Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

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DEPARTMENT Visual and Performing Arts COURSE Art, Grade 6

Curriculum Development Timeline

School: Township of Ocean Intermediate School

Course: Art, Grade 6

Department: Visual and Performing Arts

Board Approval	Supervisor	Notes
August 2020	Valerie Sorce	New Course
August 2022	Derek Tranchina	Incorporate State Mandates
August 2024	Erin Leahy	Updated to include New State Mandate
August 2025	Erin Leahy	Revision

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DEPARTMENT Visual and Performing Arts COURSE Art, Grade 6

Township Of Ocean Pacing Guide			
Week	Marking Period 1	**Week**	Marking Period 3
1	Topic 1: Create	21	Topic 1: Create
2	Topic 1: Create	22	Topic 1: Create
3	Topic 2: Present	23	Topic 2: Present
4	Topic 1: Create	24	Topic 1: Create
5	Topic 1: Create	25	Topic 1: Create
6	Topic 3: Respond	26	Topic 3: Respond
7	Topic 1: Create	27	Topic 1: Create
8	Topic 1: Create	28	Topic 1: Create
9	Topic 4: Connect	29	Topic 4: Connect
10	Topic 4: Connect	30	Topic 4: Connect
Week	Marking Period 2	**Week**	Marking Period 4
11	Apply and review topics 1, 2, 3, 4	31	Apply and review topics 1, 2, 3, 4
12	Apply and review topics 1, 2, 3, 4	32	Apply and review topics 1, 2, 3, 4
13	Apply and review topics 1, 2, 3, 4	33	Apply and review topics 1, 2, 3, 4
14	Apply and review topics 1, 2, 3, 4	34	Apply and review topics 1, 2, 3, 4
15	Apply and review topics 1, 2, 3, 4	35	Apply and review topics 1, 2, 3, 4
16	Apply and review topics 1, 2, 3, 4	36	Apply and review topics 1, 2, 3, 4
17	Apply and review topics 1, 2, 3, 4	37	Apply and review topics 1, 2, 3, 4
18	Apply and review topics 1, 2, 3, 4	38	Apply and review topics 1, 2, 3, 4
19	Apply and review topics 1, 2, 3, 4	39	Apply and review topics 1, 2, 3, 4
20	Apply and review topics 1, 2, 3, 4	40	Apply and review topics 1, 2, 3, 4

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DEPARTMENT Visual and Performing Arts COURSE Art, Grade 6

Climate Change: Connect Unit (Topic 4)

Diversity and Inclusion, Individuals with Disabilities, and LGBT: Connect Unit (Topic 4)

Core Instructional & Supplemental Materials including various levels of Texts
Teacher created presentations, online resources, online databases, virtual tours, Scholastic Art magazine, videos, and various teacher-curated arts texts that support the curriculum.

Time Frame	4 weeks, Ongoing

Topic
Create

Essential Questions
How does knowing the contexts, histories and traditions of art forms help us create works of art and design? How does collaboration expand the creative process? Why do artists follow or break from established traditions? How do objects, places and design shape lives and communities? How do artists and designers create works of art or design that effectively communicate? How do artists grow and become accomplished in art forms? How does collaboratively reflecting on a work help us experience it more completely?

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 experiment with forms, structures, materials, concepts, media, and art-making approaches. Artists and designers balance experimentation and safety, freedom and responsibility, while developing and creating artworks. People create and interact with objects, places and design that define, shape, enhance, and empower their lives. Artists and designers develop excellence through practice and constructive critique, reflecting on, revising and refining work over time.

Alignment to Standards
• 1.5.12prof.Cr1a: Use multiple approaches to begin creative endeavors.

- 1.5.12adv.Cr1b: Choose from a range of materials and methods of traditional and contemporary artistic practices, following or breaking established conventions, to plan the making of multiple works of art and design based on a theme, idea or concept.
- 1.5.12prof.Cr2a: Engage in making a work of art or design without having a preconceived plan.
- 1.5.12acc.Cr2a: Through experimentation, practice and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.
- 1.5.12adv.Cr2a: Experiment, plan and make multiple works of art and design that explore a personally meaningful theme, idea, or concept.
- 1.5.12prof.Cr3a: Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on and plan revisions for works of art and design in progress. 1.5.12acc.Cr3a: Engage in constructive critique with peers, then reflect on, re- engage, revise, and refine works of art and design in response to personal artistic vision.
- 1.5.12adv.Cr3a: Reflect on, re-engage, revise and refine works of art or design considering relevant traditional and contemporary criteria as well as personal artistic vision.
- 1.2.8.Cr1c:Critique plans, prototypes and production processes considering purposeful and expressive intent
- 1.2.8.Cn10a: Access, evaluate, and use internal and external resources to inform the creation of media artworks, such as cultural and societal knowledge, research, and exemplary works.
- 1.2.8.Cn10b: Explain and demonstrate how media artworks expand meaning and knowledge, and create cultural experiences, such as local and global events.
- 1.2.8.Pr5c: Develop and demonstrate creativity and adaptability, in standard and experimental ways, to construct, achieve assigned purpose, and communicate intent in media artworks.

Learning Activities & Key Concepts and Skills

- Analyze the context, histories and traditions of various artforms throughout time.
- Plan, design and create artwork using methods and materials that are both traditional and contemporary.
- Experiment, plan and create artwork that explores a personally or culturally meaningful theme.
- Compare and contrast works of art from diverse cultures throughout history.
- Investigate artists who broke away from traditional artforms throughout time.
- Create experimental artwork that breaks away from traditional artforms through station activities.
- Demonstrate acquisition of basic art making skills through experimentation, practice and persistence.
- Collaborate with other artists to create 2D and 3D works of art.
- Engage in constructive critique with peers, in order to revise and refine a work of art.

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Assessments

Formative:
- Project Check-ins
- Online discussion or response via Google classroom
- Informal critique/peer feedback
- Discussion
- Teacher conferences
- Journals
- Self-assessment

Summative:
- Rubric assessed projects
- Final portfolio
- Objective test
- Written critique

Benchmark:
- Project target scores

Alternative:
- Art making task
- Media presentation

Career Education

CRP.1 Students act as responsible and contributing citizens and employees as they work on activities and projects in collaboration with their peers to set and accomplish a goal.
CRP.2 Students apply appropriate academic and technical skills to produce works of art that demonstrate mastery of visual art standards.
CRP.4 Communicate clearly and effectively and with reason during academic conversations in various contexts and for various purposes, i.e. artist statement, critique, etc.
CRP.6 Demonstrate creativity and innovation in choice of media and application of skill in creating works of art.
CRP.8 Utilize critical thinking to make sense of problems and persevere in solving them when learning about the role of persistence in revising, refining, and developing artwork.
CRP.11 Use technology to enhance productivity in all aspects of the process of planning, producing, and presenting artwork.

Career Readiness, Life Literacies, and Key Skills

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By studying art throughout history students will work toward mastery of 9.2.8.CAP.10: Evaluate how careers have evolved regionally, nationally, and globally.

By working collaboratively to create art, students work toward mastery of 9.4.8.TL.6: Collaborate to develop and publish work that provides perspectives on a real-world problem.

Interdisciplinary Connections

Social Studies:
By studying art history, students will develop mastery of 6.2.8.HistoryCA.3.a by evaluating the importance and enduring legacy of the major achievements of Greece, Rome, India, and China over time.

Language Arts

LA. 6. SL.PE.6.1 A. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

LA. 6. SL.AS.6.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Technology Integration

- Students will use Google Classroom to collaborate on solving a problem, creating a product, or to participate in an online classroom discussion utilizing pre-learned etiquette about blended learning platforms.
    - 9.4.8.TL.6: Collaborate to develop and publish work that provides perspectives on a real-world problem.
- Students will access and assess YouTube to further investigate and practice lesson concepts.
    - 9.4.8.TL.3: Select appropriate tools to organize and present information digitally.
- Additional resources and extension activities will be posted on Google Classroom or other collaborative platforms in order to encourage students to reflect on their learning, the role of technology in facilitating collaboration, and to connect their learning to real world problems and events.
    - 9.4.8.TL.6: Collaborate to develop and publish work that provides perspectives on real-world problems.

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- Students will use Google Slides to curate a portfolio demonstrating their learning, growth, and reflection throughout the course.
    - 9.4.8.DC.5: Manage digital identity and practice positive online behavior to avoid inappropriate forms of self-disclosure.

- Students will use FlipGrid or other collaborative platforms to demonstrate their learning; respond to prompts from the teacher; reteach a concept to their classmates; and extend their learning to real life problems and events.
    - 9.4.8.TL.3: Select appropriate tools to organize and present information digitally.
    - 9.4.8.TL.6: Collaborate to develop and publish work that provides perspectives on a real-world problem.

Time Frame	1 week, ongoing

Topic
Present

Essential Questions
How are artworks cared for and by whom? Why do people value objects, artifacts and artworks, and select them for presentation? What criteria are considered when selecting work for presentation, a portfolio, or a collection? What is an art museum? How does the presenting and sharing of objects, artifacts and artworks influence and shape ideas, beliefs and experiences? How do objects, artifacts and artworks collected, preserved, or presented, cultivate appreciation and understanding?

Enduring Understandings
Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting and curating objects artifacts, and artworks for preservation and presentation Artists, curators and others consider a variety of factors and methods including evolving technologies when preparing and refining artwork for display and or when deciding if and how to preserve and protect it. 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.

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Alignment to Standards

- 1.5.8.Pr4a: Investigate and analyze ways artwork is presented, preserved and experienced, including use of evolving technology. Evaluate a collection or presentation based on this criterion.
- 1.5.8.Pr5a: Individually or collaboratively prepare and present theme-based artwork for display and formulate exhibition narratives.
- 1.5.8.Pr6a: Analyze how exhibitions in different venues communicate meaning and influence ideas, beliefs and experiences.
- 1.2.8.Cr1c:Critique plans, prototypes and production processes considering purposeful and expressive intent
- 1.2.8.Cn10a: Access, evaluate, and use internal and external resources to inform the creation of media artworks, such as cultural and societal knowledge, research, and exemplary works.
- 1.2.8.Cn10b: Explain and demonstrate how media artworks expand meaning and knowledge, and create cultural experiences, such as local and global events.
- 1.2.8.Pr5c: Develop and demonstrate creativity and adaptability, in standard and experimental ways, to construct, achieve assigned purpose, and communicate intent in media artworks.

Learning Activities & Key Concepts and Skills

Create individual and collaborative artwork for public display.
Utilize classroom exercises such as a “Museum Walk” to receive peer and teacher feedback for work that is both in-progress and complete.
View online collection databases of museums to analyze artwork and artifacts that have been collected and preserved by humans over time.
View museum virtual tours to investigate the ways artwork and artifacts are presented collectively.

Assessments

Formative:

- Project Check-ins
- Online discussion or response via Google classroom
- Informal critique/peer feedback
- Discussion
- Teacher conferences
- Journals
- Self-assessment

Summative:

- Rubric assessed projects

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- Final portfolio
- Objective test
- Written critique

Benchmark:

- Project target scores

Alternative:

- Art making task
- Media presentation

Career Education

CRP.1 Students act as responsible and contributing citizens and employees as they work on activities and projects in collaboration with their peers to set and accomplish a goal.
CRP.4 Communicate clearly and effectively and with reason during academic conversations in various contexts and for various purposes, i.e. artist statement, critique, etc.
CRP.6 Demonstrate creativity and innovation in choice of media and application of skill in creating works of art.
CRP.11 Use technology to enhance productivity in all aspects of the process of planning, producing, and presenting artwork.

Career Readiness, Life Literacies, and Key Skills

By studying art throughout history students will work toward mastery of 9.2.8.CAP.10: Evaluate how careers have evolved regionally, nationally, and globally.

By working collaboratively to create art, students work toward mastery of 9.4.8.TL.6: Collaborate to develop and publish work that provides perspectives on a real-world problem.

Interdisciplinary Connections

Social Studies:
By studying art history, students will develop mastery of 6.2.8.HistoryCA.3.a by evaluating the importance and enduring legacy of the major achievements of Greece, Rome, India, and China over time.

Language Arts
Through art criticism, students will develop mastery of **LA. 6. SL.PE.6.1 A**. Come to discussions prepared, having read or studied required material; explicitly draw on that

preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

LA. 6. SL.AS.6.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Technology Integration

• Students will use Google Classroom to collaborate on solving a problem, creating a product, or to participate in an online classroom discussion utilizing pre-learned etiquette about blended learning platforms.
  ○ 9.4.8.TL.6: Collaborate to develop and publish work that provides perspectives on a real-world problem.
• Students will access and assess online museum databases and virtual tours to further investigate and practice lesson concepts.
  ○ 9.4.8.TL.3: Select appropriate tools to organize and present information digitally.
• Additional resources and extension activities will be posted on Google Classroom or other collaborative platforms in order to encourage students to reflect on their learning, the role of technology in facilitating collaboration, and to connect their learning to real world problems and events.
  ○ 9.4.8.TL.6: Collaborate to develop and publish work that provides perspectives on real-world problems.
• Students will use FlipGrid or other collaborative platforms to demonstrate their learning; respond to prompts from the teacher; reteach a concept to their classmates; and extend their learning to real life problems and events.
  ○ 9.4.8.TL.3: Select appropriate tools to organize and present information digitally.
  ○ 9.4.8.TL.6: Collaborate to develop and publish work that provides perspectives on a real-world problem.

Time Frame	1 week, ongoing

Topic
Respond

Essential Questions
How do life experiences influence the way you relate to art?

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How does learning about art impact how we perceive the world?
Where and how do we encounter visual arts in our world?
How do visual arts influence our views of the world?
How can the viewer "read" a work of art as text?

Enduring Understandings

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

People gain insights into meanings of artworks by engaging in the process of art criticism.

Alignment to Standards

- 1.5.8.Re7a: Explain how a person's aesthetic choices are influenced by culture and environment, and how they impact the way in which visual messages are perceived and conveyed.
- 1.5.8.Re7b: Compare and contrast cultural and social contexts of visual arts and how they influence ideas and emotions.
- 1.5.8.Re8a: Interpret art by analyzing how the interaction of subject matter, characteristics of form and structure, use of media, art making approaches, and relevant contextual information contributes to understanding messages or ideas and mood conveyed.
- 1.2.8.Cr1c:Critique plans, prototypes and production processes considering purposeful and expressive intent
- 1.2.8.Cr2b:Critique plans, prototypes and production processes considering purposeful and expressive intent.
- 1.2.8.Re7a: Compare, contrast, and analyze the qualities of and relationships between the components and style in media artworks.

Learning Activities & Key Concepts and Skills

Explain how a person’s aesthetic choices are influenced by culture and environment.
Create innovative works of art exploring concepts of self, others, and the world around us.
Engage with works of art across various cultures and time periods using the Question Formulation Technique.
Use the Feldman Method of Art Criticism to practice visual literacy and fluency.
Interpret intent and meaning in work of art.

Assessments

Formative:

- Project Check-ins

- Online discussion or response via Google classroom
- Informal critique/peer feedback
- Discussion
- Teacher conferences
- Journals
- Self-assessment

Summative:

- Rubric assessed projects
- Final portfolio
- Objective test
- Written critique

Benchmark:

- Project target scores

Alternative:

- Art making task
- Media presentation

Career Education

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Career Readiness, Life Literacies, and Key Skills

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Interdisciplinary Connections

Language Arts
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Time Frame	2 weeks, ongoing

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Topic
Connect
Essential Questions
How does art help us understand the lives of people of different times, places and cultures? How is art used to impact the views of a society? How does art preserve aspects of life?
Enduring Understandings
People develop ideas and understandings of society, culture and history through their interactions with and analysis of art.
Alignment to Standards
• 1.5.8.Cn11a: Analyze and contrast how art forms are used to represent, establish, reinforce and reflect group identity and culture. • 1.5.8.Cn11b: Analyze and contrast how art forms are used to reflect global issues, including climate change. • 1.2.8.Cr1a: Generate a variety of ideas, goals, and solutions for media artworks using creative processes such as sketching, brainstorming, improvising, and prototyping with increased proficiency, divergent thinking, and opportunity forstudent choice. • 1.2.8.Cr1b:Organize and design artistic ideas for media arts productions. • 1.2.8.Cn10a: Access, evaluate, and use internal and external resources to inform the creation of media artworks, such as cultural and societal knowledge, research, and exemplary works. • 1.2.8.Cn10b: Explain and demonstrate how media artworks expand meaning and knowledge, and create cultural experiences, such as local and global events.
Learning Activities & Key Concepts and Skills
Interpret the values of people of different times, places and cultures using works of fine art and craft for visual reference. View and analyze contemporary works of art that reflect global issues such as climate change.* Create works of art that reflect contemporary global issues such as human rights, social justice, the environment, etc.** Explain how art can impact the views of the society in which we live. * NJ Climate Change Education

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**NJ Diversity, Equity, and Inclusion/NJ LGBT and Persons with Disabilities Education

Assessments

Formative:
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- Online discussion or response via Google classroom
- Informal critique/peer feedback
- Discussion
- Journals
- Self-assessment

Summative:
- Rubric assessed projects
- Final portfolio
- Objective test
- Written critique
- Written reflection

Benchmark:
- Project target scores

Alternative:
- Art making task
- Media presentation

Career Education

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Career Readiness, Life Literacies, and Key Skills

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Interdisciplinary Connections

Language Arts
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LA. 6. SL.AS.6.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Science
By analyzing and contrasting art forms students will develop mastery of MS-ESS3-4 Construct an argument supported by evidence for how increases in human population and per-capita consumption of natural resources impact Earth's systems.

Technology Integration

- Students will use Google Classroom to collaborate on solving a problem, creating a product, or to participate in an online classroom discussion utilizing pre-learned etiquette about blended learning platforms.
    - 9.4.8.TL.6: Collaborate to develop and publish work that provides perspectives on a real-world problem.
- Students will access and assess online museum databases and virtual gallery tours to further investigate and practice lesson concepts.
    - 9.4.8.TL.3: Select appropriate tools to organize and present information digitally.
- Additional resources and extension activities will be posted on Google Classroom or other collaborative platforms in order to encourage students to reflect on their learning, the role of technology in facilitating collaboration, and to connect their learning to real world problems and events.

- 9.4.8.TL.6: Collaborate to develop and publish work that provides perspectives on real-world problems.

- Students will use FlipGrid or other collaborative platforms to demonstrate their learning; respond to prompts from the teacher; reteach a concept to their classmates; and extend their learning to real life problems and events.
  - 9.4.8.TL.3: Select appropriate tools to organize and present information digitally.
  - 9.4.8.TL.6: Collaborate to develop and publish work that provides perspectives on a real-world problem.

Modifications (ELL, Special Education, At-Risk Students, Gifted & Talented, & 504 Plans)

ELL:

- Work toward longer passages as skills in English increase
- Use visuals
- Introduce key vocabulary before lesson
- Teacher models reading aloud daily
- Provide peer tutoring
- Use of Bilingual Dictionary
- Guided notes and/or scaffold outline for written assignments
- Provide students with English Learner leveled readers.

Supports for Students With IEPs:

- Allow extra time to complete assignments or tests
- Guided notes and/or scaffold outline for written assignments
- Work in a small group
- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD (digital text)
- Follow all IEP modifications

At-Risk Students:

- Guided notes and/or scaffold outline for written assignments
- Introduce key vocabulary before lesson
- Work in a small group
- Lesson taught again using a differentiated approach
- Allow answers to be given orally or dictated

- Use visuals / Anchor Charts
- Leveled texts according to ability

Gifted and Talented:

- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)
- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts
- Organize integrated problem-solving simulations
- Propose interest-based extension activities
- Expose students to beyond level texts.

Supports for Students With 504 Plans:

- Follow all the 504 plan modifications
- Text to speech/audio recorded selections
- Amplification system as needed
- Leveled texts according to ability
- Fine motor skill stations embedded in rotation as needed
- Modified or constrained spelling word lists
- Provide anchor charts with high frequency words and phonemic patterns

Modifications for Physical Education/Dance/or any other physical coursework (ELL, Special Education, At-Risk Students, Gifted and Talented, and 504 Plans)

ELL:

- Use visuals
- Demonstrate all movements
- Introduce key vocabulary for movements and equipment
- Provide peer support/partnering
- Use of Bilingual Dictionary (only in safe situations)
- Guided notes and/or scaffold outline for any assessments or writing assignments (if applicable)
- Accept demonstration and verbal assessments in lieu of written tests.

Supports for Students With IEPs:

- Demonstrate all movements
- Allow extra time for practice drills, adapt where necessary

- Guided notes and/or scaffold outline for any assessments or written assignments
- Provide peer support/partnering
- Accept demonstration and verbal assessments in lieu of written tests.
- Follow all IEP modifications

At-Risk Students:
- Demonstrate all movements
- Lesson taught again using a differentiated approach
- Provide peer support/partnering
- Guided notes and/or scaffold outline for any assessments or writing assignments (if applicable)
- Accept demonstration and verbal assessments in lieu of written tests.

Gifted and Talented:
- Create an enhanced set of practice/drill activities
- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Encourage students to focus on challenging themselves
- Propose interest-based extension activities
- Allow independent projects/learning objectives which allow students to extend learning, achieve fitness gains.

Supports for Students With 504 Plans:
- Follow all the 504 plan modifications
- Demonstrate all movements.
- Amplification system as needed
- Fine motor skill stations embedded in rotation as needed
- Provide peer support/partnering
- Guided notes and/or scaffold outline for any assessments or writing assignments (if applicable)
- Accept demonstration and verbal assessments in lieu of written tests.