

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

Springfield Public Schools
Springfield, New Jersey 07081

Art
Grade 4

Curriculum Guide

2025

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

Springfield Board of Education
Approved August 25, 2025

Springfield Public Schools
Springfield, New Jersey

Rachel Goldberg
Superintendent of Schools

Erica Scudero
Asst. Superintendent of Curriculum and Instruction

Curriculum Developed By:

Timothy Kielty, Principal of Thelma L. Sandmeier

David Rennie ~ Principal of James Caldwell

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Kim Noto ~Art Teacher

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

Resolution: 21
Introduced By: Mrs. Turnbull
Seconded By: Mrs. Murphy
Adopted: August 25, 2025

Curriculum Update

To approve the following curriculum revisions:

a. Elementary School Level
   1. Grade K Art
   2. Grade 1 Music
   3. Grade 2 Music
   4. Grade 4 Art
   5. Grade 4 Instrumental Music
   6. Grade 4 Vocal/General Music
   7. Gifted & Talented through Art K-5

b. Middle School Level
   1. Concert Choir Gr. 6-8
   2. Concert Band Gr. 6-8
   3. Grade 7 Art (Ceramics)
   4. Grade 7-Art Lab Maker Space
   5. Grade 6 Accelerated Math
   6. Math Lab Grades 6, 7, & 8

c. High School
   1. Advanced Ceramics and 3D Forms
   2. Advanced TV Production
   3. Animation *(New)*
   4. AP Environmental Science
   5. Bake Shop I
   6. Bake Shop II
   7. Business Law
   8. Business Management
   9. Dance I
   10. Dance II
   11. Digital Photography

(continued)

12. Drawing and Painting
13. Foundations in Crafts
14. History of Pop Culture *(New)*
15. Introduction to Graphic Design
16. Introduction to Television
17. JDHS Beginning String Ensemble
18. Multimedia Storytelling *(New)*

I, Michelle Calas, School Business Administrator/ Board Secretary of the Springfield Board of Education, hereby certify that the extract from the minutes of a meeting of the Board of Education duly called and held on August 25, 2025 has been compared by me with the original minute book of said Board of Education, and is a true, complete and exact copy thereof, as far as the same relates to the subject matter to on said extract.

In WITNESS THEREOF, I have hereunto set my hand and seal of the Springfield Board of Education, this 26th day of August 2025.

SEAL

Michelle Calas
School Business Administrator/ Board Secretary



Unit 1 Overview Template			
Content Area: Visual Art	**Grade Level:** 4	**Unit Title:** Symbols and Metaphors	
Unit Summary: Students will create a winter memory.			
Primary Interdisciplinary Connections: Social Studies, Language Arts			
21st Century Themes ☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ ICT Literacy ☐ Information Literacy ☒ Life and Career Skills ☒ Communication and Collaboration ☒ Media Literacy			
Unit Rationale: This unit allows students to create a winter memory by using symbols and metaphors by using a variety of art mediums.			
Career Readiness: 9.2, 9.4			

Learning Targets	
Standards:	1.5, SEL.PK-12.3, 6.1, LA.W.WR
Content Statements:	Anchor Standard 1: Generating and conceptualizing ideas. Anchor Standard 6: Conveying meaning through art. Anchor Standard 7: Perceiving and analyzing products. Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products. Core Idea: An individual's passions, aptitude and skills can affect his/her employment and earning potential Core Idea: Culture and geography can shape an individual's experiences and perspectives. SEL.PK-12.3: Social Awareness Core Idea: Interactions of people and events throughout history have shaped the world we experience today. Research to Build and Present Knowledge Writing Domain
CPI#:	**Cumulative Progress Indicator (CPI):**
1.5.5.Cr1a	Brainstorm and curate ideas to innovatively problem solve during artmaking and design projects.
1.5.5.Pr6a	Discuss how exhibits and museums provide information and in person experiences about concepts and topics.
1.5.5.Re7b	Analyze visual arts including cultural associations.
1.5.5.Cn10a	Create works of art that reflect community cultural traditions. Discuss using formal and conceptual vocabulary.
9.2.5.CAP.3	Identify qualifications needed to pursue traditional and non-traditional careers and occupations.
9.4.5.GCA.1	Analyze how culture shapes individual and community perspectives and points of view.

SEL.PK-12.3.4	Demonstrate an awareness of the expectations for social interactions in a variety of settings
6.1.5.HistoryCC.4	Use evidence to document how the interactions among African, European, and Native American groups impacted their respective cultures.
W.WR.4.5	Conduct short research projects that use multiple reference sources (print and non-print) and build knowledge through investigation of different aspects of a topic.

Unit Essential Questions:

- How does collaboration expand the creative process?
- How does the presenting and sharing of objects, artifacts and artworks influence and shape ideas, beliefs and experiences?
- How do life experiences influence the way you relate to art?
- How does engaging in creating art enrich people's lives?

Unit Enduring Understandings:

- Creativity and innovative thinking are essential life skills that can be developed.
- Objects, artifacts and artworks collected, preserved or presented either by artists, museums, or other venues, communicate meaning and a record of social, cultural and political experiences resulting in the cultivating of appreciation and understanding.
- Visual arts influences understanding of and responses to the world.
- Through artmaking, people make meaning by investigating and developing awareness of perceptions, knowledge and experiences.

Unit Learning Targets:

Students will...

- create a winter memory by using their life experiences
- use a variety of mediums to recreate their specific event

Evidence of Learning	
Summative Assessment:	4 days
Equipment Needed:	8 1/2" x 11" drawing paper, oil pastels, markers, colored pencils
Teacher Resources:	Art Historical examples of Currier & Ives as well as Norman Rockwell, examples of various winter scenes both indoor and outdoor.

Formative Assessments:

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

Lesson Plans	
Lesson	**Time Frame**
Lesson 1 Sketch from memory	1 day
Lesson 2 Final draft with medium choice	2 days
Lesson 3 Class critique and self critique	1 day

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

Curriculum Development Resources/Technology Resources:

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

http://www.currierandives.com/

http://www.nrm.org/about-2/about-norman-rockwell/



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Lesson Plan 1 Template					
Content Area:	Visual Art	Lesson Title:	Sketch from memory	Time Frame:	1 day

Lesson Components

21st Century Themes

x Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy

☐ Civic Literacy ☐ Health Literacy

21st Century Skills

x Creativity and Innovation x Critical Thinking and Problem Solving ☐ Information Literacy

x Life and Career Skills ☐ Communication and Collaboration x Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Social Studies, Language Arts

Integration of Technology: Students research various websites to find information about winter scenes created throughout history. Projection of Currier & Ives as well as Norman Rockwell examples for a comparison discussion to winter scenes created today.

Equipment Needed: sketchbook, paper, pencils

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Think, pair and share about winter memories. • Choose one memory and list key symbols from that scene. • Sketch from memory.	Lesson Sequence 1. Students will be introduced to winter scenes of Currier & Ives 2. Ask students to brainstorm ideas of things that happen during the winter 3. Sketch a winter memory in their sketchbook 4. Reflective Discussions	• Visual Monitoring • Guided practice • Student compilation of ideas in sketchbooks

Differentiation: Group investigation: The lesson will allow students to work together as a group to identify winter scenes throughout the world as well as discover the meanings behind various symbols and colors used. Think, Pair, Share by readiness, interest, learning style: Students will discuss and decide which winter scenes had an impact on their own decision making for their own creation.

Resources Provided:

- Laptop and projector to display indoor and outdoor winter scene examples for class discussion.
- iPads for students to research winter scenes created by Currier & Ives as well as Norman Rockwell with a group.
- iPads for students to research and discuss the different techniques and materials used to color each winter scene.



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Lesson Plan 2 Template					
Content Area:	Visual Art	Lesson Title:	Final draft with medium choice	Time Frame:	2 days

Lesson Components

21st Century Themes

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

21st Century Skills

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

Interdisciplinary Connections: Social Studies

Integration of Technology: iPads for students to research and discuss the different techniques and materials used to color each winter scene.

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

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Experiment with the variety of mediums. • Choose 1 or a combination of many mediums to apply color.	Lesson Sequence 1. Demonstrate the proper use of all mediums. 2. Students will experiment with all of the mediums provided in their sketchbooks. 3. Students will pencil sketch the memory on the final draft. 4. Choice of medium(s) will be utilized to apply color. 5. Clean Up 6. Reflective discussions	• Visual Monitoring • Students' artwork • Portfolio rubric for student hands on artwork. • Group reflection on the differences between historical references vs personal creations.

Differentiation: Independent research and projects: Students will have a choice of which mediums (Markers, oil pastels, crayons, colored pencils) will be utilized to create a winter scene from their own perspective.

Resources Provided:

- Laptop and projector to display indoor and outdoor winter scene examples for class discussion.



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Lesson Plan 3 Template					
Content Area:	Visual Art	Lesson Title:	Critique	Time Frame:	1 day

Lesson Components

21st Century Themes

x Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy

☐ Civic Literacy ☐ Health Literacy

21st Century Skills

☐ Creativity and Innovation x Critical Thinking and Problem Solving ☐ Information Literacy

☐ Life and Career Skills ☐ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Language Arts

Integration of Technology: Projection of winter scenes vs. students' work

Equipment Needed: Paper, pencils, rubrics

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Students will be able to assess and critique the effectiveness of the application of the elements of art and principles of design in the artwork of their classmates during critique. • Present their winter scene to the class and have the opportunity to explain why they chose certain design elements and colors.	Lesson Sequence 1. Is there a piece you would like to talk about? 2. Why do you like this winter memory? 3. What do you think about this memory and why? 4. Can you tell if the student/artist has used emotion when creating this composition?	• Self reflecting 4 category rubric that demonstrates learning on color blending techniques, color decisions, symbolism choices and overall composition of the winter scene. • Class critique that involves group reflection on the differences between historical references vs personal creations. • Critique that is written that cites the concepts, vocabulary and skills from the rubrics.

Differentiation: Open ended activities: Class discussion about suggestions and reflection of winter scenes. Leveled rubrics: Self reflective rubrics will be utilized to assess themselves as well as assist them in properly critiquing others projects.

Resources Provided:

- Examples of student work
- Self reflecting 4 category rubric



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Lesson Reflection

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

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

Curriculum Design Template

Content Area: Visual Art **Grade Level:** 4 **Unit Title:** Symbols and Metaphors

Created: Kim Noto **Board Approved on:**



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Unit Overview Template					
Content Area:	Visual Art	**Grade Level:**	4	**Unit Title:**	Color Theory/Abstract Expressionism- Paper Weaving
Unit Summary: Warm, Cool and Intermediate Colors					
Primary Interdisciplinary Connections: Science, Social Studies, Language Arts					
21st Century Themes x Creativity and Innovation x Critical Thinking and Problem Solving ☐ ICT Literacy ☐ Information Literacy ☐ Life and Career Skills ☐ Communication and Collaboration ☐ Media Literacy					
Unit Rationale:	The students will understand the difference between warm and cool colors as well as identify intermediate colors. The painting will be cut into strips and transformed into a paper weaving.				
Career Readiness:	9.2, 9.4				

Learning Targets	
Standards:	1.5, SEL.PK-12.3, 4-PS4, 6.1, LA.W.WR
Content Statements:	Anchor Standard 1: Generating and conceptualizing ideas. Anchor Standard 2: Organizing and developing ideas. Anchor Standard 5: Developing and refining techniques and models or steps needed to create products. Anchor Standard 8: Interpreting intent and meaning. Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products. Anchor Standard 11: Relating artistic ideas and works within societal, cultural and historical contexts to deepen understanding. Core Idea: An individual's passions, aptitude and skills can affect his/her employment and earning potential. Core Idea: Sending and receiving copies of media on the internet creates the opportunity for unauthorized use of data, such as personally owned video, photos, and music. SEL.PK-12.3: Social Awareness Waves and their Applications in Technologies for Information Transfer Core Idea: Interactions of people and events throughout history have shaped the world we experience today. Writing Domain
CPI#:	**Cumulative Progress Indicator (CPI):**
1.5.5.Cr1b	Individually and collaboratively set goals, investigate, choose, and demonstrate diverse approaches to art-making that is meaningful to the makers.
1.5.5.Cr2b	Demonstrate craftsmanship through the safe and respectful use of materials, tools and equipment.

1.5.5.Pr5a	Prepare and present artwork safely and effectively.
1.5.5.Re.8a	Interpret ideas and mood in artworks by analyzing form, structure, context, subject, and visual elements.
1.5.5.Cn10a	Create works of art that reflect community cultural traditions. Discuss using formal and conceptual vocabulary.
1.5.5.Cn11a	Communicate how art is used to inform the values, beliefs and culture of an individual or society.
9.2.5.CAP.4	Explain the reasons why some jobs and careers require specific training, skills, and certification (e.g., life guards, child care, medicine, education) and examples of these requirements.
9.4.5.DC.4	Model safe, legal, and ethical behavior when using online or offline technology (e.g., 8.1.5.NI.2).
SEL.PK-12.3.1	Recognize and identify the thoughts, feelings and perspectives of others
4-PS4-1	Develop a model of waves to describe patterns in terms of amplitude and wavelength and that waves can cause objects to move.
6.1.5.HistoryCC4	Use evidence to document how the interactions among African, European, and Native American groups impacted their respective cultures.
W.WR.4.5	Conduct short research projects that use multiple reference sources (print and non-print) and build knowledge through investigation of different aspects of a topic.

Unit Essential Questions:

- How does knowing the contexts, histories, and traditions of art forms help us create works of art and design?
- Why is it important, for safety and health, to understand and follow correct procedures in handling materials, tools and equipment?
- How does refining artwork affect its meaning to the viewer?
- How does knowing and using visual art vocabulary help us understand and interpret works of art?
- How does engaging in creating art enrich people's lives?
- How does art preserve aspects of life?

Unit Enduring Understandings:

- Creativity and innovative thinking are essential life skills that can be developed. Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art-making goals.
- Artists and designers balance experimentation and safety, freedom and responsibility, while developing and creating artworks.
- Artists, curators and others consider a variety of factors and methods including evolving technologies when preparing and refining artwork for display and or when deciding if and how to preserve and protect it.
- People gain insights into meanings of artworks by engaging in the process of art criticism.
- Through artmaking, people make meaning by investigating and developing awareness of perceptions, knowledge and experiences.

- People develop ideas and understandings of society, culture and history through their interactions with and analysis of art.

Unit Learning Targets:
Students will...

- learn new categories of colors referred to as Warm, Cool and Intermediate Colors.
- have a practical introduction to textile weaving.
- identify and utilize a new art style.

Evidence of Learning

Summative Assessment: 4 days
Equipment Needed: paint, brushes, paper, mixing palettes
Teacher Resources: Jackson Pollock presentation, examples of weaving done in industrial settings as well as small scale production

Formative Assessments:

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

Lesson Plans

Lesson	Time Frame
Lesson 1 Color mixing of warm, cool and intermediate colors	1 day
Lesson 2 Abstract Expressionism Landscape/Paper Weaving	3 days
Lesson 3 Class Critique and self critique	1 day

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

Curriculum Development Resources/Technology Resources:
Click the links below to access additional resources used to design this unit:
https://www.youtube.com/watch?v=TCEgtPAhtuo
http://www.youtube.com/watch?v=bowh2TUyhQo
https://thevirtualinstructor.com/Color.html
http://www.youtube.com/watch?v=aT6gx4db7z8
http://www.ibiblio.org/wm/paint/auth/pollock/



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Lesson Plan 1 Template					
Content Area:	Visual Art	Lesson Title:	Color mixing of warm, cool and intermediate colors	Time Frame:	1 day

Lesson Components

21st Century Themes

x Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy

☐ Civic Literacy ☐ Health Literacy

21st Century Skills

x Creativity and Innovation x Critical Thinking and Problem Solving ☐ Information Literacy

x Life and Career Skills x Communication and Collaboration ☐ Media Literacy x ICT Literacy

Interdisciplinary Connections: Science

Integration of Technology: Students research various websites to find information about warm and cool color paintings throughout history.

Equipment Needed: Tempera Paint, Brushes, Paper

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Demonstrate an understanding of how colors interact and how colors are made. • Classify warm & cool colors. • Classify color temperature. • Correlate sensory input with emotional reaction • Identify the intermediate colors.	Lesson Sequence 1. Start lesson with review of material covered in previous year 2. Identify Primary (RYB), Secondary (OGV) and Intermediate Colors (R-O,Y-O,R-V,B-V,B-G,Y-G) 3. Ask what colors they think of when they are outside on a warm day or near a campfire.Why? 4. Ask if they were to do an activity that would cool them off on a hot day, what it would be and what colors would come to mind. 5. Explain art activity 6. Introduce materials and demonstrate color mixing with tempera paints	• Visual Monitoring • Student compilation of ideas in sketchbooks • Guided practice

	7. Direct students to mix primary colors to produce secondary colors. 8. Now they can create Intermediate Colors from their new mixtures. 9. On the left side of their paper will be the warm colors (R-O-Y) & on the right side of the paper will be the cool colors (B-G-V) 10. Review artwork at the end of class. 11. Make the observation that warm colors seem to come forward and cool colors seem to fall back. 12. Clean up 13. Reflective discussions	

Differentiation: Varied supplemental materials: The lesson will allow students to explore the expressive qualities of color through a review of the color wheel and color mixing. Stations/Centers: Different stations will be set up where students will choose which colors will be mixed and used in their painting.

Resources Provided:

- Laptop and projector to display warm and cool color paintings throughout history for class discussion
- iPads for students to research Intermediate colors and locate those colors in each painting with a group
- https://thevirtualinstructor.com/Color.html



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Lesson Plan 2 Template					
Content Area:	Visual Art	Lesson Title:	Abstract Expressionism Landscape/Paper Weaving	Time Frame:	3 days

Lesson Components

21st Century Themes

x Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy

☐ Civic Literacy ☐ Health Literacy

21st Century Skills

x Creativity and Innovation x Critical Thinking and Problem Solving ☐ Information Literacy

x Life and Career Skills x Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Social Studies

Integration of Technology: Projector/iPads: Students are researching World War II and discuss how that may have affected the art that was created.

Equipment Needed: Scissors, rulers, black construction paper, warm/cool color painting

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Cut their warm and cool color painting into 1 inch strips and weave them through a black. construction paper • Have a practical introduction to textile weaving. • Define patterns as lines, colors and shapes that repeat or alternate.	Lesson Sequence 1. Cut painting up into 1 inch strips 2. Fold black paper in half 3. Place ruler on fold and draw a straight line 4. Write STOP in that area 5. Cut from the other side of the fold until you reach the stop line 6. The cuts may be straight or wavy 7. Choose 6 selected strips from the painting 8. Weave the painted strips in & out the black paper 9. The vertical strand is called the warp 10. The horizontal strand is called the weft 11. The most common device for interlacing the threads is a loom	• Visual Monitoring • Look for measuring with rulers • In & Out technique patterning? • Group reflection on the differences between historical references vs personal creations. • Portfolio rubric for student hands on artwork.

	12. Clean Up 13. Reflective Discussions 14. Show the paper weaving history clip	

Differentiation: Exploration by interest: Students have a choice of which painted strips will be used for the weaving.

Resources Provided:

- iPads to view the visuals of Jackson Pollock's Abstract Expressionism work
- iPads to view the Weaving History videos
- https://www.youtube.com/watch?v=TCEgtPAhtuo



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Lesson Plan 3 Template			
Content Area: Visual Art	Lesson Title: Critique	Time Frame: 1 day	

Lesson Components

21st Century Themes

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

21st Century Skills

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

Interdisciplinary Connections: Language Arts

Integration of Technology: Projection of Abstract Expressionism work vs. students' work

Equipment Needed: Paper, pencils, rubrics

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Be able to assess and critique the effectiveness of the application of the elements of art and principles of design in the artwork of their classmates during critique. • Present their weaving to the class and have the opportunity to explain why they chose certain design elements and colors.	Lesson Sequence 1. Is there a piece you would like to talk about? 2. Why do you like this weaving? 3. Do you think this weaving resembles anything in particular? 4. Did the student use more warm colors or cool colors?	• Self reflecting 4 category rubric that demonstrates learning on weaving techniques, color decisions, blending skills and overall construction of the paper weaving. • Class critique that involves group reflection on the differences between historical references vs personal creations. • Critique that is written that cites the concepts, vocabulary and skills from the rubrics.

Differentiation: Open ended activities: Class discussion about suggestions and reflection of weavings. Leveled rubrics: Self reflective rubrics will be utilized to assess themselves as well as assist them in properly critiquing others projects.

Resources Provided:
- Examples of student work
- Self reflecting 4 category rubric



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Lesson Reflection

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

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

Curriculum Design Template

Content Area:	Visual Art	**Grade Level:**	4	**Unit Title:**	Color Theory/Abstract Expressionism- Paper Weaving
Created:	Kim Noto	**Board Approved on:**			



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Unit Overview Template					
Content Area:	Visual Art	**Grade Level:**	4	**Unit Title:**	Printing and Color
Unit Summary: Students will learn how to properly utilize the printmaking tools and techniques to create a Monotype.					
Primary Interdisciplinary Connections: Social Studies, Language Arts					
21st Century Themes x Creativity and Innovation x Critical Thinking and Problem Solving ☐ ICT Literacy ☐ Information Literacy x Life and Career Skills ☐ Communication and Collaboration ☐ Media Literacy					
Unit Rationale:	The students will utilize various printing tools to create a sense of movement in their composition. Colors will be mixed and applied to the printing plate with various printing tools. The image is transferred onto the printing paper multiple times.				
Career Readiness:	9.2,9.4				

Learning Targets	
Standards:	1.5, SEL.PK-12.3, 6.1, LA.W.WR
Content Statements:	Anchor Standard 2: Organizing and developing ideas. Anchor Standard 5: Developing and refining techniques and models or steps needed to create products. Anchor Standard 9: Applying criteria to evaluate products. Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products. Core Idea: An individual's passions, aptitude and skills can affect his/her employment and earning potential. Core Idea: Sending and receiving copies of media on the internet creates the opportunity for unauthorized use of data, such as personally owned video, photos, and music. SEL.PK-12.2.3: Self Management Core Idea: Chronological sequencing helps us track events over time. Speaking and Listening Domain
CPI#:	**Cumulative Progress Indicator (CPI):**
1.5.5.Cr2b	Demonstrate craftsmanship through the safe and respectful use of materials, tools and equipment.
1.5.5.Pr5a	Prepare and present artwork safely and effectively.
1.5.5.Re9a	Identify different evaluative criteria for different types of artwork dependent on genre, historical and cultural contexts.
1.5.5.Cn10a	Create works of art that reflect community cultural traditions. Discuss using formal and conceptual vocabulary.

9.2.5.CAP.4	Explain the reasons why some jobs and careers require specific training, skills, and certification (e.g., life guards, child care, medicine, education) and examples of these requirements.
9.4.5.DC.4	Model safe, legal, and ethical behavior when using online or offline technology (e.g., 8.1.5.NI.2).
SEL.PK-12.2.3	Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals.
6.1.5.HistoryCC.2	Use a variety of sources to illustrate how the American identity has evolved over time.
SL.PI.4.4	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

Unit Essential Questions:

- How do artists work?
- What criteria are considered when selecting work for presentation, a portfolio, or a collection?
- How is personal preference different from an evaluation?
- How does making art attune people to their surroundings?

Unit Enduring Understandings:

- Artists and designers balance experimentation and safety, freedom and responsibility, while developing and creating artworks.
- Artists, curators and others consider a variety of factors and methods including evolving technologies when preparing and refining artwork for display and or when deciding if and how to preserve and protect it.
- People evaluate art based on various criteria.
- Through artmaking, people make meaning by investigating and developing awareness of perceptions, knowledge and experiences.

Unit Learning Targets:

Students will...

- demonstrate an understanding of visual movement through the use of various printing techniques.
- articulate printing terminology.
- utilize various printing tools.



Evidence of Learning	
Summative Assessment:	4 days
Equipment Needed:	Tempera paint, brayers, styrofoam trays, paper, pencils, paint brushes, styrofoam boards
Teacher Resources:	Visuals of Printmaking examples, Albrecht Durer and Georgia O'Keefe historical slideshow, interactive website to demonstrate printmaking techniques

Formative Assessments:

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

Lesson Plans	
Lesson	**Time Frame**
Lesson 1 Introduction of Albrecht Durer, Georgia O'Keefe & printmaking techniques	1 day
Lesson 2 Printmaking	2 days
Lesson 3 Class Critique and self critique	1 day

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

Curriculum Development Resources/Technology Resources:

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

http://www.metmuseum.org/toah/hd/durr/hd_durr.htm

http://www.okeeffemuseum.org

https://www.moma.org/interactives/projects/2001/whatisaprint/flash.html



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Lesson Plan 1 Template					
Content Area:	Visual Art	Lesson Title:	Albrecht Durer & Printmaking techniques, Georgia O'Keefe & Flowers	Time Frame:	1 day

Lesson Components

21st Century Themes

x Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy

☐ Civic Literacy ☐ Health Literacy

21st Century Skills

x Creativity and Innovation x Critical Thinking and Problem Solving ☐ Information Literacy

x Life and Career Skills x Communication and Collaboration ☐ Media Literacy x ICT Literacy

Interdisciplinary Connections: Social Studies

Integration of Technology: Students research various websites to find information about the different printmaking techniques and artists throughout specific moments in history.

Equipment Needed: Projector, iPads, laptops

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Be introduced to Durer Albrecht and his printmaking techniques. • Be introduced to Georgia O'Keefe and her flower paintings. • Identify the various printmaking techniques used throughout history.	Lesson Sequence 1. Introduce Albrecht Durer and display his printmaking work. 2. Discuss the various printmaking techniques he used to achieve each one. 3. Compare an everyday stamp as a type of printmaking. 4. Introduce Georgia O'Keefe and flower subject matter. 5. Have students discuss the difference between her use of cropping and zooming in to the different flowers. 6. Reflective Discussions	• Visual Monitoring • Group reflection on the differences between historical references.

Differentiation: Stations/Centers: Different stations will be set up where students will identify the artists, Albrecht Durer and Georgia O'Keefe, as well as printmaking techniques.

Resources Provided:

- Laptop and projector to display visuals of Albrecht Durer's and Georgia O'Keefe's work for class discussion.
- iPads and laptops for students to research various websites to find information about the different printmaking techniques and artists throughout specific moments in history.



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Lesson Plan 2 Template					
Content Area:	Visual Art	Lesson Title:	Printmaking and Color	Time Frame:	2 days

Lesson Components

21st Century Themes

x Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy

☐ Civic Literacy ☐ Health Literacy

21st Century Skills

x Creativity and Innovation x Critical Thinking and Problem Solving ☐ Information Literacy

x Life and Career Skills ☐ Communication and Collaboration ☐ Media Literacy x ICT Literacy

Interdisciplinary Connections: Social Studies

Integration of Technology: Students will group and participate in the interactive website to demonstrate printmaking techniques.

Equipment Needed: Tempera paint, brayers, styrofoam trays, paper, pencils, paint brushes, styrofoam boards

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Utilize traditional printmaking tools and methods to recreate an etching type of printmaking. • Articulate printing terminology. • Utilize 'ghost' prints and incomplete images. • Create an edition, number of prints struck from one plate.	Lesson Sequence 1. Etch design on plate 2. Roll brayer of paint on top of plate 3. Place plate face down on paper 4. Apply pressure on the back of the entire paper 5. Peel off paper 6. Image is now transferred on paper 7. Wash off plate 8. Dry plate 9. Place paper on drying rack 10. Repeat steps 1-8 11. Create an edition of 4 prints 12. Reflective Discussions 13. Clean Up	• Visual Monitoring • Guided practice • Portfolio rubric for student hands on artwork. • Group reflection on the differences between historical references vs personal creations.

Differentiation: Independent research and project: Students will research various Printmaking examples and have the choice of colors and design that will be etched on their plate.

Resources Provided:

- Paint
- Brayers
- Foam Plates
- Paper



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Lesson Plan 3 Template		
Content Area: Visual Art	Lesson Title: Critique	Time Frame: 1 day

Lesson Components

21st Century Themes

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

21st Century Skills

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

Interdisciplinary Connections: Language Arts

Integration of Technology: Projection of Durer's and O'Keefe's work vs. students' work

Equipment Needed: Paper, pencils, rubrics

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Students will be able to assess and critique the effectiveness of the application of the elements of art and principles of design in the artwork of their classmates during critique.	Lesson Sequence 1. Is there a piece you would like to talk about? 2. Why do you like this print? 3. Was the student able to transfer the entire design from the plate to the paper? 4.	• Critique that is written that cites the concepts, vocabulary and skills from the rubrics. • Class critique that involves group reflection on the differences between historical references vs personal creations. • Self reflecting 4 category rubric that demonstrates learning on printing techniques, color decisions, printmaking skills and overall layout of the edition.

Differentiation: Open ended activities: Class discussion about suggestions and reflection of prints. Leveled rubrics: Self reflective rubrics will be utilized to assess themselves as well as assist them in properly critiquing others projects.

Resources Provided:
- Self reflecting 4 category rubric
- Examples of student work

Lesson Reflection



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

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

Curriculum Design Template

Content Area: Visual Art **Grade Level:** 4 **Unit Title:** Printing and Color

Created: Kim Noto **Board Approved on:**



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Unit Overview Template					
Content Area:	Visual Art	**Grade Level:**	4	**Unit Title:**	Observational Drawing

Unit Summary: Students will learn how to properly shade the various values in each object with the use of color.

Primary Interdisciplinary Connections: Social Studies

21st Century Themes x Creativity and Innovation x Critical Thinking and Problem Solving ☐ ICT Literacy

☐ Information Literacy ☐ Life and Career Skills ☐ Communication and Collaboration ☐ Media Literacy

Unit Rationale:	The students will understand what a still life is and that every object has VALUE and will produce a shadow.
Career Readiness:	9.2,9.4

Learning Targets	
Standards:	1.5, SEL.PK-12.1, 6.1
Content Statements:	Anchor Standard 2: Organizing and developing ideas. Anchor Standard 6: Conveying meaning through art. Anchor Standard 11: Relating artistic ideas and works within societal, cultural and historical contexts to deepen understanding. Core Idea: There are a variety of factors to consider before starting a business. Core Idea: Sending and receiving copies of media on the internet creates the opportunity for unauthorized use of data, such as personally owned video, photos, and music. SEL.PK-12.1: Self Awareness Core Idea: Historical records are shaped by the society that the creator lived in.
CPI#:	**Cumulative Progress Indicator (CPI):**
1.5.5.Cr2c	Individually or collaboratively represent environments or objects of personal significance that includes a process of peer discussion, revision and refinement.
1.5.5.Pr6a	Discuss how exhibits and museums provide information and in person experiences about concepts and topics.
1.5.5.Cn11a	Communicate how art is used to inform the values, beliefs and culture of an individual or society.
9.2.5.CAP.7	Identify factors to consider before starting a business.
9.4.5.DC.4	Model safe, legal, and ethical behavior when using online or offline technology
SEL.PK-12.1.4	Recognize the importance of self-confidence in handling daily tasks and challenges.

6.1.5.HistoryUP.7	Describe why it is important to understand the perspectives of other cultures in an interconnected world.

Unit Essential Questions:

- Why is it important, for safety and health, to understand and follow correct procedures in handling materials, tools and equipment?
- How do objects, artifacts and artworks collected, preserved, or presented, cultivate appreciation and understanding?
- How does art help us understand the lives of people of different times, places and cultures?

Unit Enduring Understandings:

- Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches.
- Objects, artifacts and artworks collected, preserved or presented either by artists, museums, or other venues, communicate meaning and a record of social, cultural and political experiences resulting in the cultivating of appreciation and understanding.
- People develop ideas and understandings of society, culture and history through their interactions with and analysis of art.

Unit Learning Targets:

Students will...

- demonstrate an elevated power of observation through a representational drawing of still life objects.
- apply colored pencils to the still life drawing by using the same shading methods as the grayscale still life.
- include details to the objects to capture the essence of the actual objects.

Evidence of Learning	
Summative Assessment:	4 days
Equipment Needed:	Still life objects, colored pencils, paper, lamp
Teacher Resources:	Historical slideshow of Paul Cezanne presentation, projection of colored still life visuals.

Formative Assessments:

- Portfolio rubric for student hands on artwork.
- Class critique that involves group reflection on the differences between historical references vs personal creations.
- Guided practice.
- Self reflecting 4 category rubric that demonstrates learning on still life drawing techniques, color shading, correct shadows according to the light source and overall composition of the still life.
- Critique that is written that cites the concepts, vocabulary and skills from the rubrics.

Lesson Plans	
Lesson	**Time Frame**
Lesson 1 Paul Cezanne presentation/Demonstration of proper shading	1 day
Lesson 2 Still life drawing	3 days
Lesson 3 Class critique and self critique	1 day

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

Curriculum Development Resources/Technology Resources:

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

http://www.artble.com/artists/paul_cezanne

https://www.artistsnetwork.com/art-mediums/colored-pencil/



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Lesson Plan 1 Template					
Content Area:	Visual Art	Lesson Title:	Paul Cezanne presentation/ Demonstration of proper shading	Time Frame:	1 day

Lesson Components

21st Century Themes

x Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy

☐ Civic Literacy ☐ Health Literacy

21st Century Skills

x Creativity and Innovation x Critical Thinking and Problem Solving ☐ Information Literacy

x Life and Career Skills x Communication and Collaboration ☐ Media Literacy x ICT Literacy

Interdisciplinary Connections: Social Studies

Integration of Technology: Students utilize iPads and laptops to research various websites to find information about the different still life techniques and artists throughout specific moments in history.

Equipment Needed: Still life objects, colored pencils, paper

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Identify the lightsource in Cezanne's work. • Practice shading different VALUES by changing the pressure added to the pencil. • Add a shadow under the objects according to the lightsource.	Lesson Sequence 1. Introduce Paul Cezanne and his still life drawings 2. Explain still life drawing. 3. Intro technique of Contour drawing 4. Demo: objects can be broken down into simple shapes 5. Stress importance of looking at object while drawing 6. Demo: proper shading according to light source 7. Review/Cleanup	• Visual Monitoring • Group reflection on the differences between historical references • Check for proper shading according to light

Differentiation: Stations/Centers: Different stations will be set up where students will identify the artist, Paul Cezanne, as well as still life shading techniques. The lesson will allow students to choose the arrangement of objects at their table.

Resources Provided:

- Laptop and projector to display visuals of Paul Cezanne's work for class discussion.
- iPads and laptops for students to research various websites to find information about the different shading techniques and artists throughout specific moments in history.



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Lesson Plan 2 Template			
Content Area: Visual Art	Lesson Title: Still life drawing with color	Time Frame: 3 days	

Lesson Components

21st Century Themes

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

21st Century Skills

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

Interdisciplinary Connections: Career Readiness

Integration of Technology: iPads will be utilized to compare students' shading techniques to one's created throughout history.

Equipment Needed: Still life objects, paper, colored pencils

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Create a value scale by using 1 colored pencil in each row (Monochromatic Value Scale). • Apply proper shading technique from grayscale still life to color application. • Demonstrate proper shading with colored pencils according to the light source.	Lesson Sequence 1. Sketch the contour outline of the objects 2. Stress importance of looking at object while drawing 3. Place an arrow on the top left or right side of paper to represent the lightsource 4. Shade the objects in according to the lightsource 5. Add details such as text/logos 6. Add a shadow under all of the objects(cast shadow) 7. Clean Up	• Visual Monitoring • Check for proper shadow location and shading according to lightsource • Guided practice • Portfolio rubric for student hands on artwork. • Group reflection on the differences between historical references vs personal creations.

Differentiation: Independent research and project: Students will research various still life examples and have the choice of the arrangement of objects as well as the location of the light source.

Resources Provided:
- Visuals of Paul Cezanne's work
- Color still life visuals



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Lesson Plan 3 Template		
Content Area: Visual Art	Lesson Title: Critique	Time Frame: 1 day

Lesson Components

21st Century Themes

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

21st Century Skills

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

Interdisciplinary Connections: Social Studies

Integration of Technology: Projection of Cezanne's work vs. students' work

Equipment Needed: Paper, pencils, rubrics

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Students will be able to assess and critique the effectiveness of the application of the elements of art and principles of design in the artwork of their classmates during critique.	Lesson Sequence 1. Is there a piece you would like to talk about? 2. Why do you like this still life? 3. Did the student shade appropriately according to the lightsource? *a.*	• Critique that is written that cites the concepts, vocabulary and skills from the rubrics. • Class critique that involves group reflection on the differences between historical references vs personal creations. • Self reflecting 4 category rubric that demonstrates learning on still life drawing techniques, color shading, correct shadows according to the light source and overall composition of the still life.

Differentiation: Leveled rubrics: Self reflective rubrics will be utilized to assess themselves as well as assist them in properly critiquing others projects. Open ended activities: Class discussion about suggestions and reflection of still life drawings. Students will write about another student's work and describe what they like about their still life and their choice of objects..

Resources Provided:

- Self reflecting 4 category rubric
- Examples of student work



Lesson Reflection

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

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

Curriculum Design Template

Content Area: Visual Art **Grade Level:** 4 **Unit Title:** Observational Drawing

Created: Kim Noto **Board Approved on:**



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Unit Overview Template					
Content Area:	Visual Art	**Grade Level:**	4	**Unit Title:**	Oil Pastel/ Tempera Resist
Unit Summary: Birds in their habitats					
Primary Interdisciplinary Connections: Language Arts					
21st Century Themes x Creativity and Innovation x Critical Thinking and Problem Solving ☐ ICT Literacy x Information Literacy x Life and Career Skills ☐ Communication and Collaboration ☐ Media Literacy					
Unit Rationale:	The students will choose a specific bird species. They will utilize oil pastels and tempera paint to create a bird in its natural habitat.				
Career Readiness:	9.2,9.4				

Learning Targets	
Standards:	1.5, SEL.PK-12.5, LA.W.4.2
Content Statements:	Anchor Standard 2: Organizing and developing ideas. Anchor Standard 5: Developing and refining techniques and models or steps needed to create products. Anchor Standard 7: Perceiving and analyzing products. Anchor Standard 11: Relating artistic ideas and works within societal, cultural and historical contexts to deepen understanding. Core Idea: An individual's passions, aptitude and skills can affect his/her employment and earning potential. Core Idea: Sending and receiving copies of media on the internet creates the opportunity for unauthorized use of data, such as personally owned video, photos, and music. SEL.PK-12.5: Relationship Skills Writing Domain
CPI#:	**Cumulative Progress Indicator (CPI):**
1.5.5.Cr2b	Demonstrate craftsmanship through the safe and respectful use of materials, tools and equipment.
1.5.5.Pr5a	Prepare and present artwork safely and effectively.
1.5.5.Re7a	Speculate about artistic processes. Interpret and compare works of art and other responses.
1.5.5.Cn11b	Communicate how art is used to inform others about global issues, including climate change.
9.2.5.CAP.4	Explain the reasons why some jobs and careers require specific training, skills, and certification (e.g., life guards, child care, medicine, education) and examples of these requirements.
9.4.5.DC.4	Model safe, legal, and ethical behavior when using online or offline technology
SEL.PK12.5.1	Establish and maintain healthy relationships.

W.IW.4.2.A	Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings),text features(e.g., illustrations, diagrams, captions) and multimedia when useful to aid in comprehension.

Unit Essential Questions:

- How do artists and designers determine goals for designing or redesigning objects, places, or systems?
- What criteria are considered when selecting work for presentation, a portfolio, or a collection?
- Where and how do we encounter visual arts in our world?
- How does art help us understand the lives of people of different times, places and cultures?

Unit Enduring Understandings:

- People create and interact with objects, places and design that define, shape, enhance, and empower their lives.
- Artists, curators and others consider a variety of factors and methods including evolving technologies when preparing and refining artwork for display and or when deciding if and how to preserve and protect it.
- Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments.
- People develop ideas and understandings of society, culture and history through their interactions with and analysis of art.

Unit Learning Targets:

Students will...

- use John James Audubon as an influence to represent a bird in its natural habitat.
- utilize oil pastels and tempera paint for a combination of mediums.
- draw the basic shape of the chosen bird, shade and detail the bird with oil pastels and paint the bird's natural habitat with tempera paint.



Evidence of Learning	
Summative Assessment:	6 days
Equipment Needed:	tempera paint, oil pastels, pencils, bird pictures, blending tortillions, paper
Teacher Resources:	John James Audubon presentation, Biography handout with SNOWY HERON reference

Formative Assessments:

- Portfolio rubric for student hands on artwork.
- Class critique that involves group reflection on the differences between historical references vs personal creations.
- Guided practice.
- Self reflecting 4 category rubric that demonstrates learning on oil pastel application techniques, color matching of bird and habitat, photo reference drawing skills and tempera painting of the habitat.
- Critique that is written that cites the concepts, vocabulary and skills from the rubrics.

Lesson Plans	
Lesson	**Time Frame**
Lesson 1 Introduction of John James Audubon	1 day
Lesson 2 Bird drawing and oil pastel application	4 days
Lesson 3 Critique-Presentation of bird facts and self critique	1 day

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

Curriculum Development Resources/Technology Resources:

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

https://www.audubon.org/content/john-james-audubon

https://www.youtube.com/watch?v=7gozLgMAq38



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Lesson Plan 1 Template					
Content Area:	Visual Art	Lesson Title:	John James Audubon	Time Frame:	1 day

Lesson Components

21st Century Themes

x Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy

☐ Civic Literacy ☐ Health Literacy

21st Century Skills

x Creativity and Innovation x Critical Thinking and Problem Solving x Information Literacy

☐ Life and Career Skills ☐ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Language Arts

Integration of Technology: Projection of Naturalism examples. Video on John James Audubon. Students research various websites to find information about the different Naturalism compositions and artists throughout specific moments in history.

Equipment Needed: Projector, iPads, laptops, sketchbook

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Be introduced to John James Audubon. • Point out details of the animal's habitat. • Discuss similarities and differences amongst Audubon's work versus modern day Naturalist artists.	Lesson Sequence 1. Introduce John James Audubon, and show website resources of his work 2. Ask the learner to point out details of the animals habitat 3. Ask how important is the habitat to the artwork 4. Explain the art style, Naturalism. 5. Think, Pair, Share similarities and differences amongst Audubon's work versus modern day Naturalist artists 6. Each table will have bird references to explore and choose one to use for their project.	• Visual Monitoring • Group reflection on the differences between historical references.

	7. Use the bird reference to draw the bird in their sketchbook. 8. Reflective discussions	

Differentiation: Group investigation: The lesson will allow students to work together as a group to identify the artist, John James Audubon. This lesson will have students identify the art style, naturalism. Think, Pair, Share by readiness, interest, learning style: Students will discuss and decide which Naturalism scenes had an impact on their own decision making for their own creation.

Resources Provided:

- iPads for students to research Naturalism scenes created by Audubon with a group.
- Visuals of John James Audubon's work
- Biography handout with SNOWY HERON reference
- Video of John James Audubon's "Birds of America"



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Lesson Plan 2 Template					
Content Area:	Visual Art	Lesson Title:	Bird Drawing and Tempera Paint	Time Frame:	4 days

Lesson Components

21st Century Themes

x Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy

☐ Civic Literacy ☐ Health Literacy

21st Century Skills

x Creativity and Innovation x Critical Thinking and Problem Solving ☐ Information Literacy

x Life and Career Skills ☐ Communication and Collaboration x Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Language Arts

Integration of Technology: Projection of examples, iPads for students to research and discuss the different techniques and materials used to create each Naturalism composition.

Equipment Needed: Projector, tempera paint, oil pastels, blending tortillions, bird references

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Draw a bird in its natural habitat. • Apply oil pastels to color the bird. • Apply tempera paint to the background. • Identify the oil pastel/tempera resist.	Lesson Sequence 1. Students will choose a bird to draw from with pencil. 2. Demo use of oil pastels for the bird. 3. Demo use of blending tortillions. 4. Apply tempera paint to the background of the bird. 5. Formative assessment with learners, providing individual feedback. 6. Hold up individual learners' work to encourage others to become engaged. 7. Post work at the end of each class to display learners progress. 8. Reflective discussions.	• Visual Monitoring • Students' artwork • Portfolio rubric for student hands on artwork. • Group reflection on the differences between historical references vs personal creations.

Differentiation: Independent research and projects: Students will integrate science and identify how oil pastels and tempera paint resist each other.

Resources Provided:

- Bird References
- iPads for students to research and discuss the different techniques and materials used to create each Naturalism composition.



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Lesson Plan 3 Template					
Content Area:	Visual Art	Lesson Title:	Critique and Presentation of Bird facts	Time Frame:	1 day

Lesson Components

21st Century Themes

x Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy

☐ Civic Literacy ☐ Health Literacy

21st Century Skills

x Creativity and Innovation x Critical Thinking and Problem Solving ☐ Information Literacy

☐ Life and Career Skills x Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Language Arts

Integration of Technology: Projection of Audubon's scenes vs. students' work

Equipment Needed: Paper, pencils, rubrics

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Students will be able to assess and critique the effectiveness of the application of the elements of art and principles of design in the artwork of their classmates during critique. • Present their Naturalism scene to the class and have the opportunity to explain why they chose a certain bird species and background.	Lesson Sequence 1. Is there a piece you would like to talk about? 2. Why do you like this oil pastel/tempera painting? 3. Do you think this composition resembles the bird of choice? 4. Was the oil pastel/tempera paint resist successful? 5. Does the background correlate to the bird's natural habitat?	• Class critique: group reflection on the differences between historical references vs personal creations. • Critique that is written that cites the concepts, vocabulary and skills from the rubrics. • Self reflecting 4 category rubric: demonstrates oil pastel application techniques, color matching of bird/ habitat, photo reference drawing skills and tempera painting of the habitat.

Differentiation: Open ended activities: Class discussion about suggestions and reflection of Naturalism scenes. Students will write about another student's work and describe what they like about their art. Leveled rubrics: Self reflective rubrics will be utilized to assess themselves as well as assist them in properly critiquing others projects.

Resources Provided:

- Examples of student work
- Self reflecting 4 category rubric



Lesson Reflection

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

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

Curriculum Design Template

Content Area: Visual Art **Grade Level:** 4 **Unit Title:** Oil Pastel/ Tempera Resist

Created: Kim Noto **Board Approved on:**



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Unit Overview Template		
Content Area: Visual Art	**Grade Level:** 4	**Unit Title:** Torn Paper Collage
Unit Summary: Students will create a mosaic replica from a torn paper collage. **Primary Interdisciplinary Connections:** Social Studies ***21st Century Themes*** x Creativity and Innovation x Critical Thinking and Problem Solving ☐ ICT Literacy x Information Literacy ☐ Life and Career Skills ☐ Communication and Collaboration x Media Literacy		
Unit Rationale: The students will use construction paper and tissue paper as a source of medium to create a mosaic replica.		
Career Readiness: 9.2,9.4		

Learning Targets	
Standards:	1.5, SEL.PK-12.1, 6.1
Content Statements:	Anchor Standard 1: Generating and conceptualizing ideas. Anchor Standard 7: Perceiving and analyzing products. Anchor Standard 11: Relating artistic ideas and works within societal, cultural and historical contexts to deepen understanding. Core Idea: An individual's passions, aptitude and skills can affect his/her employment and earning potential. Core Idea: Digital tools have positively and negatively changed the way people interact socially. SEL.PK.1: Self-Awareness Core Idea: Historical records are shaped by the society that the creator lived in.
CPI#:	**Cumulative Progress Indicator (CPI):**
1.5.5.Cr1b	Individually and collaboratively set goals, investigate, choose, and demonstrate diverse approaches to art-making that is meaningful to the makers.
1.5.5.Re7b	Analyze visual arts including cultural associations.
1.5.5.Cn11a	Communicate how art is used to inform the values, beliefs and culture of an individual or society.
9.2.5.CAP.1	Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.
9.4.5.DC.6	Compare and contrast how digital tools have changed social interactions (e.g., 8.1.5.IC.1).
SEL.PK-12.1.4	Recognize the importance of self-confidence in handling daily tasks and challenges.
6.1.5.HistoryUP.7	Describe why it is important to understand the perspectives of other cultures in an interconnected world.

Unit Essential Questions:

- What factors prevent or encourage people to take creative risks?
- How do visual arts influence our views of the world?
- How does art help us understand the lives of people of different times, places and cultures?

Unit Enduring Understandings:

- Creativity and innovative thinking are essential life skills that can be developed.
- Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments.
- People develop ideas and understandings of society, culture and history through their interactions with and analysis of art.

Unit Learning Targets:

Students will...

- layer, fold and crumble the tissue paper and construction paper to create variations of depth and texture.
- observe the interaction of colors when they are overlapped.
- identify examples of stained glass windows and ancient Rome mosaics.



Evidence of Learning
Summative Assessment: 4 days **Equipment Needed:** tissue paper, construction paper, glue, paper, pencils **Teacher Resources:** Artists examples of stained glass windows and ancient Rome mosaics
Formative Assessments: • Portfolio rubric for student hands on artwork. • Class critique that involves group reflection on the differences between historical references vs personal creations. • Guided practice. • Self reflecting 4 category rubric that demonstrates learning on torn paper/tissue paper application techniques, variations of color, creation of depth concept and overall construction of the mosaic. • Critique that is written that cites the concepts, vocabulary and skills from the rubrics.

Lesson Plans	
Lesson	**Time Frame**
Lesson 1 Introduction of stained glass windows and ancient Rome mosaics	1 day
Lesson 2 Collage	2 days
Lesson 3 Class Critique and self critique	1 day
Teacher Notes: Timelines will be adjusted as needed based on district mandated projects. All activities can be modified by splitting up students into smaller groups or participating in the projects from a desk/table.	
Curriculum Development Resources/Technology Resources: *Click the links below to access additional resources used to design this unit:* http://www.ancient.eu.com/article/498/	



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Lesson Plan 1 Template					
Content Area:	Visual Art	Lesson Title:	Introduction of stained glass windows and ancient Rome mosaics	Time Frame:	1 day

Lesson Components

21st Century Themes

x Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy

☐ Civic Literacy ☐ Health Literacy

21st Century Skills

x Creativity and Innovation ☐ Critical Thinking and Problem Solving x Information Literacy

☐ Life and Career Skills x Communication and Collaboration x Media Literacy x ICT Literacy

Interdisciplinary Connections: Social Studies

Integration of Technology: Students research various websites to find information about Ancient Roman mosaics and stained glass visuals

Equipment Needed: iPads, Projector, laptops

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Identify the sense of depth and texture in the mosaic and stained glass work. • Discuss what can be down to paper to create this sense of depth and texture	Lesson Sequence 1. Introduce "mosaic". 2. Show examples of ancient Roman mosaics. 3. Introduce stained glass 4. Students identify areas that demonstrate differences in perspective. 5. Students identify areas of different textures. 6. Place students in groups to have them discuss how paper can be altered.	• Visual Monitoring • Group reflection on the differences between historical references.

Differentiation: Group investigation: The lesson will allow students to work together as a group to identify stained glass windows and ancient Rome mosaics. Think, Pair, Share by readiness, interest, learning style. Students will discuss and decide which mosaics had an impact on their own decision making for their own creation. The lesson will allow students to discuss as a group to come up with ways to alter tissue and construction paper.

Resources Provided:

- iPads for mosaic and stained glass visuals



Lesson Plan 2 Template	
Content Area: Visual Art **Lesson Title:** Collage	**Time Frame:** 2 days
Lesson Components	
21st Century Themes x Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy ☐ Civic Literacy ☐ Health Literacy	
21st Century Skills x Creativity and Innovation x Critical Thinking and Problem Solving ☐ Information Literacy x Life and Career Skills ☐ Communication and Collaboration ☐ Media Literacy x ICT Literacy	
Interdisciplinary Connections: Social Studies	
Integration of Technology: Projection of examples, iPads for students to research and discuss the different techniques and materials used to create each mosaic composition.	
Equipment Needed: tissue paper, construction paper, glue, paper, pencils	

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Create variations of colors by layering paper. • Create a mosaic replica by altering torn tissue paper to create different depths and texture.	Lesson Sequence • Ask students, "Can anyone explain what a landscape is and how it looks?" • Show examples of various landscapes • Demonstrate how layered tissue paper can create new VALUES of colors • Sketch out basic shapes of a landscape • Tear, crumble, twist or fold construction paper • Glue on shapes • Set aside and let dry • Monitor students' production, encourage, engage, support learners in creating. • Class review work at end of session	• Visual Monitoring • "Is the student layering or overlapping to recreate proper perspective?" • Portfolio rubric for student hands on artwork.
Differentiation: Independent research and projects: Students will integrate science and allow students to use torn construction paper/tissue paper instead of markers to add color.		
Resources Provided: • Visuals of mosaics and stained glass work		



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Lesson Plan 3 Template	
Content Area: Visual Art **Lesson Title:** Critique	**Time Frame:** 1 day
Lesson Components	
21st Century Themes x Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy ☐ Civic Literacy ☐ Health Literacy	
21st Century Skills ☐ Creativity and Innovation x Critical Thinking and Problem Solving x Information Literacy ☐ Life and Career Skills x Communication and Collaboration x Media Literacy ☐ ICT Literacy	
Interdisciplinary Connections: Social Studies	
Integration of Technology: Projection of Ancient Roman mosaics and stained glass visuals vs. students' work	
Equipment Needed: Paper, pencils, rubrics	

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Students will be able to assess and critique the effectiveness of the application of the elements of art and principles of design in the artwork of their classmates during critique.	Lesson Sequence 1. Is there a piece you would like to talk about? 2. Why do you like this collage? 3. Did the student create texture and depth?	• Class critique with group reflection: historical references vs personal creations. • Written critique citing concepts, vocabulary and skills from rubrics. • Self reflecting 4 category rubric that demonstrates learning on torn paper/tissue paper application techniques, variations of color, creation of depth concept and overall construction of the mosaic.
Differentiation: Open ended activities: Class discussion about suggestions and reflection of mosaics. Students will write about another student's work and describe what they like about their art. Leveled rubrics: Self reflective rubrics will be utilized to assess themselves as well as assist them in properly critiquing others projects.		
Resources Provided: • Examples of student work • Self reflecting 4 category rubric		



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Lesson Reflection

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

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

Curriculum Design Template

Content Area: Visual Art **Grade Level:** 4 **Unit Title:** Torn Paper Collage

Created: Kim Noto **Board Approved on:**



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Unit Overview Template
Content Area: Visual Art **Grade Level:** 4 **Unit Title:** Wood Sculpture/Color & Sculpture
Unit Summary: Students will create a three dimensional wood sculpture by using various wood scraps. **Primary Interdisciplinary Connections:** Social Studies, Language Arts ***21st Century Themes*** **x** Creativity and Innovation **x** Critical Thinking and Problem Solving ☐ ICT Literacy **x** Information Literacy ☐ Life and Career Skills **x** Communication and Collaboration **x** Media Literacy
Unit Rationale: The students will understand that sculptures are forms that have many sides.
Career Readiness: 9.2,9.4

Learning Targets	
Standards:	1.5, SEL.PK-12.3, 6.1, LA.RL.4.7
Content Statements:	Anchor Standard 1: Generating and conceptualizing ideas. Anchor Standard 2: Organizing and developing ideas. Anchor Standard 5: Developing and refining techniques and models or steps needed to create products. Anchor Standard 6: Conveying meaning through art. Anchor Standard 7: Perceiving and analyzing products. Anchor Standard 11: Relating artistic ideas and works within societal, cultural and historical contexts to deepen understanding. Core Idea: An individual's passions, aptitude and skills can affect his/her employment and earning potential. Core Idea: Digital tools have positively and negatively changed the way people interact socially. SEL.PK-12.3: Social Awareness Core Idea: Interactions of people and events throughout history have shaped the world we experience today. Reading Domain
CPI#:	**Cumulative Progress Indicator (CPI):**
1.5.5.Cr1a	Brainstorm and curate ideas to innovatively problem solve during artmaking and design projects.
1.5.5.Cr2b	Demonstrate craftsmanship through the safe and respectful use of materials, tools and equipment.
1.5.5.Pr5a	Prepare and present artwork safely and effectively.
1.5.5.Pr6a	Discuss how exhibits and museums provide information and in person experiences about concepts and topics.
1.5.5.Re7a	Speculate about artistic processes. Interpret and compare works of art and other responses.

1.5.5.Cn11a	Communicate how art is used to inform the values, beliefs and culture of an individual or society.
1.5.5.Cn11b	Communicate how art is used to inform others about global issues, including climate change.
9.2.5.CAP.1	Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.
9.4.5.DC.6	Compare and contrast how digital tools have changed social interactions.
SEL.PK-12.3.3	Demonstrate an understanding of the need for mutual respect when viewpoints differ.
6.1.5.HistoryCC.4	Use evidence to document how the interactions among African, European, and Native American groups impacted their respective cultures.
RL.MF.4.6	Make connections between specific descriptions and directions in a text and a visual or oral representation of the text.

Unit Essential Questions:

- How do artists and designers learn from trial and error?
- What methods and processes are considered when preparing artwork for presentation or preservation?
- How do visual arts influence our views of the world?
- How does art preserve aspects of life?

Unit Enduring Understandings:

- Artists and designers balance experimentation and safety, freedom and responsibility, while developing and creating artworks.
- Artists, curators and others consider a variety of factors and methods including evolving technologies when preparing and refining artwork for display and or when deciding if and how to preserve and protect it.
- Visual arts influences understanding of and responses to the world.
- People develop ideas and understandings of society, culture and history through their interactions with and analysis of art.

Unit Learning Targets:

Students will...

- build a sculpture from wood scraps by using the additive and subtractive methods.
- identify meanings behind why sculptures are constructed.



Evidence of Learning
Summative Assessment: 8 days **Equipment Needed:** wood, glue, paint **Teacher Resources:** Artists examples of sculptures such as Pablo Picasso's found art sculptures and Claes Oldenburg's public art installations
Formative Assessments: • Portfolio rubric for student hands on artwork. • Class critique that involves group reflection on the differences between historical references vs personal creations. • Guided practice. • Critique that is written that cites the concepts, vocabulary and skills from the rubrics. • Self reflecting 4 category rubric that demonstrates learning on sculpture building techniques, painting of sculpture, meaning of sculpture and overall construction of the sculpture.

Lesson Plans	
Lesson	**Time Frame**
Lesson 1 Introduction of Form and Picasso's Found Objects	1 day
Lesson 2 Wood Sculpture & Painting	6 days
Lesson 3 Class Critique	1 day
Teacher Notes: Timelines will be adjusted as needed based on district mandated projects. All activities can be modified by splitting up students into smaller groups or participating in the projects from a desk/table.	
Curriculum Development Resources/Technology Resources: *Click the links below to access additional resources used to design this unit:* https://www.pablopicasso.org/bull-head.jsp#google_vignette https://magazine.artland.com/claes-oldenburg/	



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Lesson Plan 1 Template					
Content Area:	Visual Art	Lesson Title:	Introduction of Form, Picasso's Found Objects and Claes Oldenburg's public installed art	Time Frame:	1 day

Lesson Components

21st Century Themes

x Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy

☐ Civic Literacy ☐ Health Literacy

21st Century Skills

x Creativity and Innovation ☐ Critical Thinking and Problem Solving x Information Literacy

☐ Life and Career Skills x Communication and Collaboration x Media Literacy x ICT Literacy

Interdisciplinary Connections: Social Studies

Integration of Technology: Picasso's found object examples. Claes Oldenburg's public installed art examples. Students research various websites to find information about the different sculptures and artists.

Equipment Needed: iPads, laptops, Projector, sketchbooks

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Assess how forms look together. • Identify the creative process used by Pablo Picasso and Claes Oldenburg. • Conclude which materials were used to construct sculpture examples.	Lesson Sequence 1. Introduce Pablo Picasso and Claes Oldenburg, and show website resources of their work. 2. Ask the learner to point out where form can be identified. 3. Have students count how many sides the sculptures have. 4. Think-pair-share to discuss and conclude what materials were used to construct the sculptures. 5. Students will sketch one idea for each category given.(Vehicle, building and animal)	• Visual Monitoring • Check for identification of various form examples • Group reflection on the differences between historical references.

	6. Let students know that they will not be able to cut the wood scraps. 7. They may only use the wood scraps that are provided.	

Differentiation: Group investigation: The lesson will allow students to identify Picasso's sculptures made from found objects as well as Claes Oldenburg's public installed art examples. They will be inspired to create their own sculptures. Think, Pair, Share by readiness, interest, learning style: Students will discuss and decide which sculptures had an impact on their own decision making for their own creation.

Resources Provided:

- iPads for Picasso's and Oldenburg's examples



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Lesson Plan 2 Template					
Content Area:	Visual Art	Lesson Title:	Wood Sculpture and Painting	Time Frame:	6 days

Lesson Components

21st Century Themes

x Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy

☐ Civic Literacy ☐ Health Literacy

21st Century Skills

x Creativity and Innovation ☐ Critical Thinking and Problem Solving x Information Literacy

☐ Life and Career Skills x Communication and Collaboration x Media Literacy x ICT Literacy

Interdisciplinary Connections: Social Studies

Integration of Technology: Projection of examples. iPads for students to research and discuss the different building techniques and materials used to create each sculpture.

Equipment Needed: Wood, glue, paint

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Work with form, discovering as one works. • Build the sculpture by following the size restrictions. • Apply color to sculpture • Determine if color affects the meaning in sculpture.	Lesson Sequence 1. Review lesson based on the question, "What could we make out of wood shapes?" 2. Have students look at wood samples and think about the question. 3. Point out details of wood scraps 4. Ask, "What shapes look interesting together, Why"? 5. Demo how to use glue, glue together wood. 6. Call students by table to select wood scraps. 7. Review lesson and ask, "How does color affect our opinion of forms?" 8. Have learners consider different colors for their wood sculpture. 9. Demo, how to paint sculpture	• Visual Monitoring • "Is the student building a sculpture or is it flat like a shape?" • Is the base free of paint? • Portfolio rubric for student hands on artwork. • Group reflection on the differences between historical references vs personal creations.

	10. Review work at end of unit	
Differentiation: Independent research and projects: Students will build a three dimensional form and paint it colors of their choice.		
Resources Provided: • Visuals of Picasso's and Oldenburg's sculptures		



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Lesson Plan 3 Template		
Content Area: Visual Art	**Lesson Title:** Critique	**Time Frame:** 1 day

Lesson Components

21st Century Themes

x Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy

☐ Civic Literacy ☐ Health Literacy

21st Century Skills

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

Interdisciplinary Connections: Language Arts

Integration of Technology: Projection of Picasso's and Oldenburg's sculptures vs. Students' work

Equipment Needed: Paper, pencils, rubrics

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Students will be able to assess and critique the effectiveness of the application of the elements of art and principles of design in the artwork of their classmates during critique.	Lesson Sequence 1. Is there a piece you would like to talk about? 2. Why do you like this sculpture? 3. Did the student choose a nice color scheme? 4. Do you think they chose those colors for a particular reason?	• Class critique that involves group reflection on the differences between historical references vs personal creations. • Critique that is written that cites the concepts, vocabulary and skills from the rubrics. • Self reflecting 4 category rubric that demonstrates learning on sculpture building techniques, painting of sculpture, meaning of sculpture and overall construction of the sculpture.

Differentiation: Open ended activities: Class discussion about suggestions and reflection of sculptures. Students will write about another student's work and describe what they like about their art. Leveled rubrics: Self reflective rubrics will be utilized to assess themselves as well as assist them in properly critiquing others projects.

Resources Provided:

- Self reflecting 4 category rubric
- Examples of student work



Lesson Reflection

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

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

Curriculum Design Template

Content Area: Visual Art **Grade Level:** 4 **Course Title:** Wood Sculpture/ Color & Sculpture

Created: Kim Noto	**Board Approved on:**



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Unit Overview Template	
Content Area: Visual Art **Grade Level:** 4 **Unit Title:** Graphic Storytelling Sequential Artwork	
Unit Summary: Students will create sequential artworks, visual narratives, and visual storytelling.	
Primary Interdisciplinary Connections: Language Arts, Math	
21st Century Themes x Creativity and Innovation x Critical Thinking and Problem Solving ☐ ICT Literacy x Information Literacy x Life and Career Skills x Communication and Collaboration x Media Literacy	
Unit Rationale: The students will involve others in the storytelling process by collaborating to develop characters, setting and design.	
Career Readiness: 9.2,9.4	

Learning Targets	
Standards:	1.5, SEL.PK.5, ELA MATH
Content Statements:	Anchor Standard 1: Generating and conceptualizing ideas. Anchor Standard 2: Organizing and developing ideas. Anchor Standard 7: Perceiving and analyzing products. Anchor Standard 11: Relating artistic ideas and works within societal, cultural and historical contexts to deepen understanding. Core Idea: An individual's passions, aptitude and skills can affect his/her employment and earning potential. Core Idea: Sending and receiving copies of media on the internet creates the opportunity for unauthorized use of data, such as personally owned video, photos, and music. SEL.PK. 5: Relationship Skills Writing Domain Geometry
CPI#:	**Cumulative Progress Indicator (CPI):**
1.5.5.Cr1b	Individually and collaboratively set goals, investigate, choose, and demonstrate diverse approaches to art-making that is meaningful to the makers.
1.5.5.Cr2c	Individually or collaboratively represent environments or objects of personal significance that includes a process of peer discussion, revision and refinement.
1.5.5.Re7a	Speculate about artistic processes. Interpret and compare works of art and other responses.
1.5.5.Cn11a	Communicate how art is used to inform the values, beliefs and culture of an individual or society.
9.2.5.CAP.3	Identify qualifications needed to pursue traditional and non-traditional careers and occupations.
9.4.5.DC.4	Model safe, legal, and ethical behavior when using online or offline technology.

SEL.PK-12.5.1	Establish and maintain healthy relationships.
W.NW.4.3.B	Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences. Use dialogue and description to develop experiences and events or show the responses of characters to situations.
MA.4.G.A.1	Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures.

Unit Essential Questions:

- How does knowing the contexts, histories, and traditions of art forms help us create works of art and design?
- How do objects, places and design shape lives and communities?
- How do visual arts influence our views of the world?
- How does art help us understand the lives of people of different times, places and cultures?

Unit Enduring Understandings:

- Creativity and innovative thinking are essential life skills that can be developed.
- Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches.
- Visual arts influences understanding of and responses to the world.
- People develop ideas and understandings of society, culture and history through their interactions with and analysis of art.

Unit Learning Targets:

Students will...

- collaborate to create a graphic narrative by using their favorite comic characters as motivation to create their own.
- create sequential artworks, visual narratives, and visual storytelling.



Evidence of Learning

Summative Assessment: 4 days

Equipment Needed: paper, pencils, rulers, markers, sharpies

Teacher Resources: Artists examples of comic style work, digital comic creator website, Stan Lee biography video

Formative Assessments:

- Portfolio rubric for student hands on artwork.
- Class critique that involves group reflection on the differences between historical references vs personal creations.
- Guided practice.
- Critique that is written that cites the concepts, vocabulary and skills from the rubrics.
- Self reflecting 4 category rubric that demonstrates learning on comic character techniques, collaboration skills, measurement skills and storyline of the comic.

Lesson Plans

Lesson	Time Frame
Lesson 1 Introduction of Roy Lichtenstein, Stan Lee and Walt Disney/Collaboration	1 day
Lesson 2 Comic	2 days
Lesson 3 Class Critique and self critique	1 day

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

Curriculum Development Resources/Technology Resources:

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

https://schulzmuseum.org/
http://www.waltdisney.org/
http://therealstanlee.com
http://www.readwritethink.org/files/resources/interactives/comic/



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Lesson Plan 1 Template					
Content Area:	Visual Art	Lesson Title:	Introduction of Roy Lichtenstein, Stan Lee and Walt Disney Collaboration	Time Frame:	1 day

Lesson Components

21st Century Themes

x Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy

☐ Civic Literacy ☐ Health Literacy

21st Century Skills

x Creativity and Innovation ☐ Critical Thinking and Problem Solving x Information Literacy

☐ Life and Career Skills x Communication and Collaboration x Media Literacy x ICT Literacy

Interdisciplinary Connections: Language Arts

Integration of Technology: Students research various websites to find information about the different comic creators such as Roy Lichtenstein, Stan Lee and Walt Disney. Students will use iPads and laptops to create a digital comic.

Equipment Needed: iPads, laptops, projector

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Identify action marks in comics. • Collaborate with a partner to create a superhero/villain. • Develop theme-based artwork.	Lesson Sequence 1. Introduce what a comic is. 2. Show examples of Roy Lichtenstein, Stan Lee and Walt Disney's comics. 3. Have students group and watch the Stan Lee biography video. 4. The group will discuss the differences between the three artists. 5. Have students identify how comics can be drawn to show action. 6. Discuss how colors and symbols can make a comic stand out to the viewer.	• Visual Monitoring • Check for group collaboration • Group reflection on the differences between historical references.

	7. Place students with a partner to discuss ideas for their superhero/villain.	

Differentiation: Group investigation: The lesson will allow students to work together as a group to identify the artists, Roy Lichtenstein, Stan Lee and Walt Disney. Think, Pair, Share by readiness, interest, learning style: Students will discuss and decide which comics had an impact on their own decision making for their own creation. The lesson will allow students to collaborate with a partner to create a superhero or villain.

Resources Provided:

- iPads for Roy Lichtenstein, Stan Lee and Walt Disney examples
- http://www.readwritethink.org/files/resources/interactives/comic/



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Lesson Plan 2 Template		
Content Area: Visual Art	Lesson Title: Comic	Time Frame: 2 days

Lesson Components

21st Century Themes

x Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy

☐ Civic Literacy ☐ Health Literacy

21st Century Skills

x Creativity and Innovation x Critical Thinking and Problem Solving ☐ Information Literacy

x Life and Career Skills ☐ Communication and Collaboration ☐ Media Literacy x ICT Literacy

Interdisciplinary Connections: Math

Integration of Technology: Projection of comic examples, iPads for students to research and discuss the different techniques used to create each comic strip composition.

Equipment Needed: paper, pencils, rulers, markers, sharpies

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Demonstrate an understanding of visual storytelling by working collaboratively to create a graphic novel of a self-generated superhero. • Identify how dialogue can be a key factor in a great comic strip. • Create sequential artworks, visual narratives, and visual storytelling.	Lesson Sequence 1. Ask, "What is a superhero, what does a superhero/villain do, what or who are real-life heroes, what do they have in common?" 2. Lead students through a visualization exercise to help develop superheroes/villains. 3. Show examples and lead students through stages of story, "Introduction, Problem, Solution, Resolution" 4. Hand out sketch materials and ask students to first develop superhero/villain 5. Hand out final copy paper to start final 6. Demonstrate how to measure 6 panels. 7. Each panel can include a caption if needed.	• Visual Monitoring • "Is the student measuring properly to create 6 equal panels?" • Portfolio rubric for student hands on artwork. • Group reflection on the differences between historical references vs personal creations.

	8. Show different ways to represent types of dialogue 9. Help students develop teamwork to finish assignment 10. Review work at end to unit	

Differentiation: Independent research and projects: students will plan and layout their comic according to their collaboration plan.

Resources Provided:

- Visuals of comics
- iPads for students to research and discuss the different techniques used to create each comic strip composition.



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Lesson Plan 3 Template		
Content Area: Visual Art	Lesson Title: Critique	Time Frame: 1 day

Lesson Components

21st Century Themes

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

21st Century Skills

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

Interdisciplinary Connections: Language Arts

Integration of Technology: Projection of Roy Lichtenstein, Stan Lee and Walt Disney examples vs. students' work

Equipment Needed: Paper, pencils, rubrics

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Students will be able to assess and critique the effectiveness of the application of the elements of art and principles of design in the artwork of their classmates during critique.	Lesson Sequence 1. Is there a piece you would like to talk about? 2. Why do you like this comic? 3. Did the student create a problem and resolution? 4. Did you enjoy collaborating with another student?	• Class critique that involves group reflection on the differences between historical references vs personal creations. • Critique that is written that cites the concepts, vocabulary and skills from the rubrics. • Self reflecting 4 category rubric that demonstrates learning on comic character techniques, collaboration skills, measurement skills and storyline of the comic.

Differentiation: Open ended activities: Class discussion about suggestions and reflection of comics. Students will write about another student's work and describe what they like about their art.
Leveled rubrics: Self reflective rubrics will be utilized to assess themselves as well as assist them in properly critiquing others projects.

Resources Provided:

- Examples of student work
- Self reflecting 4 category rubric



Lesson Reflection

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

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

Curriculum Design Template

Content Area: Visual Art **Grade Level:** 4 **Unit Title:** Graphic Storytelling Sequential Artwork

Created: Kim Noto **Board Approved on:**

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

TESTING AND ASSESSMENT ACCOMMODATIONS AND MODIFICATIONS:

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

GENERAL ACCOMMODATIONS AND MODIFICATIONS:

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

Pass/no pass option
Modified grades based on IEP

BEHAVIOR ACCOMMODATIONS FOR STUDENTS:

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



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Accommodations and Modifications for ESL Students

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

Springfield Public Schools

Cultivating compassionate and extraordinary learners!

What Does the Gifted and Talented Experience Look Like?

Springfield Public Schools

Mission Statement

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

We recognize that students come from diverse socioeconomic, cultural, and ethnic backgrounds, and the mission of the gifted and talented program is to provide opportunities for students to explore their intellectual, creative, and artistic gifts and talents within the classroom and with beyond-the-classroom experiences. It is essential to provide diverse, appropriate, and ongoing learning experiences and environments that incorporate students' academic, psychological, and social needs. Our responsibility is to provide students with educational alternatives that teach, challenge, and expand their knowledge, while simultaneously stressing the development of independent and self-directed learners who continuously generate questions, analyze, synthesize, and evaluate information and ideas.
New Jersey Administrative Code 6A:8-3.1 defines students who are gifted and talented as those students who possess or demonstrate high levels of ability in one or more content areas when compared to their chronological peers in the local district and who require modification of their educational program if they are to achieve in accordance with their capabilities.

Goals:

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

- ➢ To infuse into the general education program a broad range of activities for high-level learning that will challenge all students to perform at advanced levels, and provide extended opportunities, resources, and support in particular areas where student interest or talent is demonstrated.

- ➢ To provide a continuum of gifted education services that will strengthen the total school program, offer enriching and challenging learning opportunities for all students, and provide specialized learning experiences

- ➢ To promote achievement of students' best potentials and increased ability.

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

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

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

Early Childhood Center
Edward V. Walton

Schoolwide Virtual Enrichment

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

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

Gifted and Talented Teacher as a Resource

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

Elementary Schools
James Caldwell
Thelma L. Sandmeier

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

Enrichment Experience Grade 3

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

Targeted Gifted and Talented Programing Grades 4-5

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

Strategies and Practices that Support Gifted and Talented Students

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

Schoolwide Virtual Enrichment

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

Gifted and Talented Teacher as a Resource

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

Additional Enrichment Opportunities

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

Students self-select to participate in individual and/or group projects based on interest and commitment. The classroom teacher and/or the enrichment teacher will help guide and monitor student exploration of chosen topics, facilitating their learning with resources and teaching of needed skills.

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

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

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

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

Gifted and Talented Identification Criteria

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

Multiple Measures of Eligibility

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

According to N.J.A.C. 6A:8-3.1, all public school districts must have a board-approved gifted and talented identification process and provide services for identified students enrolled in the grades of that school district. The regulations require that identification and services be made available to students in grades K-12.

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

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

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

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

Gifted and Talented Program Identification Matrix

Minimum Score Required for Consideration: 14 Points

1 Point	2 Points	3 Points
Cogat Assessment Overall Stanine Score of a 7	Cogat Assessment Overall Stanine Score of an 8	Cogat Assessment Overall Stanine Score of a 9
iReady Math Assessment Just Below Current Grade Level	iReady Math Assessment On Grade Level	iReady Math Assessment ½ Year + Above Current Level
IReady ELA On Grade Level	IReady ELA ½ Year Above Current Level	IReady ELA One Full Grade Level + Above Current Level
NJSLA Math Approaching Expectations	NJSLA Math Met Expectations	NJSLA Math Exceed Expectations
NJSLA ELA Approaching Expectations	NJSLA ELA Met Expectations	NJSLA ELA Exceed Expectations
HOPE Teacher Rating Scale Raw Score: 11 - 29	HOPE Teacher Rating Scale Raw Score: 30 - 49	HOPE Teacher Rating Scale Raw Score: 50-66

Team meetings present the opportunity to review data and assess the educational needs of all students. Teacher provides examples of student work exhibiting above and beyond grade level expectations, creativity, leadership, critical and abstract thinking. Programs for gifted and talented students will be periodically evaluated for their continuing efficacy and adjusted accordingly. The parent of any student identified as gifted or talented shall be consulted regarding any program designed to address the student's particular needs.

Resource Links
https://riversideinsights.com/cognitive_abilities_test
https://www.curriculumassociates.com/programs/i-ready-learning
https://www.nj.gov/education/assessment/resources/
https://www.routledge.com/HOPE-Teacher-Rating-Scale-Involving-Teachers-in-Equitable-Identification/Gentry-Pereira-Peters-McIntosh-Fugate/p/book/9781618214522#:~:text=The%20HOPE%20Teacher%20Rating%20Scale,making%20it%20easy%20to%20use.

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

Twice-exceptional (2E) students: A twice-exceptional (2E) student is defined as "a student who is both gifted and a student with a disability. These students may also be referred to as having dual exceptionalities or as being gifted with learning disabilities (GT/LD). This also applies to students who are gifted with ADHD or gifted with autism" (New Jersey Association for Gifted Children, *www.nagc.org).*

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

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

NJDOE Fast Facts

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

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

Supplemental Resources/Programming for Gifted Students

Edward V. Walton

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

James Caldwell and Thelma L. Sandmeier

Math/ELA

- Project M3: Mentoring Mathematical Minds
- Junior Great Books
- AIMS Education Programming
- Borenson Hands on Equations
- BizWorld
- Perplexors
- Advanced Math Explorations grade 3-5
- Challenging Units for Gifted Learners (ELA and Math)
- Creative Curriculum Extenders
- Differentiated Lessons & Projects
- Challenge Math Grades 4+
- Differentiating Instruction with Menus (All Content Areas)
- Jacob's Ladder
- Genius Hour/Passion Project
- Spatial Reasoning
- Logic Puzzles, Brain Games, Analogies

STEM

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

Enrichment Events

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

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

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Targeted Gifted and Talented Programing Grades 4-5

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Strategies and Practices that Support Gifted and Talented Students

- Adjusted Pace of Lessons
- Inquiry-Based Instruction
- Higher-Order Thinking Activities
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Additional Enrichment Opportunities

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

Students self-select to participate in individual and/or group projects based on interest and commitment. The classroom teacher and/or the enrichment teacher will help guide and monitor student exploration of chosen topics, facilitating their learning with resources and teaching of needed skills.

Secondary Schools
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Jonathan Dayton High School

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

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

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

Gifted and Talented Identification Criteria

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

Multiple Measures of Eligibility

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

According to N.J.A.C. 6A:8-3.1, all public school districts must have a board-approved gifted and talented identification process and provide services for identified students enrolled in the grades of that school district. The regulations require that identification and services be made available to students in grades K-12.

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

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

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

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

Gifted and Talented Program Identification Matrix

Minimum Score Required for Consideration: 14 Points

1 Point	2 Points	3 Points
Cogat Assessment Overall Stanine Score of a 7	Cogat Assessment Overall Stanine Score of an 8	Cogat Assessment Overall Stanine Score of a 9
iReady Math Assessment Just Below Current Grade Level	iReady Math Assessment On Grade Level	iReady Math Assessment ½ Year + Above Current Level
IReady ELA On Grade Level	IReady ELA ½ Year Above Current Level	IReady ELA One Full Grade Level + Above Current Level
NJSLA Math Approaching Expectations	NJSLA Math Met Expectations	NJSLA Math Exceed Expectations
NJSLA ELA Approaching Expectations	NJSLA ELA Met Expectations	NJSLA ELA Exceed Expectations
HOPE Teacher Rating Scale Raw Score: 11 - 29	HOPE Teacher Rating Scale Raw Score: 30 - 49	HOPE Teacher Rating Scale Raw Score: 50-66

Team meetings present the opportunity to review data and assess the educational needs of all students. Teacher provides examples of student work exhibiting above and beyond grade level expectations, creativity, leadership, critical and abstract thinking. Programs for gifted and talented students will be periodically evaluated for their continuing efficacy and adjusted accordingly. The parent of any student identified as gifted or talented shall be consulted regarding any program designed to address the student's particular needs.

Resource Links
https://riversideinsights.com/cognitive_abilities_test
https://www.curriculumassociates.com/programs/i-ready-learning
https://www.nj.gov/education/assessment/resources/
https://www.routledge.com/HOPE-Teacher-Rating-Scale-Involving-Teachers-in-Equitable-Identification/Gentry-Pereira-Peters-McIntosh-Fugate/p/book/9781618214522#:~:text=The%20HOPE%20Teacher%20Rating%20Scale,making%20it%20easy%20to%20use.

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

Twice-exceptional (2E) students: A twice-exceptional (2E) student is defined as "a student who is both gifted and a student with a disability. These students may also be referred to as having dual exceptionalities or as being gifted with learning disabilities (GT/LD). This also applies to students who are gifted with ADHD or gifted with autism" (New Jersey Association for Gifted Children, *www.nagc.org).*

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

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

NJDOE Fast Facts

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

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

Supplemental Resources/Programming for Gifted Students

Edward V. Walton

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

James Caldwell and Thelma L. Sandmeier

Math/ELA

- Project M3: Mentoring Mathematical Minds
- Junior Great Books
- AIMS Education Programming
- Borenson Hands on Equations
- BizWorld
- Perplexors
- Advanced Math Explorations grade 3-5
- Challenging Units for Gifted Learners (ELA and Math)
- Creative Curriculum Extenders
- Differentiated Lessons & Projects
- Challenge Math Grades 4+
- Differentiating Instruction with Menus (All Content Areas)
- Jacob's Ladder
- Genius Hour/Passion Project
- Spatial Reasoning
- Logic Puzzles, Brain Games, Analogies

STEM

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

Enrichment Events

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