector/screen

## *UNIT 2 OVERVIEW*

**Content Area:** Visual Art

**Unit Title:** Understanding Shape in Art

**Target Course/Grade Level:** Art Grade 3

**Unit Summary:** Shape refers to a 2-dimensional, enclosed area. Shapes can be geometric, such as squares, circles, triangles etc., or they can be organic and freeform. Students will be able to identify various shapes, be able to classify them as geometric or organic, and learn the 3-dimensional counterparts to traditional 2-dimensional shapes. Students will understand how to draw and shade 3-dimensional shapes. Students will view master artwork showing examples of different 3-dimensional shapes, and use 3-dimensional shapes in an original work of art.

**Approximate Length of Unit:** 8 weeks (however unit concepts will overlap throughout the year)

## *LEARNING TARGETS*

### **NJ 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.** 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.Pr5a.** Individually or collaboratively prepare and present theme-based artwork for display and formulate exhibition narratives.
- 1.5.5.Pr6a.** 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.Re9a.** Identify different evaluative criteria for different types of artwork dependent on genre, historical and cultural contexts.
- 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.

### **Career Readiness, Life Literacies, and Key Skills:**

- 9.2.4.A.4.** Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.
- CRP1.** Act as a responsible and contributing citizen and employee.
- CRP2.** Apply appropriate academic and technical skills.
- CRP4.** Communicate clearly and effectively and with reason.
- CRP6.** Demonstrate creativity and innovation.
- CRP8.** Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP11.** Use technology to enhance productivity.
- CRP12.** Work productively in teams while using cultural global competence.

### **Interdisciplinary Connections and Standards:**

#### **Technology**

- 8.1.5.A.1.** Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems).

#### **Science**

- K-2-ETS1-2.** Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.

#### **Mathematics**

- MP.1.** Make sense of problems and persevere in solving them.
- MP.3.** Construct viable arguments and critique the reasoning of others.
- MP.6.** Attend to precision.
- MP.7.** Look for and make use of structure.

### **Unit Understandings:**

*Students will understand that...*

- Shapes can be used to produce and convey ideas, feelings, and emotions in an artwork.
- Shapes can help you draw new things.
- Shapes are all over our world.
- Art can be used to communicate ideas visually.

- Each art discipline has its own vocabulary and concepts.
- Underlying structures in art can be found via analysis and inference.
- Breaking accepted norms often gives rise to new forms of artistic expression.

### **Unit Essential Questions:**

- What are different types of shapes?
- Why are the elements of art and principles of design important in art creation?
- How can we use different types of shapes to communicate in art?
- How are elements and principles of art used to communicate?
- Why is it important to know and use art terms when discussing visual art and in visual communication?
- How do underlying structures unconsciously guide the creation of art works?
- Does art have boundaries?
- How do artists work?
- How are artworks cared for, and by whom?
- How does art help us understand the lives of people of different times, places, and cultures?

### **Knowledge and Skills:**

*Students will know...*

- The names and classifications of various shapes.
- To engage collaboratively in exploration and imaginative play with materials.
- Everyday objects can be repurposed to create something new.
- To observe and investigate before creating a piece of art.
- They can build skills in various media and approaches to artmaking through experimenting.
- To demonstrate safe procedures for using and cleaning art tools, equipment, and studio spaces.

*Students will be able to...*

- Identify and draw various geometric shapes.
- Use observation and investigation in preparation for making a work of art.
- Explore uses of materials and tools to create works of art or design.
- Demonstrate safe and proper procedures for using materials, tools, and equipment while making art.
- Brainstorm collaboratively multiple approaches to an art or design problem.
- Experiment with various materials and tools to explore personal interests in a work of art or design.

## ***EVIDENCE OF LEARNING***

### **Assessment:**

*What evidence will be collected and deemed acceptable to show that students truly “understand”?*

- Class projects
- Performance tasks
- Warm ups: Used to pre-assess student understanding or to review current material
- Exit Tickets/Exit Polling
- Rubrics
- Self- and peer assessments (critique)

### **Learning Activities:**

*What differentiated learning experiences and instruction will enable all students to achieve the desired results?*

- Class activities or projects that students complete in class where teachers can assess an individual or group.
- Projects assessed through the use of rubrics.
- Complete a drawing or coloring assignment that can be used as a pre-assessment.
- Students create and deliver a presentation to show what they have learned
- Portfolio of completed artworks.
- Open-ended responses.
- Class participation/ discussions.
- Metacognition - Allows for the students to process what they did in class and why it was done. At the end of class, have students complete a table with the following questions listed: o What did we do? o Why did we do it? o What did I learn today? o How can I apply it? o What questions do I still have about it?
- Draw/create something - Have students build/create something that requires that they apply what they have learned.
- Doodle it - Have students draw what they understand.
- Hand in, pass out - Ask students questions, have them respond on notebook paper anonymously. Students then hand in their papers. Teacher passes them out randomly to students for grading.
- Write it down - Have students write down an explanation of what they understand.
- Communicate in a variety of contexts through various artistic media, including technologies, to convey their own ideas and to interpret the ideas of others.

## *RESOURCES*

### **Teacher Resources:**

- Video/song related to unit theme or project
- Handouts
- Book or story related to unit theme
- Various unit related websites
- Previous art projects
- Professional artwork created by a wide range of artists representing different nationalities, ethnicities, races, and genders.

### **Equipment Needed:**

- Various art media
- Computer
- Internet access
- Speakers
- Projector/screen

## *UNIT 3 OVERVIEW*

**Content Area:** Visual Art

**Unit Title:** Understanding Color in Art

**Target Course/Grade Level:** Art Grade 3

**Unit Summary:** Students will review the basic colors (red, orange, yellow, green, blue, violet, black, brown, white, pink) and will be able to group them into primary colors and secondary colors. Students will be able to mix primaries to create secondaries. Students will also understand how to add tints (white) and shades (black) with colors. Students will identify different tones of colors and will be able to create a color value chart.

**Approximate Length of Unit:** 8 weeks (however unit concepts will overlap throughout the year)

## *LEARNING TARGETS*

### **NJ 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.
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### **Career Readiness, Life Literacies, and Key Skills:**

- 9.2.4.A.4.** Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.
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### **Interdisciplinary Connections and Standards:**

#### **Technology**

- 8.1.5.A.1.** Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems).

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- K-2-ETS1-2.** Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.

#### **Mathematics**

- MP.1.** Make sense of problems and persevere in solving them.
- MP.3.** Construct viable arguments and critique the reasoning of others.
- MP.6.** Attend to precision.
- MP.7.** Look for and make use of structure.

### **Unit Understandings:**

*Students will understand that...*

- Colors can be used to produce and convey ideas, feelings, and emotions in an artwork.
- Art can be used to communicate ideas visually.
- Each art discipline has its own vocabulary and concepts.
- Underlying structures in art can be found via analysis and inference.
- Breaking accepted norms often gives rise to new forms of artistic expression.

## Unit Essential Questions:

- What are different types of colors?
- Why are the elements of art and principles of design important in art creation?
- How can we use different colors to communicate in art?
- How are elements and principles of art used to communicate?
- Why is it important to know and use art terms when discussing visual art and in visual communication?
- How do underlying structures unconsciously guide the creation of art works?
- Does art have boundaries?
- How do artists work?
- How are artworks cared for, and by whom?
- How does art help us understand the lives of people of different times, places, and cultures?

## Knowledge and Skills:

*Students will know...*

- To identify different colors.
- To engage collaboratively in exploration and imaginative play with materials.
- Everyday objects can be repurposed to create something new.
- To observe and investigate before creating a piece of art.
- They can build skills in various media and approaches to artmaking through experimenting.
- To demonstrate safe procedures for using and cleaning art tools, equipment, and studio spaces.

*Students will be able to...*

- Create secondary colors from primary colors.
- Create tints and shades with colors.
- Use observation and investigation in preparation for making a work of art.
- Explore uses of materials and tools to create works of art or design.
- Demonstrate safe and proper procedures for using materials, tools, and equipment while making art.
- Brainstorm collaboratively multiple approaches to an art or design problem.
- Experiment with various materials and tools to explore personal interests in a work of art or design.

## ***EVIDENCE OF LEARNING***

### Assessment:

*What evidence will be collected and deemed acceptable to show that students truly “understand”?*

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- Performance tasks
- Warm ups: Used to pre-assess student understanding or to review current material
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- Open-ended responses.
- Class participation/ discussions.
- Metacognition - Allows for the students to process what they did in class and why it was done. At the end of class, have students complete a table with the following questions listed: o What did we do? o Why did we do it? o What did I learn today? o How can I apply it? o What questions do I still have about it?
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## ***RESOURCES***

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- Various unit related websites
- Previous art projects
- **Professional artwork created by a wide range of artists representing different nationalities, ethnicities, races, and genders.**

**Equipment Needed:**

- Various art media
- Computer
- Internet access
- Speakers
- Projector/screen

## *UNIT 4 OVERVIEW*

**Area:** Visual Art

**Unit Title:** Understanding Texture in Art

**Target Course/Grade Level:** Art Grade 3

**Unit Summary:** Texture is used to describe how something feels or looks, and uses words to describe such as furry, bumpy, smooth, rough, soft, and hard. Visual or implied texture is 2-dimensional and seems like the real texture. Actual or tactile texture is 3-dimensional and is not only visible but it can be felt. Students will identify different forms of texture and use appropriate adjectives to describe texture. Students will view examples of different textures, find and describe textures, and use texture in an original work of art.

**Approximate Length of Unit:** 8 weeks (however unit concepts will overlap throughout the year)

## *LEARNING TARGETS*

### **NJ 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.** 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.Pr5a.** Individually or collaboratively prepare and present theme-based artwork for display and formulate exhibition narratives.
- 1.5.5.Pr6a.** 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.Re9a.** Identify different evaluative criteria for different types of artwork dependent on genre, historical and cultural contexts.

- 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.

### **Career Readiness, Life Literacies, and Key Skills:**

- 9.2.4.A.4.** Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.
- CRP1.** Act as a responsible and contributing citizen and employee.
- CRP2.** Apply appropriate academic and technical skills.
- CRP4.** Communicate clearly and effectively and with reason.
- CRP6.** Demonstrate creativity and innovation.
- CRP8.** Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP11.** Use technology to enhance productivity.
- CRP12.** Work productively in teams while using cultural global competence.

### **Interdisciplinary Connections and Standards:**

#### **Technology**

- 8.1.5.A.1.** Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems).

#### **Science**

- K-2-ETS1-2.** Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.

#### **Mathematics**

- MP.1.** Make sense of problems and persevere in solving them.
- MP.3.** Construct viable arguments and critique the reasoning of others.
- MP.6.** Attend to precision.
- MP.7.** Look for and make use of structure.

### **Unit Understandings:**

*Students will understand that...*

- Texture can be used to produce and convey ideas, feelings and emotions in an artwork.
- Art can be used to communicate ideas visually.
- Each art discipline has its own vocabulary and concepts.
- Underlying structures in art can be found via analysis and inference.
- Breaking accepted norms often gives rise to new forms of artistic expression.

## Unit Essential Questions:

- What are different types of textures?
- Why are the elements of art and principles of design important in art creation?
- How can we use different types of texture to communicate in art?
- How are elements and principles of art used to communicate?
- Why is it important to know and use art terms when discussing visual art and in visual communication?
- How do underlying structures unconsciously guide the creation of art works?
- Does art have boundaries?
- How do artists work?
- How are artworks cared for, and by whom?
- How does art help us understand the lives of people of different times, places, and cultures?

## Knowledge and Skills:

*Students will know...*

- To identify and differentiate textures into implied and tactile.
- To engage collaboratively in exploration and imaginative play with materials.
- Everyday objects can be repurposed to create something new.
- To observe and investigate before creating a piece of art.
- They can build skills in various media and approaches to artmaking through experimenting.
- To demonstrate safe procedures for using and cleaning art tools, equipment, and studio spaces.

*Students will be able to...*

- Use texture in an original work of art.
- Use observation and investigation in preparation for making a work of art.
- Explore uses of materials and tools to create works of art or design.
- Demonstrate safe and proper procedures for using materials, tools, and equipment while making art.
- Brainstorm collaboratively multiple approaches to an art or design problem.
- Experiment with various materials and tools to explore personal interests in a work of art or design.

## ***EVIDENCE OF LEARNING***

## Assessment:

*What evidence will be collected and deemed acceptable to show that students truly “understand”?*

- Class projects
- Performance tasks

- Warm ups: Used to pre-assess student understanding or to review current material
- Exit Tickets/Exit Polling
- Rubrics
- Self- and peer assessments (critique)

### **Learning Activities:**

*What differentiated learning experiences and instruction will enable all students to achieve the desired results?*

- Class activities or projects that students complete in class where teachers can assess an individual or group.
- Projects assessed through the use of rubrics.
- Complete a drawing or coloring assignment that can be used as a pre-assessment.
- Students create and deliver a presentation to show what they have learned
- Portfolio of completed artworks.
- Open-ended responses.
- Class participation/ discussions.
- Metacognition - Allows for the students to process what they did in class and why it was done. At the end of class, have students complete a table with the following questions listed: o What did we do? o Why did we do it? o What did I learn today? o How can I apply it? o What questions do I still have about it?
- Draw/create something - Have students build/create something that requires that they apply what they have learned.
- Doodle it - Have students draw what they understand.
- Hand in, pass out - Ask students questions, have them respond on notebook paper anonymously. Students then hand in their papers. Teacher passes them out randomly to students for grading.
- Write it down - Have students write down an explanation of what they understand.
- Communicate in a variety of contexts through various artistic media, including technologies, to convey their own ideas and to interpret the ideas of others.

## **RESOURCES**

### **Teacher Resources:**

- Video/song related to unit theme or project
- Handouts
- Book or story related to unit theme
- Various unit related websites
- Previous art projects
- Professional artwork created by a wide range of artists representing different nationalities, ethnicities, races, and genders.



**Equipment Needed:**

- Various art media
- Computer
- Internet access
- Speakers
- Projector/screen

## *UNIT 5 OVERVIEW*

**Area:** Visual Art

**Unit Title:** Understanding Space in Art

**Target Course/Grade Level:** Art Grade 3

**Unit Summary:** Space refers to the distances or areas around, between, and within parts of an artwork. Space can be positive or negative, open or closed, shallow or deep, two dimensional or three dimensional. Space in artwork can be arranged by foreground, middle ground, and background. Students will learn to incorporate space in their artwork by using foreground, middle ground and background, overlapping objects to show space, and note the placement of objects in relation to the horizon to show distance from the viewer. Students will view visual examples of space in art and use space in an original work of art.

**Approximate Length of Unit:** 8 weeks (however unit concepts will overlap throughout the year)

## *LEARNING TARGETS*

### **NJ 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.** 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.Pr5a.** Individually or collaboratively prepare and present theme-based artwork for display and formulate exhibition narratives.
- 1.5.5.Pr6a.** 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.Re9a.** Identify different evaluative criteria for different types of artwork dependent on genre, historical and cultural contexts.
- 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.

### **Career Readiness, Life Literacies, and Key Skills:**

- 9.2.4.A.4.** Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.
- CRP1.** Act as a responsible and contributing citizen and employee.
- CRP2.** Apply appropriate academic and technical skills.
- CRP4.** Communicate clearly and effectively and with reason.
- CRP6.** Demonstrate creativity and innovation.
- CRP8.** Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP11.** Use technology to enhance productivity.
- CRP12.** Work productively in teams while using cultural global competence.

### **Interdisciplinary Connections and Standards:**

#### **Technology**

- 8.1.5.A.1.** Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems).

#### **Science**

- K-2-ETS1-2.** Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.

#### **Mathematics**

- MP.1.** Make sense of problems and persevere in solving them.
- MP.3.** Construct viable arguments and critique the reasoning of others.
- MP.6.** Attend to precision.
- MP.7.** Look for and make use of structure.

### **Unit Understandings:**

*Students will understand that...*

- Space can be used to produce and convey ideas, feelings and emotions in an artwork.
- Art can be used to communicate ideas visually.
- Each art discipline has its own vocabulary and concepts.
- Underlying structures in art can be found via analysis and inference.

- Breaking accepted norms often gives rise to new forms of artistic expression.

### **Unit Essential Questions:**

- What ways can we use space in a work of art to communicate an idea?
- Why are the elements of art and principles of design important in art creation?
- How are elements and principles of art used to communicate?
- Why is it important to know and use art terms when discussing visual art and in visual communication?
- How do underlying structures unconsciously guide the creation of art works?
- Does art have boundaries?
- How do artists work?
- How are artworks cared for, and by whom?
- How does art help us understand the lives of people of different times, places, and cultures?

### **Knowledge and Skills:**

*Students will know...*

- Space refers to the distances or areas around, between, and within parts of an artwork.
- To engage collaboratively in exploration and imaginative play with materials.
- Everyday objects can be repurposed to create something new.
- To observe and investigate before creating a piece of art.
- They can build skills in various media and approaches to artmaking through experimenting.
- To demonstrate safe procedures for using and cleaning art tools, equipment, and studio spaces.

*Students will be able to...*

- Use observation and investigation in preparation for making a work of art.
- Explore uses of materials and tools to create works of art or design.
- Demonstrate safe and proper procedures for using materials, tools, and equipment while making art.
- Brainstorm collaboratively multiple approaches to an art or design problem.
- Experiment with various materials and tools to explore personal interests in a work of art or design.

## ***EVIDENCE OF LEARNING***

### **Assessment:**

*What evidence will be collected and deemed acceptable to show that students truly “understand”?*

- Class projects
- Performance tasks

- Warm ups: Used to pre-assess student understanding or to review current material
- Exit Tickets/Exit Polling
- Rubrics
- Self- and peer assessments (critique)

### **Learning Activities:**

*What differentiated learning experiences and instruction will enable all students to achieve the desired results?*

- Class activities or projects that students complete in class where teachers can assess an individual or group.
- Projects assessed through the use of rubrics.
- Complete a drawing or coloring assignment that can be used as a pre-assessment.
- Students create and deliver a presentation to show what they have learned
- Portfolio of completed artworks.
- Open-ended responses.
- Class participation/ discussions.
- Metacognition - Allows for the students to process what they did in class and why it was done. At the end of class, have students complete a table with the following questions listed: o What did we do? o Why did we do it? o What did I learn today? o How can I apply it? o What questions do I still have about it?
- Draw/create something - Have students build/create something that requires that they apply what they have learned.
- Doodle it - Have students draw what they understand.
- Hand in, pass out - Ask students questions, have them respond on notebook paper anonymously. Students then hand in their papers. Teacher passes them out randomly to students for grading.
- Write it down - Have students write down an explanation of what they understand.
- Communicate in a variety of contexts through various artistic media, including technologies, to convey their own ideas and to interpret the ideas of others.

## **RESOURCES**

### **Teacher Resources:**

- Video/song related to unit theme or project
- Handouts
- Book or story related to unit theme
- Various unit related websites
- Previous art projects
- Professional artwork created by a wide range of artists representing different nationalities, ethnicities, races, and genders.

**Equipment Needed:**

- Various art media
- Computer
- Internet access
- Speakers
- Projector/screen

# RAHWAY PUBLIC SCHOOLS CURRICULUM

Course Name: Art Grade 4

## *PACING GUIDE*

<b>Unit</b>	<b>Title</b>	<b>Pacing</b>
1	Comprehension of Line in Art	8 weeks
2	Comprehension of Shape in Art	8 weeks
3	Comprehension of Color in Art	8 weeks
4	Comprehension of Texture in Art	8 weeks
5	Comprehension of the use of Space in Art	8 weeks

## **ACCOMMODATIONS**

<p><b>504 Accommodations:</b></p> <ul style="list-style-type: none"> <li>● Provide scaffolded vocabulary and vocabulary lists.</li> <li>● Provide extra visual and verbal cues and prompts.</li> <li>● Provide adapted/alternate/excerpted versions of the text and/or modified supplementary materials.</li> <li>● Provide links to audio files and utilize video clips.</li> <li>● Provide graphic organizers and/or checklists.</li> <li>● Provide modified rubrics.</li> <li>● Provide a copy of teaching notes, especially any key terms, in advance.</li> <li>● Allow additional time to complete assignments and/or assessments.</li> <li>● Provide shorter writing assignments.</li> <li>● Provide sentence starters.</li> <li>● Utilize small group instruction.</li> <li>● Utilize Think-Pair-Share structure.</li> <li>● Check for understanding frequently.</li> <li>● Have student restate information.</li> <li>● Support auditory presentations with visuals.</li> <li>● Weekly home-school communication tools (notebook, daily log, phone calls or email messages).</li> <li>● Provide study sheets and teacher outlines prior to assessments.</li> <li>● Quiet corner or room to calm down and relax when anxious.</li> <li>● Reduction of distractions.</li> <li>● Permit answers to be dictated.</li> <li>● Hands-on activities.</li> <li>● Use of manipulatives.</li> <li>● Assign preferential seating.</li> <li>● No penalty for spelling errors or sloppy handwriting.</li> <li>● Follow a routine/schedule.</li> <li>● Provide student with rest breaks.</li> <li>● Use verbal and visual cues regarding directions and staying on task.</li> <li>● Assist in maintaining agenda book.</li> </ul>	<p><b>IEP Accommodations:</b></p> <ul style="list-style-type: none"> <li>● Provide scaffolded vocabulary and vocabulary lists.</li> <li>● Differentiate reading levels of texts (e.g., Newsela).</li> <li>● Provide adapted/alternate/excerpted versions of the text and/or modified supplementary materials.</li> <li>● Provide extra visual and verbal cues and prompts.</li> <li>● Provide links to audio files and utilize video clips.</li> <li>● Provide graphic organizers and/or checklists.</li> <li>● Provide modified rubrics.</li> <li>● Provide a copy of teaching notes, especially any key terms, in advance.</li> <li>● Provide students with additional information to supplement notes.</li> <li>● Modify questioning techniques and provide a reduced number of questions or items on tests.</li> <li>● Allow additional time to complete assignments and/or assessments.</li> <li>● Provide shorter writing assignments.</li> <li>● Provide sentence starters.</li> <li>● Utilize small group instruction.</li> <li>● Utilize Think-Pair-Share structure.</li> <li>● Check for understanding frequently.</li> <li>● Have student restate information.</li> <li>● Support auditory presentations with visuals.</li> <li>● Provide study sheets and teacher outlines prior to assessments.</li> <li>● Use of manipulatives.</li> <li>● Have students work with partners or in groups for reading, presentations, assignments, and analyses.</li> <li>● Assign appropriate roles in collaborative work.</li> <li>● Assign preferential seating.</li> <li>● Follow a routine/schedule.</li> </ul>
<p><b>Gifted and Talented Accommodations:</b></p> <ul style="list-style-type: none"> <li>● Differentiate reading levels of texts (e.g., Newsela).</li> <li>● Offer students additional texts with higher lexile levels.</li> <li>● Provide more challenging and/or more supplemental readings and/or activities to deepen understanding.</li> <li>● Allow for independent reading, research, and projects.</li> <li>● Accelerate or compact the curriculum.</li> <li>● Offer higher-level thinking questions for deeper analysis.</li> <li>● Offer more rigorous materials/tasks/prompts.</li> <li>● Increase number and complexity of sources.</li> <li>● Assign group research and presentations to teach the class.</li> <li>● Assign/allow for leadership roles during collaborative work and in other learning activities.</li> </ul>	<p><b>ELL Accommodations:</b></p> <ul style="list-style-type: none"> <li>● Provide extended time.</li> <li>● Assign preferential seating.</li> <li>● Assign peer buddy who the student can work with.</li> <li>● Check for understanding frequently.</li> <li>● Provide language feedback often (such as grammar errors, tenses, subject-verb agreements, etc...).</li> <li>● Have student repeat directions.</li> <li>● Make vocabulary words available during classwork and exams.</li> <li>● Use study guides/checklists to organize information.</li> <li>● Repeat directions.</li> <li>● Increase one-on-one conferencing.</li> <li>● Allow student to listen to an audio version of the text.</li> <li>● Give directions in small, distinct steps.</li> <li>● Allow copying from paper/book.</li> </ul>



- Give student a copy of the class notes.
- Provide written and oral instructions.
- Differentiate reading levels of texts (e.g., Newsela).
- Shorten assignments.
- Read directions aloud to student.
- Give oral clues or prompts.
- Record or type assignments.
- Adapt worksheets/packets.
- Create alternate assignments.
- Have student enter written assignments in criterion, where they can use the planning maps to help get them started and receive feedback after it is submitted.
- Allow student to resubmit assignments.
- Use small group instruction.
- Simplify language.
- Provide scaffolded vocabulary and vocabulary lists.
- Demonstrate concepts possibly through the use of visuals.
- Use manipulatives.
- Emphasize critical information by highlighting it for the student.
- Use graphic organizers.
- Pre-teach or pre-view vocabulary.
- Provide student with a list of prompts or sentence starters that they can use when completing a written assignment.
- Provide audio versions of the textbooks.
- Highlight textbooks/study guides.
- Use supplementary materials.
- Give assistance in note taking
- Use adapted/modified textbooks.
- Allow use of computer/word processor.
- Allow student to answer orally, give extended time (time-and-a-half).
- Allow tests to be given in a separate location (with the ESL teacher).
- Allow additional time to complete assignments and/or assessments.
- Read question to student to clarify.
- Provide a definition or synonym for words on a test that do not impact the validity of the exam.
- Modify the format of assessments.
- Shorten test length or require only selected test items.
- Create alternative assessments.
- On an exam other than a spelling test, don't take points off for spelling errors.

## *UNIT 1 OVERVIEW*

**Content Area:** Visual Art

**Unit Title:** Comprehension of Line in Art

**Target Course/Grade Level:** Art Grade 4

**Unit Summary:** Line is the use of various marks, outlines, and implied lines in an artwork or design. Line connects two or more points in space. “A line is a dot that went for a walk.” Students will learn that lines can have width, direction, length, and can show movement and mood. Students will learn about echo lines and contour lines, which can create shape and interest in a work of art. Students will view master artwork showing examples of different lines, and use contour lines/echo lines with varied media techniques in an original work of art.

**Approximate Length of Unit:** 8 weeks (however unit concepts will overlap throughout the year)

## *LEARNING TARGETS*

### **NJ 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.** 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.Pr5a.** Individually or collaboratively prepare and present theme-based artwork for display and formulate exhibition narratives.
- 1.5.5.Pr6a.** 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.Re9a.** Identify different evaluative criteria for different types of artwork dependent on genre, historical and cultural contexts.
- 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.

**Career Readiness, Life Literacies, and Key Skills:**

- 9.2.4.A.4.** Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.
- CRP1.** Act as a responsible and contributing citizen and employee.
- CRP2.** Apply appropriate academic and technical skills.
- CRP4.** Communicate clearly and effectively and with reason.
- CRP6.** Demonstrate creativity and innovation.
- CRP8.** Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP11.** Use technology to enhance productivity.
- CRP12.** Work productively in teams while using cultural global competence.

**Interdisciplinary Connections and Standards:**

**Technology**

- 8.1.5.A.1.** Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems).

**Science**

- K-2-ETS1-2.** Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.

**Mathematics**

- MP.1.** Make sense of problems and persevere in solving them.
- MP.3.** Construct viable arguments and critique the reasoning of others.
- MP.6.** Attend to precision.
- MP.7.** Look for and make use of structure.

**NJ SLS Companion Standards: Reading and Writing Standards for History, Social Studies, Science, and Technical Subjects:**

- RST.6-8.3.** Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.

## **Unit Understandings:**

*Students will understand that...*

- Lines can be used to produce and convey ideas, feelings and emotions in an artwork.
- Art can be used to communicate ideas visually.
- Each art discipline has its own vocabulary and concepts.
- Underlying structures in art can be found via analysis and inference.
- Breaking accepted norms often gives rise to new forms of artistic expression.

## **Unit Essential Questions:**

- What are different types of lines?
- Why are the elements of art and principles of design important in art creation?
- How can we use different types of lines to communicate in art?
- How are elements and principles of art used to communicate?
- Why is it important to know and use art terms when discussing visual art and in visual communication?
- How do underlying structures unconsciously guide the creation of art works?
- Does art have boundaries?
- How do artists work?
- How are artworks cared for, and by whom?
- How does art help us understand the lives of people of different times, places, and cultures?

## **Knowledge and Skills:**

*Students will know...*

- To identify and differentiate line styles.
- To engage collaboratively in exploration and imaginative play with materials
- Everyday objects can be repurposed to create something new.
- To observe and investigate before creating a piece of art.
- They can build skills in various media and approaches to artmaking through experimenting.
- To demonstrate safe procedures for using and cleaning art tools, equipment, and studio spaces.

*Students will be able to...*

- Use observation and investigation in preparation for making a work of art.
- Explore uses of materials and tools to create works of art or design.
- Demonstrate safe and proper procedures for using materials, tools, and equipment while making art.
- Brainstorm collaboratively multiple approaches to an art or design problem.
- Experiment with various materials and tools to explore personal interests in a work of art or design.

## ***EVIDENCE OF LEARNING***

### **Assessment:**

*What evidence will be collected and deemed acceptable to show that students truly “understand”?*

- Class projects
- Performance tasks
- Warm ups: Used to pre-assess student understanding or to review current material
- Exit Tickets/Exit Polling
- Rubrics
- Self- and peer assessments (critique)

### **Learning Activities:**

*What differentiated learning experiences and instruction will enable all students to achieve the desired results?*

- Class activities or projects that students complete in class where teachers can assess an individual or group.
- Projects assessed through the use of rubrics.
- Complete a drawing or coloring assignment that can be used as a pre-assessment.
- Students create and deliver a presentation to show what they have learned
- Portfolio of completed artworks.
- Open-ended responses.
- Class participation/ discussions.
- Metacognition - Allows for the students to process what they did in class and why it was done. At the end of class, have students complete a table with the following questions listed: o What did we do? o Why did we do it? o What did I learn today? o How can I apply it? o What questions do I still have about it?
- Draw/create something - Have students build/create something that requires that they apply what they have learned.
- Doodle it - Have students draw what they understand.
- Hand in, pass out - Ask students questions, have them respond on notebook paper anonymously. Students then hand in their papers. Teacher passes them out randomly to students for grading.
- Write it down - Have students write down an explanation of what they understand.
- Communicate in a variety of contexts through various artistic media, including technologies, to convey their own ideas and to interpret the ideas of others.

## *RESOURCES*

### **Teacher Resources:**

- Video/song related to unit theme or project
- Handouts
- Book or story related to unit theme
- Various unit related websites
- Previous art projects
- Professional artwork created by a wide range of artists representing different nationalities, ethnicities, races, and genders.

### **Equipment Needed:**

- Various art media
- Computer
- Internet access
- Speakers
- Projector/screen

## *UNIT 2 OVERVIEW*

**Content Area:** Visual Art

**Unit Title:** Comprehension of Shape in Art

**Target Course/Grade Level:** Art Grade 4

**Unit Summary:** Shape refers to a 2-dimensional, enclosed area. Shapes can be geometric, such as squares, circles, triangles etc., or they can be organic and freeform. Students will be able to identify various shapes, classify them as geometric or organic, and will review the 3-dimensional counterparts to traditional 2-dimensional shapes. Students will understand how to draw and shade 3-dimensional shapes. Students will create a work of art using 3-dimensional shapes as the basis for a realistic drawing, such as buildings in a city or a simple still life.

**Approximate Length of Unit:** 8 weeks (however unit concepts will overlap throughout the year)

## *LEARNING TARGETS*

### **NJ 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.** 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.Pr5a.** Individually or collaboratively prepare and present theme-based artwork for display and formulate exhibition narratives.
- 1.5.5.Pr6a.** 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.Re9a.** Identify different evaluative criteria for different types of artwork dependent on genre, historical and cultural contexts.
- 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.

### **Career Readiness, Life Literacies, and Key Skills:**

- 9.2.4.A.4.** Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.
- CRP1.** Act as a responsible and contributing citizen and employee.
- CRP2.** Apply appropriate academic and technical skills.
- CRP4.** Communicate clearly and effectively and with reason.
- CRP6.** Demonstrate creativity and innovation.
- CRP8.** Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP11.** Use technology to enhance productivity.
- CRP12.** Work productively in teams while using cultural global competence.

### **Interdisciplinary Connections and Standards:**

#### **Technology**

- 8.1.5.A.1.** Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems).

#### **Science**

- K-2-ETS1-2.** Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.

#### **Mathematics**

- MP.1.** Make sense of problems and persevere in solving them.
- MP.3.** Construct viable arguments and critique the reasoning of others.
- MP.6.** Attend to precision.
- MP.7.** Look for and make use of structure.

### **Unit Understandings:**

*Students will understand that...*

- Shapes can be used to produce and convey ideas, feelings, and emotions in an artwork.
- Shapes can help you draw new things.
- Shapes are all over our world.
- Art can be used to communicate ideas visually.



- Each art discipline has its own vocabulary and concepts.
- Underlying structures in art can be found via analysis and inference.
- Breaking accepted norms often gives rise to new forms of artistic expression.

### **Unit Essential Questions:**

- What are different types of shapes?
- Why are the elements of art and principles of design important in art creation?
- How can we use different types of shapes to communicate in art?
- How are elements and principles of art used to communicate?
- Why is it important to know and use art terms when discussing visual art and in visual communication?
- How do underlying structures unconsciously guide the creation of art works?
- Does art have boundaries?
- How do artists work?
- How are artworks cared for, and by whom?
- How does art help us understand the lives of people of different times, places, and cultures?

### **Knowledge and Skills:**

*Students will know...*

- The names and classifications of various shapes.
- To engage collaboratively in exploration and imaginative play with materials.
- Everyday objects can be repurposed to create something new.
- To observe and investigate before creating a piece of art.
- They can build skills in various media and approaches to artmaking through experimenting.
- To demonstrate safe procedures for using and cleaning art tools, equipment, and studio spaces.

*Students will be able to...*

- Identify and draw various geometric shapes.
- Use observation and investigation in preparation for making a work of art.
- Explore uses of materials and tools to create works of art or design.
- Demonstrate safe and proper procedures for using materials, tools, and equipment while making art.
- Brainstorm collaboratively multiple approaches to an art or design problem.
- Experiment with various materials and tools to explore personal interests in a work of art or design.

## *EVIDENCE OF LEARNING*

### **Assessment:**

*What evidence will be collected and deemed acceptable to show that students truly “understand”?*

- Class projects
- Performance tasks
- Warm ups: Used to pre-assess student understanding or to review current material
- Exit Tickets/Exit Polling
- Rubrics
- Self- and peer assessments (critique)

### **Learning Activities:**

*What differentiated learning experiences and instruction will enable all students to achieve the desired results?*

- Class activities or projects that students complete in class where teachers can assess an individual or group.
- Projects assessed through the use of rubrics.
- Complete a drawing or coloring assignment that can be used as a pre-assessment.
- Students create and deliver a presentation to show what they have learned
- Portfolio of completed artworks.
- Open-ended responses.
- Class participation/ discussions.
- Metacognition - Allows for the students to process what they did in class and why it was done. At the end of class, have students complete a table with the following questions listed: o What did we do? o Why did we do it? o What did I learn today? o How can I apply it? o What questions do I still have about it?
- Draw/create something - Have students build/create something that requires that they apply what they have learned.
- Doodle it - Have students draw what they understand.
- Hand in, pass out - Ask students questions, have them respond on notebook paper anonymously. Students then hand in their papers. Teacher passes them out randomly to students for grading.
- Write it down - Have students write down an explanation of what they understand.
- Communicate in a variety of contexts through various artistic media, including technologies, to convey their own ideas and to interpret the ideas of others.

## *RESOURCES*

### **Teacher Resources:**

- Video/song related to unit theme or project
- Handouts
- Book or story related to unit theme
- Various unit related websites
- Previous art projects
- Professional artwork created by a wide range of artists representing different nationalities, ethnicities, races, and genders.

### **Equipment Needed:**

- Various art media
- Computer
- Internet access
- Speakers
- Projector/screen

## *UNIT 3 OVERVIEW*

**Content Area:** Visual Art

**Unit Title:** Comprehension of Color in Art

**Target Course/Grade Level:** Art Grade 4

**Unit Summary:** Students will review the basic colors, will be able to group them into primary colors and secondary colors, and will be able to mix primaries to create secondaries and add tints (white) and shades (blacks) with colors. Students will identify tertiary colors, which are combinations of a secondary and a primary, and will be able to create a color wheel including tertiary colors. Students will create a work of art incorporating primary, secondary, and tertiary colors.

**Approximate Length of Unit:** 8 weeks (however unit concepts will overlap throughout the year)

## *LEARNING TARGETS*

### **NJ 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.** 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.Pr5a.** Individually or collaboratively prepare and present theme-based artwork for display and formulate exhibition narratives.
- 1.5.5.Pr6a.** 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.Re9a.** Identify different evaluative criteria for different types of artwork dependent on genre, historical and cultural contexts.

- 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.

### **Career Readiness, Life Literacies, and Key Skills:**

- 9.2.4.A.4.** Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.
- CRP1.** Act as a responsible and contributing citizen and employee.
- CRP2.** Apply appropriate academic and technical skills.
- CRP4.** Communicate clearly and effectively and with reason.
- CRP6.** Demonstrate creativity and innovation.
- CRP8.** Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP11.** Use technology to enhance productivity.
- CRP12.** Work productively in teams while using cultural global competence.

### **Interdisciplinary Connections and Standards:**

#### **Technology**

- 8.1.5.A.1.** Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems).

#### **Science**

- K-2-ETS1-2.** Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.

#### **Mathematics**

- MP.1.** Make sense of problems and persevere in solving them.
- MP.3.** Construct viable arguments and critique the reasoning of others.
- MP.6.** Attend to precision.
- MP.7.** Look for and make use of structure.

### **Unit Understandings:**

*Students will understand that...*

- Colors can be used to produce and convey ideas, feelings, and emotions in an artwork.
- Art can be used to communicate ideas visually.
- Each art discipline has its own vocabulary and concepts.
- Underlying structures in art can be found via analysis and inference.
- Breaking accepted norms often gives rise to new forms of artistic expression.

## Unit Essential Questions:

- What are different types of colors?
- Why are the elements of art and principles of design important in art creation?
- How can we use different colors to communicate in art?
- How are elements and principles of art used to communicate?
- Why is it important to know and use art terms when discussing visual art and in visual communication?
- How do underlying structures unconsciously guide the creation of art works?
- Does art have boundaries?
- How do artists work?
- How are artworks cared for, and by whom?
- How does art help us understand the lives of people of different times, places, and cultures?

## Knowledge and Skills:

*Students will know...*

- To identify different colors.
- To engage collaboratively in exploration and imaginative play with materials.
- Everyday objects can be repurposed to create something new.
- To observe and investigate before creating a piece of art.
- They can build skills in various media and approaches to artmaking through experimenting.
- To demonstrate safe procedures for using and cleaning art tools, equipment, and studio spaces.

*Students will be able to...*

- Create secondary colors from primary colors.
- Create tints and shades with colors.
- Use observation and investigation in preparation for making a work of art.
- Explore uses of materials and tools to create works of art or design.
- Demonstrate safe and proper procedures for using materials, tools, and equipment while making art.
- Brainstorm collaboratively multiple approaches to an art or design problem.
- Experiment with various materials and tools to explore personal interests in a work of art or design.

## ***EVIDENCE OF LEARNING***

### **Assessment:**

*What evidence will be collected and deemed acceptable to show that students truly “understand”?*

- Class projects

- Performance tasks
- Warm ups: Used to pre-assess student understanding or to review current material
- Exit Tickets/Exit Polling
- Rubrics
- Self- and peer assessments (critique)

### **Learning Activities:**

*What differentiated learning experiences and instruction will enable all students to achieve the desired results?*

- Class activities or projects that students complete in class where teachers can assess an individual or group.
- Projects assessed through the use of rubrics.
- Complete a drawing or coloring assignment that can be used as a pre-assessment.
- Students create and deliver a presentation to show what they have learned
- Portfolio of completed artworks.
- Open-ended responses.
- Class participation/ discussions.
- Metacognition - Allows for the students to process what they did in class and why it was done. At the end of class, have students complete a table with the following questions listed: o What did we do? o Why did we do it? o What did I learn today? o How can I apply it? o What questions do I still have about it?
- Draw/create something - Have students build/create something that requires that they apply what they have learned.
- Doodle it - Have students draw what they understand.
- Hand in, pass out - Ask students questions, have them respond on notebook paper anonymously. Students then hand in their papers. Teacher passes them out randomly to students for grading.
- Write it down - Have students write down an explanation of what they understand.
- Communicate in a variety of contexts through various artistic media, including technologies, to convey their own ideas and to interpret the ideas of others.

## ***RESOURCES***

### **Teacher Resources:**

- Video/song related to unit theme or project
- Handouts
- Book or story related to unit theme
- Various unit related websites
- Previous art projects
- **Professional artwork created by a wide range of artists representing different nationalities, ethnicities, races, and genders.**

**Equipment Needed:**

- Various art media
- Computer
- Internet access
- Speakers
- Projector/screen



## *UNIT 4 OVERVIEW*

**Area:** Visual Art

**Unit Title:** Comprehension of Texture in Art

**Target Course/Grade Level:** Art Grade 4

**Unit Summary:** Texture is used to describe how something feels or looks, and uses words to describe such as furry, bumpy, smooth, rough, soft, and hard. Visual or implied texture is 2-dimensional and seems like the real texture. Actual or tactile texture is 3-dimensional and is not only visible but it can be felt. Students will identify different forms of texture and use appropriate adjectives to describe texture. Students will view examples of different textures, find and describe textures, and use texture in an original work of art.

**Approximate Length of Unit:** 8 weeks (however unit concepts will overlap throughout the year)

## *LEARNING TARGETS*

### **NJ 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.** 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.Pr5a.** Individually or collaboratively prepare and present theme-based artwork for display and formulate exhibition narratives.
- 1.5.5.Pr6a.** 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.Re9a.** Identify different evaluative criteria for different types of artwork dependent on genre, historical and cultural contexts.

- 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.

### **Career Readiness, Life Literacies, and Key Skills:**

- 9.2.4.A.4.** Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.
- CRP1.** Act as a responsible and contributing citizen and employee.
- CRP2.** Apply appropriate academic and technical skills.
- CRP4.** Communicate clearly and effectively and with reason.
- CRP6.** Demonstrate creativity and innovation.
- CRP8.** Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP11.** Use technology to enhance productivity.
- CRP12.** Work productively in teams while using cultural global competence.

### **Interdisciplinary Connections and Standards:**

#### **Technology**

- 8.1.5.A.1.** Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems).

#### **Science**

- K-2-ETS1-2.** Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.

#### **Mathematics**

- MP.1.** Make sense of problems and persevere in solving them.
- MP.3.** Construct viable arguments and critique the reasoning of others.
- MP.6.** Attend to precision.
- MP.7.** Look for and make use of structure.

### **Unit Understandings:**

*Students will understand that...*

- Texture can be used to produce and convey ideas, feelings and emotions in an artwork.
- Art can be used to communicate ideas visually.
- Each art discipline has its own vocabulary and concepts.
- Underlying structures in art can be found via analysis and inference.
- Breaking accepted norms often gives rise to new forms of artistic expression.

## Unit Essential Questions:

- What are different types of textures?
- Why are the elements of art and principles of design important in art creation?
- How can we use different types of texture to communicate in art?
- How are elements and principles of art used to communicate?
- Why is it important to know and use art terms when discussing visual art and in visual communication?
- How do underlying structures unconsciously guide the creation of art works?
- Does art have boundaries?
- How do artists work?
- How are artworks cared for, and by whom?
- How does art help us understand the lives of people of different times, places, and cultures?

## Knowledge and Skills:

*Students will know...*

- To identify and differentiate textures into implied and tactile.
- To engage collaboratively in exploration and imaginative play with materials.
- Everyday objects can be repurposed to create something new.
- To observe and investigate before creating a piece of art.
- They can build skills in various media and approaches to artmaking through experimenting.
- To demonstrate safe procedures for using and cleaning art tools, equipment, and studio spaces.

*Students will be able to...*

- Use texture in an original work of art.
- Use observation and investigation in preparation for making a work of art.
- Explore uses of materials and tools to create works of art or design.
- Demonstrate safe and proper procedures for using materials, tools, and equipment while making art.
- Brainstorm collaboratively multiple approaches to an art or design problem.
- Experiment with various materials and tools to explore personal interests in a work of art or design.

## ***EVIDENCE OF LEARNING***

## Assessment:

*What evidence will be collected and deemed acceptable to show that students truly “understand”?*

- Class projects
- Performance tasks

- Warm ups: Used to pre-assess student understanding or to review current material
- Exit Tickets/Exit Polling
- Rubrics
- Self- and peer assessments (critique)

### **Learning Activities:**

*What differentiated learning experiences and instruction will enable all students to achieve the desired results?*

- Class activities or projects that students complete in class where teachers can assess an individual or group.
- Projects assessed through the use of rubrics.
- Complete a drawing or coloring assignment that can be used as a pre-assessment.
- Students create and deliver a presentation to show what they have learned
- Portfolio of completed artworks.
- Open-ended responses.
- Class participation/ discussions.
- Metacognition - Allows for the students to process what they did in class and why it was done. At the end of class, have students complete a table with the following questions listed: o What did we do? o Why did we do it? o What did I learn today? o How can I apply it? o What questions do I still have about it?
- Draw/create something - Have students build/create something that requires that they apply what they have learned.
- Doodle it - Have students draw what they understand.
- Hand in, pass out - Ask students questions, have them respond on notebook paper anonymously. Students then hand in their papers. Teacher passes them out randomly to students for grading.
- Write it down - Have students write down an explanation of what they understand.
- Communicate in a variety of contexts through various artistic media, including technologies, to convey their own ideas and to interpret the ideas of others.

## **RESOURCES**

### **Teacher Resources:**

- Video/song related to unit theme or project
- Handouts
- Book or story related to unit theme
- Various unit related websites
- Previous art projects
- Professional artwork created by a wide range of artists representing different nationalities, ethnicities, races, and genders.

**Equipment Needed:**

- Various art media
- Computer
- Internet access
- Speakers
- Projector/screen

## *UNIT 5 OVERVIEW*

**Area:** Visual Art

**Unit Title:** Comprehension of Space in Art

**Target Course/Grade Level:** Art Grade 4

**Unit Summary:** Space refers to the distances or areas around, between, and within parts of an artwork. Space can be positive or negative, open or closed, shallow or deep, two dimensional or three dimensional. Space in artwork can be arranged by foreground, middle ground, and background. Students will learn to incorporate space in their artwork by using foreground, middle ground and background, overlapping objects to show space, and note the placement of objects in relation to the horizon to show distance from the viewer. Students will view visual examples of space in art and use space in an original work of art.

**Approximate Length of Unit:** 8 weeks (however unit concepts will overlap throughout the year)

## *LEARNING TARGETS*

### **NJ 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.** 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.Pr5a.** Individually or collaboratively prepare and present theme-based artwork for display and formulate exhibition narratives.
- 1.5.5.Pr6a.** 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.Re9a.** Identify different evaluative criteria for different types of artwork dependent on genre, historical and cultural contexts.
- 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.

### **Career Readiness, Life Literacies, and Key Skills:**

- 9.2.4.A.4.** Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.
- CRP1.** Act as a responsible and contributing citizen and employee.
- CRP2.** Apply appropriate academic and technical skills.
- CRP4.** Communicate clearly and effectively and with reason.
- CRP6.** Demonstrate creativity and innovation.
- CRP8.** Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP11.** Use technology to enhance productivity.
- CRP12.** Work productively in teams while using cultural global competence.

### **Interdisciplinary Connections and Standards:**

#### **Technology**

- 8.1.5.A.1.** Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems).

#### **Science**

- K-2-ETS1-2.** Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.

#### **Mathematics**

- MP.1.** Make sense of problems and persevere in solving them.
- MP.3.** Construct viable arguments and critique the reasoning of others.
- MP.6.** Attend to precision.
- MP.7.** Look for and make use of structure.

### **Unit Understandings:**

*Students will understand that...*

- Space can be used to produce and convey ideas, feelings and emotions in an artwork.
- Art can be used to communicate ideas visually.
- Each art discipline has its own vocabulary and concepts.
- Underlying structures in art can be found via analysis and inference.

- Breaking accepted norms often gives rise to new forms of artistic expression.

### **Unit Essential Questions:**

- What ways can we use space in a work of art to communicate an idea?
- Why are the elements of art and principles of design important in art creation?
- How are elements and principles of art used to communicate?
- Why is it important to know and use art terms when discussing visual art and in visual communication?
- How do underlying structures unconsciously guide the creation of art works?
- Does art have boundaries?
- How do artists work?
- How are artworks cared for, and by whom?
- How does art help us understand the lives of people of different times, places, and cultures?

### **Knowledge and Skills:**

*Students will know...*

- Space refers to the distances or areas around, between, and within parts of an artwork.
- To engage collaboratively in exploration and imaginative play with materials.
- Everyday objects can be repurposed to create something new.
- To observe and investigate before creating a piece of art.
- They can build skills in various media and approaches to artmaking through experimenting.
- To demonstrate safe procedures for using and cleaning art tools, equipment, and studio spaces.

*Students will be able to...*

- Use observation and investigation in preparation for making a work of art.
- Explore uses of materials and tools to create works of art or design.
- Demonstrate safe and proper procedures for using materials, tools, and equipment while making art.
- Brainstorm collaboratively multiple approaches to an art or design problem.
- Experiment with various materials and tools to explore personal interests in a work of art or design.

## ***EVIDENCE OF LEARNING***

### **Assessment:**

*What evidence will be collected and deemed acceptable to show that students truly “understand”?*

- Class projects
- Performance tasks



- Warm ups: Used to pre-assess student understanding or to review current material
- Exit Tickets/Exit Polling
- Rubrics
- Self- and peer assessments (critique)

### **Learning Activities:**

*What differentiated learning experiences and instruction will enable all students to achieve the desired results?*

- Class activities or projects that students complete in class where teachers can assess an individual or group.
- Projects assessed through the use of rubrics.
- Complete a drawing or coloring assignment that can be used as a pre-assessment.
- Students create and deliver a presentation to show what they have learned
- Portfolio of completed artworks.
- Open-ended responses.
- Class participation/ discussions.
- Metacognition - Allows for the students to process what they did in class and why it was done. At the end of class, have students complete a table with the following questions listed: o What did we do? o Why did we do it? o What did I learn today? o How can I apply it? o What questions do I still have about it?
- Draw/create something - Have students build/create something that requires that they apply what they have learned.
- Doodle it - Have students draw what they understand.
- Hand in, pass out - Ask students questions, have them respond on notebook paper anonymously. Students then hand in their papers. Teacher passes them out randomly to students for grading.
- Write it down - Have students write down an explanation of what they understand.
- Communicate in a variety of contexts through various artistic media, including technologies, to convey their own ideas and to interpret the ideas of others.

## **RESOURCES**

### **Teacher Resources:**

- Video/song related to unit theme or project
- Handouts
- Book or story related to unit theme
- Various unit related websites
- Previous art projects
- Professional artwork created by a wide range of artists representing different nationalities, ethnicities, races, and genders.

**Equipment Needed:**

- Various art media
- Computer
- Internet access
- Speakers
- Projector/screen

# RAHWAY PUBLIC SCHOOLS CURRICULUM

Course Name: Art Grade 5

## *PACING GUIDE*

<b>Unit</b>	<b>Title</b>	<b>Pacing</b>
1	Application of Line in Art	8 weeks
2	Application of Shape in Art	8 weeks
3	Application of Color in Art	8 weeks
4	Application of Texture in Art	8 weeks
5	Application of the use of Space in Art	8 weeks

## **ACCOMMODATIONS**

<p><b>504 Accommodations:</b></p> <ul style="list-style-type: none"> <li>● Provide scaffolded vocabulary and vocabulary lists.</li> <li>● Provide extra visual and verbal cues and prompts.</li> <li>● Provide adapted/alternate/excerpted versions of the text and/or modified supplementary materials.</li> <li>● Provide links to audio files and utilize video clips.</li> <li>● Provide graphic organizers and/or checklists.</li> <li>● Provide modified rubrics.</li> <li>● Provide a copy of teaching notes, especially any key terms, in advance.</li> <li>● Allow additional time to complete assignments and/or assessments.</li> <li>● Provide shorter writing assignments.</li> <li>● Provide sentence starters.</li> <li>● Utilize small group instruction.</li> <li>● Utilize Think-Pair-Share structure.</li> <li>● Check for understanding frequently.</li> <li>● Have student restate information.</li> <li>● Support auditory presentations with visuals.</li> <li>● Weekly home-school communication tools (notebook, daily log, phone calls or email messages).</li> <li>● Provide study sheets and teacher outlines prior to assessments.</li> <li>● Quiet corner or room to calm down and relax when anxious.</li> <li>● Reduction of distractions.</li> <li>● Permit answers to be dictated.</li> <li>● Hands-on activities.</li> <li>● Use of manipulatives.</li> <li>● Assign preferential seating.</li> <li>● No penalty for spelling errors or sloppy handwriting.</li> <li>● Follow a routine/schedule.</li> <li>● Provide student with rest breaks.</li> <li>● Use verbal and visual cues regarding directions and staying on task.</li> <li>● Assist in maintaining agenda book.</li> </ul>	<p><b>IEP Accommodations:</b></p> <ul style="list-style-type: none"> <li>● Provide scaffolded vocabulary and vocabulary lists.</li> <li>● Differentiate reading levels of texts (e.g., Newsela).</li> <li>● Provide adapted/alternate/excerpted versions of the text and/or modified supplementary materials.</li> <li>● Provide extra visual and verbal cues and prompts.</li> <li>● Provide links to audio files and utilize video clips.</li> <li>● Provide graphic organizers and/or checklists.</li> <li>● Provide modified rubrics.</li> <li>● Provide a copy of teaching notes, especially any key terms, in advance.</li> <li>● Provide students with additional information to supplement notes.</li> <li>● Modify questioning techniques and provide a reduced number of questions or items on tests.</li> <li>● Allow additional time to complete assignments and/or assessments.</li> <li>● Provide shorter writing assignments.</li> <li>● Provide sentence starters.</li> <li>● Utilize small group instruction.</li> <li>● Utilize Think-Pair-Share structure.</li> <li>● Check for understanding frequently.</li> <li>● Have student restate information.</li> <li>● Support auditory presentations with visuals.</li> <li>● Provide study sheets and teacher outlines prior to assessments.</li> <li>● Use of manipulatives.</li> <li>● Have students work with partners or in groups for reading, presentations, assignments, and analyses.</li> <li>● Assign appropriate roles in collaborative work.</li> <li>● Assign preferential seating.</li> <li>● Follow a routine/schedule.</li> </ul>
<p><b>Gifted and Talented Accommodations:</b></p> <ul style="list-style-type: none"> <li>● Differentiate reading levels of texts (e.g., Newsela).</li> <li>● Offer students additional texts with higher lexile levels.</li> <li>● Provide more challenging and/or more supplemental readings and/or activities to deepen understanding.</li> <li>● Allow for independent reading, research, and projects.</li> <li>● Accelerate or compact the curriculum.</li> <li>● Offer higher-level thinking questions for deeper analysis.</li> <li>● Offer more rigorous materials/tasks/prompts.</li> <li>● Increase number and complexity of sources.</li> <li>● Assign group research and presentations to teach the class.</li> <li>● Assign/allow for leadership roles during collaborative work and in other learning activities.</li> </ul>	<p><b>ELL Accommodations:</b></p> <ul style="list-style-type: none"> <li>● Provide extended time.</li> <li>● Assign preferential seating.</li> <li>● Assign peer buddy who the student can work with.</li> <li>● Check for understanding frequently.</li> <li>● Provide language feedback often (such as grammar errors, tenses, subject-verb agreements, etc...).</li> <li>● Have student repeat directions.</li> <li>● Make vocabulary words available during classwork and exams.</li> <li>● Use study guides/checklists to organize information.</li> <li>● Repeat directions.</li> <li>● Increase one-on-one conferencing.</li> <li>● Allow student to listen to an audio version of the text.</li> <li>● Give directions in small, distinct steps.</li> <li>● Allow copying from paper/book.</li> </ul>

- Give student a copy of the class notes.
- Provide written and oral instructions.
- Differentiate reading levels of texts (e.g., Newsela).
- Shorten assignments.
- Read directions aloud to student.
- Give oral clues or prompts.
- Record or type assignments.
- Adapt worksheets/packets.
- Create alternate assignments.
- Have student enter written assignments in criterion, where they can use the planning maps to help get them started and receive feedback after it is submitted.
- Allow student to resubmit assignments.
- Use small group instruction.
- Simplify language.
- Provide scaffolded vocabulary and vocabulary lists.
- Demonstrate concepts possibly through the use of visuals.
- Use manipulatives.
- Emphasize critical information by highlighting it for the student.
- Use graphic organizers.
- Pre-teach or pre-view vocabulary.
- Provide student with a list of prompts or sentence starters that they can use when completing a written assignment.
- Provide audio versions of the textbooks.
- Highlight textbooks/study guides.
- Use supplementary materials.
- Give assistance in note taking
- Use adapted/modified textbooks.
- Allow use of computer/word processor.
- Allow student to answer orally, give extended time (time-and-a-half).
- Allow tests to be given in a separate location (with the ESL teacher).
- Allow additional time to complete assignments and/or assessments.
- Read question to student to clarify.
- Provide a definition or synonym for words on a test that do not impact the validity of the exam.
- Modify the format of assessments.
- Shorten test length or require only selected test items.
- Create alternative assessments.
- On an exam other than a spelling test, don't take points off for spelling errors.

## *UNIT 1 OVERVIEW*

**Content Area:** Visual Art

**Unit Title:** Application of Line in Art

**Target Course/Grade Level:** Art Grade 5

**Unit Summary:** Line is the use of various marks, outlines, and implied lines in an artwork or design. Line connects two or more points in space. “A line is a dot that went for a walk.” Students will learn that lines can have width, direction, length, and can show movement and mood. Students review echo lines and contour lines. Students will explore the use of lines to create 3-dimensional shape and form in a work of art, and how distances between line placements can show changes in value and distance as well as add interest in a work of art. Students will view master artwork showing examples of different lines, and use lines with varied media techniques in an original work of art.

**Approximate Length of Unit:** 8 weeks (however unit concepts will overlap throughout the year)

## *LEARNING TARGETS*

### **NJ 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.** 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.Pr5a.** Individually or collaboratively prepare and present theme-based artwork for display and formulate exhibition narratives.
- 1.5.5.Pr6a.** 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.Re9a.** Identify different evaluative criteria for different types of artwork dependent on genre, historical and cultural contexts.
- 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.

### **Career Readiness, Life Literacies, and Key Skills:**

- 9.2.4.A.4.** Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.
- CRP1.** Act as a responsible and contributing citizen and employee.
- CRP2.** Apply appropriate academic and technical skills.
- CRP4.** Communicate clearly and effectively and with reason.
- CRP6.** Demonstrate creativity and innovation.
- CRP8.** Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP11.** Use technology to enhance productivity.
- CRP12.** Work productively in teams while using cultural global competence.

### **Interdisciplinary Connections and Standards:**

#### **Technology**

- 8.1.5.A.1.** Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems).

#### **Science**

- K-2-ETS1-2.** Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.

#### **Mathematics**

- MP.1.** Make sense of problems and persevere in solving them.
- MP.3.** Construct viable arguments and critique the reasoning of others.
- MP.6.** Attend to precision.
- MP.7.** Look for and make use of structure.

### **NJ SLS Companion Standards: Reading and Writing Standards for History, Social Studies, Science, and Technical Subjects:**

- RST.6-8.3.** Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.

## **Unit Understandings:**

*Students will understand that...*

- Lines can be used to produce and convey ideas, feelings and emotions in an artwork.
- Art can be used to communicate ideas visually.
- Each art discipline has its own vocabulary and concepts.
- Underlying structures in art can be found via analysis and inference.
- Breaking accepted norms often gives rise to new forms of artistic expression.

## **Unit Essential Questions:**

- What are different types of lines?
- Why are the elements of art and principles of design important in art creation?
- How can we use different types of lines to communicate in art?
- How are elements and principles of art used to communicate?
- Why is it important to know and use art terms when discussing visual art and in visual communication?
- How do underlying structures unconsciously guide the creation of art works?
- Does art have boundaries?
- How do artists work?
- How are artworks cared for, and by whom?
- How does art help us understand the lives of people of different times, places, and cultures?

## **Knowledge and Skills:**

*Students will know...*

- To identify and differentiate line styles.
- To engage collaboratively in exploration and imaginative play with materials
- Everyday objects can be repurposed to create something new.
- To observe and investigate before creating a piece of art.
- They can build skills in various media and approaches to artmaking through experimenting.
- To demonstrate safe procedures for using and cleaning art tools, equipment, and studio spaces.

*Students will be able to...*

- Use observation and investigation in preparation for making a work of art.
- Explore uses of materials and tools to create works of art or design.
- Demonstrate safe and proper procedures for using materials, tools, and equipment while making art.
- Brainstorm collaboratively multiple approaches to an art or design problem.
- Experiment with various materials and tools to explore personal interests in a work of art or design.



## ***EVIDENCE OF LEARNING***

### **Assessment:**

*What evidence will be collected and deemed acceptable to show that students truly “understand”?*

- Class projects
- Performance tasks
- Warm ups: Used to pre-assess student understanding or to review current material
- Exit Tickets/Exit Polling
- Rubrics
- Self- and peer assessments (critique)

### **Learning Activities:**

*What differentiated learning experiences and instruction will enable all students to achieve the desired results?*

- Class activities or projects that students complete in class where teachers can assess an individual or group.
- Projects assessed through the use of rubrics.
- Complete a drawing or coloring assignment that can be used as a pre-assessment.
- Students create and deliver a presentation to show what they have learned
- Portfolio of completed artworks.
- Open-ended responses.
- Class participation/ discussions.
- Metacognition - Allows for the students to process what they did in class and why it was done. At the end of class, have students complete a table with the following questions listed: o What did we do? o Why did we do it? o What did I learn today? o How can I apply it? o What questions do I still have about it?
- Draw/create something - Have students build/create something that requires that they apply what they have learned.
- Doodle it - Have students draw what they understand.
- Hand in, pass out - Ask students questions, have them respond on notebook paper anonymously. Students then hand in their papers. Teacher passes them out randomly to students for grading.
- Write it down - Have students write down an explanation of what they understand.
- Communicate in a variety of contexts through various artistic media, including technologies, to convey their own ideas and to interpret the ideas of others.

## *RESOURCES*

### **Teacher Resources:**

- Video/song related to unit theme or project
- Handouts
- Book or story related to unit theme
- Various unit related websites
- Previous art projects
- Professional artwork created by a wide range of artists representing different nationalities, ethnicities, races, and genders.

### **Equipment Needed:**

- Various art media
- Computer
- Internet access
- Speakers
- Projector/screen

## *UNIT 2 OVERVIEW*

**Content Area:** Visual Art

**Unit Title:** Application of Shape in Art

**Target Course/Grade Level:** Art Grade 5

**Unit Summary:** Shape refers to a 2-dimensional, enclosed area; Shapes can be geometric, such as squares, circles, triangles etc., or they can be organic and freeform. Students will be able to identify various shapes, classify them as geometric or organic, and will review the 3-dimensional counterparts to traditional 2-dimensional shapes. Students will understand how to draw and shade 3-dimensional shapes. Students will create a work of art incorporating space and 3-dimensional shapes to achieve realism. Students will create a work of art using organic free-form shapes.

**Approximate Length of Unit:** 8 weeks (however unit concepts will overlap throughout the year)

## *LEARNING TARGETS*

### **NJ 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.** 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.Pr5a.** Individually or collaboratively prepare and present theme-based artwork for display and formulate exhibition narratives.
- 1.5.5.Pr6a.** 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.Re9a.** Identify different evaluative criteria for different types of artwork dependent on genre, historical and cultural contexts.
- 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.

### **Career Readiness, Life Literacies, and Key Skills:**

- 9.2.4.A.4.** Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.
- CRP1.** Act as a responsible and contributing citizen and employee.
- CRP2.** Apply appropriate academic and technical skills.
- CRP4.** Communicate clearly and effectively and with reason.
- CRP6.** Demonstrate creativity and innovation.
- CRP8.** Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP11.** Use technology to enhance productivity.
- CRP12.** Work productively in teams while using cultural global competence.

### **Interdisciplinary Connections and Standards:**

#### **Technology**

- 8.1.5.A.1.** Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems).

#### **Science**

- K-2-ETS1-2.** Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.

#### **Mathematics**

- MP.1.** Make sense of problems and persevere in solving them.
- MP.3.** Construct viable arguments and critique the reasoning of others.
- MP.6.** Attend to precision.
- MP.7.** Look for and make use of structure.

### **Unit Understandings:**

*Students will understand that...*

- Shapes can be used to produce and convey ideas, feelings, and emotions in an artwork.
- Shapes can help you draw new things.
- Shapes are all over our world.
- Art can be used to communicate ideas visually.

- Each art discipline has its own vocabulary and concepts.
- Underlying structures in art can be found via analysis and inference.
- Breaking accepted norms often gives rise to new forms of artistic expression.

### **Unit Essential Questions:**

- What are different types of shapes?
- Why are the elements of art and principles of design important in art creation?
- How can we use different types of shapes to communicate in art?
- How are elements and principles of art used to communicate?
- Why is it important to know and use art terms when discussing visual art and in visual communication?
- How do underlying structures unconsciously guide the creation of art works?
- Does art have boundaries?
- How do artists work?
- How are artworks cared for, and by whom?
- How does art help us understand the lives of people of different times, places, and cultures?

### **Knowledge and Skills:**

*Students will know...*

- The names and classifications of various shapes.
- To engage collaboratively in exploration and imaginative play with materials.
- Everyday objects can be repurposed to create something new.
- To observe and investigate before creating a piece of art.
- They can build skills in various media and approaches to artmaking through experimenting.
- To demonstrate safe procedures for using and cleaning art tools, equipment, and studio spaces.

*Students will be able to...*

- Identify and draw various geometric shapes.
- Use observation and investigation in preparation for making a work of art.
- Explore uses of materials and tools to create works of art or design.
- Demonstrate safe and proper procedures for using materials, tools, and equipment while making art.
- Brainstorm collaboratively multiple approaches to an art or design problem.
- Experiment with various materials and tools to explore personal interests in a work of art or design.

## ***EVIDENCE OF LEARNING***

### **Assessment:**

*What evidence will be collected and deemed acceptable to show that students truly “understand”?*

- Class projects
- Performance tasks
- Warm ups: Used to pre-assess student understanding or to review current material
- Exit Tickets/Exit Polling
- Rubrics
- Self- and peer assessments (critique)

### **Learning Activities:**

*What differentiated learning experiences and instruction will enable all students to achieve the desired results?*

- Class activities or projects that students complete in class where teachers can assess an individual or group.
- Projects assessed through the use of rubrics.
- Complete a drawing or coloring assignment that can be used as a pre-assessment.
- Students create and deliver a presentation to show what they have learned
- Portfolio of completed artworks.
- Open-ended responses.
- Class participation/ discussions.
- Metacognition - Allows for the students to process what they did in class and why it was done. At the end of class, have students complete a table with the following questions listed: o What did we do? o Why did we do it? o What did I learn today? o How can I apply it? o What questions do I still have about it?
- Draw/create something - Have students build/create something that requires that they apply what they have learned.
- Doodle it - Have students draw what they understand.
- Hand in, pass out - Ask students questions, have them respond on notebook paper anonymously. Students then hand in their papers. Teacher passes them out randomly to students for grading.
- Write it down - Have students write down an explanation of what they understand.
- Communicate in a variety of contexts through various artistic media, including technologies, to convey their own ideas and to interpret the ideas of others.

## *RESOURCES*

### **Teacher Resources:**

- Video/song related to unit theme or project
- Handouts
- Book or story related to unit theme
- Various unit related websites
- Previous art projects
- Professional artwork created by a wide range of artists representing different nationalities, ethnicities, races, and genders.

### **Equipment Needed:**

- Various art media
- Computer
- Internet access
- Speakers
- Projector/screen

## *UNIT 3 OVERVIEW*

**Content Area:** Visual Art

**Unit Title:** Application of Color in Art

**Target Course/Grade Level:** Art Grade 5

**Unit Summary:** Students will review the basic colors, will be able to group them into primary, secondary, and tertiary colors, and will be able to mix primaries to create secondaries, add tints (white) and shades (blacks) with colors, and mix primaries and secondaries to create tertiary colors. Students will be able to create their own color mixes and name them. Students will create a work of art incorporating primary, secondary, and tertiary colors.

**Approximate Length of Unit:** 8 weeks (however unit concepts will overlap throughout the year)

## *LEARNING TARGETS*

### **NJ 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.** 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.Pr5a.** Individually or collaboratively prepare and present theme-based artwork for display and formulate exhibition narratives.
- 1.5.5.Pr6a.** 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.Re9a.** Identify different evaluative criteria for different types of artwork dependent on genre, historical and cultural contexts.



- 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.

### **Career Readiness, Life Literacies, and Key Skills:**

- 9.2.4.A.4.** Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.
- CRP1.** Act as a responsible and contributing citizen and employee.
- CRP2.** Apply appropriate academic and technical skills.
- CRP4.** Communicate clearly and effectively and with reason.
- CRP6.** Demonstrate creativity and innovation.
- CRP8.** Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP11.** Use technology to enhance productivity.
- CRP12.** Work productively in teams while using cultural global competence.

### **Interdisciplinary Connections and Standards:**

#### **Technology**

- 8.1.5.A.1.** Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems).

#### **Science**

- K-2-ETS1-2.** Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.

#### **Mathematics**

- MP.1.** Make sense of problems and persevere in solving them.
- MP.3.** Construct viable arguments and critique the reasoning of others.
- MP.6.** Attend to precision.
- MP.7.** Look for and make use of structure.

### **Unit Understandings:**

*Students will understand that...*

- Colors can be used to produce and convey ideas, feelings, and emotions in an artwork.
- Art can be used to communicate ideas visually.
- Each art discipline has its own vocabulary and concepts.
- Underlying structures in art can be found via analysis and inference.
- Breaking accepted norms often gives rise to new forms of artistic expression.

## Unit Essential Questions:

- What are different types of colors?
- Why are the elements of art and principles of design important in art creation?
- How can we use different colors to communicate in art?
- How are elements and principles of art used to communicate?
- Why is it important to know and use art terms when discussing visual art and in visual communication?
- How do underlying structures unconsciously guide the creation of art works?
- Does art have boundaries?
- How do artists work?
- How are artworks cared for, and by whom?
- How does art help us understand the lives of people of different times, places, and cultures?

## Knowledge and Skills:

*Students will know...*

- To identify different colors.
- To engage collaboratively in exploration and imaginative play with materials.
- Everyday objects can be repurposed to create something new.
- To observe and investigate before creating a piece of art.
- They can build skills in various media and approaches to artmaking through experimenting.
- To demonstrate safe procedures for using and cleaning art tools, equipment, and studio spaces.

*Students will be able to...*

- Create secondary colors from primary colors.
- Create tints and shades with colors.
- Use observation and investigation in preparation for making a work of art.
- Explore uses of materials and tools to create works of art or design.
- Demonstrate safe and proper procedures for using materials, tools, and equipment while making art.
- Brainstorm collaboratively multiple approaches to an art or design problem.
- Experiment with various materials and tools to explore personal interests in a work of art or design.

## ***EVIDENCE OF LEARNING***

### Assessment:

*What evidence will be collected and deemed acceptable to show that students truly “understand”?*

- Class projects

- Performance tasks
- Warm ups: Used to pre-assess student understanding or to review current material
- Exit Tickets/Exit Polling
- Rubrics
- Self- and peer assessments (critique)

### **Learning Activities:**

*What differentiated learning experiences and instruction will enable all students to achieve the desired results?*

- Class activities or projects that students complete in class where teachers can assess an individual or group.
- Projects assessed through the use of rubrics.
- Complete a drawing or coloring assignment that can be used as a pre-assessment.
- Students create and deliver a presentation to show what they have learned
- Portfolio of completed artworks.
- Open-ended responses.
- Class participation/ discussions.
- Metacognition - Allows for the students to process what they did in class and why it was done. At the end of class, have students complete a table with the following questions listed: o What did we do? o Why did we do it? o What did I learn today? o How can I apply it? o What questions do I still have about it?
- Draw/create something - Have students build/create something that requires that they apply what they have learned.
- Doodle it - Have students draw what they understand.
- Hand in, pass out - Ask students questions, have them respond on notebook paper anonymously. Students then hand in their papers. Teacher passes them out randomly to students for grading.
- Write it down - Have students write down an explanation of what they understand.
- Communicate in a variety of contexts through various artistic media, including technologies, to convey their own ideas and to interpret the ideas of others.

## ***RESOURCES***

### **Teacher Resources:**

- Video/song related to unit theme or project
- Handouts
- Book or story related to unit theme
- Various unit related websites
- Previous art projects
- Professional artwork created by a wide range of artists representing different nationalities, ethnicities, races, and genders.

**Equipment Needed:**

- Various art media
- Computer
- Internet access
- Speakers
- Projector/screen

## *UNIT 4 OVERVIEW*

**Area:** Visual Art

**Unit Title:** Application of Texture in Art

**Target Course/Grade Level:** Art Grade 5

**Unit Summary:** Texture is used to describe how something feels or looks, and uses words to describe such as furry, bumpy, smooth, rough, soft, and hard. Visual or implied texture is 2-dimensional and seems like the real texture. Actual or tactile texture is 3-dimensional and is not only visible but it can be felt. Students will identify different forms of texture and use appropriate adjectives to describe texture. Students will be able to replicate a 3-dimensional tactile texture in 2-dimensions and create a realistic implied texture of their choice using various media. Students will view examples of different textures, find and describe textures, and use texture in an original work of art.

**Approximate Length of Unit:** 8 weeks (however unit concepts will overlap throughout the year)

## *LEARNING TARGETS*

### **NJ 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.** 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.Pr5a.** Individually or collaboratively prepare and present theme-based artwork for display and formulate exhibition narratives.
- 1.5.5.Pr6a.** 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.Re9a.** Identify different evaluative criteria for different types of artwork dependent on genre, historical and cultural contexts.
- 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.

### **Career Readiness, Life Literacies, and Key Skills:**

- 9.2.4.A.4.** Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.
- CRP1.** Act as a responsible and contributing citizen and employee.
- CRP2.** Apply appropriate academic and technical skills.
- CRP4.** Communicate clearly and effectively and with reason.
- CRP6.** Demonstrate creativity and innovation.
- CRP8.** Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP11.** Use technology to enhance productivity.
- CRP12.** Work productively in teams while using cultural global competence.

### **Interdisciplinary Connections and Standards:**

#### **Technology**

- 8.1.5.A.1.** Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems).

#### **Science**

- K-2-ETS1-2.** Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.

#### **Mathematics**

- MP.1.** Make sense of problems and persevere in solving them.
- MP.3.** Construct viable arguments and critique the reasoning of others.
- MP.6.** Attend to precision.
- MP.7.** Look for and make use of structure.

### **Unit Understandings:**

*Students will understand that...*

- Texture can be used to produce and convey ideas, feelings and emotions in an artwork.
- Art can be used to communicate ideas visually.
- Each art discipline has its own vocabulary and concepts.
- Underlying structures in art can be found via analysis and inference.

- Breaking accepted norms often gives rise to new forms of artistic expression.

### **Unit Essential Questions:**

- What are different types of textures?
- Why are the elements of art and principles of design important in art creation?
- How can we use different types of texture to communicate in art?
- How are elements and principles of art used to communicate?
- Why is it important to know and use art terms when discussing visual art and in visual communication?
- How do underlying structures unconsciously guide the creation of art works?
- Does art have boundaries?
- How do artists work?
- How are artworks cared for, and by whom?
- How does art help us understand the lives of people of different times, places, and cultures?

### **Knowledge and Skills:**

*Students will know...*

- To identify and differentiate textures into implied and tactile.
- To engage collaboratively in exploration and imaginative play with materials.
- Everyday objects can be repurposed to create something new.
- To observe and investigate before creating a piece of art.
- They can build skills in various media and approaches to artmaking through experimenting.
- To demonstrate safe procedures for using and cleaning art tools, equipment, and studio spaces.

*Students will be able to...*

- Use texture in an original work of art.
- Use observation and investigation in preparation for making a work of art.
- Explore uses of materials and tools to create works of art or design.
- Demonstrate safe and proper procedures for using materials, tools, and equipment while making art.
- Brainstorm collaboratively multiple approaches to an art or design problem.
- Experiment with various materials and tools to explore personal interests in a work of art or design.

## *EVIDENCE OF LEARNING*

### **Assessment:**

*What evidence will be collected and deemed acceptable to show that students truly “understand”?*

- Class projects
- Performance tasks
- Warm ups: Used to pre-assess student understanding or to review current material
- Exit Tickets/Exit Polling
- Rubrics
- Self- and peer assessments (critique)

### **Learning Activities:**

*What differentiated learning experiences and instruction will enable all students to achieve the desired results?*

- Class activities or projects that students complete in class where teachers can assess an individual or group.
- Projects assessed through the use of rubrics.
- Complete a drawing or coloring assignment that can be used as a pre-assessment.
- Students create and deliver a presentation to show what they have learned
- Portfolio of completed artworks.
- Open-ended responses.
- Class participation/ discussions.
- Metacognition - Allows for the students to process what they did in class and why it was done. At the end of class, have students complete a table with the following questions listed: o What did we do? o Why did we do it? o What did I learn today? o How can I apply it? o What questions do I still have about it?
- Draw/create something - Have students build/create something that requires that they apply what they have learned.
- Doodle it - Have students draw what they understand.
- Hand in, pass out - Ask students questions, have them respond on notebook paper anonymously. Students then hand in their papers. Teacher passes them out randomly to students for grading.
- Write it down - Have students write down an explanation of what they understand.
- Communicate in a variety of contexts through various artistic media, including technologies, to convey their own ideas and to interpret the ideas of others.



## *RESOURCES*

### **Teacher Resources:**

- Video/song related to unit theme or project
- Handouts
- Book or story related to unit theme
- Various unit related websites
- Previous art projects
- Professional artwork created by a wide range of artists representing different nationalities, ethnicities, races, and genders.

### **Equipment Needed:**

- Various art media
- Computer
- Internet access
- Speakers
- Projector/screen

## *UNIT 5 OVERVIEW*

**Area:** Visual Art

**Unit Title:** Application of Space in Art

**Target Course/Grade Level:** Art Grade 5

**Unit Summary:** Space refers to the distances or areas around, between, and within parts of an artwork. Space can be positive or negative, open or closed, shallow or deep, two dimensional or three dimensional. Space in artwork can be arranged by foreground, middle ground, and background. Students will learn to incorporate space in their artwork by using foreground, middle ground and background, overlapping objects to show space, and the placement of objects in relation to the horizon to show distance from the viewer. Students will understand how objects of various distances undergo color changes depending on the distance from the viewer. Students will view visual examples of space in art and use space in an original work of art.

**Approximate Length of Unit:** 8 weeks (however unit concepts will overlap throughout the year)

## *LEARNING TARGETS*

### **NJ 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.** 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.Pr5a.** Individually or collaboratively prepare and present theme-based artwork for display and formulate exhibition narratives.
- 1.5.5.Pr6a.** 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.Re9a.** Identify different evaluative criteria for different types of artwork dependent on genre, historical and cultural contexts.
- 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.

### **Career Readiness, Life Literacies, and Key Skills:**

- 9.2.4.A.4.** Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.
- CRP1.** Act as a responsible and contributing citizen and employee.
- CRP2.** Apply appropriate academic and technical skills.
- CRP4.** Communicate clearly and effectively and with reason.
- CRP6.** Demonstrate creativity and innovation.
- CRP8.** Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP11.** Use technology to enhance productivity.
- CRP12.** Work productively in teams while using cultural global competence.

### **Interdisciplinary Connections and Standards:**

#### **Technology**

- 8.1.5.A.1.** Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems).

#### **Science**

- K-2-ETS1-2.** Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.

#### **Mathematics**

- MP.1.** Make sense of problems and persevere in solving them.
- MP.3.** Construct viable arguments and critique the reasoning of others.
- MP.6.** Attend to precision.
- MP.7.** Look for and make use of structure.

### **Unit Understandings:**

*Students will understand that...*

- Space can be used to produce and convey ideas, feelings and emotions in an artwork.
- Art can be used to communicate ideas visually.

- Each art discipline has its own vocabulary and concepts.
- Underlying structures in art can be found via analysis and inference.
- Breaking accepted norms often gives rise to new forms of artistic expression.

### **Unit Essential Questions:**

- What ways can we use space in a work of art to communicate an idea?
- Why are the elements of art and principles of design important in art creation?
- How are elements and principles of art used to communicate?
- Why is it important to know and use art terms when discussing visual art and in visual communication?
- How do underlying structures unconsciously guide the creation of art works?
- Does art have boundaries?
- How do artists work?
- How are artworks cared for, and by whom?
- How does art help us understand the lives of people of different times, places, and cultures?

### **Knowledge and Skills:**

*Students will know...*

- Space refers to the distances or areas around, between, and within parts of an artwork.
- To engage collaboratively in exploration and imaginative play with materials.
- Everyday objects can be repurposed to create something new.
- To observe and investigate before creating a piece of art.
- They can build skills in various media and approaches to artmaking through experimenting.
- To demonstrate safe procedures for using and cleaning art tools, equipment, and studio spaces.

*Students will be able to...*

- Use observation and investigation in preparation for making a work of art.
- Explore uses of materials and tools to create works of art or design.
- Demonstrate safe and proper procedures for using materials, tools, and equipment while making art.
- Brainstorm collaboratively multiple approaches to an art or design problem.
- Experiment with various materials and tools to explore personal interests in a work of art or design.

## ***EVIDENCE OF LEARNING***

### **Assessment:**

*What evidence will be collected and deemed acceptable to show that students truly “understand”?*

- Class projects
- Performance tasks
- Warm ups: Used to pre-assess student understanding or to review current material
- Exit Tickets/Exit Polling
- Rubrics
- Self- and peer assessments (critique)

### **Learning Activities:**

*What differentiated learning experiences and instruction will enable all students to achieve the desired results?*

- Class activities or projects that students complete in class where teachers can assess an individual or group.
- Projects assessed through the use of rubrics.
- Complete a drawing or coloring assignment that can be used as a pre-assessment.
- Students create and deliver a presentation to show what they have learned
- Portfolio of completed artworks.
- Open-ended responses.
- Class participation/ discussions.
- Metacognition - Allows for the students to process what they did in class and why it was done. At the end of class, have students complete a table with the following questions listed: o What did we do? o Why did we do it? o What did I learn today? o How can I apply it? o What questions do I still have about it?
- Draw/create something - Have students build/create something that requires that they apply what they have learned.
- Doodle it - Have students draw what they understand.
- Hand in, pass out - Ask students questions, have them respond on notebook paper anonymously. Students then hand in their papers. Teacher passes them out randomly to students for grading.
- Write it down - Have students write down an explanation of what they understand.
- Communicate in a variety of contexts through various artistic media, including technologies, to convey their own ideas and to interpret the ideas of others.

## *RESOURCES*

### **Teacher Resources:**

- Video/song related to unit theme or project
- Handouts
- Book or story related to unit theme
- Various unit related websites
- Previous art projects
- Professional artwork created by a wide range of artists representing different nationalities, ethnicities, races, and genders.

### **Equipment Needed:**

- Various art media
- Computer
- Internet access
- Speakers
- Projector/screen

# RAHWAY PUBLIC SCHOOLS CURRICULUM

Course Name: Art Grade 6

## *PACING GUIDE*

<b>Unit</b>	<b>Title</b>	<b>Pacing</b>
1	Mastery of Line in Art	8 weeks
2	Mastery of Shape in Art	8 weeks
3	Mastery of Color in Art	8 weeks
4	Mastery of Texture in Art	8 weeks
5	Mastery of the use of Space in Art	8 weeks

## **ACCOMMODATIONS**

<p><b>504 Accommodations:</b></p> <ul style="list-style-type: none"> <li>● Provide scaffolded vocabulary and vocabulary lists.</li> <li>● Provide extra visual and verbal cues and prompts.</li> <li>● Provide adapted/alternate/excerpted versions of the text and/or modified supplementary materials.</li> <li>● Provide links to audio files and utilize video clips.</li> <li>● Provide graphic organizers and/or checklists.</li> <li>● Provide modified rubrics.</li> <li>● Provide a copy of teaching notes, especially any key terms, in advance.</li> <li>● Allow additional time to complete assignments and/or assessments.</li> <li>● Provide shorter writing assignments.</li> <li>● Provide sentence starters.</li> <li>● Utilize small group instruction.</li> <li>● Utilize Think-Pair-Share structure.</li> <li>● Check for understanding frequently.</li> <li>● Have student restate information.</li> <li>● Support auditory presentations with visuals.</li> <li>● Weekly home-school communication tools (notebook, daily log, phone calls or email messages).</li> <li>● Provide study sheets and teacher outlines prior to assessments.</li> <li>● Quiet corner or room to calm down and relax when anxious.</li> <li>● Reduction of distractions.</li> <li>● Permit answers to be dictated.</li> <li>● Hands-on activities.</li> <li>● Use of manipulatives.</li> <li>● Assign preferential seating.</li> <li>● No penalty for spelling errors or sloppy handwriting.</li> <li>● Follow a routine/schedule.</li> <li>● Provide student with rest breaks.</li> <li>● Use verbal and visual cues regarding directions and staying on task.</li> <li>● Assist in maintaining agenda book.</li> </ul>	<p><b>IEP Accommodations:</b></p> <ul style="list-style-type: none"> <li>● Provide scaffolded vocabulary and vocabulary lists.</li> <li>● Differentiate reading levels of texts (e.g., Newsela).</li> <li>● Provide adapted/alternate/excerpted versions of the text and/or modified supplementary materials.</li> <li>● Provide extra visual and verbal cues and prompts.</li> <li>● Provide links to audio files and utilize video clips.</li> <li>● Provide graphic organizers and/or checklists.</li> <li>● Provide modified rubrics.</li> <li>● Provide a copy of teaching notes, especially any key terms, in advance.</li> <li>● Provide students with additional information to supplement notes.</li> <li>● Modify questioning techniques and provide a reduced number of questions or items on tests.</li> <li>● Allow additional time to complete assignments and/or assessments.</li> <li>● Provide shorter writing assignments.</li> <li>● Provide sentence starters.</li> <li>● Utilize small group instruction.</li> <li>● Utilize Think-Pair-Share structure.</li> <li>● Check for understanding frequently.</li> <li>● Have student restate information.</li> <li>● Support auditory presentations with visuals.</li> <li>● Provide study sheets and teacher outlines prior to assessments.</li> <li>● Use of manipulatives.</li> <li>● Have students work with partners or in groups for reading, presentations, assignments, and analyses.</li> <li>● Assign appropriate roles in collaborative work.</li> <li>● Assign preferential seating.</li> <li>● Follow a routine/schedule.</li> </ul>
<p><b>Gifted and Talented Accommodations:</b></p> <ul style="list-style-type: none"> <li>● Differentiate reading levels of texts (e.g., Newsela).</li> <li>● Offer students additional texts with higher lexile levels.</li> <li>● Provide more challenging and/or more supplemental readings and/or activities to deepen understanding.</li> <li>● Allow for independent reading, research, and projects.</li> <li>● Accelerate or compact the curriculum.</li> <li>● Offer higher-level thinking questions for deeper analysis.</li> <li>● Offer more rigorous materials/tasks/prompts.</li> <li>● Increase number and complexity of sources.</li> <li>● Assign group research and presentations to teach the class.</li> <li>● Assign/allow for leadership roles during collaborative work and in other learning activities.</li> </ul>	<p><b>ELL Accommodations:</b></p> <ul style="list-style-type: none"> <li>● Provide extended time.</li> <li>● Assign preferential seating.</li> <li>● Assign peer buddy who the student can work with.</li> <li>● Check for understanding frequently.</li> <li>● Provide language feedback often (such as grammar errors, tenses, subject-verb agreements, etc...).</li> <li>● Have student repeat directions.</li> <li>● Make vocabulary words available during classwork and exams.</li> <li>● Use study guides/checklists to organize information.</li> <li>● Repeat directions.</li> <li>● Increase one-on-one conferencing.</li> <li>● Allow student to listen to an audio version of the text.</li> <li>● Give directions in small, distinct steps.</li> <li>● Allow copying from paper/book.</li> </ul>



- Give student a copy of the class notes.
- Provide written and oral instructions.
- Differentiate reading levels of texts (e.g., Newsela).
- Shorten assignments.
- Read directions aloud to student.
- Give oral clues or prompts.
- Record or type assignments.
- Adapt worksheets/packets.
- Create alternate assignments.
- Have student enter written assignments in criterion, where they can use the planning maps to help get them started and receive feedback after it is submitted.
- Allow student to resubmit assignments.
- Use small group instruction.
- Simplify language.
- Provide scaffolded vocabulary and vocabulary lists.
- Demonstrate concepts possibly through the use of visuals.
- Use manipulatives.
- Emphasize critical information by highlighting it for the student.
- Use graphic organizers.
- Pre-teach or pre-view vocabulary.
- Provide student with a list of prompts or sentence starters that they can use when completing a written assignment.
- Provide audio versions of the textbooks.
- Highlight textbooks/study guides.
- Use supplementary materials.
- Give assistance in note taking
- Use adapted/modified textbooks.
- Allow use of computer/word processor.
- Allow student to answer orally, give extended time (time-and-a-half).
- Allow tests to be given in a separate location (with the ESL teacher).
- Allow additional time to complete assignments and/or assessments.
- Read question to student to clarify.
- Provide a definition or synonym for words on a test that do not impact the validity of the exam.
- Modify the format of assessments.
- Shorten test length or require only selected test items.
- Create alternative assessments.
- On an exam other than a spelling test, don't take points off for spelling errors.

## *UNIT 1 OVERVIEW*

**Content Area:** Visual Art

**Unit Title:** Mastery of Line in Art

**Target Course/Grade Level:** Art Grade 6

**Unit Summary:** Line is the use of various marks, outlines, and implied lines in an artwork or design. Line connects two or more points in space. “A line is a dot that went for a walk.” Students will learn that lines can have width, direction, length, and can show movement and mood. Students review echo lines and contour lines. Students will explore the use of lines to create 3-dimensional shape and form in a work of art, and how distances between line placements can show changes in value and distance as well as add interest in a work of art. Students will view master artwork showing examples of different lines, and use lines with varied media techniques in an original work of art.

**Approximate Length of Unit:** 8 weeks (however unit concepts will overlap throughout the year)

## *LEARNING TARGETS*

### **NJ Student Learning Standards:**

- 1.5.8.Cr1a.** Conceptualize early stages of the creative process, including applying methods to overcome creative blocks or take creative risks, and document the processes in traditional or new media.
- 1.5.8.Cr1b.** Develop criteria, identify goals and collaboratively investigate an aspect of present-day life, using contemporary practice of art or design.
- 1.5.8.Cr2a.** Demonstrate persistence and willingness to experiment and take risks during the artistic process.
- 1.5.8.Cr2b.** Demonstrate an awareness of ethical responsibility as applied to artmaking including environmental implications, responsibility in sharing images online, appropriation, and intellectual property ethics.
- 1.5.8.Cr2c.** Apply, organize and strategize methods for design and redesign of objects, places, systems, images and words to clearly communicate information to a diverse audience.
- 1.5.8.Cr3a.** Use criteria to examine, reflect on and plan revisions for a work of art, and create an artistic statement.
- 1.5.8.Pr4a.** Investigate and analyze ways artwork is presented, preserved and experienced, including use of evolving technology. Evaluate a collection or presentation based on this criterion
- 1.5.8.Pr5a.** Individually or collaboratively prepare and present theme-based artwork for display and formulate exhibition narratives.
- 1.5.8.Pr6a.** Analyze how exhibitions in different venues communicate meaning and influence ideas, beliefs and experiences.
- 1.5.8.Re7a.** Explain how a person's aesthetic choices are influenced by culture and environment, and how they impact the way in which visual messages are perceived and conveyed.

- 1.5.8.Re7b.** Compare and contrast cultural and social contexts of visual arts and how they influence ideas and emotions.
- 1.5.8.Re8a.** Interpret art by analyzing how the interaction of subject matter, characteristics of form and structure, use of media, art making approaches, and relevant contextual information contributes to understanding messages or ideas and mood conveyed
- 1.5.8.Re9a.** Create a convincing and logical argument to support an evaluation of art. Explain the difference between personal and established criteria for evaluating artwork.
- 1.5.8.Cn10a.** Generate ideas to make art individually or collaboratively to positively reflect a group's identity
- 1.5.8.Cn11a.** Analyze and contrast how art forms are used to represent, establish, reinforce and reflect group identity and culture.
- 1.5.8.Cn11b.** Analyze and contrast how art forms are used to reflect global issues, including climate change.

### **Career Readiness, Life Literacies, and Key Skills:**

- 9.2.4.A.4.** Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.
- CRP1.** Act as a responsible and contributing citizen and employee.
- CRP2.** Apply appropriate academic and technical skills.
- CRP4.** Communicate clearly and effectively and with reason.
- CRP6.** Demonstrate creativity and innovation.
- CRP8.** Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP11.** Use technology to enhance productivity.
- CRP12.** Work productively in teams while using cultural global competence.

### **Interdisciplinary Connections and Standards:**

#### **Social Studies**

- 6.2 World History/Global Studies.** All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible.

#### **Technology**

- 8.1.8.A.1.** Demonstrate knowledge of a real world problem using digital tools.
- 8.1.8.A.2.** Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.

#### **Mathematics**

- MP.1.** Make sense of problems and persevere in solving them.
- MP.3.** Construct viable arguments and critique the reasoning of others.
- MP.6.** Attend to precision.
- MP.7.** Look for and make use of structure.

## **NJ SLS Companion Standards: Reading and Writing Standards for History, Social Studies, Science, and Technical Subjects:**

**RST.6-8.3.** Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.

**RST.6-8.3.** Distinguish among facts, reasoned judgement based on research findings, and speculation in a text.

### **Unit Understandings:**

*Students will understand that...*

- Lines can be used to produce and convey ideas, feelings and emotions in an artwork.
- Art can be used to communicate ideas visually.
- Each art discipline has its own vocabulary and concepts.
- Underlying structures in art can be found via analysis and inference.
- Breaking accepted norms often gives rise to new forms of artistic expression.

### **Unit Essential Questions:**

- What are different types of lines?
- Why are the elements of art and principles of design important in art creation?
- How can we use different types of lines to communicate in art?
- How are elements and principles of art used to communicate?
- Why is it important to know and use art terms when discussing visual art and in visual communication?
- How do underlying structures unconsciously guide the creation of art works?
- Does art have boundaries?
- How do artists work?
- How are artworks cared for, and by whom?
- How does art help us understand the lives of people of different times, places, and cultures?

### **Knowledge and Skills:**

*Students will know...*

- To identify and differentiate line styles.
- To engage collaboratively in exploration and imaginative play with materials
- Everyday objects can be repurposed to create something new.
- To observe and investigate before creating a piece of art.
- They can build skills in various media and approaches to artmaking through experimenting.
- To demonstrate safe procedures for using and cleaning art tools, equipment, and studio spaces.

*Students will be able to...*

- Use observation and investigation in preparation for making a work of art.
- Explore uses of materials and tools to create works of art or design.

- Demonstrate safe and proper procedures for using materials, tools, and equipment while making art.
- Brainstorm collaboratively multiple approaches to an art or design problem.
- Experiment with various materials and tools to explore personal interests in a work of art or design.

## ***EVIDENCE OF LEARNING***

### **Assessment:**

*What evidence will be collected and deemed acceptable to show that students truly “understand”?*

- Class projects
- Performance tasks
- Warm ups: Used to pre-assess student understanding or to review current material
- Exit Tickets/Exit Polling
- Rubrics
- Self- and peer assessments (critique)

### **Learning Activities:**

*What differentiated learning experiences and instruction will enable all students to achieve the desired results?*

- Class activities or projects that students complete in class where teachers can assess an individual or group.
- Projects assessed through the use of rubrics.
- Complete a drawing or coloring assignment that can be used as a pre-assessment.
- Students create and deliver a presentation to show what they have learned
- Portfolio of completed artworks.
- Open-ended responses.
- Class participation/ discussions.
- Metacognition - Allows for the students to process what they did in class and why it was done. At the end of class, have students complete a table with the following questions listed: o What did we do? o Why did we do it? o What did I learn today? o How can I apply it? o What questions do I still have about it?
- Draw/create something - Have students build/create something that requires that they apply what they have learned.
- Doodle it - Have students draw what they understand.
- Hand in, pass out - Ask students questions, have them respond on notebook paper anonymously. Students then hand in their papers. Teacher passes them out randomly to students for grading.
- Write it down - Have students write down an explanation of what they understand.
- Communicate in a variety of contexts through various artistic media, including technologies, to convey their own ideas and to interpret the ideas of others.

## *RESOURCES*

### **Teacher Resources:**

- Video/song related to unit theme or project
- Handouts
- Book or story related to unit theme
- Various unit related websites
- Previous art projects
- Professional artwork created by a wide range of artists representing different nationalities, ethnicities, races, and genders.

### **Equipment Needed:**

- Various art media
- Computer
- Internet access
- Speakers
- Projector/screen

## *UNIT 2 OVERVIEW*

**Content Area:** Visual Art

**Unit Title:** Mastery of Shape in Art

**Target Course/Grade Level:** Art Grade 6

**Unit Summary:** Shape refers to a 2-dimensional, enclosed area; Shapes can be geometric, such as squares, circles, triangles etc., or they can be organic and freeform. Students will be able to identify various shapes, classify them as geometric or organic, and will review the 3-dimensional counterparts to traditional 2-dimensional shapes. Students will understand how to draw and shade 3-dimensional shapes. Students will create a work of art incorporating space and 3-dimensional shapes to achieve realism. Students will create a work of art using various shapes to achieve abstraction.

**Approximate Length of Unit:** 8 weeks (however unit concepts will overlap throughout the year)

## *LEARNING TARGETS*

### **NJ Student Learning Standards:**

- 1.5.8.Cr1a.** Conceptualize early stages of the creative process, including applying methods to overcome creative blocks or take creative risks, and document the processes in traditional or new media.
- 1.5.8.Cr1b.** Develop criteria, identify goals and collaboratively investigate an aspect of present-day life, using contemporary practice of art or design.
- 1.5.8.Cr2a.** Demonstrate persistence and willingness to experiment and take risks during the artistic process.
- 1.5.8.Cr2b.** Demonstrate an awareness of ethical responsibility as applied to artmaking including environmental implications, responsibility in sharing images online, appropriation, and intellectual property ethics.
- 1.5.8.Cr2c.** Apply, organize and strategize methods for design and redesign of objects, places, systems, images and words to clearly communicate information to a diverse audience.
- 1.5.8.Cr3a.** Use criteria to examine, reflect on and plan revisions for a work of art, and create an artistic statement.
- 1.5.8.Pr4a.** Investigate and analyze ways artwork is presented, preserved and experienced, including use of evolving technology. Evaluate a collection or presentation based on this criterion
- 1.5.8.Pr5a.** Individually or collaboratively prepare and present theme-based artwork for display and formulate exhibition narratives.
- 1.5.8.Pr6a.** Analyze how exhibitions in different venues communicate meaning and influence ideas, beliefs and experiences.
- 1.5.8.Re7a.** Explain how a person's aesthetic choices are influenced by culture and environment, and how they impact the way in which visual messages are perceived and conveyed.

- 1.5.8.Re7b.** Compare and contrast cultural and social contexts of visual arts and how they influence ideas and emotions.
- 1.5.8.Re8a.** Interpret art by analyzing how the interaction of subject matter, characteristics of form and structure, use of media, art making approaches, and relevant contextual information contributes to understanding messages or ideas and mood conveyed
- 1.5.8.Re9a.** Create a convincing and logical argument to support an evaluation of art. Explain the difference between personal and established criteria for evaluating artwork.
- 1.5.8.Cn10a.** Generate ideas to make art individually or collaboratively to positively reflect a group's identity
- 1.5.8.Cn11a.** Analyze and contrast how art forms are used to represent, establish, reinforce and reflect group identity and culture.
- 1.5.8.Cn11b.** Analyze and contrast how art forms are used to reflect global issues, including climate change.

### **Career Readiness, Life Literacies, and Key Skills:**

- 9.2.4.A.4.** Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.
- CRP1.** Act as a responsible and contributing citizen and employee.
- CRP2.** Apply appropriate academic and technical skills.
- CRP4.** Communicate clearly and effectively and with reason.
- CRP6.** Demonstrate creativity and innovation.
- CRP8.** Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP11.** Use technology to enhance productivity.
- CRP12.** Work productively in teams while using cultural global competence.

### **Interdisciplinary Connections and Standards:**

#### **Social Studies**

**6.2 World History/Global Studies.** All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible.

#### **Technology**

- 8.1.8.A.1.** Demonstrate knowledge of a real world problem using digital tools.
- 8.1.8.A.2.** Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.

#### **Mathematics**

- MP.1.** Make sense of problems and persevere in solving them.
- MP.3.** Construct viable arguments and critique the reasoning of others.
- MP.6.** Attend to precision.
- MP.7.** Look for and make use of structure.



## **NJ SLS Companion Standards: Reading and Writing Standards for History, Social Studies, Science, and Technical Subjects:**

**RST.6-8.3.** Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.

**RST.6-8.3.** Distinguish among facts, reasoned judgement based on research findings, and speculation in a text.

### **Unit Understandings:**

*Students will understand that...*

- Shapes can be used to produce and convey ideas, feelings, and emotions in an artwork.
- Shapes can help you draw new things.
- Shapes are all over our world.
- Art can be used to communicate ideas visually.
- Each art discipline has its own vocabulary and concepts.
- Underlying structures in art can be found via analysis and inference.
- Breaking accepted norms often gives rise to new forms of artistic expression.

### **Unit Essential Questions:**

- What are different types of shapes?
- Why are the elements of art and principles of design important in art creation?
- How can we use different types of shapes to communicate in art?
- How are elements and principles of art used to communicate?
- Why is it important to know and use art terms when discussing visual art and in visual communication?
- How do underlying structures unconsciously guide the creation of art works?
- Does art have boundaries?
- How do artists work?
- How are artworks cared for, and by whom?
- How does art help us understand the lives of people of different times, places, and cultures?

### **Knowledge and Skills:**

*Students will know...*

- The names and classifications of various shapes.
- To engage collaboratively in exploration and imaginative play with materials.
- Everyday objects can be repurposed to create something new.
- To observe and investigate before creating a piece of art.
- They can build skills in various media and approaches to artmaking through experimenting.
- To demonstrate safe procedures for using and cleaning art tools, equipment, and studio spaces.

*Students will be able to...*

- Identify and draw various geometric shapes.

- Use observation and investigation in preparation for making a work of art.
- Explore uses of materials and tools to create works of art or design.
- Demonstrate safe and proper procedures for using materials, tools, and equipment while making art.
- Brainstorm collaboratively multiple approaches to an art or design problem.
- Experiment with various materials and tools to explore personal interests in a work of art or design.

## ***EVIDENCE OF LEARNING***

### **Assessment:**

*What evidence will be collected and deemed acceptable to show that students truly “understand”?*

- Class projects
- Performance tasks
- Warm ups: Used to pre-assess student understanding or to review current material
- Exit Tickets/Exit Polling
- Rubrics
- Self- and peer assessments (critique)

### **Learning Activities:**

*What differentiated learning experiences and instruction will enable all students to achieve the desired results?*

- Class activities or projects that students complete in class where teachers can assess an individual or group.
- Projects assessed through the use of rubrics.
- Complete a drawing or coloring assignment that can be used as a pre-assessment.
- Students create and deliver a presentation to show what they have learned
- Portfolio of completed artworks.
- Open-ended responses.
- Class participation/ discussions.
- Metacognition - Allows for the students to process what they did in class and why it was done. At the end of class, have students complete a table with the following questions listed: o What did we do? o Why did we do it? o What did I learn today? o How can I apply it? o What questions do I still have about it?
- Draw/create something - Have students build/create something that requires that they apply what they have learned.
- Doodle it - Have students draw what they understand.
- Hand in, pass out - Ask students questions, have them respond on notebook paper anonymously. Students then hand in their papers. Teacher passes them out randomly to students for grading.
- Write it down - Have students write down an explanation of what they understand.

- Communicate in a variety of contexts through various artistic media, including technologies, to convey their own ideas and to interpret the ideas of others.

## *RESOURCES*

### **Teacher Resources:**

- Video/song related to unit theme or project
- Handouts
- Book or story related to unit theme
- Various unit related websites
- Previous art projects
- Professional artwork created by a wide range of artists representing different nationalities, ethnicities, races, and genders.

### **Equipment Needed:**

- Various art media
- Computer
- Internet access
- Speakers
- Projector/screen

## *UNIT 3 OVERVIEW*

**Content Area:** Visual Art

**Unit Title:** Mastery of Color in Art

**Target Course/Grade Level:** Art Grade 6

**Unit Summary:** Students will review the basic colors, will be able to group them into primary, secondary, and tertiary colors, and will be able to mix secondaries and tertiaries, as well as add tints (white) and shades (blacks) with colors. A color scheme is a group of several colors on the color wheel (ex: Complimentary, Analogous, Triadic, Monochromatic). Students will understand how various colors grouped on the color wheel can create different color schemes, and how colors grouped together can create different moods which can profoundly affect a work of art. Students will be able to identify color schemes, explain how colors can contribute to the overall feel of a work of art, and use color schemes in original works of art.

**Approximate Length of Unit:** 8 weeks (however unit concepts will overlap throughout the year)

## *LEARNING TARGETS*

### **NJ Student Learning Standards:**

- 1.5.8.Cr1a.** Conceptualize early stages of the creative process, including applying methods to overcome creative blocks or take creative risks, and document the processes in traditional or new media.
- 1.5.8.Cr1b.** Develop criteria, identify goals and collaboratively investigate an aspect of present-day life, using contemporary practice of art or design.
- 1.5.8.Cr2a.** Demonstrate persistence and willingness to experiment and take risks during the artistic process.
- 1.5.8.Cr2b.** Demonstrate an awareness of ethical responsibility as applied to artmaking including environmental implications, responsibility in sharing images online, appropriation, and intellectual property ethics.
- 1.5.8.Cr2c.** Apply, organize and strategize methods for design and redesign of objects, places, systems, images and words to clearly communicate information to a diverse audience.
- 1.5.8.Cr3a.** Use criteria to examine, reflect on and plan revisions for a work of art, and create an artistic statement.
- 1.5.8.Pr4a.** Investigate and analyze ways artwork is presented, preserved and experienced, including use of evolving technology. Evaluate a collection or presentation based on this criterion
- 1.5.8.Pr5a.** Individually or collaboratively prepare and present theme-based artwork for display and formulate exhibition narratives.
- 1.5.8.Pr6a.** Analyze how exhibitions in different venues communicate meaning and influence ideas, beliefs and experiences.
- 1.5.8.Re7a.** Explain how a person's aesthetic choices are influenced by culture and environment, and how they impact the way in which visual messages are perceived and conveyed.

- 1.5.8.Re7b.** Compare and contrast cultural and social contexts of visual arts and how they influence ideas and emotions.
- 1.5.8.Re8a.** Interpret art by analyzing how the interaction of subject matter, characteristics of form and structure, use of media, art making approaches, and relevant contextual information contributes to understanding messages or ideas and mood conveyed
- 1.5.8.Re9a.** Create a convincing and logical argument to support an evaluation of art. Explain the difference between personal and established criteria for evaluating artwork.
- 1.5.8.Cn10a.** Generate ideas to make art individually or collaboratively to positively reflect a group's identity
- 1.5.8.Cn11a.** Analyze and contrast how art forms are used to represent, establish, reinforce and reflect group identity and culture.
- 1.5.8.Cn11b.** Analyze and contrast how art forms are used to reflect global issues, including climate change.

### **Career Readiness, Life Literacies, and Key Skills:**

- 9.2.4.A.4.** Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.
- CRP1.** Act as a responsible and contributing citizen and employee.
- CRP2.** Apply appropriate academic and technical skills.
- CRP4.** Communicate clearly and effectively and with reason.
- CRP6.** Demonstrate creativity and innovation.
- CRP8.** Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP11.** Use technology to enhance productivity.
- CRP12.** Work productively in teams while using cultural global competence.

### **Interdisciplinary Connections and Standards:**

#### **Social Studies**

**6.2 World History/Global Studies.** All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible.

#### **Technology**

- 8.1.8.A.1.** Demonstrate knowledge of a real world problem using digital tools.
- 8.1.8.A.2.** Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.

#### **Mathematics**

- MP.1.** Make sense of problems and persevere in solving them.
- MP.3.** Construct viable arguments and critique the reasoning of others.
- MP.6.** Attend to precision.
- MP.7.** Look for and make use of structure.

**NJ SLS Companion Standards: Reading and Writing Standards for History, Social Studies, Science, and Technical Subjects:**

**RST.6-8.3.** Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.

**RST.6-8.3.** Distinguish among facts, reasoned judgement based on research findings, and speculation in a text.

**Unit Understandings:**

*Students will understand that...*

- Colors can be used to produce and convey ideas, feelings, and emotions in an artwork.
- Art can be used to communicate ideas visually.
- Each art discipline has its own vocabulary and concepts.
- Underlying structures in art can be found via analysis and inference.
- Breaking accepted norms often gives rise to new forms of artistic expression.

**Unit Essential Questions:**

- What are different types of colors?
- Why are the elements of art and principles of design important in art creation?
- How can we use different colors to communicate in art?
- How are elements and principles of art used to communicate?
- Why is it important to know and use art terms when discussing visual art and in visual communication?
- How do underlying structures unconsciously guide the creation of art works?
- Does art have boundaries?
- How do artists work?
- How are artworks cared for, and by whom?
- How does art help us understand the lives of people of different times, places, and cultures?

**Knowledge and Skills:**

*Students will know...*

- To identify different colors.
- To engage collaboratively in exploration and imaginative play with materials.
- Everyday objects can be repurposed to create something new.
- To observe and investigate before creating a piece of art.
- They can build skills in various media and approaches to artmaking through experimenting.
- To demonstrate safe procedures for using and cleaning art tools, equipment, and studio spaces.

*Students will be able to...*

- Create secondary colors from primary colors.
- Create tints and shades with colors.
- Use observation and investigation in preparation for making a work of art.

- Explore uses of materials and tools to create works of art or design.
- Demonstrate safe and proper procedures for using materials, tools, and equipment while making art.
- Brainstorm collaboratively multiple approaches to an art or design problem.
- Experiment with various materials and tools to explore personal interests in a work of art or design.

## ***EVIDENCE OF LEARNING***

### **Assessment:**

*What evidence will be collected and deemed acceptable to show that students truly “understand”?*

- Class projects
- Performance tasks
- Warm ups: Used to pre-assess student understanding or to review current material
- Exit Tickets/Exit Polling
- Rubrics
- Self- and peer assessments (critique)

### **Learning Activities:**

*What differentiated learning experiences and instruction will enable all students to achieve the desired results?*

- Class activities or projects that students complete in class where teachers can assess an individual or group.
- Projects assessed through the use of rubrics.
- Complete a drawing or coloring assignment that can be used as a pre-assessment.
- Students create and deliver a presentation to show what they have learned
- Portfolio of completed artworks.
- Open-ended responses.
- Class participation/ discussions.
- Metacognition - Allows for the students to process what they did in class and why it was done. At the end of class, have students complete a table with the following questions listed: o What did we do? o Why did we do it? o What did I learn today? o How can I apply it? o What questions do I still have about it?
- Draw/create something - Have students build/create something that requires that they apply what they have learned.
- Doodle it - Have students draw what they understand.
- Hand in, pass out - Ask students questions, have them respond on notebook paper anonymously. Students then hand in their papers. Teacher passes them out randomly to students for grading.
- Write it down - Have students write down an explanation of what they understand.
- Communicate in a variety of contexts through various artistic media, including technologies, to convey their own ideas and to interpret the ideas of others.

## *RESOURCES*

### **Teacher Resources:**

- Video/song related to unit theme or project
- Handouts
- Book or story related to unit theme
- Various unit related websites
- Previous art projects
- Professional artwork created by a wide range of artists representing different nationalities, ethnicities, races, and genders.

### **Equipment Needed:**

- Various art media
- Computer
- Internet access
- Speakers
- Projector/screen



## *UNIT 4 OVERVIEW*

**Area:** Visual Art

**Unit Title:** Mastery of Texture in Art

**Target Course/Grade Level:** Art Grade 6

**Unit Summary:** Texture is used to describe how something feels or looks, and uses words to describe such as furry, bumpy, smooth, rough, soft, and hard. Visual or implied texture is 2-dimensional and seems like the real texture. Actual or tactile texture is 3-dimensional and is not only visible but it can be felt. Students will identify different forms of texture and use appropriate adjectives to describe texture. Students will be able to replicate a 3-dimensional tactile texture in 2-dimensions and create a realistic implied texture of their choice using various media. Students will view examples of different textures, find and describe textures, and use texture in an original work of art.

**Approximate Length of Unit:** 8 weeks (however unit concepts will overlap throughout the year)

## *LEARNING TARGETS*

### **NJ Student Learning Standards:**

- 1.5.8.Cr1a.** Conceptualize early stages of the creative process, including applying methods to overcome creative blocks or take creative risks, and document the processes in traditional or new media.
- 1.5.8.Cr1b.** Develop criteria, identify goals and collaboratively investigate an aspect of present-day life, using contemporary practice of art or design.
- 1.5.8.Cr2a.** Demonstrate persistence and willingness to experiment and take risks during the artistic process.
- 1.5.8.Cr2b.** Demonstrate an awareness of ethical responsibility as applied to artmaking including environmental implications, responsibility in sharing images online, appropriation, and intellectual property ethics.
- 1.5.8.Cr2c.** Apply, organize and strategize methods for design and redesign of objects, places, systems, images and words to clearly communicate information to a diverse audience.
- 1.5.8.Cr3a.** Use criteria to examine, reflect on and plan revisions for a work of art, and create an artistic statement.
- 1.5.8.Pr4a.** Investigate and analyze ways artwork is presented, preserved and experienced, including use of evolving technology. Evaluate a collection or presentation based on this criterion
- 1.5.8.Pr5a.** Individually or collaboratively prepare and present theme-based artwork for display and formulate exhibition narratives.
- 1.5.8.Pr6a.** Analyze how exhibitions in different venues communicate meaning and influence ideas, beliefs and experiences.
- 1.5.8.Re7a.** Explain how a person's aesthetic choices are influenced by culture and environment, and how they impact the way in which visual messages are perceived and conveyed.

- 1.5.8.Re7b.** Compare and contrast cultural and social contexts of visual arts and how they influence ideas and emotions.
- 1.5.8.Re8a.** Interpret art by analyzing how the interaction of subject matter, characteristics of form and structure, use of media, art making approaches, and relevant contextual information contributes to understanding messages or ideas and mood conveyed
- 1.5.8.Re9a.** Create a convincing and logical argument to support an evaluation of art. Explain the difference between personal and established criteria for evaluating artwork.
- 1.5.8.Cn10a.** Generate ideas to make art individually or collaboratively to positively reflect a group's identity
- 1.5.8.Cn11a.** Analyze and contrast how art forms are used to represent, establish, reinforce and reflect group identity and culture.
- 1.5.8.Cn11b.** Analyze and contrast how art forms are used to reflect global issues, including climate change.

### **Career Readiness, Life Literacies, and Key Skills:**

- 9.2.4.A.4.** Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.
- CRP1.** Act as a responsible and contributing citizen and employee.
- CRP2.** Apply appropriate academic and technical skills.
- CRP4.** Communicate clearly and effectively and with reason.
- CRP6.** Demonstrate creativity and innovation.
- CRP8.** Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP11.** Use technology to enhance productivity.
- CRP12.** Work productively in teams while using cultural global competence.

### **Interdisciplinary Connections and Standards:**

#### **Social Studies**

- 6.2 World History/Global Studies.** All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible.

#### **Technology**

- 8.1.8.A.1.** Demonstrate knowledge of a real world problem using digital tools.
- 8.1.8.A.2.** Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.

#### **Mathematics**

- MP.1.** Make sense of problems and persevere in solving them.
- MP.3.** Construct viable arguments and critique the reasoning of others.
- MP.6.** Attend to precision.
- MP.7.** Look for and make use of structure.

## **NJ SLS Companion Standards: Reading and Writing Standards for History, Social Studies, Science, and Technical Subjects:**

**RST.6-8.3.** Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.

**RST.6-8.3.** Distinguish among facts, reasoned judgement based on research findings, and speculation in a text.

### **Unit Understandings:**

*Students will understand that...*

- Texture can be used to produce and convey ideas, feelings and emotions in an artwork.
- Art can be used to communicate ideas visually.
- Each art discipline has its own vocabulary and concepts.
- Underlying structures in art can be found via analysis and inference.
- Breaking accepted norms often gives rise to new forms of artistic expression.

### **Unit Essential Questions:**

- What are different types of textures?
- Why are the elements of art and principles of design important in art creation?
- How can we use different types of texture to communicate in art?
- How are elements and principles of art used to communicate?
- Why is it important to know and use art terms when discussing visual art and in visual communication?
- How do underlying structures unconsciously guide the creation of art works?
- Does art have boundaries?
- How do artists work?
- How are artworks cared for, and by whom?
- How does art help us understand the lives of people of different times, places, and cultures?

### **Knowledge and Skills:**

*Students will know...*

- To identify and differentiate textures into implied and tactile.
- To engage collaboratively in exploration and imaginative play with materials.
- Everyday objects can be repurposed to create something new.
- To observe and investigate before creating a piece of art.
- They can build skills in various media and approaches to artmaking through experimenting.
- To demonstrate safe procedures for using and cleaning art tools, equipment, and studio spaces.

*Students will be able to...*

- Use texture in an original work of art.
- Use observation and investigation in preparation for making a work of art.
- Explore uses of materials and tools to create works of art or design.

- Demonstrate safe and proper procedures for using materials, tools, and equipment while making art.
- Brainstorm collaboratively multiple approaches to an art or design problem.
- Experiment with various materials and tools to explore personal interests in a work of art or design.

## *EVIDENCE OF LEARNING*

### **Assessment:**

*What evidence will be collected and deemed acceptable to show that students truly “understand”?*

- Class projects
- Performance tasks
- Warm ups: Used to pre-assess student understanding or to review current material
- Exit Tickets/Exit Polling
- Rubrics
- Self- and peer assessments (critique)

### **Learning Activities:**

*What differentiated learning experiences and instruction will enable all students to achieve the desired results?*

- Class activities or projects that students complete in class where teachers can assess an individual or group.
- Projects assessed through the use of rubrics.
- Complete a drawing or coloring assignment that can be used as a pre-assessment.
- Students create and deliver a presentation to show what they have learned
- Portfolio of completed artworks.
- Open-ended responses.
- Class participation/ discussions.
- Metacognition - Allows for the students to process what they did in class and why it was done. At the end of class, have students complete a table with the following questions listed: o What did we do? o Why did we do it? o What did I learn today? o How can I apply it? o What questions do I still have about it?
- Draw/create something - Have students build/create something that requires that they apply what they have learned.
- Doodle it - Have students draw what they understand.
- Hand in, pass out - Ask students questions, have them respond on notebook paper anonymously. Students then hand in their papers. Teacher passes them out randomly to students for grading.
- Write it down - Have students write down an explanation of what they understand.
- Communicate in a variety of contexts through various artistic media, including technologies, to convey their own ideas and to interpret the ideas of others.

## *RESOURCES*

### **Teacher Resources:**

- Video/song related to unit theme or project
- Handouts
- Book or story related to unit theme
- Various unit related websites
- Previous art projects
- Professional artwork created by a wide range of artists representing different nationalities, ethnicities, races, and genders.

### **Equipment Needed:**

- Various art media
- Computer
- Internet access
- Speakers
- Projector/screen

## *UNIT 5 OVERVIEW*

**Area:** Visual Art

**Unit Title:** Mastery of Space in Art

**Target Course/Grade Level:** Art Grade 6

**Unit Summary:** Space refers to the distances or areas around, between, and within parts of an artwork. Space can be positive or negative, open or closed, shallow or deep, two dimensional or three dimensional. Space in artwork can be arranged by foreground, middle ground, and background. Students will learn to incorporate space in their artwork by using foreground, middle ground and background, overlapping objects to show space, and the placement of objects in relation to the horizon to show distance from the viewer. Students will understand how objects of various distances undergo color changes depending on the distance from the viewer. Students will view visual examples of space in art and use space in an original work of art.

**Approximate Length of Unit:** 8 weeks (however unit concepts will overlap throughout the year)

## *LEARNING TARGETS*

### **NJ Student Learning Standards:**

- 1.5.8.Cr1a.** Conceptualize early stages of the creative process, including applying methods to overcome creative blocks or take creative risks, and document the processes in traditional or new media.
- 1.5.8.Cr1b.** Develop criteria, identify goals and collaboratively investigate an aspect of present-day life, using contemporary practice of art or design.
- 1.5.8.Cr2a.** Demonstrate persistence and willingness to experiment and take risks during the artistic process.
- 1.5.8.Cr2b.** Demonstrate an awareness of ethical responsibility as applied to artmaking including environmental implications, responsibility in sharing images online, appropriation, and intellectual property ethics.
- 1.5.8.Cr2c.** Apply, organize and strategize methods for design and redesign of objects, places, systems, images and words to clearly communicate information to a diverse audience.
- 1.5.8.Cr3a.** Use criteria to examine, reflect on and plan revisions for a work of art, and create an artistic statement.
- 1.5.8.Pr4a.** Investigate and analyze ways artwork is presented, preserved and experienced, including use of evolving technology. Evaluate a collection or presentation based on this criterion
- 1.5.8.Pr5a.** Individually or collaboratively prepare and present theme-based artwork for display and formulate exhibition narratives.
- 1.5.8.Pr6a.** Analyze how exhibitions in different venues communicate meaning and influence ideas, beliefs and experiences.

- 1.5.8.Re7a.** Explain how a person's aesthetic choices are influenced by culture and environment, and how they impact the way in which visual messages are perceived and conveyed.
- 1.5.8.Re7b.** Compare and contrast cultural and social contexts of visual arts and how they influence ideas and emotions.
- 1.5.8.Re8a.** Interpret art by analyzing how the interaction of subject matter, characteristics of form and structure, use of media, art making approaches, and relevant contextual information contributes to understanding messages or ideas and mood conveyed
- 1.5.8.Re9a.** Create a convincing and logical argument to support an evaluation of art. Explain the difference between personal and established criteria for evaluating artwork.
- 1.5.8.Cn10a.** Generate ideas to make art individually or collaboratively to positively reflect a group's identity
- 1.5.8.Cn11a.** Analyze and contrast how art forms are used to represent, establish, reinforce and reflect group identity and culture.
- 1.5.8.Cn11b.** Analyze and contrast how art forms are used to reflect global issues, including climate change.

### **Career Readiness, Life Literacies, and Key Skills:**

- 9.2.4.A.4.** Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.
- CRP1.** Act as a responsible and contributing citizen and employee.
- CRP2.** Apply appropriate academic and technical skills.
- CRP4.** Communicate clearly and effectively and with reason.
- CRP6.** Demonstrate creativity and innovation.
- CRP8.** Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP11.** Use technology to enhance productivity.
- CRP12.** Work productively in teams while using cultural global competence.

### **Interdisciplinary Connections and Standards:**

#### **Social Studies**

- 6.2 World History/Global Studies.** All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible.

#### **Technology**

- 8.1.8.A.1.** Demonstrate knowledge of a real world problem using digital tools.
- 8.1.8.A.2.** Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.

#### **Mathematics**

- MP.1.** Make sense of problems and persevere in solving them.
- MP.3.** Construct viable arguments and critique the reasoning of others.
- MP.6.** Attend to precision.

**MP.7.** Look for and make use of structure.

**NJ SLS Companion Standards: Reading and Writing Standards for History, Social Studies, Science, and Technical Subjects:**

**RST.6-8.3.** Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.

**RST.6-8.3.** Distinguish among facts, reasoned judgement based on research findings, and speculation in a text.

**Unit Understandings:**

*Students will understand that...*

- Space can be used to produce and convey ideas, feelings and emotions in an artwork.
- Art can be used to communicate ideas visually.
- Each art discipline has its own vocabulary and concepts.
- Underlying structures in art can be found via analysis and inference.
- Breaking accepted norms often gives rise to new forms of artistic expression.

**Unit Essential Questions:**

- What ways can we use space in a work of art to communicate an idea?
- Why are the elements of art and principles of design important in art creation?
- How are elements and principles of art used to communicate?
- Why is it important to know and use art terms when discussing visual art and in visual communication?
- How do underlying structures unconsciously guide the creation of art works?
- Does art have boundaries?
- How do artists work?
- How are artworks cared for, and by whom?
- How does art help us understand the lives of people of different times, places, and cultures?

**Knowledge and Skills:**

*Students will know...*

- Space refers to the distances or areas around, between, and within parts of an artwork.
- To engage collaboratively in exploration and imaginative play with materials.
- Everyday objects can be repurposed to create something new.
- To observe and investigate before creating a piece of art.
- They can build skills in various media and approaches to artmaking through experimenting.
- To demonstrate safe procedures for using and cleaning art tools, equipment, and studio spaces.

*Students will be able to...*

- Use observation and investigation in preparation for making a work of art.
- Explore uses of materials and tools to create works of art or design.



- Demonstrate safe and proper procedures for using materials, tools, and equipment while making art.
- Brainstorm collaboratively multiple approaches to an art or design problem.
- Experiment with various materials and tools to explore personal interests in a work of art or design.

## ***EVIDENCE OF LEARNING***

### **Assessment:**

*What evidence will be collected and deemed acceptable to show that students truly “understand”?*

- Class projects
- Performance tasks
- Warm ups: Used to pre-assess student understanding or to review current material
- Exit Tickets/Exit Polling
- Rubrics
- Self- and peer assessments (critique)

### **Learning Activities:**

*What differentiated learning experiences and instruction will enable all students to achieve the desired results?*

- Class activities or projects that students complete in class where teachers can assess an individual or group.
- Projects assessed through the use of rubrics.
- Complete a drawing or coloring assignment that can be used as a pre-assessment.
- Students create and deliver a presentation to show what they have learned
- Portfolio of completed artworks.
- Open-ended responses.
- Class participation/ discussions.
- Metacognition - Allows for the students to process what they did in class and why it was done. At the end of class, have students complete a table with the following questions listed: o What did we do? o Why did we do it? o What did I learn today? o How can I apply it? o What questions do I still have about it?
- Draw/create something - Have students build/create something that requires that they apply what they have learned.
- Doodle it - Have students draw what they understand.
- Hand in, pass out - Ask students questions, have them respond on notebook paper anonymously. Students then hand in their papers. Teacher passes them out randomly to students for grading.
- Write it down - Have students write down an explanation of what they understand.
- Communicate in a variety of contexts through various artistic media, including technologies, to convey their own ideas and to interpret the ideas of others.

## *RESOURCES*

### **Teacher Resources:**

- Video/song related to unit theme or project
- Handouts
- Book or story related to unit theme
- Various unit related websites
- Previous art projects
- Professional artwork created by a wide range of artists representing different nationalities, ethnicities, races, and genders.

### **Equipment Needed:**

- Various art media
- Computer
- Internet access
- Speakers
- Projector/screen