Crest Memorial School Curriculum and Pacing Guide	
Grade: 4th	Subject Area: Visual Art
Adoption Date:	Revision Date: August 15, 2024

Mission and Vision Statements
Mission: To empower students to develop creative and critical thinking, social-emotional competencies, and intellectual and expressive abilities that will allow them to become active, contributing members of a global society. Vision: All students will have equitable access to a quality, arts education that leads to artistic literacy and fluency in the artistic practices of the five art disciplines (dance, music, theatre, visual arts, and media arts) as a mechanism for: ● Performing, presenting or producing, as artistically literate individuals, by expressing and realizing creative ideas and implementing essential technical skills and cognitive abilities significant to many aspects of life and work in the 21st century; ● Responding to artistic ideas and work with personal meaning and cognizance of the ability of the arts to address universal themes, including climate change; ● Creating new artistic work reflective of a variety of ethnic, racial, and cultural perspectives; and ● Connecting and evaluating how the arts convey meaning through all arts and non-arts disciplines and contexts of our global society.

Integration of Technology
9.4.8.TL.3: Select appropriate tools to organize and present information digitally. 9.4.8.TL.6: Collaborate to develop and publish work that provides perspectives on a real-world problem.

21st Century Skills
9.3.12.AR‑VIS.2 Analyze how the application of visual arts elements and principles of design communicate and express ideas. 9.3.12.AR‑VIS.3 Analyze and create two and three‑dimensional visual art forms using various media.

Career Education
9.2.8.CAP.11: Analyze potential career opportunities by considering different types of resources, including occupation databases, and state and national labor market statistics. 9.2.8.CAP.12: Assess personal strengths, talents, values, and interests to appropriate jobs and careers to maximize career potential. Employee benefits can influence your employment choices.

Interdisciplinary Connection

NJ.CC.6-12.RL.7: Analyze the representation of a subject or a key scene in two different artistic mediums (e.g., a play and a film, a poem and a novel, or a painting and a poem) to see how the mediums impact the interpretation of the subject or scene.

NJ.CC.6-8.21C.4: Creativity and Innovation: Develop, implement, and communicate new ideas to others effectively

NJ.CC.6-8.WHST.1: Write arguments focused on discipline-specific content.

Accommodations and Modifications	
Special Education	● follow 504/IEP accommodations ● create visual examples ● highlight and define important vocabulary ● ask yes/no questions ● rephrase directions
English Language Learners	● create visual examples ● highlight and define important vocabulary ● ask yes/no questions ● provide sentence frames or sentence stems ● allow for use of pictures ● create a word map
Students At-Risk of Failure	● Allow verbalization before writing ● Use audio materials when necessary ● Read tests aloud ● Restate, reword, clarify directions ● Re-teach concepts using small groups ● Provide educational "breaks" as necessary ● Chunking content into "digestible bites" ● Shorten assignments to focus on mastery concept ● Assignment, Project, and Assessment Modification Based on Individual Student Needs
Gifted and Talented	● Student Choice ● Assignment, Project, and Assessment Modification Based on Individual Student Needs
Students with 504 Plans	● Allow verbalization before writing ● Use audio materials when necessary ● Read tests aloud ● Restate, reword, clarify directions ● Re-teach concepts using small groups ● Provide educational "breaks" as necessary ● Chunking content into "digestible bites" ● Shorten assignments to focus on mastery concept ● Use mnemonic devices

Assessments	
Formative	● Lesson quick checks (Exit tickets) ● Teacher Observation

Summative	● Oral place presentation ● End of unit rubric
Benchmark	● End of unit rubric
Alternative	● Performance Tasks ● Projects

Pacing Guide	
Unit Title	Number of days
Sketchbook Cover	3
Color Pencil Techniques Pumpkin drawing	4
Cape May County Poster contest	8
Texture Bunny Design	4
Community Art Contest	5
Cactus Painting	6

Unit Learning Goals
● Students will use visual art techniques to convey an important message that represents identity and personal connection

Core Instructional Materials	Supplemental Materials
● Color Wheel ● Visual Aides/Examples	● Colored pencils ● Sketchbooks ● Markers ● Rulers

Daily Targets	**NJSLS Performance Expectations**	**Instructional Activities**
Day 1: Students will use a variety of art materials and techniques, such as drawing, painting, and collage, to create their sketchbook covers.	1.5.5.Cr1b	Show examples of different materials (crayons, markers, colored pencils, collage materials) and techniques (drawing, shading, blending). Allow students to practice these techniques in the sketchbook before starting their sketchbook cover.

Day 2: Students will apply basic principles of design, including balance, contrast, and emphasis.	1.5.5.Cr2a	Explain design principles using visual examples. Discuss how to achieve balance (symmetrical vs. asymmetrical), contrast (color and shape differences), and emphasis (focal points). Have students sketch preliminary designs, focusing on incorporating these principles. Provide feedback as they work.
Day 3: Students will share their designs with classmates and offer and receive constructive feedback.	1.5.5.Re7a	Facilitate a class discussion where students can talk about what they observed in their peers' work and share their own experiences and challenges. Organize pairs or small groups to exchange feedback on their artwork. Guide them to focus on constructive and supportive comments.

Inclusive concepts
Celebrate diverse cultures and backgrounds by encouraging students to incorporate cultural symbols, patterns, or themes into their designs.

Unit Learning Goals
Students will develop technical skills in using colored pencils to create realistic and expressive drawings. Students will explore the principles of color theory and shading in their artwork. Students will demonstrate an understanding of the structure and texture of a pumpkin, focusing on its form, light, and shadow. Students will Reflect on their artistic process and apply feedback to improve their artwork.

Core Instructional Materials	Supplemental Materials
Colored Pencils (various colors, including orange, green, yellow, and brown). Paper (9 x white drawing paper). Pencil (for sketching). Eraser. Pumpkin Reference Image (or an actual pumpkin for direct observation). Color Wheel (to discuss warm and cool colors). Rulers (optional for creating a grid for proportional drawing).	Pumpkin Sketching Handout (step-by-step guide to sketching the pumpkin's basic shape). Shading Techniques Handout (showing light-to-dark shading with colored pencils). Examples of Pumpkin Drawings (from artists or previous student work). Video Tutorial (demonstrating how to layer colored pencils and blend colors). Pumpkin Texture Close-up Photos (to explore textures in detail).

Daily Targets	NJSLS Performance Expectations	Instructional Activities
Day 1: Students will practice sketching the basic shape of a pumpkin and focus on understanding proportions and structure. Students will experiment with different techniques for layering colors using colored pencils.	1.5.5.Cr1b	Introduction to the Lesson Begin with a discussion about pumpkins (shapes, texture, and color) and how they are represented in art. Show examples of pumpkin drawings and/or paintings to discuss how artists capture the texture and light of pumpkins. Introduce the concept of light and shadow in drawing and explain how colored pencils can create depth. Step-by-Step Drawing Instructions: Guide students in sketching the basic shape of the pumpkin. Show them how to break the pumpkin down into simple forms (ovals and circles). Demonstrate how to use light pencil strokes to outline the pumpkin's contour, and discuss symmetry and proportion. Have students lightly sketch their own pumpkins, correcting as needed.

Day 2-4: Students will apply shading techniques to add dimension and depth to their pumpkin drawing. Students will begin to add color details, focusing on the light and shadow areas of their drawing.	1.5.5.Cr2a, 1.5.5.Cr3a, 1.5.5.Pr5a	Coloring and Shading Techniques: Introduce students to colored pencil techniques: layering, blending, and burnishing (pressing hard for smooth areas) Show how to apply color in layers, starting with light colors and working toward darker shades for shading. Explain how to use complementary colors for shadows and texture (e.g., using purple or blue for shadowed areas on an orange pumpkin). Allow students to start coloring their pumpkins, focusing on light sources, textures, and color gradients. Individual Work and Teacher Support: Walk around and provide individualized guidance as students apply their colored pencil techniques. Assist with blending, shading, and adding details, such as the stem, texture, and highlights. Encourage students to layer colors and experiment with how they can blend to create realistic effects.
Day 5: Students will complete their colored pencil drawings of a pumpkin by refining details, blending colors, and finishing with highlights. Students will reflect on their work and peer review.	1.5.5.Re8a	Reflection and Peer Review: Have students reflect on their process, discussing what they found challenging or enjoyable. Conduct a peer review activity where students share their work and give constructive feedback to each other. Discuss how the use of color and shading affects the overall feeling of their artwork.

Inclusive concepts
Differentiation: ● Provide visual aids (e.g., images, handouts) for students who need additional support.

- Offer flexible tools like thicker colored pencils for students with fine motor difficulties.
- Allow students to choose their own level of detail (e.g., simple shapes vs. detailed shading).

Cultural Inclusivity:
- Introduce pumpkins in different cultural contexts (e.g., the role of pumpkins in harvest festivals around the world).
- Discuss how pumpkins are represented in different art traditions or how they might appear in various cultures' artwork.

Universal Design for Learning (UDL):
- Offer options for how students can demonstrate their understanding (e.g., a verbal explanation of their process or a written reflection).
- Allow students to work in pairs or small groups to encourage collaboration.
- Provide opportunities for students to choose the style of their pumpkin (realistic or abstract), fostering creativity and personalization.

Support for English Language Learners (ELLs):
- Use visuals, gestures, and clear, simple language when explaining concepts.
- Provide translated vocabulary lists for key art terms (e.g., "shading," "blending," "layering").
- Pair ELL students with peers who can assist in explaining concepts.

Unit Learning Goals
Students will use various art techniques (line, shape, color, texture) to create a drawing that represents their favorite aspects of Cape May County.   Students will learn to design and draw the words "Cape May County" in 4-inch letters as part of their artwork.   Students will research specific landmarks or places in Cape May County, such as the Cape May Zoo, Cape May Lighthouse, beaches, and parks.   Students will creatively combine text and images to communicate their personal connection to Cape May County.   Students will share and discuss their artwork with peers, reflecting on the creative process and learning from each other.   Students will learn about the historical and natural landmarks of Cape May County through their research.

Core Instructional Materials	Supplemental Materials

1. **Art Supplies:**
     ○ White drawing paper (preferably 18" x 24")
     ○ Markers (assorted colors)
     ○ Colored pencils
     ○ Rulers for lettering
     ○ Pencils for sketches
     ○ Erasers
 2. **Research Materials:**
     ○ Internet access for research (e.g., tablet or computer)
     ○ Images of Cape May County landmarks (printed or projected)
     ○ Fact sheets or books on Cape May County landmarks
 3. **Handouts:**
	1. **Virtual Tour Videos:** Short clips or virtual tours of Cape May County (e.g., Cape May Zoo, beaches, lighthouse, nature reserves).
	 2. **Illustration Books:** Picture books or online resources about drawing landscapes and landmarks.
	 3. **Color Theory Handouts:** A simple guide to color mixing and complementary colors for use in their artwork.
	 4. **Lettering Examples:** Examples of bold, large lettering for the "Cape May County" text.

- ○ **Cape May County Landmark Fact Sheet:** List of important landmarks, animals from the zoo, and historical sites.
- ○ **Sketching Guide:** Tips on drawing from reference images and planning compositions.
4. **Display Materials:**
   - ○ Bulletin board space for displaying finished artwork
   - ○ Artist's statement template for students to write about their artwork

Daily Targets	NJSLS Performance Expectations	Instructional Activities
Day 1: Introduction to Cape May County & Research Students will be introduced to Cape May County and its landmarks and will begin researching the things they like most about the area.	1.5.5.Cr2c	Activity: ● Introduction: Briefly discuss the importance of Cape May County's landmarks (e.g., Cape May Zoo, Lighthouse, beaches). ● Research: Students will research and collect images of their favorite landmarks (on computers or printed images). ● Sketching: Begin rough sketches of the landmarks they want to feature in their final artwork.
Day 2: Introduction to Typography and Drawing "Cape May County" Students will learn how to design the words "Cape May County" in 4-inch letters using rulers.	1.5.5.Cr2a	Activity: ● Typography Lesson: Show examples of bold, large lettering. Teach students how to measure and draw letters using rulers. ● Sketch the Letters: Students will sketch the words "Cape May County" at the top of their paper using a pencil. ● Feedback: Walk around and give individual feedback on students' letter spacing and sizing.

Day 3: Finalizing Sketches Students will finalize the composition of their artwork by adding the details of their landmarks and adjusting their typography.	1.5.5.Cr2b	Activity: ● Finalize Sketches: Students will continue refining their sketches of the landmarks they chose, ensuring they are large enough to be clear and detailed. ● Add Text Placement: Students will adjust the placement of the words "Cape May County" in relation to their artwork to ensure a balanced composition.
Day 4: Adding Color with Markers Students will begin adding color to their artwork using markers.	1.5.5.Cr2a	Activity: ● Coloring Techniques: Demonstrate basic marker techniques (layering color, blending). ● Start Coloring: Students will begin adding color to the landmarks and background areas of their artwork. ● Peer Review: Students pair up to share their work and give each other feedback on their compositions and use of color.
Day 5: Lettering and Background Coloring Students will finish coloring their backgrounds and start adding color to the "Cape May County" text.	1.5.5.Cr2b	Activity: ● Text Coloring: Students will carefully color the letters using colored pencils to make them stand out. ● Background Work: Students will add finishing touches to the background, ensuring the text and images are well-integrated. ● Peer Feedback: Allow time for students to give each other feedback on the balance of text and image.
Day 6: Refining Details & Final Touches Students will refine details and add final touches to their artwork, including shading, additional textures, and highlights.	1.5.5.Cr2b	Activity: ● Shading and Texture: Show students how to use colored pencils to add shading and texture to their drawings. ● Final Details: Students will complete any unfinished

		details and enhance their artwork to give it a polished look.
Day 7: Review and Prepare for Display Students will prepare their work for display, ensuring it is finished and reflects their creative process.	1.5.5.Cr3a	Activity: ● Final Review: Students will review their artwork, making any final adjustments. ● Artist's Statement: Students will write a brief statement about their artwork, explaining why they chose the landmarks they did and what Cape May County means to them. ● Mounting Artwork: Students will mount their artwork for display in the classroom.
Day 8: Art Gallery Walk & Reflection Students will reflect on their work and the work of their peers in a gallery walk.	1.5.5.Pr6a, 1.5.5.Cr3a, 1.5.5.Cn11b	Activity: ● Gallery Walk: Students will walk around the room to observe each other's work, leaving positive comments on sticky notes. ● Reflection: Students will participate in a group discussion, reflecting on what they learned about Cape May County, the creative process, and how they felt about their artwork. ● Class Discussion: Discuss how each student's artwork reflects a unique aspect of Cape May County.

Inclusive concepts
Encourage students to explore and share their different connections to Cape May County (e.g., different landmarks, nature, animals). Offer extra assistance with lettering and drawing for students who need it, using templates or stencils for the Discuss how different people experience and appreciate Cape May County through a variety of lenses (e.g., visitors, residents, environmentalists).

Unit Learning Goals
Students will be able to:

Identify and describe different types of texture in art (both real and implied).
Demonstrate how to create implied texture using line, shading, and pattern.
Create a drawing of a bunny using implied texture techniques (texture lines, patterns).
Add accessories to their bunny (such as glasses, a flower, a necklace, or a mustache) to enhance their drawing and demonstrate creative thinking.
Reflect on their use of texture and design choices in their artwork.

Core Instructional Materials	Supplemental Materials
1. **Drawing Paper** (8.5 x 11 inches or similar) 2. **Pencils** for sketching 3. **Erasers** for adjustments 4. **Colored Pencils or Markers** for adding color and details 5. **Ruler** (optional, for straight lines or borders) 6. **Sample images** of bunnies and various textures (fur, fabric, etc.) 7. **Texture reference sheet** showing examples of texture lines (zigzag, curly, wavy, etc.) 8. **Teacher-created visual aids**: Diagrams of different texture techniques and step-by-step instructions for drawing the bunny.	1. **Texture books or printouts** showing textures found in nature (fur, wood, leaves, etc.) 2. **Videos or tutorials** on creating implied textures in art 3. **Examples of artwork** by famous artists who use texture in their work (e.g., Claude Monet's use of brushstrokes, or other animals drawn in different textural styles) 4. **Creative accessories cut-outs** for visual inspiration (glasses, flowers, mustaches, etc.) 5. **Texture rubbings** materials (optional – students can create rubbings of textured objects to understand how textures appear on different surfaces).

Daily Targets	NJSLS Performance Expectations	Instructional Activities
Day 1: Introduction to Implied Texture & Basic Bunny Sketch Students will understand the concept of implied texture and begin sketching their bunny.	1.5.5.Re7a	Begin with a class discussion on texture in art: Explain the difference between real texture (you can feel it) and implied texture (you can only see it). Show examples of texture lines (zigzag, wavy, curly, stippling, etc.) and have students practice creating these textures in their sketchbooks. Introduce the bunny drawing, providing a step-by-step demonstration of how to draw the basic outline of the bunny. Focus on the facial features (eyes, nose, and ears) and basic body shape. Encourage students to use simple texture lines in areas like the bunny's fur.

Day 2: Adding Implied Texture to Bunny's Fur Target: Students will apply texture lines to their bunny to create implied fur.	1.5.5.Pr5a	**Activity:** Review different texture lines (zigzag, curve, and wavy) that can represent fur. Students will continue working on their bunnies, adding texture to the fur using the techniques discussed. Emphasize how different types of lines can create the appearance of different textures (e.g., zigzag for rough fur, curved lines for smooth fur). Walk around and assist students in refining their drawings.
Day 3: Adding Accessories & More Texture Target: Students will add accessories to their bunny (glasses, flower, necklace, etc.) and use texture techniques on these accessories.	1.5.5.Cn10a	**Activity:** Review different accessories students can add to their bunny (glasses, mustache, flower, necklace). Demonstrate how to draw simple accessories on their bunny, and show how they can add implied texture to these items (for example, wavy lines for the flower petals or curved lines for a necklace). Students will draw and texture the accessories of their choice. Discuss how different textures can add interest to a piece of artwork and how accessories can personalize the bunny.
Day 4: Finalizing Artwork & Reflection Target: Students will finalize their drawings by adding color and details to their bunny and reflect on their use of texture.	1.5.5.Cn11a	Students will complete their drawings by coloring in their bunny and its accessories. Emphasize adding finishing touches (such as background texture or more color) to enhance the artwork. Allow time for peer feedback and encourage students to reflect on their work: What textures did they use? What accessories did they add, and how did it change their bunny's personality? End with a gallery walk or a class discussion where students share their work and explain the texture

		techniques they used.

Inclusive concepts
Culturally Responsive Teaching: Offer students a variety of accessories that could represent different cultures and backgrounds (e.g., traditional clothing or jewelry), allowing students to see themselves reflected in the artwork. Differentiated Instruction: Provide alternative methods of expression for students who may struggle with drawing (e.g., allowing them to use stencils or trace bunny templates). Offer extra support for students who need it, while challenging advanced students to explore more complex textures.

Unit Learning Goals
Students will explore a variety of themes (e.g., nature, community, emotions, diversity) to inspire their artwork. Students will develop artistic skills in drawing, painting, or mixed media as they create their contest submissions. Students will learn to express their thoughts, feelings, and ideas through their artwork, considering the contest theme. Students will engage in collaborative discussions and feedback sessions to enhance their artistic process. Students will understand the importance of art in community building and will participate in a public exhibition of their work.

Core Instructional Materials	**Supplemental Materials**
Art Supplies: Various materials depending on chosen mediums (e.g., drawing paper, canvas, watercolor paints, colored pencils, markers, clay). **Reference Materials**: Books and articles about famous artists and community art projects. **Visual Aids**: Examples of artwork related to different themes to inspire students. **Submission Guidelines**: Handouts outlining the requirements and criteria for the community art contest.	**Theme Exploration Guides**: Resources that help students brainstorm ideas based on the contest themes. **Art Sketchbooks**: For students to sketch ideas, draft plans, and reflect on their artistic process. **Art Critique Resources**: Guides on how to give and receive constructive feedback on artwork. **Community Art Inspiration**: Articles or videos showcasing past community art projects and contests.

Daily Targets	NJSLS Performance Expectations	Instructional Activities

Day 1: Introduce the community art contest, discuss various themes, and brainstorm ideas; students will start sketching concepts for their artworks.	1.5.5.Cr1b	Introduction to the Contest: Discuss the purpose of the community art contest, review themes, and explore what makes effective artwork.
Day 2: Research chosen themes and discuss the significance of art in the community; students will refine their sketches and select materials.	1.5.5.Cr2c	Brainstorming Session: Facilitate a brainstorming activity where students share ideas related to each theme and identify what resonates with them personally.
Day 3: Begin the creation of the artwork; focus on developing artistic techniques and expressing their ideas.	1.5.5.Cn10a	Research and Discussion: Students will research their chosen theme, looking for inspiration from artists, nature, and community events.
Day 4: Continue working on their projects; introduce peer critique sessions to gather feedback on their progress.	1.5.5.Pr5a	Art Creation: Students will create their artwork, focusing on applying the skills and techniques they have learned, while expressing their chosen theme.
Day 5: Finalize artwork and prepare for the exhibition; write artist statements explaining their work and its connection to the chosen theme.	1.5.5.Cr3a	Peer Critique: Conduct a structured peer critique session where students can share their work and provide constructive feedback.

Inclusive concepts
Provide a variety of art materials and techniques to accommodate different skill levels and learning styles. Allow students to choose the medium they are most comfortable with (e.g., painting, drawing, mixed media). Encourage students to incorporate aspects of their own cultural backgrounds into their artwork, fostering appreciation for diversity. Promote group discussions where students can share ideas and support each other throughout the creative process. Allow students to select their themes and mediums, empowering them to express their individual identities and interests. Provide resources and assistance for students with disabilities, ensuring that all students can participate fully in the creative process.

Unit Learning Goals
Understand and apply the principles of watercolor painting, including color blending and layering.

Understand and apply the principles of watercolor painting, including color blending and layering.
Use natural curves and shapes (like the curve of their hand) to create organic forms in artwork, specifically the shape of a Mexican clay pot.
Incorporate elements of Mexican culture into their artwork by studying and creating a painting of a Mexican clay pot with cacti.
Develop technical skills related to watercolor painting, including wet-on-wet and dry-brush techniques.
Express creativity and attention to detail by incorporating personal touches in the decorations of their clay pot and cactus.

Core Instructional Materials	Supplemental Materials
Watercolor Paints (set with primary colors, black, and brown) Watercolor Paper (8.5 x 11 inches or larger) Paintbrushes (various sizes, including round and flat brushes) Pencils for sketching Erasers Palette for mixing paints Water containers for rinsing brushes Paper Towels for blotting and cleaning brushes Reference images of Mexican clay pots and cacti Examples of Mexican pottery with bright colors and geometric patterns for inspiration Color Wheel for understanding color relationships and blending Clay Pot Template (optional, for students needing guidance in sketching the pot's shape)	Cultural Resources (books or videos on Mexican pottery and cacti) Artist Inspiration: Examples of artwork influenced by Mexican folk art (e.g., pottery designs, Diego Rivera, Frida Kahlo's art with natural motifs) Step-by-step guide on watercolor techniques (wet-on-wet, dry-brush, color layering) Texture materials: Small samples of rough textures (like burlap or sandpaper) to explore the feeling of clay and textures for their cacti.

Daily Targets	NJSLS Performance Expectations	Instructional Activities
Day 1: Introduction to Mexican Pottery and Watercolor Techniques Target: Students will learn about Mexican pottery, sketch the basic shape of a clay pot, and experiment with watercolor techniques.	1.5.5.Cr1a	**Activity:** Introduction: Discuss Mexican folk art and pottery, showing images of traditional Mexican clay pots and cacti. Technique Demonstration: Introduce the watercolor techniques students will use, focusing on wet-on-wet and dry-brush methods. Wet-on-Wet: Apply water to the paper first and then add watercolor to create a soft blend (ideal for the cactus background). Dry Brush: Use less water to create more defined, textured lines

		(ideal for painting the clay pot and cactus details). Sketching the Pot: Demonstrate how to draw the clay pot using the natural curve of the hand, explaining how this creates a more organic, flowing shape rather than relying on a rigid compass. Have students practice this technique. Sketching the Cactus: Students will lightly sketch the cactus, thinking about how it will interact with the shape of the pot.
Day 2: Painting the Clay Pot Target: Students will paint the clay pot using watercolor, applying wet-on-wet and dry-brush techniques.	1.5.5.Cr2a	Activity: Painting the Pot: Demonstrate how to paint the clay pot using a dry-brush technique to create the rough texture of the clay, focusing on layers of color. First Layer: Students will paint the base color of the pot (e.g., terracotta or brown) with dry brush techniques. Adding Detail: After the base layer dries, students will add details such as darker lines, patterns, or geometric shapes to their pots. Personalizing the Pot: Encourage students to create their own designs or use traditional Mexican patterns, such as zigzags, flowers, or dots.
Day 3: Painting the Cactus and Adding Details Target: Students will paint the cactus, continuing to use watercolor techniques and add additional details to their painting.	1.5.5.Cr2a	Activity: Painting the Cactus: Guide students through painting the cactus using wet-on-wet techniques for blending and dry-brush for texture. Encourage students to create natural, varied green tones for their cacti. Adding Shadows and Texture: Students will add darker tones for shadows on the cactus and the pot to create depth. Encourage using dry-brush technique to add the texture of the cactus skin. Adding Personal Touches: Students will add flowers or other embellishments to their cactus or around the pot to add a personalized touch to their artwork.

Day 4: Finalizing the Painting and Reflection Target: Students will complete their painting and reflect on the use of watercolor techniques and cultural elements in their artwork.	1.5.5.Pr4a	Activity: Final Touches: Students will add final details, such as highlights or extra texture to the pot and cactus, and finalize the painting by adding any finishing touches like color layering or fine lines. Reflection: Students will share their finished artwork with the class or in small groups, reflecting on their use of watercolor techniques and the cultural influences behind their designs. Gallery Walk: Set up a gallery walk where students can admire each other's work and comment on the creative use of color, texture, and cultural elements.

Inclusive concepts
Modified Materials: Provide templates for students who need more guidance with drawing, especially when it comes to curving the edges of the pot. Offer tactile materials or larger brushes for students who may benefit from different tools. Encouraging Diverse Expression: Allow students to select different colors and designs for their pots and cacti, embracing a wide range of personal choices and creative expression.